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Germany: Editha Tegler

DYS 2.0 on eLBa 2011

Impressions from the 4th International Conference eLearning Baltics 2011 from 25th to 27th May 2011 in Rostock (Germany) and the Pre-Conference Workshop 'ICT for Learning – Good Practice from European Projects' on 25th May 2011

Description of the Workshop

ICT enables individuals to enhance their social networking and this has the potential to enhance their learning. Self-learning and informal peerlearning are important ways of developing e-skills and digital competences. But they are also increasingly important skills in formal learning. A new generation of ICT-based social networking tools and platforms ('Web 2.0' and other relevant ICT developments) is rapidly growing in

popularity. Examples are weblogs, wikis, podcasts, social software, virtual social sites, as well as tools such as mobile phones.

On the other hand, fostering innovation skills requires novel learning and teaching approaches and strategies based on active learning approaches such as creative problem solving, discovery, learning by doing, experiential learning, critical thinking and creativity. ICT-enhanced learning can effectively support these novel approaches.

The European Commission supports the development and piloting of these new approaches in different programmes.

The workshop gathered presentations of successful projects from the different EU programmes like the Lifelong Learning Programme or the South Baltic Programme. It gave an excellent opportunity to share experiences and good practice. The workshop offered as well the chance for networking among the different stakeholders and target groups involved in the projects, to develop new project ideas, to transfer good results from the past and to find new consortia for forthcoming calls.

The overall conference was visited by more than 210 participants from 6 countries. The pre-conference workshop 'ICT for Learning - Good Practice from European' had 13 participant (5 parallel sessions were going on), see attached participant's list.





The pre-conference workshop 'ICT for Learning - Good Practice from European Projects'



The DYS2.0 stand at eLBa Exhibition on 26th and 27th May 2012

The overall conference



Cyprus: Klitos Symeonides

Dys 2.0 at the conference of Cyprus Third Age Association in Limassol

On Thursday the 28 of April , 30 trainer form the Cyprus Third Age Association, had a conference in Limassol to discuss issues related to the training of adults and the new challenges in the future.

Klitos Symeonides was invited to open the conference and talk about the training of trainers. Klitos stressed that older adults with disabilities have much more problems and need special attention and treatment by well trained trainers. He refers and gave a lot of information about the project DYS2 and distributed materials. He answered to several question about the project.

The Cyprus Third Age Association was establishes by U.K citizens who live permanently in Cyprus and is a strong association contributing to the development of Adult Education in Cyprus.



UK: Dr. Ian Smythe

Evaluation of Dys2 learning games

Despite the growth of computer-based learning activities, there is surprisingly little written on the effective evaluation of computer games, at least from an educational perspective. Those evaluation models that are available may be acceptable in certain situations, but are not appropriate to evaluate learning in an environment where decisions need to be accountable. For example, the RETAIN model (Gunter et al, 2008) attempts to identify a series of areas to measure, but attempts to produce a single figures, using weighted responses, to suggest the learning quality.

However, this suggests that (say) if a games scores very well in all areas, but “relevance to learner needs” is low, it may score as well as one that is good pedagogically, but the graphics are not as good as they could be. Clearly there should be good separation between the independent components rather than attempt to provide a single metric of “quality.”

For this reason, Smythe and Giulivi have produced Learning Games Education Evaluation Rubric (LGEER), a 19 question rubric that identifies the key areas within

- Learner Specifications
- Pedagogic Principles
- Sustainability
- Technical implementation

The full version of this tool is to be found at www.wdnf.info/resources/lgeer.pdf

Chosen game:		
It is strongly recommended that you play the game at least once before answering the questions.		
What do you consider to be the learning objective?		
Please note that the following questions refer to a specific game. However, Questions 15-16 are about similar act		
Learner Specifications		3
Visual interface quality	1. Is the interface uncluttered and logical?	The interface is well set out, uncluttered access to all key area.
	2. Is the interface age and user appropriate?	The interface is perfect for my student
Ease of use	3. Is the interface logical and consistent?	The game uses standard conventions t in all area of this game.
Instructions	4. Are the instructions clear and accessible?	Instructions are obvious on the interfa be accessed whenever required. They c conventions.
Motivation	5. How motivated are the students to use this learning game?	The students were very motivated whd and wanted to return to it later.
Pedagogic principles		3
Learning content	6. Are the learning objectives clear?	The learning objectives are clear and w
	7. Is the content appropriate to the learning objective?	The game content is appropriate to the objective.

Although it is was originally designed for use in the Caldys2 project, it can be easily adapted to evaluate any educational game-based activity, including those of Dys2.

Reference

Gunter G.A., Kenny R.F., Vick E.H. Taking educational games seriously: using the RETAIN model to design endogenous fantasy into standalone educational games. Educational technology research and Development 2008; 56(5-6): 511-537.



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