



LINKS-UP - Learning 2.0 for an Inclusive Knowledge Society - Understanding the Picture

Work Package 3

Learning Dialogues

Deliverable D3

Preliminary Learning Dialogues Report

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(Project Reference: 505544-LLP-1-2009-1-DE-KA3-KA3MP)

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Executive Summary

This work package firstly functions as a data-gathering activity, to explore and deepen the results, and questions, raised by the earlier research activities and it provides knowledge exchange to engage a wider spectrum of stakeholders to further validate the LINKS-UP outputs. Two phases of the Learning Dialogues involve representatives of the 20 cases studied in WP2. In the first phase these events are considered to serve as data gathering in the host countries represented by the LINKS-UP consortium. The second phase will involve action research experiments and will be combined with the Workpackage focused on Validation. The first Dialogues took place in the framework of two conferences, involving not only the direct target group of the project but a group of international experts to explore the possible bottlenecks of the project aims. In the second phase it is intended to run the Learning Dialogues using the Action Learning Set methodology (Pedler, 1997) with selected case studies involved in WP2. Action Learning Sets involve 'small group work' with groups representing key actors and stakeholders. Group work is co-ordinated by a facilitator in order to generate practical learning by reflecting on experiences of LINKS-UP in a structured way. A distinctive feature of the Action Learning Set methodology is its emphasis on exploring how different groups interact; the underlying 'visions' and value systems that shape this interaction, and the possible tensions that may arise through conflicts between these visions and values. This is particularly suited to understanding the barriers that may militate against the application of Learning 2.0 approaches to inclusive learning, since the methodology focuses on how social interactions operate.

The Learning Dialogues are intended to explore and deepen the results of case study analysis and to emulate knowledge exchange by engaging a wider spectrum of stakeholders that in the WP2 stage to validate project outputs. The first Learning Dialogue was transformed into a model Learning Dialogue event with international experts at the EDEN 2010 Annual Conference. Based on the experiences of the model event, the second Learning Dialogue event involving case study representatives and took place in Austria, in the framework of the EduMedia Conference at the end of June 2010. Based on the positive feedback from participants of the first two events, it was proposed to record interviews and short video-statements with stakeholders and publish them as part of the Innovation Laboratory online. The following report contains detailed descriptions of the initial Learning Dialogues and reports on the feedback received from participants to be included in the future Learning Dialogue methodology development.

1. Methodology: Action Learning Sets

1.1 Aims and objectives

This work package firstly functions as a data-gathering activity, to explore and deepen the results, and questions, raised by the earlier research activities on how marginalization works. Secondly, it provides a Knowledge Exchange to engage a wider spectrum of stakeholders from the 'lifeworlds' in which the pilot research actions are carried out in the problems and issues raised by the project. Thirdly, through Stakeholder Panels, it will further validate the LINKS-UP outputs. The Panels also have a 'foresight' role, in identifying emergent issues likely to shape future agendas – for example the emergence and use of Web 3.0 technologies. The Dialogues will be run using an Action Learning Set methodology (Pedler, 1997). Action Learning Sets involve 'small group work' with groups representing key actors and stakeholders. Group work is co-ordinated by a facilitator in order to generate practical learning by reflecting on experiences of LINKS-UP in a structured way. A distinctive feature of the Action Learning Set methodology is its emphasis on exploring how different groups interact; the underlying 'visions' and value systems that shape this interaction, and the possible tensions that may arise through conflicts between these visions and values. This is particularly suited to understanding the barriers that may militate against the application of Learning 2.0 approaches to inclusive learning, since the methodology focuses on how social interactions operate.

1.2 Methodological approach

The overall approach to the Learning Dialogues is based on 'action research', using 'Action Learning Sets'. Definitions of action research vary considerably as it is not located within a single discipline but has rather emerged over time from a broad range of fields and historical sources. Similarly action research is applied in multiple initiatives ranging from organisations, industry, education, development, to social and political movements. It is variously described as a research method, a process, an approach, an orientation to inquiry, a learning tool, or a technique to enable interventions and social change.

Action research is seen to offer a dual approach to both 'understanding' and also 'promoting change': as detailed by Rapoport (1970) it is a merger of academic social science with practice considering 'both the practical concerns of people in immediate problematic situations and the goals of social science by joint collaboration' (Ibid: 1). The term 'action research' was first used by Kurt Lewin (1946), within his formation of cycles of planning, acting, observing and reflecting, however this has expanded into extremely diverse meanings and applications. For example, Stenhouse (1975, 1978) perceives AR as more of an accessible learning tool that contributes to the theory of education and the practice of teaching. According to Carr and Kemmis (1986) improvement and involvement are central to the term 'action research', which endeavours to achieve both an improved understanding of a practice, improved understanding of a situation and the improvement revision of practice. Collaboration between researchers and practitioners is seen as central to the action research process (Whyte, 1986), and the participation of users and local communities is a highly embedded:

'Action research is a participatory democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities.' (Reason & Bradbury, 2001:1).

The participatory nature of action research is seen as a method of empowering users, by facilitating their 'access to research proposals, programmes and findings', and ensuring that the research process seriously considers their needs (Heller, 1986). Correspondingly a central purpose of action research is to produce practical knowledge that is useful to people in their everyday lives, and therefore it has 'emancipatory' intentions: as described by Reason and Bradbury (2001) 'action research is about working towards practical outcomes and also about creating new forms of understanding, since action without reflection is blind, just as theory without action is meaningless' (Ibid:1). Kemmis and McTaggart (2008), move towards reconceptualising research as social practice, which is related to Habermas's notion of the public sphere as a way of extending the theory and practice of action research. AR differs from other forms of social inquiry as it integrates more clearly its political and methodological intentions. Due to the diverse nature of action research some authors (such as Reason and Bradbury) assert that it is 'an orientation to inquiry rather than a methodology'. Considering its diverse origins and applications, these authors argue that action research is *an approach* rather than a coherent technique or method that can be easily classified: rather it 'has different purposes, is based in different relationships and it has different ways of conceiving knowledge and its relation to practice' (2001 106:).

Action Learning is defined as follows:

"Action Learning is an approach to the development of people in organisations which takes the task as the vehicle for learning. It is based on the premise that there is no learning without action and no sober and deliberate action without learning. The method...has three main components – people, who accept the responsibility for taking action on a particular issue; problems, or the tasks that people set themselves; and a set of six or more colleagues who support and challenge each other to make progress on problems"

(Pedler, M. (1997) Action Learning in Practice, 3rd edn. Aldershot, Gower.)

There are number of key elements in Action Learning:

- The participants must understand the system within which the problem resides
- They will examine the nature of the value system of the person and the system as a whole
- They will examine the external system which affects the decision being made, and the internal system in which the manager works.

The starting point for learning is action. In Action Learning, participants will continually check their expectations with what should be happening against what is actually happening. Members of Action Learning Sets will reflect on experience with the support of others,

followed by further action, in order to change – rather than simply repeat – previous patterns. Learning is the reason for the Action Learning Set. Legitimacy and formalisation of the Set over an extended period of time with a consistent Set membership – as well as explicit discussion of learning processes and achievements – serve to reinforce the learning intention. The Action Learning programme will help create the ability to learn how to learn in a number of ways. For example, time will be scheduled for learning reviews at each meeting. Members review the projects, their own learning process, and relevant issues that emerge from group dynamics and the work of others. Members might keep learning logs, or negotiate personal development plans and learning agreements.

In the Action Learning Sets, participants will also need to reflect on assumptions and beliefs that shape practice. Critical reflection can be powerful because attention is directed to the root of the problem and transforms perspectives. People recognise that their perceptions may be flawed because they are filtered through views, beliefs, attitudes and feelings inherited from one's family, school, professional training and society. Flawed perception distorts one's understanding of problems and situations. Critical thinking brings real issues to the fore and subjects them to scrutiny – allowing participants to call into question the rationale underlying their actions and to examine problems from multiple perspectives. Re-formulation of the presenting problem will occur when people uncover misperceptions, norms and expectations that are often hidden. Critical reflection will also go beyond the individual participants, underlying assumptions and will lead specifically to the examination of organisational norms. The group dynamics of Action Learning Sets will be valuable learning points because participants will need skills in running meetings and in collaborative decision-making.

1.3 Implementation

Learning Sets may be constructed in a number of ways. Sets can be composed of people from the same level of seniority, same professions or discipline, same organisation, department or unit, or they can be drawn from different organisations, departments and units. The former may be useful for groups with strong allegiances. The latter will be useful for greater cross-fertilisation of ideas from one part of the organisation to another.

An outside facilitator can facilitate learning Sets in the short or long term, or they may be self-managed with a member taking up a coordinating role.

Two phases of the Learning Dialogues will be carried out. Phase 1 will involve a series of 'Stakeholder Panels' to review of the first phase of the LINKS-UP outputs, i.e. the Literature Review and Case Studies. These Panels will be held in the host countries represented by the LINKS-UP consortium. The second phase involves the five action research experiments in another review of what has been learned through the pilot experiments and how it can be applied in their initiatives.

In practical terms, for LINKS-UP the workshops could involve a group of stakeholders in critically reviewing the model and tools produced in Phase 1, through 'story-boarding' how the model and tools could be implemented. In Phase 2, the emphasis will be on reviewing what has been learned through the pilot experiments.

Aim

To apply 'an 'action learning set' approach to evaluate the LINKS-UP model, approach and tools.

Approach

Essentially, the Action Learning approach is designed to get workshop participants to play a particular 'role'. In this case, the three roles are:

- Users – users are defined as the 'end users' of LINKS-UP tools and support services.
- Intermediaries – intermediaries are defined as people who provide a 'bridge' between the learning environment and the 'external' world. For the purposes of this workshop, they include: professionals providing learning services; managers of NGOs'; multipliers.
- Policy makers - people who are responsible for designing, developing and delivering 'Learning 2.0' initiatives.

The task for all three groups (roles) is to critically review the LINKS-UP model and tools and to recommend improvements – from the point of view of the three groups.

What workshop participants need to think about:

1. The kinds of roles different actors play within their own environment and how these are transferred to a 'shared' space (i.e. the learning environment)
2. The kinds of values related to these roles
3. The ways in which 'communication' and 'practices' are developed and managed between groups within their environment and within the shared space
4. The meanings attached to these communications and practices
5. How these shape how 'effectiveness' is interpreted and determined
6. How these can be situated and worked with to create recommendations for reform

How the Action Learning Set Works

Stage 1: Set up

The workshop (Stakeholder Panel) is given its primary task:

- In Phase 1, to critically review the LINKS-UP outputs and recommend further improvements

- In Phase 2, to review what has been learned in the pilot experiments and make recommendations to further improve the LINKS-UP method and tools

The workshop divides into four groups:

- 3 'Resource' groups
- 1 'Assessors' group

The three Resource Groups are divided into:

- One group that takes on the 'client' role (i.e. user)
- One group that takes on the 'intermediary' role (i.e. intermediary)
- One group that takes on the 'provider' role (i.e. policy maker)

The Assessors Group is comprised of one appointed representative of each of the three Resource Groups.

The tasks of the Resource Groups are:

- To clarify its primary purpose and what it seeks to change
- To identify who the change is for (for whom it seeks to make a difference)
- To identify how the change can be implemented (by developing a revised model and tools)

The tasks of the Assessors Group are:

- To work with a Resource group to develop an assessment of that group; what its needs are; the obstacles it faces in collaborating
- To report back to the Assessor Group on the assessment
- To deliver a 'message' to the Resource Group

Stage 2A: Group work

Each Resource Group has to:

- Appoint a member of the Assessors Group
- Discuss and decide on its primary purpose and the main change it seeks to make
- Identify who the change is for (for whom it seeks to make a difference)
- Identify the drivers and needs that shape the need for change
- Identify the main challenges to change
- Identify the principles and 'ideal scenario' for change
- Identify the actions needed to implement change

Stage 2B (in parallel with Stage 2A)

The Assessors Group to:

- Decide on which of its members will work with which Resource Group
- Design an action plan for their collaboration with the Resource group
- Work in dialogue with each Resource Group to. The aim is to build a picture of that group. The picture should consist of:
 - characteristics of the group (its sense of purpose; mission; role)
 - the resources of the group
 - the values of the group
 - how it works together
 - its view of the other Resource Groups
- Return to the Assessors Group.
- Each representative goes back to his/her own group and give a report on what the picture of its Resource Group is. Each Assessor then has to produce a 'message' for its Resource Group. It is entirely up to each Assessor what that message should be. The message should say something about:
 - the overall picture the group projects
 - the unconscious dynamics that underlie its interaction and behaviours
 - some ways in which the group could change its 'picture' – particularly on how it sees the roles of other groups in implementing the LINKS-UP model and tools

Stage 3: Assessment and analysis

- Each Resource Group elects a representative to give its Report on the results of its tasks
- Each Assessor presents his/her message to its Group

Stage 4: Reflection (Plenary Discussion)

The groups come back together as a whole. Open discussion about what has been found, and what has been learned. The expected outcomes are recommendations for further improvement of the LINKS-UP approach, method and tools

2. Learning Dialogues Implemented

2.1 First LINKS-UP Presentation at the Plymouth e-Learning Conference 2010

The concept of the Learning Dialogues of LINKS-UP have been discussed and validated firstly with the participants of the Plymouth eLearning Conference (PeLC), April 2010, Plymouth, United Kingdom (see <http://www2.plymouth.ac.uk/e-learning/>). See Annex 1 for the related conference presentation.



2.1 Model Learning Dialogue at the EDEN Annual Conference 2010

The first model Learning Dialogue has been conducted during the 2010 Annual Conference of the European Distance and E-Learning Network (EDEN), June 2010, Valencia, Spain (see <http://www.eden-online.org/eden.php?menuId=485>). Please find the the related presentations in Annex 2.



10 JUNE 2010 - THURSDAY MORNING

11:30 - 13:00 Parallel Sessions A, Session A5, Workshop

'Is it all Just Twitter? Can Learning 2.0 Deliver the Goods on e-Inclusion?'

Presented by:

Thomas Fischer, Institute for Learning Innovation (FIM - NewLearning), Germany, Martijn Hartog, eSociety Institute, The Netherlands, Davide Calenda, Università degli Studi di Firenze, Italy

The Consortium decided to combine WP5 Validation from methodological point of view and implement the Action Learning sets and with sound case study basis. To screen the stakeholders needs and expectations the first Learning Dialogue was implemented as a model Learning Dialogue with an international panel of researchers to involve further target groups into the stakeholder group. This event was held in the framework of the 2010 EDEN Annual Conference as a workshop within the programme of the conference.

2.1.1 Summary

It is increasingly argued that Web 2.0 can empower resistant learners and excluded groups by offering them new opportunities for self-realization through collaborative learning, and by changing the nature of education itself. Personal learning environments will replace formal education, with no separation between, school, home and work. Yet the evidence base for these conclusions is fragmented and contested. There is also counter evidence that Learning 2.0 can reinforce exclusion and reduce learning outcomes.

Participants in this workshop had the opportunity to gain an understanding of the emerging landscape of Learning 2.0 for social inclusion; its main concepts as well as the present gaps in the knowledge base. Based on the research of the European project 'Learning 2.0 for an Inclusive Knowledge Society - Understanding the Picture' (LINKS-UP), the workshop provided

participants with the opportunity of work with other experts and practitioners to exchange knowledge and good practices. The workshop format – using a ‘Learning Dialogue’ model – combined presentations, discussion and interactive working on three research themes:

- Is Learning 2.0 really supporting inclusive Lifelong Learning?
- Can isolated Learning 2.0 experiments be mainstreamed?
- Is Learning 2.0 fundamentally changing the educational landscape?

2.1.2 Objectives

- To introduce the LINKS-UP project, and in particular its key research questions, to Conference participants
- To share some of the project’s emerging, and forthcoming, results on Learning 2.0 for an inclusive knowledge society
- To get critical feedback on the project approach, particularly how it should address its key research questions

2.1.3 Agenda

Session 1: Project Presentations (see for separate files containing the presentations)

Presentation 1: Welcome to LINKS-UP

This presentation will introduce the key research questions the project is addressing alongside and present the applied methodology to answer the research questions. The three major research questions of LINKS-UP are: 1. Is Learning 2.0 really supporting inclusive Lifelong Learning (LLL)?; 2. Can isolated experiments and case studies be mainstreamed?; 3. Is Learning 2.0 fundamentally changing the educational landscape?

Presentation 1: Emerging Results

This presentation will set out what has been done so far in relation to the research questions, present the landscape of Learning 2.0, highlight the gaps in our knowledge, and how the workshop can contribute to helping us fill the gaps and answer the research questions.

Presentation 3: Building a Learning 2.0 Innovation Laboratory

This presentation will outline the vision now technologies can support inclusion, the initial specifications and foreseen interactive services of the online co-laboratory of LINKS-UP for Learning 2.0, Innovation and Inclusion.

Session 2: Learning Cafes: Review of the Research Question

This takes the form of 3 interactive discussion groups involving the workshop participants. Participants rotate to join each group.

Review of the Research Questions

The aim of this round is to critically review the research questions and how the project is approaching them. Contribute to expanding our knowledge of what is the current state of

the art in the field, building on participants' own experiences. Each of the three groups is assigned to one Research Question i.e.:

Group 1: Is Learning 2.0 really supporting inclusive Lifelong Learning?

Group 2: Can isolated experiments and case studies be mainstreamed?

Group 3: Is Learning 2.0 fundamentally changing the educational landscape?

Session 3: Plenary Session

Following the interactive group work, the three groups integrated into a whole group discussion to review the results of the Learning Cafés and formulated a 'consensus' view on the outcomes.

2.1.4 Methodology

The three introductory presentations (of approx. 10 minutes) were firstly aiming at setting the scene and secondly at 'animating' a lively debate during the following three Interactive Learning Cafés on Web 2.0, Learning 2.0 and (e-)Inclusion. After the short introductory presentations the participants were divided into three groups or in three thematic Learning Cafés according to the three major research questions of LINKS-UP are: Group 1: Is Learning 2.0 really supporting inclusive Lifelong Learning (LLL)?; Group 2: Can isolated experiments and case studies be mainstreamed?; Group 3: Is Learning 2.0 fundamentally changing the educational landscape?

The Learning Cafés are centred on open dialogue and productive brainstorming of interdisciplinary stakeholders as well as the elaboration of preliminary conclusions. The chosen format of Learning Cafés allows synergy and interaction, provides and documents new ideas and concerns as well as inputs for future planning within the addressed themes. During the Learning Cafés small groups of participants gather around one table or flip chart, which represent one theme. The discussions around each theme are moderated and documented by a facilitator. After a discussion interval of approx. 15 minutes the participants change themes and will be introduced by the facilitators to the outcomes of the discussions of the previous group. By these means the participants are able to build upon the insights and ideas of the previous group. Learning Cafés are therefore a powerful interactive and joyful method to stimulate the existing wisdom and creativity of participants and to collaboratively create knowledge by avoiding redundancies and repetitions.

During each session, each round table discussed the Research Question introduced by the facilitator. The discussion was 'animated' by the facilitators. Each discussion was documented on the flip chart. The documentation procedures were free: anyone could write, there was no requirement for the format of the documentation either i.e. mind mapping technique, bullet points, drawings, or just writing words and sentences.

After three rounds of Learning Cafés (i.e. each group discussed each Research Question) the main statements and/or key messages from the Learning Café were presented by the facilitators and due to a lack of time only briefly finally discussed during the concluding plenary session. The final results of each Learning Cafés will be summarised and further

analysed by the facilitators and a short report will be made available to all interested participants on the LINKS-UP portal.

2.1.5 Preliminary Findings from the Learning Cafés

Learning Café 1: Is Learning 2.0 really supporting inclusive Lifelong Learning

Inclusion is a multifaceted and stratified process

- Social exclusion offline reproduces online: Web 2.0 is a “middle class staff...I work in Scotland with people excluded from web 2.0 technologies. Not way to access”.
- Dynamics of social exclusion found in web 2.0 environments.
- Inclusion should be addressed in primary school and not so much in university (priorities emerge...).
- Formal and informal learning is a difference that still is important: it is easier to work on inclusion in formal learning than in informal learning, at least because you can see where and how exclusion works: there is an “invisible” risk of exclusion in web 2.0.
- Contraction between integration goal and informal groups. Web 2.0 is good to contact people but what is produced in terms of inclusion is online is another stuff.

Un-linked offline and online worlds

- There is not a linear relationship between the two concepts.
- The two processes can be connected in several ways and at least converge in some cases, but when we look at the structures behind learning processes we see differences: “Learning in a web 2 world means a huge range of activities but not in the University or schools”.
- There are many isolated projects “we don’t know how to put in a common institutional frame”.
- In learning 2.0 the weak actor is the formal education system.
- There is not enough attention on good instruction, quality, including interactions.
- The role of intermediaries is undervalued; it is matter of trusting experts also.
- Intermediaries can be students: “for a student managing a system is more motivating than just contributing to a forum!”
- Web 2.0 means that we will have more competition as educational system.
- In the last two years we have had an explosion of technology in UK University but I feel (Open UK representative) we don’t know how to make sense of all these technologies and how to manage changes. We don’t have the time to reflect and this is urgent now!
- Evidences of Web 2.0 impact on learning are lacking and this is one of the reason why many educators and formal institutions are sceptical.

Contradictory E-learning

- Learning 2.0 basis on Web 2.0 tools and platforms and there are commercial interests behind and this produce consequences: “we have platforms that were born

for other purposes than e-learning, i.e. Second life it is not easy to use in general and for e-learning. Furthermore, there are rights such as accessibility for disable people that are not contemplated in commercial platforms”.

- In our school we have many women; they are not likely to use pc and the Internet for learning but at the same time they are hard users of social networks such as Facebook. When I ask them to explain this contradiction, they answer that there is not contradiction because Facebook is for fun and socialization purposes and not for learning.
- Learning in the work place still not widely accepted by employers; employers don't like their workers using these technologies in the working time. We need a change in how working time is perceived by employers. We have the same problem in schools and universities regarding the access to Facebook or mobile phones. We should understand that these technologies can be useful for learning

E-learning has a natural linkage with Life Long Learning

- Does learning 2.0 mean learning through having fun by doing things? These technologies bring a fun factor into serious learning. When I have fun I can learn more...
- LLL for me is to keep interested and curious into things that happen in my life, is a life style..... situations in life change over time. So learning 2.0 is one element of LLL, the most important component are motivation and curiosity.
- Life is learning....we come back to the definition of Education, so LLL can be together with formal education. Formal learning was established because people realize that it was necessary for the society. It was a social purpose. And now it is the same, but the purpose is more inclusive because education systems now have to recognize the impotence of informal learning, let's say, learning 2.0!.
- We need to define what is Life Long Learning today. We can see Web 2.0 as a set of technologies that have a lot to do with life long learning because the increase accessibility for instance. So there is a natural connection between Web 2.0 and LLL. In our university we have LLL and people have many problems to come continuously in the classroom and web 2.0 would make it easier. The consequence would be to take them out of our direct supervision. This is our challenge.

Learning Café 2: Can isolated experiments and case studies be mainstreamed?

Stay realistic

- Direct up-scaling practices to from policies is difficult
- Direct jump from practice to policy is too big
- Lack of policy impedes experimentation on the ground
- Change takes time
- Some isolated experiments can not be scaled up and mainstreamed at all

Respect the characteristics of the setting

- Conservative environments and settings
- Resistance and inertia
- Privacy and security concerns e.g. Facebook banned from schools in the UK

- Must be in line with strategic goals of organisation
- Inclusion of Learning 2.0 requires new business models e.g. for educational institutions

Adaptation is crucial

- Linear transferability is a myth
- But provide analogies from one field to another field of application
- Usage and adaptation of best practices

Involve all levels of actors and stakeholders

- Always address the next level of the hierarchy and/or decision making first
- Use advocates, mediators, 'boosters'
- Use intermediaries
- Involve professional bodies and associations e.g. educational committees
- Involve responsible person in pilot
- Organise personal contact between people concerned and policy makers

Let them tell their story

- Visual accounts e.g. video statements more convincing than text
- Own words more convincing than reading
- Provide compelling evidence (from bottom-up) to organize support from policy (from top-down, above)
- Find evidence, show proofs and provide analogies etc

Find the super case study, starlet case study

- Promote and market the case

Granularity of approaches is essential

- Target group of excluded citizens and groups at risk is too big and manifold in its characteristics
- No homogeneity between and within excluded groups e.g. prisoners – persons with disabilities, elderly persons → homogeneity and linear transferability is an illusion
- Focus on specific interventions for specific target groups

Take into account the often ambiguous role of technology

- Role of basic and specific ICT skills
- Technologies are facilitating inclusion
- Stuck with technology → decrease of motivation → drop out
- Learning 2.0 resources need to be based on design principles and embedded in pedagogical concepts
- English is the dominant language of Web 2.0 → Lack of individualization
- Easy production of Learning 2.0 resources can help to keep languages and heritage alive e.g. worldwide Gaelic language learning network with own production of videos

Learning Café 3: Is Learning 2.0 fundamentally changing the educational landscape?

Approach

For this part of the workshop there was chosen for a phased approach, containing three steps:

- Define learning 2.0;
- Realizing learning 2.0 in non-formal environments;
- Changes in the way we learn / lifelong learning.

Findings

It seemed difficult to define learning 2.0 in non-formal environment, which is a result on its own, but had a counter effect in processing the three step approach. Nevertheless, the three groups provided three interesting perspectives in the usage of learning 2.0 as a lifelong learning aspect as well as learning 2.0 in non-formal environments.

Overall perspective

The opinions of the participants in the learning café provided key information concerning the third research question of Links-Up. Namely, it is plain difficult to determine a definition that obtains all possible factors of using web 2.0 tools in learning, also in combination with lifelong learning. You should more or less see it as incidental possibilities that may occur and be generalised for the purpose of reaching a large group as possible with the same amount of success.

During the discussion the three groups resulted in three different perspectives.

Group 1

- Learning 2.0 is learner driven, mobile, based on experience(s), about sharing / collaboration / participation / creating knowledge and entails social interaction which is combined with web 2.0 tools.
- Difficulties: it has no structure, no fixed frame. It is difficult to reflect upon. What to do with business influences of web 2.0 tool suppliers?
- If you want to use these defines in an operational way you have to define the core issue and the way you are going to reach the target group.
- How to reach? Sense of urgency? What do they need? Basic needs?
- The way you intervene in issues/problems and a larger group of people in non-formal environments determines the instruments you may choose to reach the target group as well as how you should be able to reach them.
- In addition some participants noted that you can reach people, even those who are hard to reach, by offering personal advice using mobile phone as well as local TV.
- In example for unemployment issues.

Group 2

- In this particular group we had a fierce discussion about the origin and meaning of learning 2.0. The phrase that was emphasized the most: Learning 2.0 finds its base, its core, in the developments made in technology which enables mobile learning and co-production.
- But then the following questions rose: But do 2.0 tools really consistently deliver user generated content? Most of the web 2.0 tools are ways to use and fun to play/experiment with, but is having fun learning?

Two highlighted issues:

- The constructivism of collaborating for an better live means co-producing as a team where trust is the core element of success and achieving the main goal.
- You must offer some sort of a structured and guided top-down format of using web 2.0 to benefit social inclusion, otherwise the effect will be marginal and it can't follow a sort of optimal process.

Group 3

The third group discuss whether web 2.0 tools can be related to educational environments, with questions like:

- Where are we using it for?
- Why are we using it?
- How are we using it?

We finished the workshop session concluding that it is difficult to estimate how learning 2.0 technologies and methods are applied in individual circumstances situated, within non-formal environments so it offers/realises and gains social inclusion. The participants saw the need to have a moderator who functions as a 'key' or 'bridge' between the (social inclusion) needs of people, the learning 2.0 tools and what certain institutions and methods can contribute/achieve. So a) the right information is distributed between the stakeholders and b) to ensure collaboration with the target group to achieve the highest possible rate of success.

2.3 First Learning Dialogue with Case Study Representatives at the EduMedia Conference 2010

Shortly after the model event, the Austrian Learning Dialogue took place during the EduMedia Conference in June 2010 in Salzburg, Austria (see http://edumedia.salzburgresearch.at/index.php?option=com_content&task=view&id=210&Itemid=188). The main idea of the workshop was on the one hand to introduce the idea and concept of the Links-up. The related conference paper can be found in Annex 3.

Learning with Web 2.0 for Inclusion

EduMedia Conference 2010

23.6.2010, 10:00 – 12:30

Moderators

Wolf Hilzensauer, Salzburg Research, Sandra Schaffert, Salzburg Research

Documentaton

Markus Winkler, Salzburg Research, Sandra Schaffert, Salzburg Research

Lerncafe

MI, 23.06.10	Lerncafe: Lernen mit Web 2.0 zur Inklusion (max. 40 TeilnehmerInnen)
10:00 - 12:30	<div data-bbox="387 1137 555 1249">  </div> <div data-bbox="560 1137 1214 1249"> <p>Leitung: Mag. Wolf Hilzensauer & Dr.ⁱⁿ Sandra Schaffert, Salzburg Research Forschungsgesellschaft mbH, AT Homepage: www.linksup.eu Blog: Sandra Schaffert Sprache: Deutsch</p> </div> <p>Erfahrungsaustausch von ProjektleiterInnen und Interessierten Vorgestellt wird das europäische Forschungsprojekt "LinksUp", welches Erfahrungen aus europäischen Projekten zum Thema "Vom Web 2.0 zur Inklusion", also beispielsweise Integration von Arbeitslosen, Schulabbrechern oder bildungsfernen Migranten sammelt. Eine Vorstudie erhebt and analysiert Erfolgsfaktoren und Rahmenbedingungen und erarbeitet Empfehlungen für zukünftige Projekte und Förderpolitiken. Ziel des Workshops ist, konkrete praktische Erfahrungen, eingesetzte Technologien und Rahmenbedingungen in Österreich auszutauschen und zu diskutieren.</p>
Anmeldung	<div data-bbox="387 1469 831 1541"> <p>E-Mail: anmeldung@virgil.at Tel.: +43(0)662 65901-514 (Elisabeth Berthold) Online: www.virgil.at/edumediataqung</p> </div> <div data-bbox="1209 1469 1331 1545">  </div>

2.3.1 Summary

The main idea of the workshop was on the one hand to introduce the idea and concept of the Links-UP project and on the other hand to gain experience in-depth from 8 experts in the area of learning and inclusion with Web 2.0 in Austria and Germany.

The workshop aimed at collecting and presenting experiences of projects with the topic "Web 2.0 to inclusion", such like integration of unemployed, school drop outs, educationally disadvantaged migrants. Therefore, observations within the diverse projects of the participants were collected and reflected. Very concrete observation, as the selection of a special tool (Facebook) for networking with different target group were discussed and

shared. Building on this, it was tried to develop a first list or recommendation for future project initiators and policy. Nevertheless, there was a big request to discuss these recommendation, but due to time restrictions, we only have this preliminary version to discuss in further steps of LINKS-UP.

2.3.2 Background: Setting

The workshop was implemented in the course of the EduMedia conference , the annual conference of the Salzburg Research Forschungsgesellschaft in Salzburg with more than 150 participants. The workshop was scheduled at the 2010-06-23 (10:00-12:00 h).

2.3.3 Agenda

- Presentation of the project Links-UP: Aims and activities.
- Introduction of the participants
- First discussion: Web 2.0 for Social inclusion – Observations
- Second discussion: Web 2.0 for Social Inclusion – Reflections
- Third discussion: Web 2.0 for Social Inclusion – Advice.
- Final discussion

2.3.4 Methods

The workshop was implemented on the base of the three main issues of the project:

Observation – Reflection – Advice

After the presentation of the project, the participants introduced themselves according to their background and answered to the following questions: a) Inclusion in my working fields means...? b) Web 2.0 – Learning 2.0 means...?

In the second part of the workshop, the participants were asked to go through the prepared forms and collect and reflect their experiences. For this, the participants were asked to reflect on positive as well as negative experiences of inclusion strategies with the help of web 2.0 technologies. The participants were asked to fill in the forms on the base of:

a) Observation: What was implemented? What was the result?

b1) Reflection: Why did it work?

b2) Reflection: Why did it not work?

c) Advice: Suggestions for People, who are about to plan and implement projects in this area

2.3.5 Participants' Profiles

Please note that the answers of the workshop participants have been anonymised.

Person A

Institution Bildungsnetz Salzburg

Position/Background

IT Support

Inclusion in my working fields means...

Currently getting an intensive contribution to the participation of the leaders on the school management system

Creating awareness of the risks of Web 2.0

Web 2.0 – Learning 2.0 means...

OLCP, Wikipedia, Wikis; examination of multiplex capabilities (moodle, facebook, twiter, xing); wasting time; benefit: fast, uncomplicated (straightforward) data exchange;

Drawbacks:

web access by device, dependency

Person B

Instituton:

Padagogische Hochschule NO, Baden

Posiiton/Background

Interested person in regarding integration of juvenile migrants and women in the society and world of employment

Inclusion in my working fields means...

Considering different points of views, learning persons with special needs; not getting scared by using Web 2.0, to support teenagers with migration background;

Web 2.0 – Learning 2.0 means...

It's a must in the 21th century and a great chance of worldwide networking and understanding/communication (problems, risks/ and negative aspects) → digital divide;

Person C

Institution

PRISMA – Zentrum fur Ausbildung und Beruf

Position/Background

project management and development in the field of educational-unprivileged women, learning and Web 2.0

Inclusion in my working fields means...

giving educational-unprivileged (with a learning gap) women the chance in participating in knowledge society, and show them ways, how they can self-directed learn and qualify (formal,

informal)

Web 2.0 – Learning 2.0 means...

Exciting; With the target group 19-24 years of age of educational- unprivileged women, it didn't work. Now she attempts the older generation. The difficulty is to show the benefit for business of using web 2.0. It is difficult, because of the lack of the digital social network.

Person D

Institution

Mittelschule, Dornbirn

Position/Background

Headmaster (Director)

Inclusion in my working fields means...

The new secondary school attempts to balance the disadvantages of parental home, language, background (educational free). Inclusion of all members of the school community (children with individualized personal instruction support, migrants, learning gaps, behaviour disorders)

Web 2.0 – Learning 2.0 means...

Opportunity to practice internal differentiation. Expansion in the field of parental homes/ social work.

Person E

Institution

Trigon Entwicklungsberatung

Position/Background

Project management, human resources development

Inclusion in my working fields means...

Making people curious about Web 2.0 and show them opportunities of Web 2.0

Web 2.0 – Learning 2.0 means...

Interactive, learning in real-time, self-explanatory, self-paced, free zone (space)

Person F

Institution

Brainy-Games

Position/Background

Creating learning games

Inclusion in my working fields means...

Software which facilitate education standards and supports everyone individual. Software is kind of connective link between groups and school types

Web 2.0 – Learning 2.0 means...

Opportunity with a high potential and risks. Focus?

Person G

Institution

Die Wiener Volkshochschulen VHS Meidling

Position/Background

Project manager (adult education program) learning in open education settings

Inclusion in my working fields means...

inclusion of educational-free persons; inclusion in the society dimension; second course of education and adult education; to facilitate educational attainment; to facilitate diversity in education; individual learning;

Web 2.0 – Learning 2.0 means...

Tying up; to interfere e-competence;

Person H

Institution

BIMS – Bildung Innovation Migration Soziale Exzellenz

Position/Background

Creating seminars, which includes the usage of Web 2.0 tools

Inclusion in my working fields means...

self organisation of learning offers;

Web 2.0 – Learning 2.0 means...

It's the crucial key, which enables educational offers

Person I

Institution

Pädagogische Hochschule Niederösterreich

Position/Background

teacher

Inclusion in my working fields means...

Possibilities of participation through the internet

Web 2.0 – Learning 2.0 means...

Multimodal methods and materials, available in a flexible form and structure.

2.3.6 Preliminary Findings: Positive & Negative Experiences

The workshop participants were asked to first an observation about Learning 2.0 and secondly reflect why the above was successful or not successful i.e. :

1. Observation: What was implemented?; What was the result? (target, target group, methods, tools, setting, space of time,...)
2. Reflection: Why was it successful?

Experience 1

Observation

- Webinar attendance (about 1,5 hours)

Reflection: Why was it successful?

- Technology worked correct moderation and lecture: different roles

Experience 2

Observation

- target: self-learning-competence and self-expression with e-portfolio, presentation of skills
- target group: participants in lectures of method: offer for different platforms
- setting: course + telecourse
- space of time: two years

Reflection: Why was it successful?

- participants had a high level of e-competence
- self-learning part was demanded as assessment
- participants were able to use their self-presentation for private cases and for the job market
- topic was close to technology
- participants were well networked

Experience 3

Observation

- Contact and getting to know a taboo; debriefing session on facebook

Reflection: Why was it successful?

- Chance for a better communication

Experience 4

Observation

- Participants 40+ should get in contact with facebook; friend explain how to use it for a reason; (about 3hours)

Reflection: Why was it successful?

- Concrete reason → own motivation; support from real person (via chat, skype teamspeak); learning by doing

Experience 5

Observation

- Introduction to the program „English Without Frontiers“ (part of „Barrier-Free Language Learning“ project) Linguer Project! www.englishwithoutfrontiers.com

Reflection: Why was it successful?

- At this point unpredictable; students were interested in the (learning-) materials, they hopefully think, that they were useful; especially the possibility to edit the materials is quite interesting;

Experience 6

Observation

- Creation and development of materials for learners with special needs;
- target: basic knowledge of the language English (in everyday usage)
- tools: www.toolsforeducators.com www.esl-kids.com

Reflection: Why was it successful?

- Students of the university of education think that the tools are very useful for the creation and development of materials for the E-Lessons. No success verification of working with pupils (students)

Experience 7

Observation

- Coaching of an migrant via Skype for the exam for the vocational maturity certificate

Reflection: Why was it successful?

- Face to face communication wasn't possible, because of the long distance. The migrant passes the exam.

Experience 8

Observation

- Project Socrates-Web (introduction to the new school administration software in Salzburg)

Reflection: Why was it successful?

- Participation of many women (especially project managers) enabled different views to the problem definition, problem analyse and solution; working method changed, open communication (also with Web 2.0 elements, Moodle Blogs);
- Project close-out was a quite good finish (hadn't been before in this form with appreciation of all involved persons) At this point some leaders/instructors work already with it; next summer term all will work with the system

Experience 9

Observation

- Give older people in a transitional course an understanding of Web 2.0 / internet. Introduction into tools like doodle, skype, google docs,...

Reflection: Why was it successful?

- Usage of Skype and email for private purpose; security aspects were very interesting (used in everyday life);

Experience 10

Observation

- Time restrictions are sometimes forcing self-organisation

Reflection: Why was it successful?

- In time troubles participants could use moodle at home; communication/exchange by themselves. Email was a quite good way to communicate problems

Experience 11

Observation

- Initiation and creation of an blog for the first school classes up to the 8th school level; target group: all school partners;
- Class log book/diary, task collection, parent information, picture& photo collection, content of teaching and content of learning retrievable; repetition for pupils with learning gaps; learning during number of work days lost due illness

Reflection: Why was it successful?

- Start at the beginning of this school year; up to now quite successful; many parents got convinced of the advantages;

Experience 12

Observation

- Formation of master-women tried to communicate (organization of seminars, informal contact) via Web 2.0 tools and processed an large training program with Web 2.0 elements.
- Some companies polices internal organization principles worked (Google Calender,..)

Experience 13

Observation

- learning to learn
- target group: educational-unprivileged women (drop outs, apprenticeship drop outs)
- tools: training, learning progress moderation e-tools: moodle, gmail-google docs
- approach: using moodle to support learning arrangement and to initiate communication/exchange between the participants

Reflection: Why was it NOT successful?

- Learning platform was too complex, confusing; own initiative was absent; the benefit of Web 2.0 was not clear, because it wasn't important and there was no technology at home or for private use accessible, or unintelligible how the same tool (MySpace) can be used for learning

Experience 14

Observation

?

Reflection: Why was it NOT successful?

- Learning world wasn't exciting enough for using many tools (it wasn't necessary/useful)

Experience 15

Observation

- using google docs to collaborate in the project coordination
- target group: project management staff members
- method: how to use google docs
- tool: iGoogle – Google Docs and phone
- space of time: 1-3 months

- Examples: web.de Address,...

Reflection: Why was it NOT successful?

- Willingness to check out something new

Experience 16

Observation

- Every pupil/student can use Facebook

Reflection: Why was it NOT successful?

- Everyone uses always; inhibition?

Experience 17

Observation

- Wiki

Reflection: Why was it NOT successful?

- Fear of doing something wrong

Experience 18

Observation

?

Reflection: Why was it NOT successful?

- At first of the training there was an massive resistance about the innovation → congestion (overloading)

2.3.7 Preliminary Findings: Experiences: A Summary

- Together with the participant, all the experiences had been discussed and reflected and the following points were mentioned as possible key factors for successful projects:
- It seems to be important, that the project initiators are opinion leaders in a organization and additionally highly motivated and personally involved in Web 2.0 (e.g. having an own Weblog)
- It seems to be helpful, when the expected outcomes are not overestimated and euphoric, as Web 2.0 may be helpful, but it is not a key driver on its own. The concrete opportunities can be very “small” but sustainable and are not a matter of course.
- Privacy seems always an important point, from different points of views.
- “Web 2.0 and inclusion” does not work on its own. There should be always a goal of an initiative or project with an (additional) value.
- Important seems the possibility and availability of support and tutoring by peers.
- Tools as Facebook or Youtube are not always generally a curse or blessing, this depends highly on the settings of the intervention. Facebook for example may disturb lectures in schools or is infecting privacy topics.
- A positive effect of Web 2.0 projects is, that normally more materials are produced and available and may be shared for documentation and dissemination of project results.
- Crucial seems e-competence and media competence in general (even if this is not the topic of the project itself). Surprisingly, it was harder to come up with general remarks about not successful projects, only one point was mentioned and gets (big) consensus.
- A practical, but important factor which limits the success can be the technology in general (usability), always very time consuming and a BIG BARRIER are especially and first logins and passwords.

2.3.8 Preliminary Findings: Advices for Project Initiators

- Building on our discussion of experiences of the participants we changed the perspective.
- Within the next and last part of the workshop lists of advices should be developed.
- Explore the target group (the CONCRETE target group)
- Do not underestimate the workload for the teacher: his/her role changes, but there will be more workload, be prepared!
- identify benefit of the usage of tools

- Include „the world“, especially peers of the target group
- important: keep it simple KISS2 (without banality) - http://en.wikipedia.org/wiki/KISS_principle [2010-07-14]
- Just use one or just a few tools! (not more as important)
- access to Internet, Tools etc. have to be organised
- Trainers and Experts should be „cool“ for the target group.

The discussion shows, that it was hard to find „special“ advices for project initiators, which are not common aspects of good plans for projects in the field of education or inclusion in general. Controversially discussed was the point, if or that a clear operationalisation of goals is needed. Web 2.0 project very often comes to surprisingly outcomes and effects that cannot be foreseen. An operationalisation may limit such windows of opportunities. Nevertheless it seems to be important, to get a clear understanding of the reasons of the usage of Web 2.0.

2.3.9 Preliminary Findings: Advices for Policy Makers

Advices and/or recommendations for policy makers were short and clear:

- create access of Web 2.0 for everybody, even outside the project space
- better financial support
- rising own media experience (just a limited knowledge of Web 2.0)
- Above this, experiences shown that there seems to be no „special“ policy advices for inclusion and Web 2.0 – but general advices to enhance the structure and financing of projects in the field of inclusion, especially long-term and adequate payment.

2.3.10 Additional Questions

Last, we discussed some general questions of the project LINKS-UP. Here are the questions and answers – short, but clear.

Is Learning 2.0 really supporting inclusive life-long learning?

Yes, if:

- technology, professional competence
- acceptance
- benefit
- personal relevance
- blended learning

Can isolated experiments be mainstreamed?

Yes, because of social focus

3. References

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Annex 1: Presentation at the Plymouth e-Learning Conference 2010

LINKS-UP : Looking in the Future of Learning 2.0 and 3.0

*Thomas Fischer & Thomas Kretschmer
Institute for Innovation in Learning (FIM NewLearning)
Friedrich-Alexander-University of Erlangen-Nuremberg*

&

*Joe Cullen, Arcola LLP
United Kingdom*



Workshop Agenda

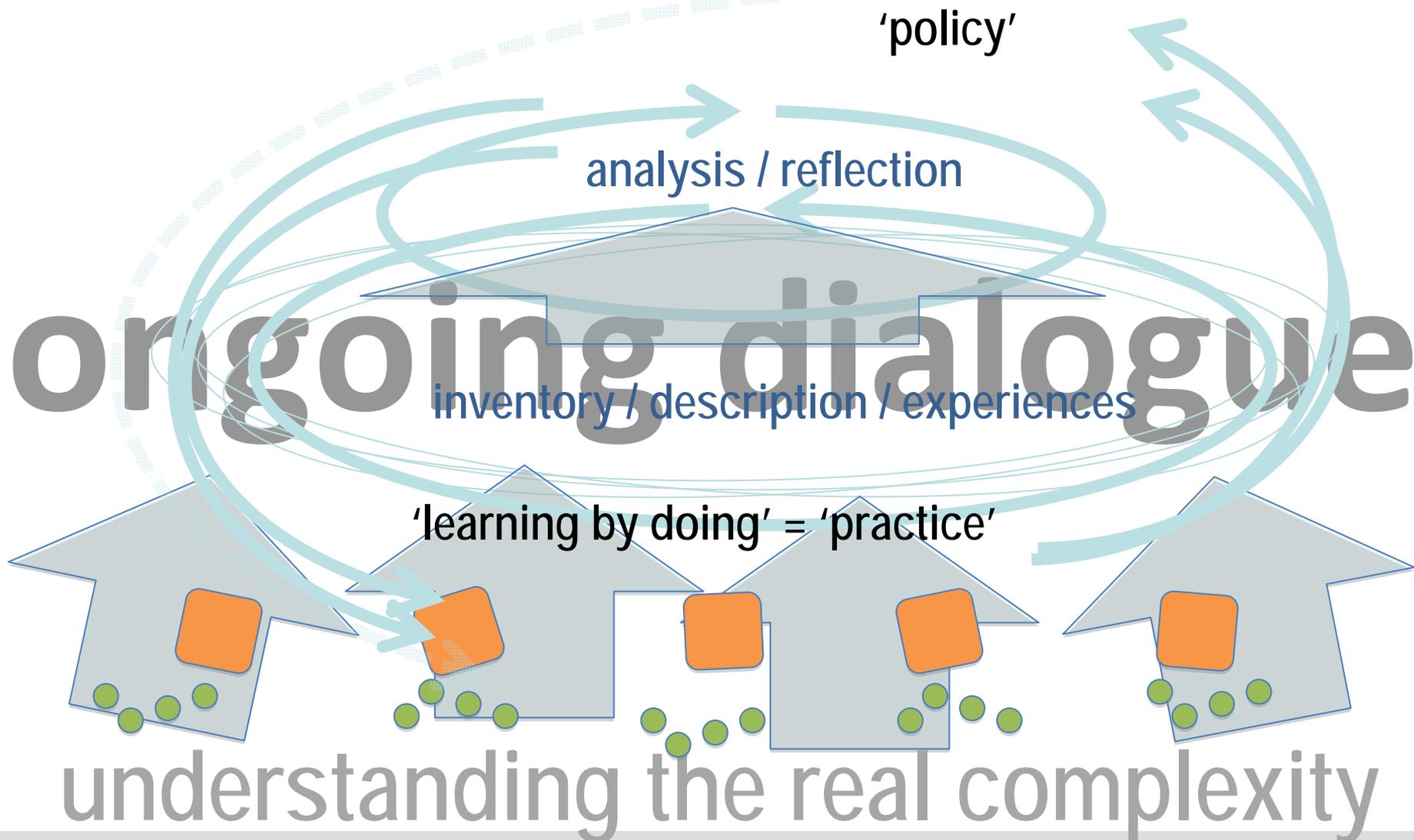
- Introduction to LINKS-UP (*5 min*)
- Looking at Learning 2.0 for Inclusion (*10 min*)
- Methodology of the Prospective Learning Cafés (*5 min*)
- Prospective Learning Cafés (*20 min each; if necessary split in groups; two rotations*)
 - Phase 1: Criticism
 - Phase 2: Utopia
 - Phase 3: Realisation
- Plenary Session: Concluding Remarks & Ways Forward (*10 min*)

What is LINKS-UP about?

- Social Software, Web 2.0 ...
- (e-)Learning, Technology Enhanced Learning (TEL), Learning 2.0 ...
- (e-)Inclusion, quality of life, active citizenship ...
- Bridging practice and policies ...
- Exchange, transfer, community and capacity building ...
- What works with whom under which conditions?
- From Bench-Marking (*statistics, 'descriptors'*) to Bench-Learning (*case studies, 'explanators'*) to Bench-Action (*intervention [planning]*)

Main Research Questions of LINKS-UP

1. Is Learning 2.0 really supporting inclusive Lifelong Learning (LLL)?
2. Can isolated e-Inclusion experiments be mainstreamed?
3. Is Learning 2.0 fundamentally changing the educational landscape?



R&D Activities of LINKS-UP

- WP 1: Scoping & Methodology
- WP 2: Intensive Case Studies
- WP 3: Learning Dialogues
- WP 4: Learning 2.0 Innovation Laboratory @ www.links-up.eu
- WP 5: Validation Experiments
- WP 6: Production & Dissemination, WP 7: Quality Plan & Project Internal Evaluation, WP 8: Exploitation & Sustainability Actions, WP 9 Project Management & Coordination

Social Computing & Innovation in Learning

- New ways of **collaborative creation, identification, aggregation and exchange of learning content and metadata**;
- New forms of **interconnection, communication and interaction amongst stakeholders and actors** (vs. digital isolation);
- More **personalized and learner-centred environments** (e.g. individual documentation of activities, knowledge and competencies);
- New forms of **blended learning scenarios** (formal/informal; classroom/distance; intra-/extra-institutional; mixed learning scenarios & pedagogical approaches);
- **Motivational advantages** by active, joyful, discovery-based learning approaches and learner's **sense of ownership** of produced content.

Source: Heid, S., Fischer, T. & Kugemann, W. (2009). Good Practices for Learning 2.0. The Potential of Social Computing to support Innovation in Learning. Seville: Institute for Prospective Technological Studies (IPTS), JRC, European Commission, <http://is.jrc.ec.europa.eu/pages/Learning-2.0.html>

Learning 2.0: Success Factors & Barriers

- **Reasonable use and meaningful integration** of Web 2.0 tools;
- **Well-structured online environments** respecting the needs of the target group of users (e.g. navigation, clear structure, not too many distractions, user-interface, terminology);
- **Regular up-dates of the online environment** (i.e. new content) and critical mass of users/content;
- **Adequate and stable technological infrastructure** (for organisations and learners at home);
- **Continuous motivation of all involved groups of people** (special barrier: digitally disadvantaged groups);
- Concerns about (scientific) **quality of user-generated and peer produces content**;
- Increasing awareness about **possible problems around identity, privacy, ownership of data**.

Learning 2.0: Knowledge, Skills & Competence Development

- Developing **subject specific, but at the same time higher order skills** (e.g. reflective thinking, learning-to-learn, self-organisation);
- Training **basic and more complex ICT** (depending on users' initial digital literacy) and **multimedia skills** (e.g. production of audio-visual or three-dimensional content);
- Fostering specific **communication skills; networking skills**;
- Enlarging **multi-tasking skills and complexity management**;
- Increasing **meta-cognitive and quality management skills**;
- Issue of assessment and formal certification of Web 2.0 experiences and knowledge gained by these means.

Benefits of Online (Learning) Communities

- Enables **different ways for and of learning** (e.g. narratives, discovery, experimentation, observing, reflection);
- Encourages **social support for learning** (e.g. peer support, situated learning, social knowledge management);
- Supports **new ways to access and organise learning** (linking communities to learning and education in new ways);
- Important element of many people lives with the potential to become a key tool for Lifelong Learning inside and outside educational systems;
- **Personalised approach for learning in social environment** and versatile tools for productive activities can nurture creativity and skills for innovation.

Source: Ala-Mutka, K. (2009). Review of Learning in ICT-enabled Networks and Communities. Seville: Institute for Prospective Technological Studies (IPTS), JRC, European Commission, <http://is.jrc.ec.europa.eu/pages/EAP/LearnCo.html>

Lifewide, Lifelong & Inclusive Learning Societies



The Social Theory of Learning 2.0 (for Inclusion)

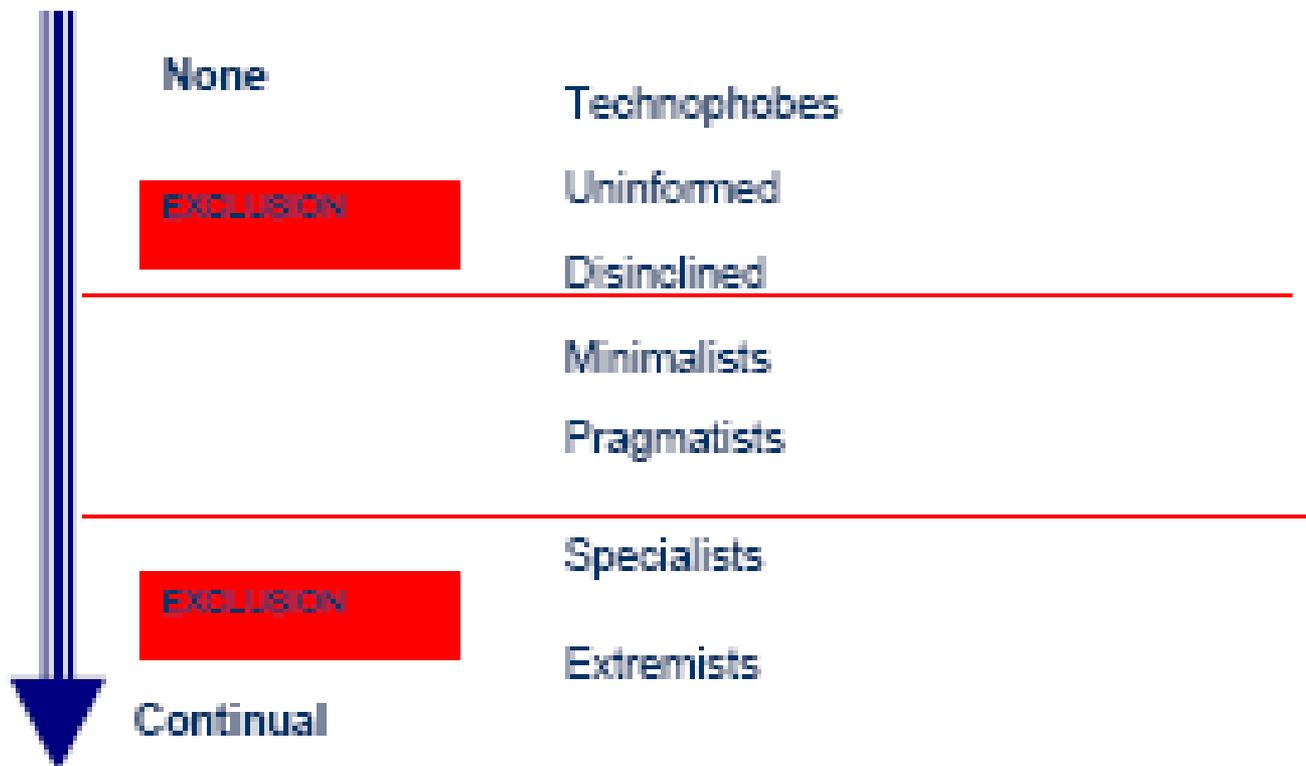
- **Meaning**: to experience our life and the world as meaningful;
- **Practice**: the shared historical and social resources, frameworks, and perspectives;
- **Community**: the social configurations in which our lives are take place and in which we participate
- **Identity**: the personal history of becoming (learning) in the context of our communities.



Source: Wenger, E. (1998). Communities of Practice. Cambridge: Cambridge University Press

→ **Critical Tension**: “Delete: The Virtue of Forgetting in a Digital Age” (Viktor Mayer-Schönberger)

The Spectrum of Learning 2.0 for Inclusion

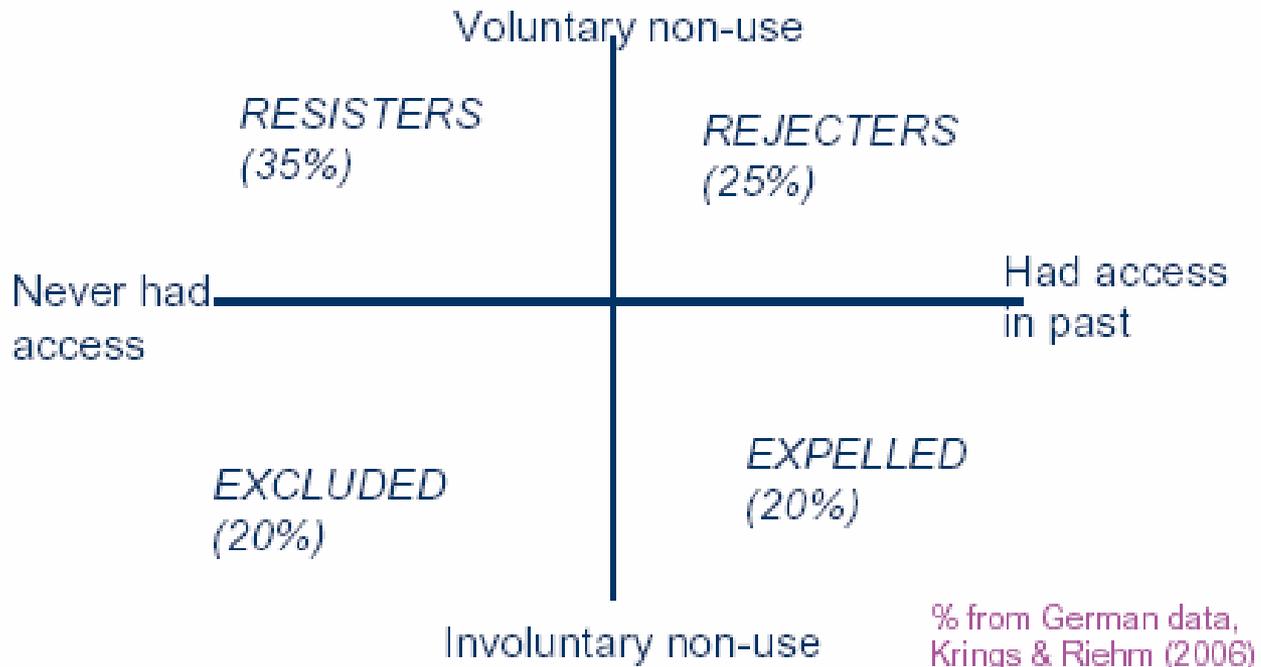


→ **Critical Tension:** “The Ungoogleable Man” vs. “No Citizen left Behind”!

The Boundaries of Learning 2.0 for Inclusion

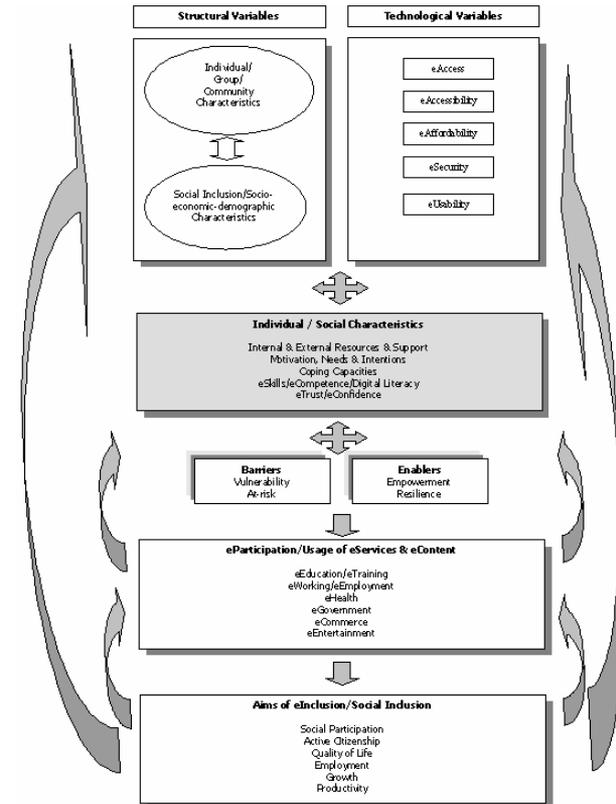
NON-USERS

■ Wyatt, G Thomas & T Terranova (2002) 'They came, they surfed, they went back to the beach. Conceptualising use and non-use of the Internet' in S Woodgar (ed) *Virtual Society?* Oxford: OUP



Measuring Learning 2.0 for (e-)Inclusion

- *Structural* incl. age, gender, ethnicity, geography, economic background, health, disabilities and educational attainment levels;
 - *Technological* incl. e-Access, e-Accessibility, e-Affordability, e-Security and e-Usability;
 - **Individual & Social** incl. skills and competences, motivation, user needs, coping capabilities, trust and confidence, intentions and perceived impact, experience;
 - *E-Participation/Usage of e-Services & e-Content variables* incl. e-Education, e-Training, e-Working, e-Employment, e-Health, e-Government, e-Commerce, e-Entertainment.
- Social Participation, Active Citizenship, Quality of Life, Employment, Growth, Productivity, Social Cohesion.



Source: Fischer, T., Kugemann, W., Hahner, R. & Heid, S. (2006). Review of Measurement Tools and Indicators. Topic Report 3. Status of e-Inclusion measurement, analysis and approaches for improvement. London: The Tavistock Institute

A (Very) Speedy & Prospective Learning Café Dialogue → Looking at the Future 2.0 (!) and 3.0 (?)

- **General Principles** (developed in the 1970ies; see Jungk, R. & Müllert, N.R. [1994])
 - Everything is possible
 - Everything is important
 - Everybody should contribute
 - Everything will be recorded
 - It is about consensus,

A (Very) Speedy & Prospective Learning Café Dialogue → Looking at the Future 2.0 (!) and 3.0 (?)

- General Effects

- Democratisation of decision making by respecting different needs, perspectives, wishes, dreams, hopes, fears
- Individual, group, community and societal learning i.e. project-based, goal oriented, mutual beneficial, respecting different social backgrounds
- Using creativity to solve problems
- Increasing motivation, active participation through transfer to real life worlds
- Building synergies i.e. building confidence in a joint future

A (Very) Speedy & Prospective Learning Dialogue → Looking at the Future 2.0 (!) and 3.0 (?)

- Phase 1: Criticism (*the present*)
 - *identifying the most critical issues at stake*
 - *ranking and clustering problematic areas*
 - *critical analysis basis for changing and shaping the future*
 - *identifying the most crucial issues*

Guidelines:

- Formulate anger, frustrations and disappointments about the present situation
- No valuation, no judgements, no reviews
- No meta-criticism
- No proposal of solutions

A (Very) Speedy & Prospective Learning Dialogue II

- Phase 2: Utopia (*the future*)
→ *mirroring critical issues with a fantastic or utopian vision of the future*

Guidelines:

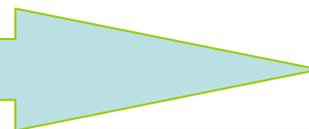
- Fantasy rules
- Think the unthinkable
- Be open for strange, weird and crazy ideas
- Stay unbiased
- No valuation, no judgements, no reviews, no backseat driving, no killer phrases (“that’s really stupid”, “this will never work”)

A (Very) Speedy & Prospective Learning Dialogue III

- Phase 3: Realisation (*from the present the future, connecting today and tomorrow*)
 - short and mid-term planning of concrete and realistic steps (*what, when, where, with whom, where*)
 - long-term roadmap/gangway towards the future

Guidelines:

- grounded in realism, not in pessimism
- open and flexible approaches
- define barriers and suggest ways how to overcome them
- establish alliances, discuss strategies, plan actions

2010**Steps & Measures****2020**

Join the LINKS-UP Community @ www.links-up.eu

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Annex 2: Presentation at the EDEN Annual Conference 2010

The (2nd) LINKS-UP Learning Dialogue:

Is it all just Twitter? Can Learning 2.0 deliver the Goods on e-Inclusion?

*Thomas Fischer, Institute for Innovation in Learning (ILI),
University of Erlangen-Nuremberg, Germany*



*Davide Calenda, PIN, Servizi Didattici e Scientifici per
l'Università di Firenze, Italy*



*Martijn Hartog, eSociety Institute, The Hague University of
Applied Sciences, The Netherlands*



Workshop Agenda

- Welcome to LINKS-UP (*Thomas Fischer, 10 min*)
- Emerging Results (*Davide Calenda, 10 min*)
- Building a Learning 2.0 Innovation Co-Laboratory (*Martijn Hartog, 10 min*)
- Learning Cafés: Review of the Research Questions (*15 min each*)
 - Group 1: Is Learning 2.0 really supporting inclusive Lifelong Learning? (*Facilitator: Davide Calenda*)
 - Group 2: Can isolated experiments and case studies be mainstreamed? (*Facilitator: Thomas Fischer*)
 - Group 3: Is Learning 2.0 fundamentally changing the educational landscape? (*Facilitator: Martijn Hartog*)
- Plenary Session (*15 min*)

What is LINKS-UP about?

- Social Software, Web 2.0 ...
- (e-)Learning, Technology Enhanced Learning (TEL), Learning 2.0 ...
- (e-)Inclusion, quality of life, active citizenship ...
- Bridging practice and policies ...
- Exchange, transfer, community and capacity building ...
- What works with whom under which conditions?
- From Bench-Marking (*statistics, 'descriptors'*) to Bench-Learning (*case studies, 'explanators'*) to Bench-Action (*intervention [planning]*)

R&D Activities of LINKS-UP

- WP 1: Scoping & Methodology
- WP 2: Intensive Case Studies
- WP 3: Learning Dialogues
- WP 4: Learning 2.0 Innovation Laboratory @ www.links-up.eu
- WP 5: Validation Experiments
- WP 6: Production & Dissemination, WP 7: Quality Plan & Project Internal Evaluation, WP 8: Exploitation & Sustainability Actions, WP 9 Project Management & Coordination

Social Computing & Innovation in Learning

- New ways of **collaborative creation, identification, aggregation and exchange of learning content and metadata**;
- New forms of **interconnection, communication and interaction amongst stakeholders and actors** (vs. digital isolation);
- More **personalized and learner-centred environments** (e.g. individual documentation of activities, knowledge and competencies);
- New forms of **blended learning scenarios** (formal/informal; classroom/distance; intra-/extra-institutional; mixed learning scenarios & pedagogical approaches);
- **Motivational advantages** by active, joyful, discovery-based learning approaches and learner's **sense of ownership** of produced content.

Lifewide, Lifelong & Inclusive Learning Societies



The Social Theory of Learning 2.0 (for Inclusion)

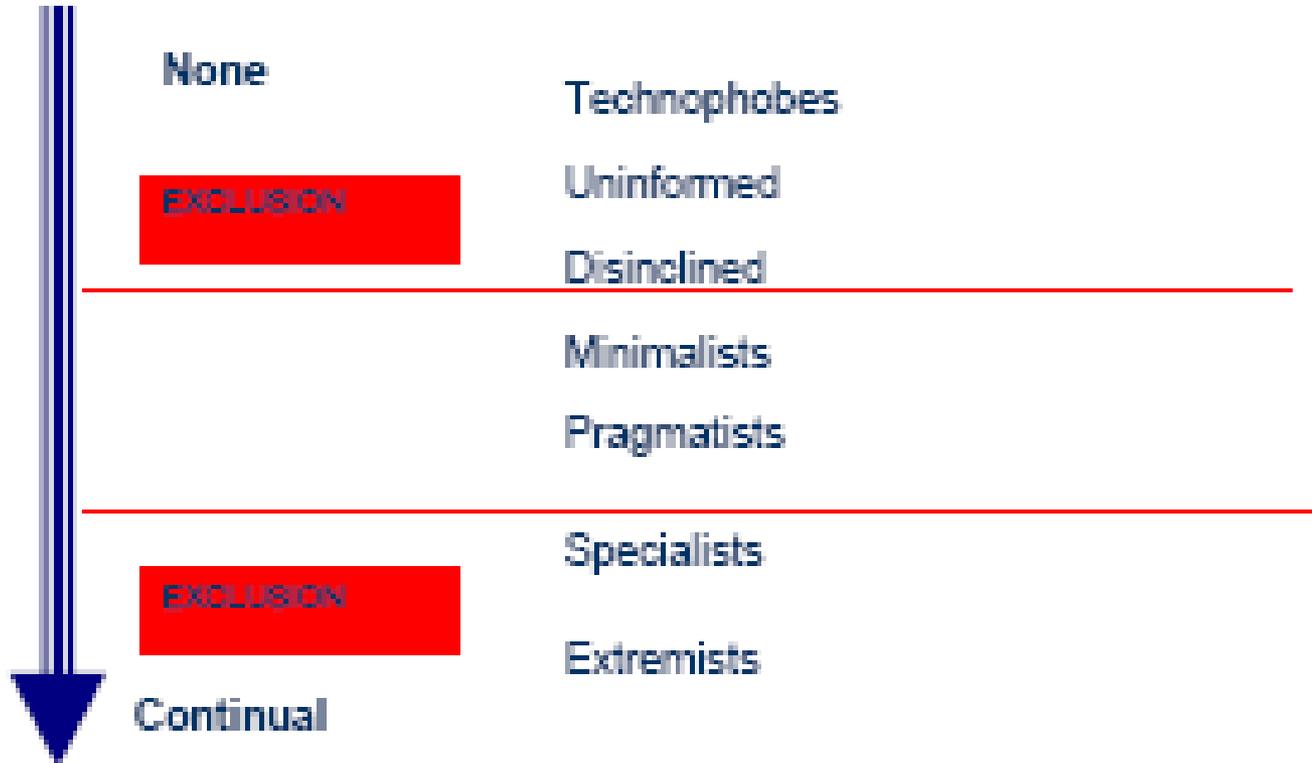
- **Meaning**: to experience our life and the world as meaningful;
- **Practice**: the shared historical and social resources, frameworks, and perspectives;
- **Community**: the social configurations in which our lives are take place and in which we participate
- **Identity**: the personal history of becoming (learning) in the context of our communities.



Source: Wenger, E. (1998). Communities of Practice. Cambridge: Cambridge University Press

→ **Critical Tension**: “Delete: The Virtue of Forgetting in a Digital Age” (Viktor Mayer-Schönberger)

The Spectrum of Learning 2.0 for Inclusion

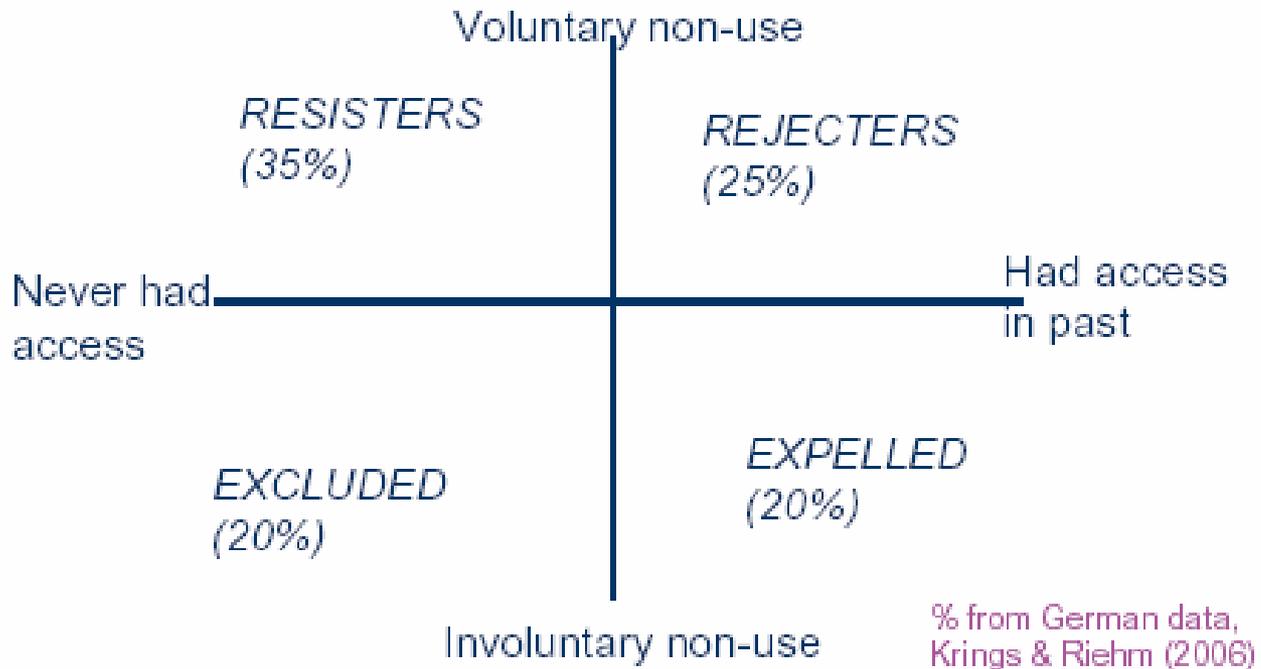


→ **Critical Tension:** “The Ungoogleable Man” vs. “No Citizen left Behind”!

The Boundaries of Learning 2.0 for Inclusion

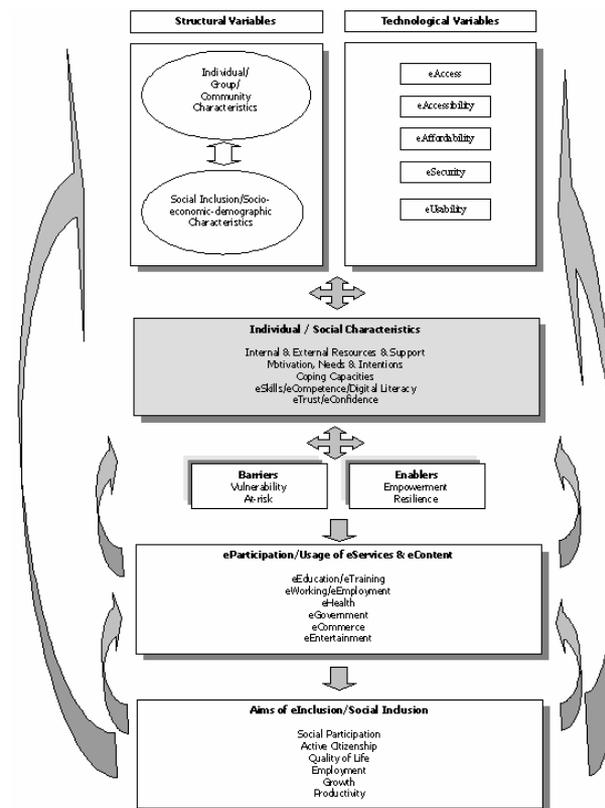
NON-USERS

■ Wyatt, G Thomas & T Terranova (2002) 'They came, they surfed, they went back to the beach. Conceptualising use and non-use of the Internet' in S Woodgar (ed) *Virtual Society?* Oxford: OUP



Measuring Learning 2.0 for (e-)Inclusion

- *Structural* incl. age, gender, ethnicity, geography, economic background, health, disabilities and educational attainment levels;
 - *Technological* incl. e-Access, e-Accessibility, e-Affordability, e-Security and e-Usability;
 - **Individual & Social** incl. skills and competences, motivation, user needs, coping capabilities, trust and confidence, intentions and perceived impact, experience;
 - *E-Participation/Usage of e-Services & e-Content variables* incl. e-Education, e-Training, e-Working, e-Employment, e-Health, e-Government, e-Commerce, e-Entertainment.
- Social Participation, Active Citizenship, Quality of Life, Employment, Growth, Productivity, Social Cohesion.



Source: Fischer, T., Kugemann, W., Hahner, R. & Heid, S. (2006). Review of Measurement Tools and Indicators. Topic Report 3. Status of e-Inclusion measurement, analysis and approaches for improvement. London: The Tavistock Institute

Main Research Questions of LINKS-UP

1. Is Learning 2.0 really supporting inclusive Lifelong Learning (LLL)?
2. Can isolated e-Inclusion experiments be mainstreamed?
3. Is Learning 2.0 fundamentally changing the educational landscape?

Join the LINKS-UP Community @ www.links-up.eu

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www.arcola-research.co.uk

learning 2.0 | a political issue

Davide Calenda | University of Florence



something is happening: tomorrow is today

drivers

policy: Lisbon Agenda

society: employability | flexible labourmarket

learning: life long learning

the old world

competition

competences

reproductive

linear

the new world

empowerment

resilience

transformative

non linear

the dynamic
transforming empowerment into inclusion

the old world

lisbon agenda

incremental
adaptive
driven by the market

the new world

changing change

radical
creative
driven by society

the question

linking two worlds

the old world

the new world

?

learning 2.0: a creative process driving change

learning 2.0 | a political issue

Davide Calenda | University of Florence





learning from learning 2.0 pilots a 'co-laboratory'

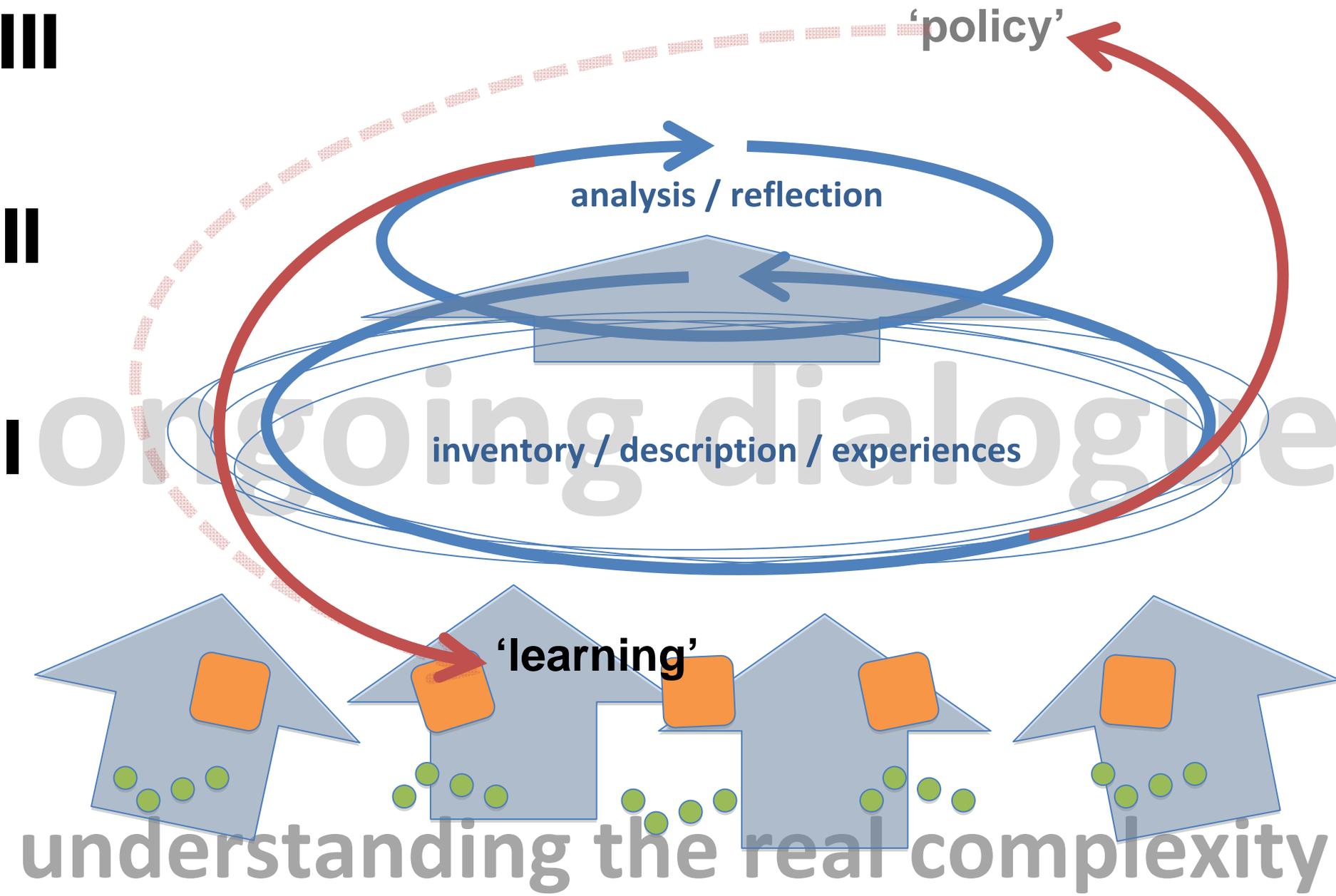
martijn hartog

3 step co-laboratory

III

II

I



understanding the real complexity

online co-laboratory



People's stories: see, hear and read their experiences...

Welcome

Healthtalkonline is the award-winning website of the DIPEx charity and replaces the website formerly at dipex.org. Healthtalkonline lets you share in other people's experiences of health and illness. You can watch or listen to videos of the interviews, read about people's experiences and find reliable information about conditions, treatment choices and support.

The information on Healthtalkonline is based on qualitative research into patient experiences, led by experts at the University of Oxford. These personal stories of health and illness will enable patients, families and healthcare professionals to benefit

Cancer	Heart disease
Nerves & brain	Bones & joints
Mental health	Pregnancy & children
Dying & bereavement	Carers
Chronic health issues	Living with disability
Intensive care	Medical research



inviting design
theme based:

inclusion
technology
funding
project setup

....

'10 things you can learn...'

how and what

dialogue

experts observing, reflecting, advising

what do you get?

inspiring examples: what works and doesn't

resulting advice for policy

new relationship between real life and policy

how to do it:

participate online:

write observations, reflections, advice



learning from learning 2.0 pilots a 'co-laboratory'

martijn hartog

Annex 3: Conference Paper for the EduMedia Conference 2010

Preprint – Published as: Schaffert, Sandra; Cullen, Joe; Hilzensauer, Wolf & Wieden-Bischof, Diana (2010). Inclusion through Learning and Web 2.0 - A New Project for Better Policies and Initiatives. In: V. Hornung-Prähauser & M. Luckmann (Ed.), Die lernende Organisation. Vom Web-2.0-Solisten zur Web-2.0-Jazzband, Salzburg: Salzburg Research, S. 57-64.

Inclusion through Learning and Web 2.0 – A New Project for Better Policies and Initiatives

Sandra Schaffert

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Joe Cullen

Arcola Research LLP, United Kingdom

Wolf Hilzensauer

Salzburg Research Forschungsgesellschaft, Austria

Diana Wieden-Bischof

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Abstract: There are several initiatives and projects trying to support inclusion through learning with Web 2.0. In order to get an overview, there is a need for a collection of results and lessons learnt. The project LINKS-UP, co-financed by the European Commission, aims at bringing together experiences and to provide recommendations for better projects and policies. In the following contribution, we want to present the project LINKS-UP in short and give an overview of exemplary projects that try to initiate and foster inclusion through so-called “learning 2.0”.

1 Inclusion through learning and Web 2.0

‘Inclusion’ is a complex concept, not least, because it is intimately associated with its opposite number – exclusion. As Glass (2000) observes, there is frequently a confusion in the literature between trying to measure social exclusion and trying to measure the effects of policies aimed at eliminating it. The elimination of exclusion – inclusion – needs to address complex multi-dimensional phenomena. As the European Commission (2004) defined it, exclusion is ‘a process whereby certain individuals are pushed to the edge of society and prevented from participating fully by virtue of their poverty, or lack of basic competencies and lifelong learning opportunities, or as a result of discrimination. This distances them from job, income and education opportunities as well as social and community networks and activities. They have little access to power and decision-making bodies and thus often feeling powerless and unable to take control over the decisions that affect their day to day lives’.

The growing ubiquity of ICTs in recent years, as a result of the burgeoning 'Knowledge Society', has attracted the attention of initiatives and projects aiming at harnessing technologies to address exclusion and support inclusion. This has especially been the case with regard to "Web 2.0", and 'social networking' technologies, with their potential to support far greater social interaction than before. As range of studies have demonstrated (see Redecker, 2008); the Web offers a lot of possibilities for self-expression and people are able to participate, e.g. to gain information, to communicate and to collaborate in many different ways. For example, with the use of web 2.0 technologies, blind people are able to participate by using a braille display, a device which transforms the information on the screen into embossed printing. Also, migrants with low language skills can stay in touch with news and policies within their native language by using the Web and additionally are able to use tools and networks in order to enhance their second language abilities with informal learning activities. Nevertheless, the "digital divide" between better-educated and higher-status groups and involuntary off-liners or people with low digital literacy still exists and limits the possibilities of participation. A recent (2008) report by Oxford Internet Institute observed that: "technological forms of exclusion are a reality for significant segments of the population, and that, for some people, they reinforce and deepen existing disadvantages" (Helsper, 2008). There is strong evidence to suggest that significant numbers of people remain at the margins of the 'knowledge society' – not least because the complexity and diversity of their lives, and their roles in a 'technologically rich' society, remain poorly understood (Facer & Selwyn, 2007). Digital inclusion itself is therefore a new field for inclusion initiatives, concerning e.g. the accessibility of web resources or digital literacy of people at (the risk of) exclusion.

Against this background, a number of initiatives have been established to support the application of ICTs – particularly Web 2.0 – to inclusion. In tandem, a range of initiatives aimed at awareness-raising and dissemination of good practices in the field have been implemented, including, several awards schemes. For example, the European e-Inclusion Award⁴ was established in 2008 in the following categories: ageing well, marginalised young people, geographic inclusion, cultural diversity, digital literacy, e-accessibility, and inclusive public services. Altogether 469 European institutions had applied for the e-Inclusion Award in 2008. To build an overview of the results and lessons learnt in the projects, the European Commission initiated a study (Osimo, De Luca & Codagnone; 2010) on projects and initiatives in the whole field of inclusion by private and non-profit European organisations. The majority of case studies are in the field of e-accessibility (ibid, p. 10). Another study, published in 2008, gives an overview about the different fields of action and examples of e-inclusion in Austria (The Federal Chancellery 2008). Furthermore the eLearning Papers Nr. 19, a publication of elearningeuropa.info, has published a document with different articles on inclusion and digital technologies (eLearning Papers, 2010).

Learning through and with technologies is to be seen as a key driver for inclusion. It is increasingly argued that Web 2.0 can empower resistant learners and groups at the risk of exclusion by offering them new opportunities for self-realisation through collaborative learning, and by changing the nature of education itself. This owes much to a notion that has come to the fore in recent thinking on learning – the idea that education is now focusing on 'new millennium learners' (NML), and that the

⁴ <http://www.e-inclusionawards.eu/> [2010-04-20]

future of learning is inextricably bound up with these learners. NML – those born after 1982 – are the first generation to grow up surrounded by digital media, and most of their activities dealing with peer-to-peer communication and knowledge management are mediated by these technologies (Pedró, 2006). For example, it is easier to take part in open learning initiatives, profit from open educational resources and new tools that allow easy communication and collaboration for learners. There seem to be fewer boundaries to take part in these opportunities compared with formal education settings, where social milieu, family background, healthiness, socio-economic possibilities and the accessibility of educational institutions as well as the geographic junction e.g. urban areas, are still the most important factors for (non) participation.

Yet, as noted above, the evidence base for these conclusions is fragmented and contested. There is also counter evidence that Web 2.0 can reinforce exclusion and reduce learning outcomes. For example, it seems that people with better education and socio-economic backgrounds profit more from the new learning and participation opportunities than others. This effect – those who have more will get more – is called Matthew's effect based on a popular citation from the bible. Therefore, a sceptic view on projects within this field is needed. Critical questions comprise: Is learning 2.0 really supporting inclusive life-long learning? Can isolated experiments be mainstreamed and is learning 2.0 fundamentally changing the educational landscape?

Until now, there have only been a few studies that bring together experiences in this field. For example, the aim of the project "E-learning 4 E-inclusion" is "to build a community for those with valuable expertise regarding the use of eLearning for digital inclusion" (Casacuberta, 2007, 1).

Another contribution which focuses on inclusion projects dealing with learning and Web 2.0 is called "e-learning 2.0" (Downes, 2005) or in short "learning 2.0": As a part of a bigger project about learning 2.0 projects and their effects on innovation (see Redecker, Ala-Mutka, Bacigalupo, Ferrari & Punie, 2009) a study based on case studies of eight projects on learning 2.0 for inclusion was implemented by Cullen, Cullen, Hayward, & Maes, 2009). Within this study, the described initiatives focus on learners 'at risk' of exclusion from the knowledge-based society. For example, the alternative online-school "Not-school"⁶. focused on young people for whom 'school does not fit'. Another example is "MOSEP"⁷, which developed training materials for trainers using the e-portfolio method, addressed the growing problem of adolescents dropping-out of the formal education system around Europe (Hilzensauer & Buchberger, 2009). The study delivered an overview about approaches and experiences within eight case studies concerning the innovativeness, the barriers and success factors of the initiatives.

Building on the results of the above mentioned study by Cullen et al. (2009), a new project was funded in the Lifelong Learning Programme of 2009. The project called "LINKS-UP" tries to collect the experiences of selected European projects in the field of inclusion through learning and Web 2.0. The project aims at delivering recommendations for better projects and policies in the special field of inclusion through learning 2.0. In the following sections, we will outline the project concept,

⁶ <http://www.notschool.net> [2010-04-20]

⁷ <http://mosep.org> [2010-04-20]

the project consortium as well as planned activities in order to give an impression of existing projects in the field of inclusion through learning and Web 2.0.

2 Finding recommendations for better projects and policies: The European project LINKS-UP

The aim of a new project called “LINKS-UP” is to link the experiences and observations of existing projects in the field of inclusion with learning 2.0 for better future projects and policies. One project goal is to develop an “Innovation Laboratory” for “Learning 2.0 for inclusion” which will e.g. support knowledge-sharing between different existing initiatives. Furthermore, the project will develop new approaches and tools using gathered expertise and will finally test the main findings and success factors in five learning experiments in order to better explore whether and in what ways they improve the efficiency and effectiveness of current learning 2.0 approaches for inclusion. The main outcomes are policy recommendations; design principles; good practices; benchmarks; pedagogic and technical tools to support learning 2.0 for inclusion.

LINKS-UP is a two year project which started in November 2009. It is co-financed by the Lifelong Learning programme of the European Commission and consists of an international project team. Co-ordinated by the University of Erlangen (DE), the partners are Arcola Research LLP (UK), University of the Hague (NL), Servizi Didattici e Scientifici per l’Università di Firenze (IT), European Distance and eLearning Network (UK) and Salzburg Research Forschungsgesellschaft (AT).

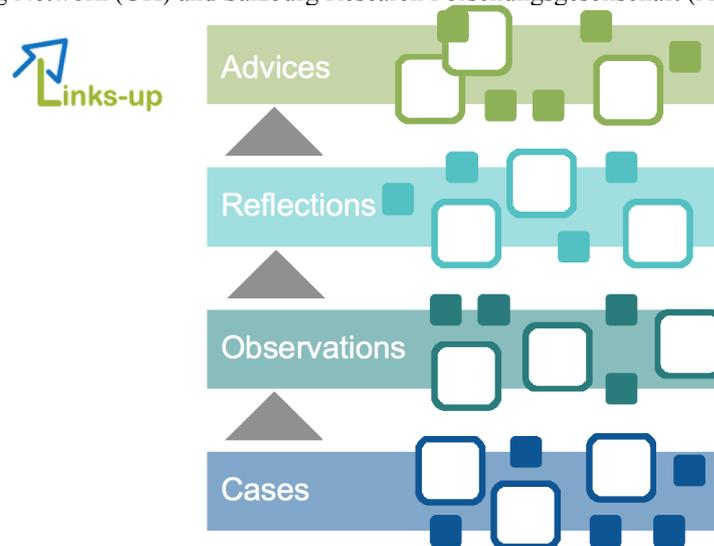


Figure 1: Overview of the methodological approach of the project LINKS-UP

From a methodological point of view, the recommendations coming from LINKS-UP will be derived through a four-step-process. First of all, the project consortium will describe case studies of existing projects in the field of inclusion through learning 2.0 with the help of a very detailed tool-kit for case studies. Additionally, in five “innovation laboratories” LINKS-UP partners will observe new Web 2.0 usages

within existing projects using ‘action research’. Action Research (Pedler, 1997) focuses on gathering and analysing data to assess the nature and scope of changes to an existing intervention that are associated with the introduction of an innovation – in these cases the use of Web 2.0 to supplement existing learning practices. Observations made by the project manager and by participants will be collected, selected and reflected on. The data collection and analysis will be linked to specific hypotheses posed by the initial LINKS-UP research analysis. For example, the action research will test the hypothesis that ‘motivational resistance to participation in Web 2.0 learning environments can be reduced through peer support – especially with older learners’. On the basis of the action research results, a list of recommendations will be developed as a guideline to make better projects and policies in the future.

3 Exemplary projects for inclusion through learning 2.0

The Austrian partner of LINKS-UP, Salzburg Research, will deliver case studies of four initiatives and projects from Austria and Germany.



Figure 2: Overview of the four case studies of the LINKS-UP team at Salzburg Research

The four case studies that will be described and analysed by the LINKS-UP team at Salzburg Research focuses on diverse target groups as well as on different concrete goals and ways of inclusion with learning 2.0.

- The project “EduCoRe” is about “Educational Counselling during Rehabilitation”⁸ and is an ongoing European project. In the course of the EduCoRe project a tailor-made educational and career counselling process for rehab patients will be developed and tested. It will be supported by e-learning and e-counselling elements for patients who suffer from physical deficiencies after an accident or illness that threaten their employability and participation in society.

⁸ <http://www.rehab-counselling.eu> [2010-04-20]

- Mixopolis⁹ is an intercultural online portal for adolescents to promote professional orientation. It is for young migrants from 14 years upwards and also multipliers and trainers (from schools, associations, youth welfare) which support the adolescent person in their professional orientation. It is supported by the German organisation Schulen ans Netz e.V..
- Seniorkom¹⁰ is a social networking platform for seniors from seniors and includes a large offer on services and information. The aim of Seniorkom is to enable and facilitate the access to computer and Internet for seniors and to inspire elderly persons in new technologies. Seniorkom also provides Internet training courses for free in whole Austria. It is funded and promoted by several Austrian initiatives for seniors, e.g. the Österreichischer Seniorenrat.
- Last, but not least, the project “MOSEP – More Self Esteem with My E-Portfolio”¹¹ was managed by Salzburg Research and is already terminated. Nevertheless, it is one of just a few projects, where teachers on an international level were trained with a relatively new approach of teaching. The so-called e-portfolio method offers a possible way to minimize dropping out from schools.

Besides these four main projects, the team of Salzburg Research will identify and select additional cases in their local region to bringing together a wide range of projects and experiences. There will be a workshop at the EduMedia conference 2010 in order to develop a valid methodology of the LINKS-UP project by discussion with practitioners and other experts. Further workshops are also arranged e.g. at the EDEN conference 2010.

4 Next steps

In summer 2010 the case studies will be available for download at the project website¹². Additionally, other materials, for example the final report will be published here. The project team is looking for further interesting projects and co-operations in this field.¹³

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⁹ <http://www.mixopolis.de> [2010-04-20]

¹⁰ <http://seniorkom.at> [2010-04-20]

¹¹ <http://mosep.org> [2010-04-20]

¹² <http://linksup.eu> [2010-04-20]

¹³ for further information to the LINKS-UP project, please contact Thomas Fischer, University of Erlangen (DE), e-mail: thomas.fischer@fim.uni-erlangen.de; or for national/regional projects Wolf Hilzensauer, Salzburg Research, e-mail: wolf.hilzensauer@salzburgresearch.at

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Joe Cullen, Arcola Research, UK: is director of Arcola Research, London; a member of the Board of the MENON Network, Brussels and Principal Associate of the Tavistock Institute, London.

Mag. Wolf Hilzensauer, Salzburg Research, AT: is researcher and project manager at Salzburg Research Forschungsgesellschaft in the field of education and media, especially concerning didactical concepts for learning with technologies.

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