



ecoMEDIAiceland – Speaker Abstract

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From big to small: eEducation Austria and impact on learners and teachers.

In Austria the elearning network eEducation Austria has been established successfully. It works throughout the country and tries to establish good digital competencies with teachers and students. Over 2000 schools participate and work with different activities from school development to individualization processes during classroom work. This is the topic of the presentation.

Arnór GUÐMUNDSSON

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Test and Textbooks: The Challenges of Technology

The Directorate of Education is responsible for national assessment and the provision of textbooks for compulsory school (grade 1-10) in Iceland. Our recent experience with the introduction of an electronic testing system and the digitization of educational materials have raised questions both with regard to infrastructure and how to meet schools' needs. In the presentation I will discuss what we have learned from this experience and what are the main challenges when introducing new technology in services for schools.

Björk PÁLMAÐÓTTIR

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Distance learning and support

How distance learning and teaching is a valuable option for rural compulsory schools in Iceland, where qualified teachers are not available. The secret ingredient is IT, which was not a part of the curriculum at the beginning of the program.

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Community Radio Broadcasting and Education

Radio is one of the powerful supporting and cheap technologies for many educational activities. We can consider that radio stations facilitate the sharing of information and provide educational opportunities both through radio broadcasts and computer and internet technologies.

Elín Jóna TRAUSTADÓTTIR

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Useful tools for teaching in Office 365

Showing how Learningtools, OneNote and Office Lens can be useful in general teaching. Also how students with dyslexia can use these tools for assistance.





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Designing for Dialogic Teaching and Learning in an Age of Digitality

Many speculations have been around on digitality and the influence of social media on learning and development. From the perspective of operationalizing diversity and inclusion, the keynote speech will address the potential of digital technologies for enhancing teaching and learning, as well as the overall advantages of using digital technologies in processes of teaching and learning. The overall educational challenge of promoting life and teaching/learning in a sustained global society is identified.

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Brain Hack – the Awesome Future of Learning

Brain hacking is science fiction, isn't it? Increasing insights and various techniques from neuroscience find their way into society, mainly through healthcare but also through education. Many questions are being asked about what neuroscience might offer for education. The current artificial intelligence hype inspires the discussion about the allegedly impending merger of "man and machine" allowing for downloading knowledge instead of cumbersome old-fashioned learning. Promises like "neuroeducation will lead to big breakthroughs in learning" might seduce us. An introduction to neuroenhancements is presented and the pros and cons are discussed.

Eveline HIPELI eve.hipeli@gmail.com
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Media Literacy for young children: How a little owl helps teachers and scholars learn about media and computational thinking.

In my presentation I will shortly describe the new swiss curriculum and the new school topic "media literacy and ict" for kindergarten- and primary school. Afterwards I will provide insight into several little media projects that have already been conducted in swiss schools in 2018 with young children and some ideas, that are currently being performed with an official teaching material (Ulla from the owl forest). In so doing I will highlight the young age of the scholars and the media pedagogical considerations when it comes to planning media literacy enhancing projects with that young clientele.

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University of Akureyri Iceland

Access to knowledge vs. education. Is there a difference?

Technology has allowed us to improve access to higher education and vast amount of information through distance learning tools and internet access. However the question remains if technology had changed fundamentally the way we should teach?

Gerhard SCHWED gerhard.schwed@donau-uni.ac.at
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Can universities survive the digital age?

Thirty years from now the big university campuses will be relics. Universities won't survive." (Peter Drucker)

What will be the role of universities in the future? What new types of higher education institutes will appear? What will be the way we teach and learn in the "digital age"?





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10 cool solutions with MOODLE

Moodle is well known and established in many schools and universities. Yet like with most complex technology mostly only a few basic functions are used. In my presentation I will show some less known features, cool plugins, hidden settings and improvements.

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The New European School and the contribution of ICTs

The New European School, according to the "Europe 2020" strategy, seeks the presence of the Digital Competence, the Foreign languages, the Math Competence, the reinforcement of the Social and Civic competences (active citizenship), the sense of initiative and entrepreneurship, the cultural awareness and expression. In general, this new type of European school requires the empowerment of the 21st century key competences such as cooperation, communication, creativity, problem solving and "Learning how to learn".

The orientation of European Education towards ICT supported - student centered models can effectively contribute to the achievement of this goal. Certain ICT tools such as the flipped classroom, the e-differentiated instruction, the multidisciplinary teaching approaches which exploit computational thinking in problem solving, the digital or physical environments, the augmented reality educational systems, the integrated educational approaches for teaching Robotics, the game implementation methods by using Web2.0 applications as well as the teaching of Foreign Languages or History in cooperative learning environments are some of the approaches that lead the way.

Helena SIGURÐARDÓTTIR
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How can smart devices support the needs of students with reading disabilities?

I will show how and why I have used technology with my students and their parents since 2012. Last spring I also made a website based on a comprehensive review of the pertinent literature on the design of web pages, especially usability and suitability for individuals of all ages.

The main objective of the site is to provide individuals with learning disabilities, their parents and their teachers to take advantage of technical opportunities for learning, teaching and daily life. The main content of the website are tutorial videos on how various programs and applications can be used to support reading, writing and organizing. The website is called SnjallVefjan and can be found at www.snjallvefjan.is.

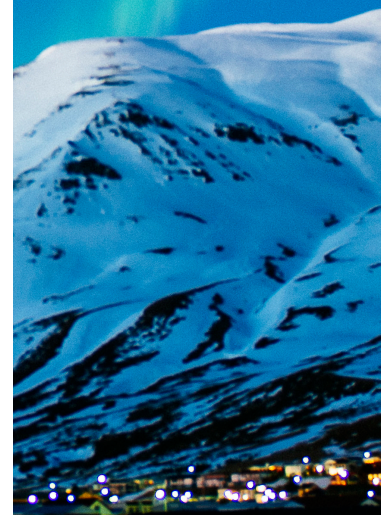
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Telepresence robots at UNAK, why and how?

Telepresence robots at the University of Akureyri are being used to support social presence so distance students and faculty can interact during lessons or meetings. BEAM or KUBI telepresence help bridge the distance between campus and the rest of the world. The Center of Teaching and Learning at UNAK have created new opportunities that support flexible learning and active learning classrooms in the rural area.

During the session we will show our telepresence robots, and explain why and how we are implementing them at the University.





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Telepresence robots, do you want to try?

During the session we will show our telepresence robots and you will be able to try them and see how they work.

Hilmar JANUSSON
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Value of Knowledge in the Future from a Corporate Perspective

The knowledge in corporations have never been allocated into departments the same way the school system does. In recent years the boundary between formally allocated knowledge and education has become blurred and vague and even disappeared. With the introduction of AI and dramatically increased understanding of the CNS, these changes are bound to happen faster and across departments and faculties that have may never have overlapped before. In this lecture I will try to explain how the "cognitive revolution" will affect the value of formal and tacit knowledge in corporate. How will this affect the "need" of corporation and drive teaching and learning programs in the future.

Hólmar Hákon ÓÐINSSON
Þórarinn HANNESSON
Guðrún ÞORVALDSDÓTTIR
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MTR Model for: Special Education, Student Service and Management

"Knowledge Café - Training Session (Table discussions, 3 x 25min sessions). Short introductions from assistant headmaster of Menntaskólinn á Tröllaskaga and teachers/staff in department of special needs at Menntaskólinn á Tröllaskaga on their methods and general practices. What ICT tools do we use in different subjects?"

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School without a Classroom

Fjölbrautaskóli Snæfellinga is rather new upper secondary school that uses untraditional teaching methods. The school is designed by the concept of the open classroom its methods'. The school is located in Grundarfjörður and its students come from the northern part of Snæfellsnes and the southern part of Vestfjords.

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IT in distance education

MTR, upper-secondary school, emphasises the use of distance learning tools. We use flipped teaching and social media to enable all our distance students to 'attend' our classes. We will show you how we do that.





Inga EIRÍKSDÓTTIR

Margrét LAXDAL

Hjördís FINNBOGADÓTTIR

Tryggvi HRÓLFSSON

Valgerður Ósk EINARSDÓTTIR

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MTR Model for: Academic Subjects.

Knowledge Café - Training Session (Table discussions, 3 x 25min sessions). Short introductions from teachers at Menntaskólinn á Tröllaskaga on their methods and general practices. How do we use continuous and formative assessment? How do we integrate distance and classroom teaching? What different ICT tools do we use in different subjects?

Lára STEFÁNSDÓTTIR

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Education for Student Future

Our students today will live in a society in the future, that will be very different from ours. How do we prepare them for what is to come? Is it best to focus on things as they have always been done or should we do something different? What should we change and how? In Menntaskólinn á Tröllaskaga we have been working hard on finding methods, tools and environment that supports learning for constant learning throughout life.

Lísebet HAUKSDÓTTIR

Óskar ÞÓRÐARSON

Sigurður Mar HALLDÓRSSON

Ída Marguerite SEMEY

Karólína BALDVINSDÓTTIR

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Intro to MTR Model & Methods in Sport, Art and Culture

"Knowledge Café - Training Session (Table discussions, 3 x 25min sessions). Short introductions from teachers at Menntaskólinn á Tröllaskaga on their methods and general practices in teaching arts, sports and culture. How do we use continuous and formative assessment? How do we integrate distance and classroom teaching? What different ICT tools do we use in different subjects?"

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Using smart devices in language learning

Margret will tell about how she has used different applications when teaching foreign language to her teenage students. She will also tell about how much difference it makes, for students with writing difficulties, to use online dictionaries and spelling check applications.



**Martin HOFMANN**

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My data safe under the skin - Biohacking for learners

Since one year I carry an RFID/NFC chip in my left hand. In this session I describe my fears and motivation to make a body upgrade. I also report on current and future application scenarios for RFID/NFC implants. Together we will discuss what opportunities and risks biohacking offers learners. The session has a highly experimental character.

Natalie DENK

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Students as city planners - Presentation of the Mobility 360° card game

In the card game „Mobility 360° - Citizens of the Future“ players take on the role of urban planners and are confronted with various challenges. In order to solve these, players look for suitable actions and implement them. In addition to improving the general well-being of the city, the interests of lobbies (interest groups) must also be enforced.

The challenge cards combine analogue and digital elements. QR Codes are linked to selected 360° city photos and give players additional informations about famous places around the world. Furthermore, the game design allows students and teachers to expand the content of the game. For example, the game can be adapted to current topics and encourages students to find creative solutions to mobility challenges by themselves.

The playing cards as well as the game manual is available as an open educational resource (print-at-home version) via <http://www.mobility360.at/mobility-360-kartenspiel/>

In the knowledge cafe session the card game will be introduced and it will be discussed how the game can also be part of an e-learning setting. For example, students can play the game at home (with family and/or friends). Afterwards they present and discuss their solutions in an online course and also compare them with the results of other students.

The game is part of the FFG funded project “Mobility 360° - Citizens of the Future” and was developed and tested together with 75 Austrian students (see <http://mobility360.at>). Project partners: Center for Applied Game Studies (Donau-Universität Krems), KfV (Kuratorium für Verkehrssicherheit), Otelo (Offenes Technologie Labor)

Panagiotis PETROPOULOS

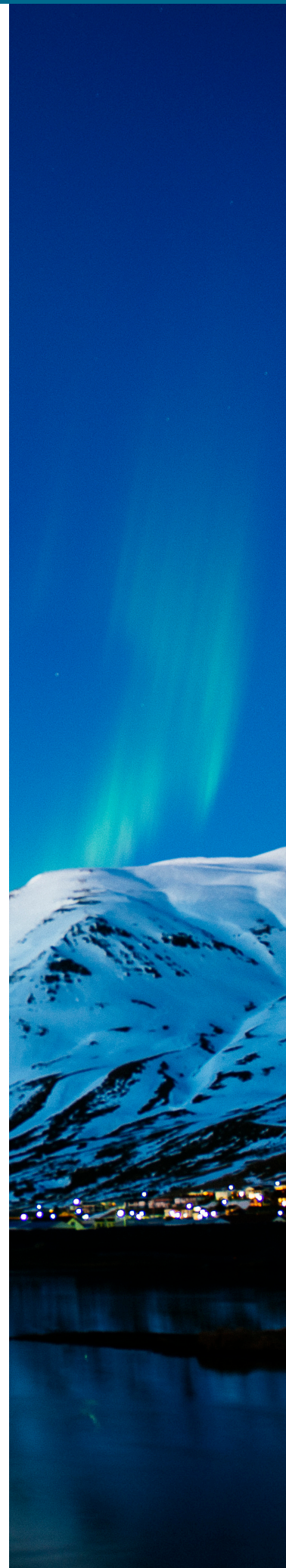
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National Educational Policy for the integration of ICT in Greece: Strategy - Results

Following the state's educational policy as regards the first level of training and certification of Primary and Secondary Education teachers of various specializations in the basic use of ICT, the second level of training has been underway for the last decade, namely <http://b-epipedo2.cti.gr/el-GR/>. It constitutes an integrated form of training concerning the exploitation and application of ICT in the teaching practice as far as the pedagogical use of ICT and the acquisition of skills by teacher specialization are concerned. Therefore, the pedagogical usage of appropriate educational software, of the web as well as the web 2.0 tools and services, of other versatile tools and interactive teaching systems, is promoted. The results of this two-stranded training as well as ICT teachers' initiatives for the development of digital and IT literacy in our country are going to be presented.



**Saulcerite LEVICA**

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Think globally, act locally! Positive impact of education on local community.

How to raise young people's awareness of development issues in the learning process, paying particular attention to young people's understanding of interactions in the world. Examples from geography lessons, how to encourage interest and participation in global education in partnership with the local community.

Susan DENNETT

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The Power of Personalized Video in the Online Classroom

Literature supports that strong teacher-student relationships are connected to the satisfaction of students in the online classroom. Personalized videos help to create and maintain a warm classroom environment. When students and teachers interact with one another through personal videos, the online classroom experience can be enhanced. Discussion boards, assignment feedback, a welcome message, as well as an introduction to each module can help to make students feel connected to the teacher. The presentation will provide the audience with an increased knowledge of ways to enhance the online classroom.

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Observe, read and talk about it

The paper seeks to present text-based approach in learning Slovenian as second or foreign language for advanced learners. In the focus is reading a book written from the Slovenian climatologist. The book represents environmental issues of today's world. The readers in this book are faced with nine global environmental problems as well as with vocabulary acquisition. As reading motivation is used also a short movie, which invites to read the book and makes an introduction to book.

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Concept of a smart factory for vocational training at SBS Herzogenaurach

Based on a small automated system designed by students of our Technic School itself, we are currently developing a "smart factory". Due to generous funding programs of the state, we can expand the system and go one step further towards industry 4.0. We combine and connect collaborative robots, mobile robots, 3-D printers and intelligent storage systems into a complete, fully automated process from ordering a product to delivery. The ERP system is presented with a simple MS Excel add on, which allows trainees to manage both necessary resources and the products created. With our "smart factory", we want to bring technical and business trainees closer to each other so that they get to know the field of work of others better. An essential aspect of the digital transformation in our companies is that technical and economic processes merge and people have to work hand in hand to manage processes in a fully digitalized world.





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ICT Supported Learner Focused Pedagogy and School-Community Networking

The talk will present a study on the conception and development of MTR, an upper secondary school founded in 2010, situated in a sparsely populated district in North Iceland in which the level of education among the general public was rather low. The school was supposed to provide access to education for young people close to their homes and enhance level of education and support the community's sustainability. From the start the formation of the school was challenged by contradictions: the community needed a new school but the students were too few. Economically and professionally the school model would not be feasible. The challenge was to create a school model that was capable of offering good education and be economically sustainable. The first task of the newly hired principal and teaching staff was to deal with these challenges.

The theoretical approach in the study focused attention to the importance of interaction of material and conceptual tools for people dealing with challenges in developing their work. Vygotsky and the cultural-historical approach stress the role of the ideal and the importance of future directed visions as well as emphasizing the role cultural tools play in developing human practice.

In the case of MTR, the formation of the school model was based on a future vision for the role of education for individuals and the community. For realizing the ideal model, knowledge of digital tools and how to apply ICT at all levels of the school practice was crucial. In addition, the importance of networking across boundaries and learn to work relationally by bonding and collaborating with professionals outside the school locally and internationally, was an important part of developing a new kind of school practice.

The new school model applies learner-centred inclusive pedagogy and innovative teaching practice based on use of ICT and collaboration across school boundaries. All teaching and learning materials are organized on an online platform. Students bring laptops and are online learners on campus and coordinated practice of teachers is an important part of supporting the students' progress and success. In the presentation it will be explained how this design of the school model proved to be capable of facing new challenges by enabling enrolment of distance students when the existence of the school was threatened five years from the MTR's foundation when local students were too few.

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Industry 4.0 for everyone - attempt of implementation at vocational school

Technical education can no longer be separated from digitalization. Both areas have to walk arm in arm to satisfy the growing demands in industry. In line with our education mandate we try to offer practical training based on the principles of industry 4.0

Tryggvi HRÓLFSSON
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Introduction to Gamification in the Classroom.

For the past year there has been an ongoing experimentation at Menntaskólinn á Tröllaskaga with using gamification to increase student's engagement in certain courses. Using an LMS system, such as Moodle, makes gamification a much more effective and viable option. This presentation will be a general introduction to what gamification is and what benefits it can bring to the classroom using the above mentioned experiment as an example.

