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ELIG

Learning@Work

Launching Seminar

Report

HoTEL - Holistic Approach to Technology Enhanced Learning

Innovators – Opinions – Perspectives
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Executive Summary

The present document provides an overview on the ELIG ‘Learning@Work’ Lab launching session that took place within the ELIG Annual General Meeting from 26th to 27th September 2013 in Stockholm, Sweden. The launching session involved a set of international stakeholder to reflect on the ELIG Learning@Work Lab focus and approach.

As such, this document also provides background information on the stakeholders and target group of the ELIG ‘Learning@Work’ Lab, on the specific methodology and action plan of the ELIG ‘Learning@Work’ Lab within the context of the HoTEL project and that had been developed with input from the HoTEL Work Packages (WP): WP1, WP2 and WP3.

The ELIG ‘Learning@Work’ Lab has been adopting an iterative Lab cycle, and very much in line with the overall HoTEL project PDCA working cycle\(^1\), the outcomes of each of its steps inform and impact the subsequent cycle steps. As such the ELIG ‘Learning@Work’ Lab launching session also served as to inform and guide subsequent ELIG ‘Learning@Work’ Lab actions.

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\(^1\) PDCA work cycle refers to Deming’s Plan-Do-Check-Act cycle and as outlined in the HOTEL Project description, which is available from the HOTEL Project website.
Agenda

The ELIG ‘Learning@Work’ Lab launching session has been organized within the ELIG Annual General Meeting. As presented in the agenda below, one session has been dedicated to the ‘Learning@Work’ Lab launching workshop, with a number of other sessions of the ELIG Annual General Meeting equally supporting the quest of the HoTEL project on how to support innovation in TEL.

Europe missing the boat again?
How to rise up to the opportunity of the new Digital Learning Revolution

Annual Meeting & Conference
September 26–27, 2013
Stockholm
Day 1

STOCKHOLM UNIVERSITY, Frescati Campus

Thursday
Sept. 26

10.00 ELIG Board Meeting (for Board members only)
Conference Room, Stockholm University Frescati Campus

12.00 Registration and Light Lunch

14.00 Opening Ceremony Stockholm University

Opening by Fadi A. Khalek, Vice President Higher Education & Applied Learning at Pearson and ELIG Chair

Welcome and Introduction by Hosting ELIG Member Stockholm University

Uno Fors, Vice Head of Department DSV Stockholm University

Video Message by Neelie Kroes, Vice-President of the European Commission, TBC

Keynote speech by Xavier Prats Monné, Deputy Director-General for Education and Culture

High Level Panel with 10´ flash Statements
Moderator: Michael Shaw, Deputy Editor Times Education Supplement, Director TES Pro

Katelyn Donnelly, Executive Director Pearson Affordable Learning Fund
Johannes Heinlein, Senior Director University Partnerships, edX
Thibaut Kleiner, Member of Cabinet of Commission Vice-President Kroes
Walter McFarland, Board Chair American Society for Training and Development

Moderated Discussion

17.00 End of afternoon session and transfer to Hotel

19.00 Evening session at the Nobel Museum
Nobel Museum, Stortorget 2 (Metro station Gamla Stan)

Video presentation and Guided tour of the museum and interactive infogathering

Guest Key Note: Henrik Schärfe, Professor at Aalborg University, Denmark and his Geminoid-DK

we.learn.it project Cinema trailer show
ELIG.org  

Annual Meeting & Conference  
September 26-27, 2013  
Stockholm

Day 2

**Friday**  
**Sept. 27**

09.00 Welcome coffee  
Kista Science Tower @Kista Science City

09.15 Views on the Future of Learning  
Howard Lurie, Vice President E-Learning Strategy CS4Ed  
Pierre Dillenbourg, EPFL, Director of the Center for Digital Education  
Henrik Hansson, DSV Stockholm University  
Tamara Milosevic, Curriculum Designer, University of Paris  
Moderated by ELIG Deputy Secretary General Elmar Husmann and Florence Rizzo, ELIG Fellow

10.30 Coffee Break

11.00 3 Parallel Tracks

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<tr>
<th>Learning Analytics &amp; Measurement</th>
<th>Social Learning &amp; M00Cs</th>
<th>Creative Learning &amp; Entrepreneurship</th>
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<td>edX, we.learn.it</td>
<td>Drucker Society, HoTEL</td>
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13.00 Lunch Break at Kista Science City & Science Tower

14.30 Video Summary of main discussion points from the meeting.  
Closing Statement Richard Straub and Elmar Husmann, ELIG

15.00 Visits to Mobile Life Center and DSV Game Center Lab Hands on.

17.30 End of Day 2
Hotel accommodation
Hotel Scandic Grand Central in Stockholm has a central city location, close to Stockholm’s Central Station, shopping and sights. Hotel Scandic Grand Central enjoys a classic location in Stockholm and the beautiful hotel building is 130 years old. The hotel is situated in central Stockholm close to Stockholm's Central Station with rail, metro and bus links, plus the Arlanda Express. Staying here, you're close to the finest shopping, restaurants and entertainment venues in Stockholm. Hotel Scandic Grand Central is an excellent base for exploring Stockholm’s sights and attractions.

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Logistics
From Stockholm Central Station to Arlanda Airport:
Arlanda South (first stop): Terminal 2, 3 and 4.
Arlanda North (second and last stop): Terminal 5.

You can reach Sky City from both Arlanda South and Arlanda North.

Please use the lift if you have bulky or heavy luggage!
From Arlanda Airport to Stockholm Central Station:
Follow the signs to the station. Buy the ticket on the website, from the ticket vending machines at Arlanda or Swedavia's counters at the respective terminal. The Arlanda Visitor Centre is located in Terminal 5's arrival hall. Here it is possible to both buy tickets and obtain information.

Registration
Please contact sabine.windgasse@elig.org
ELIG ‘Learning@Work’ Lab methodology & launching session fit

The principle question that the ELIG ‘Learning@Work’ Lab is tackling is: How can existing TEL innovation help us to teach how to innovate in TEL? With this question in mind, the ‘Learning@Work Lab’ has two parallel running and inter-connected objectives that are addressed through two action lines:

- The Exploratory Action Line – an Innovation Support focus
- The Explanatory Action Line – a case study focus

The ELIG ‘Learning@Work’ Lab aims to uncover Innovative TEL practices and in particular those ones that relate to fields that appear to currently gain in importance, such as:

- Learning embedded in work
- Mobilizing creativity and entrepreneurship
- New technologies, methods and tools
- Open learning culture
- Mobilizing collective intelligence
- Creating the new learning organization
Creating an adaptive learning system

The ELIG ‘Learning@Work’ Lab aims to engage with Innovators in TEL and those that have a vast interest and experience on supporting innovation in TEL. We want to gather creative minds, thinkers, tinkers, and leaders in the field to generate ideas and uncover solutions to support TEL innovation and to teach how to innovate in TEL.

ELIG ‘Learning@Work’ Lab Outline

The Exploratory Action Line – Innovation Support focus

The exploratory action line is directly concerned with the principle question on how existing TEL innovation can help us to teach how to innovate in TEL. Innovation, particularly in the field of TEL, may take very different forms than the ‘classic innovation paradigm’ that moves from research through prototypes to massive commercial exploitation. So how can we effectively support a diversity of innovation paths, along with innovation channels, starting points, or contexts? From this perspective the Lab aims at exploring potential innovation support models that could be applied to a variety of modes and contexts; and in which innovation may emerge and have different, adaptable ways to support it.

The Explanatory Action Line – a case study focus

The explanatory action line aims at furthering our knowledge on the applicability, feasibility and scalability of new forms of workplace learning. From this perspective the Lab aims at identifying a range of innovative TEL practices and to analyse their respective value proposition, innovativeness, and why such practices can be considered to be a success. As such the ELIG Lab acknowledges that there can be a difficulty on measuring ‘success’ and that such measures might greatly vary depending on how success defined. Do we use pedagogical, technological, socio-economic, business-economic, or other criteria to determine what can be considered as being a success?
ELIG ‘Learning@Work’ Lab Actions

*Exploratory Action Line – Innovation Support focus*

The exploratory action line is geared towards engaging with Innovators in TEL and those that have a vast interest and experience on supporting innovation in TEL. We want to gather and discuss with creative minds, thinkers, tinkers, and leaders in the field to generate ideas and uncover solutions to support TEL innovation and to teach how to innovate in TEL. As such the exploratory action line has a focus on interacting with stakeholders by means of a set of workshops and virtual sessions.

**Starting point:**
1. State of the art of the vast changing education ecosystem.
2. Changing value propositions and networks in education (multi-sided, unbundled, etc).
3. Changing roles & new stakeholders, products and services.

**Questions:**
The initial set of question has been identified as a starting base for session 1. This initial set of questions will be refined based upon session 1 results, and the subsequent review of the cases from Explanatory Action Line as well as initial findings from the other two Labs.

**Initial set of questions:**
- Can existing TEL innovation help us to teach how to innovate in TEL within a profound changing education ecosystem?
- What do those changes mean for innovating in education generally (G) and for learning@work (W)?
- How do we successfully innovate in such a changed context?
- What are there different innovation opportunities for the various stakeholders involved within such multi-stakeholder-ecosystem?
- How is successful innovation defined? Do we use pedagogical, technological, socio-economic, business-economic, or other criteria?
- What are transferable success factors?
- And finally, do we ask the right questions and have the right focus?

**Activities:**

- **Session 1 @ELIG-AGM on Creative Learning & Entrepreneurship:** How do we learn today and what does that mean for the learning industry?
• Session 2 @online educa Berlin; How to innovate in profound changing education ecosystems?
• Session 3 @to_be_defined; focus to be defined based on session 2 outcomes, case reviews and findings from the other two Labs.

**Methods applied:**

• Focus group workshops
• Local or virtual learning cafés’ as required
ELIG ‘Learning@Work’ Lab Actions

*Explanatory Action Line – a case study focus*

The explanatory action line aims to support the exploration of potential innovation support models that could be applied to a variety of modes and contexts; and in which innovation may emerge and have different, adaptable ways to support it. From January to July a number of virtual events that aim at furthering our knowledge on the applicability, feasibility and scalability of new forms of workplace learning based upon the TEL innovation cases and the findings from the exploratory action line activities.

**Starting point:**

- Identify a range of TEL cases in the field of ‘Learning@Work’ that were deemed to be innovative and gathered through the initial call for innovators and the exploratory action line activities.

**Questions:**

1. What are the respective value propositions and innovativeness of the selected TEL cases?
2. Why can the cases be considered to be a success?
3. Which type of measures for ‘success’ do we apply to the respective cases? Do we use pedagogical, technological, socio-economic, business-economic, or other criteria to determine what can be considered as being a success?
4. What can we learn from existing TEL innovation cases with regards to the applicability, feasibility and scalability of new forms of workplace learning?

**Activities:**

1. Set of case reviews and case studies
2. Conceptual testing of cases drawing on the findings of the exploratory action line; including potential transferability of success factors.
3. Support to conceptual testing through virtual online sessions as required

**Methods applied:**

- Desktop research / Case Study Research
- Interviews as required
Seminar report

The dedicated ELIG ‘Learning@Work’ Lab launching session involved more than 20 international stakeholders so to reflect on and discuss the ELIG Learning@Work Lab focus, approach and wider context. A number of sessions of the ELIG Annual General Meeting have been also designed to tangle aspects of innovation in TEL and how to support it – thereby allowing the ELIG ‘Learning@Work’ Lab launching session to draw on the outcomes of such earlier sessions. With this, the focus of the HoTEL project and the audience present in the ELIG Annual General Meeting did well align.

Already earlier through in the ELIG Annual General Meeting, and around discussions on the currently much discussed MOOCs, it had been highlighted by industry representatives that a holistic view on education and TEL shall be adopted and to take into account the apparent upcoming trend on the unbundling of education and institutional detachment towards a multi-sided and multi-stakeholder ecosystem with potential large impacts in the current value propositions and value networks.

This debate had then been taken into the dedicated ELIG ‘Learning@Work’ Lab launching session and cumulated in the subsequent initial starting questions:

- What does it mean for education to become a ‘unbundled’, ‘multi-sided’ and ‘multi-stakeholder’?
- How do we successfully innovate within a profound changing education ecosystem?
- How is successful innovation defined? Do we use pedagogical, technological, socio-economic, business-economic, or other criteria?
- What are transferable success factors?

To facilitate and guide discussion the launching session then drew on the below ‘Unbundling Education Framework’ provided by Staton (2012)² so to look at the different education component parts and to reflect on how those relate to innovation in TEL, or on how to supporting TEL innovation.

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² Source: http://edumorphology.com/2012/06/unbundling-education-an-updated-framework/
In the following the points are summarized that had been raised in the morning session on ‘Views on the Future of Learning’ and in the subsequent ELIG ‘Learning@Work’ Lab launching session and that were seen as areas with innovation potential. A general notion in this regard was that a holistic approach should be adopted for any type of education offer, but with clearly identified areas in which to innovate. This was seen to also avoid using technology only for the sake of technology, but doing things still in a way that would not require the technology to be in place.

In this context also a discussion took place on the way we ensure that creativity and entrepreneurship, which were seen to be key for innovation, do meet market demand and are based on existing good practice and knowledge? Points raised were:

- Understand that time is the most crucial commodity.
- High-level commitment & guiding principles are required for safeguarding success, and to support decentralization.
- Centralizing and decentralizing as a constant loop. Unsure of ‘what is better’. This is to say that there appears to be a bouncing for and back on preferences and developments.
- Innovation support models such as the Index Factors Matrix from Pearson are seen as a (research) field that still holds high potential so to understand and predict success. This is well in line with the HoTEL objective and assumptions
- Decisions are often made out of a “point of fear” – Howard Lurie provided some insights from his observation from the US MOOC landscape! His advice in this regards was to have a clear understanding on what do one want to achieve.
• Be serious about quality control and in case of funded research make “reporting back” a mandatory part. As pointed out by Pears Lea at current it appears it is often only build in, but not used. A question in this regard was also what is measured, outcome only? And who is measuring – needs objectivity as stressed by Andre Richier who did provide some examples on how difficult it could be to keep quality up.
• Demand in EU on Creativity and Entrepreneurship, not limited to innovation but certainly desirable to support and foster innovation.
• Cultural issue: We need to accept failure and learn from it. It seem to be deeply rooted in a European context that one wants to have “risk free” and “highly innovative” at the same time. This would not work and so failure should be accepted – including failure in funded projects.

Potential areas with innovation potential were seen to be:
• Platforms
• Accreditation
• Validation / Assessment – online and offline; many opportunities
• Transformation of data into meaning – types of analytics that become available (incl. via Big Data) – Supporting pedagogies & learner guidance
• Content – still static and traditional production model – nothing changed?!? Innovation mainly in scale, but not in richness (scope)
• Human interaction, social learning, collaboration, …
• Personalization, Profiles, Portfolios (e.g. ‘My data GPS)
• Process innovation – who does what, why and how (e.g. current MOOC case from constructivist towards machines…)
• Business Model Innovation

As a wrap-up ELIG members were asked on what are the three things that ELIG, and the members, should and/or could do so to support innovation? The response to this was:
• Build on existing research,
• Build on existing practice,
• Based on the first two build up sensible partnerships.
Participants

The dedicated ELIG ‘Learning@Work’ Lab launching session had more than 20 participants, including reknown international experts from the academic sector, the corporate sector, and the policy field. The following provides some illustrations from the ELIG ‘Learning@Work’ Lab launching session, as well as from the Annual General Meeting as such.

Keynote speech by Xavier Prats Monné, EC Deputy Director-General for Education and Culture
Evening session at the Nobel Museum

Discussion at ELIG ‘Learning@Work’ Lab launching session

Discussion at ELIG ‘Learning@Work’ Lab launching session