ONLINE EDUCA BERLIN

20TH INTERNATIONAL CONFERENCE ON TECHNOLOGY SUPPORTED LEARNING & TRAINING

POST-CONFERENCE REPORT

DEC 3 – 5, 2014
HOTEL INTERCONTINENTAL BERLIN

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Prof. Dr. Johanna Wanka
Federal Minister of
Education and Research, Germany

ONLINE EDUCA BERLIN 2014

in numbers

2,332 participants from

330 speakers

100 countries

13 keynote speakers

81 exhibitors

70 parallel sessions

ONLINE EDUCA was a great conference. I attended a lot of very interesting sessions: some on measuring impact on learning outcomes, some sessions with respect to introducing new technologies ... and all in all it will have an impact on our improvements in the learning landscape within PWC. We can use a lot of the insights that we have gained here.

Dr Thomas von Lingen, PricewaterhouseCoopers, participant 2014
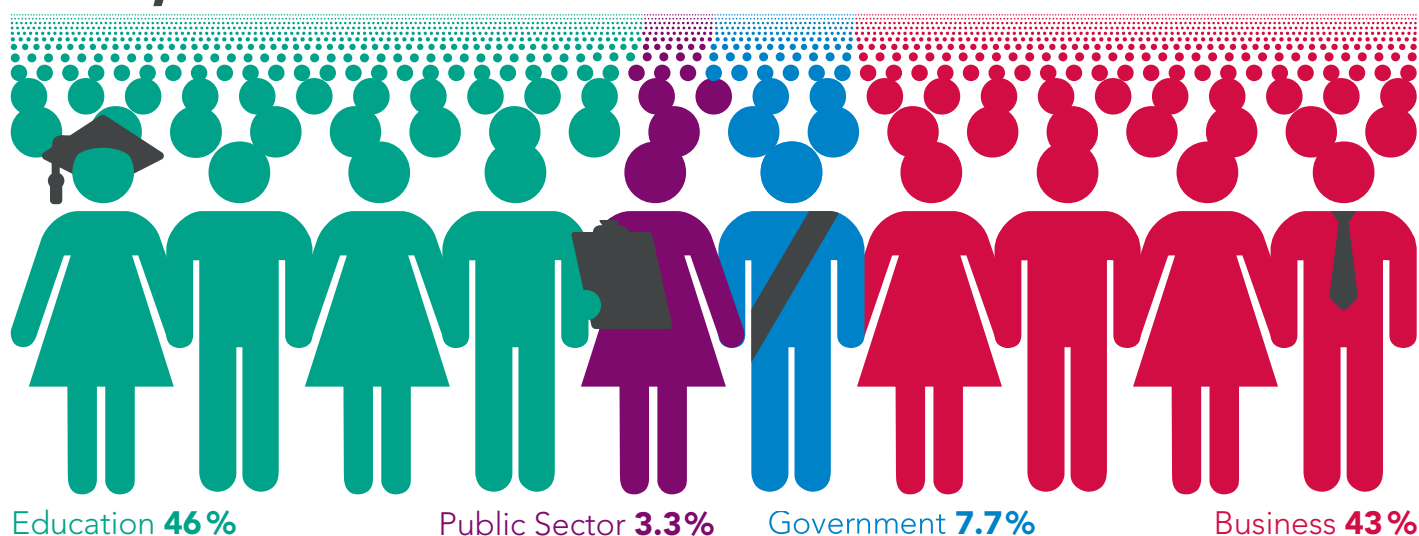
16 pre-conference workshops

and **2** pre-conference forums

5,102 times the #OEB14 hashtag was tweeted between 3 – 5 December

Total **2,332**

Education **46 %**

Public Sector **3.3 %**

Government **7.7 %**

Business **43 %**

Participants from 100 countries

Participants' countries
by proportion (in %)

Germany	Norway	The Netherlands	UK	Denmark	USA	Sweden	Poland	Finland	Switzerland	France	Spain	Belgium	South Africa	Canada	Others
22.8	9.0	8.4	7.6	7.3	2.7	2.5	2.5	2.4	2.3	2.1	1.9	1.8	1.1	1.7	24.6

I've never been to such an intriguing conference … to be really involved in this kind of give and take with a lot of brilliant minds … is a tremendous resource and well worth the long flight!

Lee Hericks,
KAI Japanese Language School, participant 2014

Our field changes so dramatically that really getting a chance to talk to people about what they're doing, what's happening, and what's causing problems – that's the best part. The three words that come to mind for me when I think about OEB are inclusive, global and congenial.

Dr Ellen Wagner,
PAR Framework, speaker 2014

This is my tenth time at ONLINE EDUCA; I think it's the combination of the corporate, academia and NGOs which makes ONLINE EDUCA quite special.

Dr Diana Andone,
eLearning Center - Politehnica University of Timisoara (UPT), speaker 2014

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The Opening Plenary

Chaired by Special Advisor to the UN Economic Commission for Africa, Dr Aida Opoku-Mensah, the opening plenary brought three experts from diverse fields to the stage. Under the overall theme of "changing learning", the speakers addressed topics ranging from co-learning, 'peerogogy', big data and learning sciences, as well as taking a look into an uncertain future through the eyes of a futurologist.

Dr Opoku-Mensah highlighted the role that ICT-enhanced learning will play in the expansion of access to education globally, calling on the audience to look for transformative "options, opportunities and potential" in their industry, and noted that the worldwide e-learning market will grow to $51.5 billion by 2016, with an annual growth rate of 7.9%.

It gave me a lot of new ideas, and especially what I found this year was the variety of viewpoints … so you have personalised learning, corporate learning, people speaking on new pedagogies: it was this combination and variety of subjects that I found really interesting."

Inge de Waard,
The Open University,
speaker 2014

Dr Howard Rheingold
Critic, Educator, Expert in 'Virtual Communities'

"The idea is trying to create a conversation that is greater than the sum of its parts."

"For teachers it's very scary to admit that you are learning, to admit there are things that you don't know, but it is very empowering to open up that dialogue with students."

"I think it's important not just to know your way around [the Internet] but also how to control the methods of publication. The web is not just Facebook; it's not just what corporates give us. It's important for students to take their content into their own hands."

Lisa Lewin
Managing Director, Technology Products (HE), Pearson

"The big news story of higher education in the 20th century was really one of access … Now we are onto a revolution in technology."

"We know the impact of sleep deprivation, diet, stress and frustration. If we can apply more of what we know now, we can make 'brain-informed' teaching and learning strategies."

"I would argue that we are at the end of the first s-curve of edtech … There continues to be innovation, but … the gains have become somewhat incremental, not the dramatic lift in learning outcomes that I think we can achieve."

Mark Stevenson
Ideas Generator, Author and Futurologist

"I call it institutional bewilderment: where organisations look at new technologies and new ways of thinking, and have absolutely no idea what to do with them."

"This is what's happening: technology does something that we previously thought was impossible, moves into the real world, changes the way we think, and can totally destroy business models. And this is going to happen in your industry as well."

"If you try to recreate a school or a corporate learning environment or a lecture hall, then you're just reinforcing the old, and we can't have that."

Friday Plenaries

Less Talk, More Action!
Meeting Tomorrow's
Needs Today

F riday's plenary called upon the audience for questions and comments to fuel discussion around the practical steps that need to be taken to change the dynamics for learning processes today for tomorrow's learning organisations; and how business and academia can work together to find solutions.

Steering the conversation and filtering questions coming in via social media was broadcast journalist Nik Gowing; picking up on tough, yet strategic talking points that led to a dynamic discussion on skills and capacity building, personalising learning, changing mind-sets and the role of technology in learning and development.

#OEBtalk

online-educa

Nick van Dam

Global Chief Learning Officer, McKinsey & Company.

"People can learn if they do something they are excited about. You need to build on people's strengths."

"We know that capability development or learning is only effective if people are successful in not only acquiring knowledge or developing a skill but changing behaviour, because that will have an impact on performance."

"How do we do that? For me it goes back to learning design for business impact. There's so much that we can learn today from applied research in learning and if we use that – it goes back to partnerships with academic institutions – if we leverage much more the research that's done we can develop better learning interventions."

Shyamal Majumdar

Head of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

"How many times have we tried to change the world with new technology? … Technology alone cannot change education. We need proper integration."

"People need to be skilled very fast so you need a foundation. We are training learners whilst knowing very well that after six months or one year new technology will come."

"Public-private partnership… I would say public-private community partnership is the key and that's the model that will work. There the technology will definitely come in but more important is the partnership."

"There's no doubt, no debate, no confusion, that technology is a very strong enabler for making learning very interesting at university or elsewhere."

Jeremy Auger

Chief Strategy Officer from D2L.

"When you're hiring you need to be looking for graduates that have the ability to learn and the ability to learn quickly."

"I would argue that the highest quality education requires personalisation which traditionally has required human contact."

"If we look at the increase of 100 million new higher education students over the next 10 years, this means that if we were to build campuses to support that it would be about building a Harvard campus every day from now until then to accommodate. So, technology is going to be required to scale to those levels."

"I think the important thing around scaling is how do we continue to personalise education at that scale?"

Education's Reality Check

Friday morning brought a chance to take stock: if much of the opening day had been devoted to the future of learning, this plenary shifted focus very much to the present, with three speakers from the cutting edge of the ed-tech world sharing their diagnoses, criticisms, positives and solutions. Together, they offered a fascinating insight into the current state-of-the-art of education and innovation.

"There are some things that we know that we need to unlearn."

Ola Rosling
CEO, Gapminder Foundation

Stephen Downes

Senior Researcher, National Research Council (NRC).

"Educators and education technology companies will have to come to grips with the fact that they no longer own students or students' work."

"You can have all of the data in the world but if you're answering the wrong questions, it doesn't matter."

"It's not just about reclaiming learning, it's about reclaiming personal learning."

"We need to think of 'ed-net neutrality', the idea that access to services, goods, resources and people in the educational network should not be determined by the provider, whoever that provider is."

"The kind of learning we get depends of the technology choices we make. We collectively need to decide whether our personal information is a thing to be commoditised or a thing we own ourselves."

Dan Peters

Senior Solutions Engineer, Blackboard.

"I think selfies are empowering … in many parts of the world selfies take an important role in social protest."

"Selfies are the coming together of trends in mobile, internet and social networks that already affect us greatly."

"The impact in efficiencies of consumer technology is really one of the most striking things to have happened in the last few years."

"In many institutions when overhead projectors were replaced with multimedia projects, and transparencies became PowerPoints … nothing else changed. We should not use new technology to teach the same old ways."

"Selfies are a symptom of the desire to produce rather than consume. We already have the methods and technology to ride these trends to greatly improve education. We just need to involve students in that process more proactively."

Ola Rosling

CEO, Gapminder Foundation.

"We need to remove bad knowledge."

"Chimpanzees beat us on general knowledge because we generalise knowledge."

"There are some things that we know that we need to unlearn."

"Why is there so much ignorance? Who is guilty? Highly educated people in Europe and the US always blame the media … I don't blame the media because I would never expect the media to give a fact-based world-view … it's not their job."

"We have intuition that makes us jump to conclusions too fast. What's the solution? Education."

"Fact-based world-views are based on data, but are still views."

"We need to teach students how their intuition fools them. That has to be a core required element of education. It will protect students from so many things if they learn to rationalise."

The OEB Debate
'This house believes that data is corrupting education'

As Chief Strategy Officer for PAR (Predictive Analytics Reporting) Framework, a multi-institutional data mining collaborative, the first speaker on the side of the house was perhaps not wholly pitted against the use of data, but rather against its misuse. Dr Ellen Wagner introduced the concept of data as a meme, focussing on the dangers of "naïve or nefarious uses of data to restrict access or to punish".

Dr Viktor Mayer-Schönberger, Professor of Internet Governance and Regulation at Oxford University's Internet Institute, responded in typically bombastic style, linking data to human progress. According to his perspective, humans have always sought to understand the world by analysing it. Mixing genuine passion with joviality, the Professor's interjection went down well with the audience.

Inge de Waard, of the Open University, picked up where Dr Wagner left off, reminding the audience of some of the less savoury aspects of the new "data revolution", namely that whilst larger higher education institutions benefit from huge amounts of funding, smaller ones suffer from the 'huge' costs of storing and filtering data.

Dr George Siemens, from the University of Texas, outlined three points to oppose the motion: one – the biggest divide in education is driven by family income, and data can be used to massify and improve the education process; two – analytics is a cognitive process that makes data more manageable, enabling us to make sense of the world; and three – data can help us to target the knowledge gaps created by automation.

Next up were the interventions of the audience, which ranged from the serious to the not-so-serious. Some prescient interventions, with one audience member suggesting that, with half of the globe not connected to the Internet, too much focus on data excluded a large amount of those people.

To conclude, the vote was taken, and the motion was resoundingly defeated.

"But what about the small universities? If you don't have the money, you will have no means to give the same quality of learning analytics … there is a divide, and it's growing."

"Everywhere I go I am leaving little trails of my thoughts, and anyone who cares can vacuum them up and tell me more about myself than even I know."

"I would encourage that, through effective use of data, we can manage a quantity that we have been simply unable to manage and that analytics becomes part of the human cognitive process."

"Learning and data are intertwined. Denying that connection would not only be foolish: it would be – in the very sense of the word – dehumanising."

Inge de Waard

Ellen Wagner

Viktor Mayer-Schönberger

George Siemens

SPOTLIGHT STAGE

The rolling programme of interactive formats in OEB's newest feature made sure that not just the speakers but the audience was part of the show. Speaking after his presentation on re-humanising e-learning, David White from the University of the Arts reflected that "100+ people seemed surprisingly willing to enter a piece of shared theatre!"

It was this willingness of the audience to interact that helped make the Spotlight Stage "a real hit", according to Plan B Learning's Donald Clark, whose entertaining group presentation on the realities of futuristic wearables such as the Oculus Rift and META SpaceGlasses had the audience in awe.

Highlights included the 1:1 between author, editor and educator Howard Rheingold and Jay Cross, CEO of Internet Time Alliance, which evolved into a group discussion on 'collaborative learning'.

Later, Julia Hobsbawm, founder of the 'knowledge networking' business Editorial Intelligence, entered into conversation with Richard Straub, President of the Drucker Society Europe, and, together with the audience, challenged the strategies being used to prepare learners for the world of work. "If we're not careful, education is like a shiny new car and it devalues as soon as you've driven off the forecourt," Hobsbawm said.

Other dynamic group discussions included a panel of entrepreneurs, who highlighted how to harness the power of technology to provide new opportunities for the next generation, and members of the 'Berlin Singularity Group' debating the ethics of Artificial Intelligence and biohacking.

Solo presentations weren't without their twists – Professor Viktor Mayer-Schönberger quizzed the audience on big data whilst the Design Research Lab's Fabian Hemmert made us question our relationship with technology: "My smartphone can put me into zombie mode, losing consciousness of myself and losing consciousness of the world around me," Hemmert said.

In the final session on Friday, speaking alongside fellow expert bloggers Stephen Downes and Craig Weiss, Wilfred Rubens from the Open University professed that he wanted "to be surprised." With more than 35 speakers and special guests, including live music and a boisterous comedy act, the Spotlight Stage certainly delivered.

Parallel Sessions

Immersive Learning, Engagement, Games

In an interactive Learning Café on embracing the educational value of non-educational games, Aleksander Husoy and Tobias Staaby, two secondary school teachers from Norway, argued that non-educational games, typically seen as anathema to serious learning, can be used for exactly that purpose – don't reinvent the game, but instead reinvent the approach. On Friday, a packed room played host to a variety of speakers sharing their wisdom on the topic. A highlight was Boštjan Kernc's animated French Revolution game, which allowed many of his students "to get through this period of history with much more ease than many of the playable characters!" The end goal, as serious games developer Jörg Hofstätter stated, was to catch up with a generation increasingly using different media and having different skills. Knowledge transfer as we know it, he claimed, no longer works with teenagers. The track provided much food for thought on how to bridge this gap.

Open Education, OER, MOOCs, Badges

Are MOOCs resigned to a role of simply massifying education or can they change the nature of education itself? Can education be upscaled by such a large extent without sacrificing quality? Jeremy Knox from the University of Edinburgh certainly thought so, introducing the session 'MOOCs: The Ultimate Starter's Guide' with best practices and strategies for boosting student engagement. Drawing the distinction between 'c-MOOCs' – 'connectivist' – involving "making your own learning process and connections", and 'x-MOOCs' primarily focussed on "content from prestigious professors", Knox made a powerful argument for the importance of course design. Elsewhere, the track saw enlightening discussions on the value of open badges, strategies for designing MOOCs, and the possibilities surrounding 'education 2.0'.

Mobile, Social and Digital Media

Rather than telling students to get off their mobiles and log off social media, this track asked questions such as: how can Facebook be utilised for education? How can mobile technology be used for good in universities? And even, how can social media be used to fight ebola? One of the highlights was the session on 'breaking through the hyper-connected student' which saw a panel of students impart their knowledge to an audience of education professionals and teachers. What emerged was acknowledged by all sides as a deep need for students to have their voices heard. As one student noted, "it may not be the most efficient, but the most important thing is for me to come to my conclusions through decisions I have made myself" – a message well received.

Communities of Learning

This track brought together a variety of subjects and groups with the aim of creating and enhancing the networks of communities of educators for mutual benefit. Sessions ranged from using virtual reality, open source code and telecommunications in new methods of language learning, to more development orientated sessions focusing on, for example, how online education is impacting learning gaps

in developing countries, and 'the death of the diploma'. With Africa well represented, 'From the Nile to Nollywood' proved a popular session, with participants hearing diverse case studies on how e-learning is being used throughout the continent. Late on Friday saw an opportunity for UN staff and affiliated institutions to share knowledge and recent developments – as one participant noted, "Without this we would be reinventing the wheel every year – meeting here, like this, is so important."

Educational Institutions

How is technology changing higher education? Can it be used to improve education itself, or simply as a cost and time saving measure? How is online learning changing the university system? These were questions which came up in the various sessions that brought together experts from around the globe to discuss how technology can be harnessed to further improve educational institutions. Apparent was the conflict between the use of technology as a tool to better education, and the notion of simply using it to streamline processes that already exist. This was set out in the session 'Higher-Tech Higher Ed', where we heard from Alexandra Mihai, whose work at the Institute for European Studies focuses on the conceptual and pedagogical underpinnings of technology-enhanced learning, which includes the methodology of teaching European Studies through a blended learning approach. Mihai set out what

seemed to be the central focus of this track, asking whether we want only "to use new technologies with old pedagogical methods". Her conclusion, that "We have to decide what we want our universities to do", was one that would echo the discussions in the rest of the sessions in this track.

Practical Solutions

It is broadly accepted across the spectrum of e-learning that technology is drastically changing the field. But beyond a broad acceptance of this fact, how exactly can technology be used to improve education? This track took a look as some specific solutions to this question. As with other fields, a key talking point lay in whether or not technology was a tool for innovation in education or simply an efficiency enhancer.

A field in which this tension is to be seen perhaps most clearly is that of digital exams. The session 'Please Put Down Your Pencils, Forever: The Future of Online Assessments', saw a lively discussion on the prospects of online exams. According to Steffen Skovfoged of UNIwise, online assessment is needed as "a response to changing needs of students that will bridge the gap between technology and assessment", pointing to the apparent contradiction of students who learn largely using online and digital tools but remain bound to paper and pencil assessments. Bridging these gaps was the principal topic of this track.
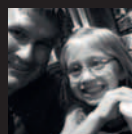
VIDEO EDUCA

Now in its third year, Video EDUCA has cemented its position as the world's leading international event for video in learning.

The programme for Video EDUCA 2014 aimed at meeting a number of needs within the fast-moving world of video in learning. The sessions and workshops continued their unique record of bringing educators together with world-class film and TV professionals to work on improving the quality of video learning, and of showing the latest in both theory and practice in video learning and video pedagogy. The aim of the track is to help participants improve their practical skills in video, whilst creating a supportive forum for exchanging ideas and solving problems for everyone working in video learning.

Award winning Berlin film-maker, Erik Schmitt, began with his intensive production workshops. These practical professional workshops were supplemented this year with Sonia Hetzner's sessions on Low Budget Video Production. The high turn-out reflected the demand for better quality and better value video production. The two presentation sessions on Video Pedagogy and Learner Engagement were also very popular and featured a host of great examples and exciting new ideas.

Addressing a very pressing need for many educators was the performance workshops, in which actress and director Sarah Finch helped two groups of participants develop on-camera presenting skills. In the Masterclass and Video Doctor, delegates had plenty of opportunity to interact with TV industry professionals. Finally the Youth Camera Team were out and about throughout the conference.

@justinrbeck (Justin Beck)
#OEB14 #Kaltura just a few people interested in learning to engage students via video...just a few.

Like us on Facebook: facebook.com/VideoEduca

Video EDUCA is shaped around the needs of its participants so please do get in touch with feedback or suggestions for next year. We would love to hear from you: online-educa.com/video-educa

Youth Camera Team

This year, VIDEO EDUCA ran its first Youth Camera Team project, inviting a group of eight students from a local college to plan, film and edit a short video which reflected their impressions of the conference, entirely from their own perspective.

Filmmaker Rebekah Tolley, a UK based Creative Producer/Director, led the team across three days, during which time the students brainstormed ideas of where, what and how to shoot their material. To help them in this endeavour, they were each given Wi-Fi enabled action cameras. With filming complete, Rebekah created a rough assembly edit, from which the students were able to make their final creative and editorial decisions and complete a two-minute edit by the end of day three. During this final session, conference participants were given the chance to drop in on the post production process and ultimately witness the live completion of the final edit.

Rebekah said *"We encountered a few technical issues up front, but the students did a fantastic job of focusing themselves on the task in hand, producing a piece of video, which I think not only reflected their impressions of OEB 2014, but also their undoubted enjoyment of the process, including getting to work with a new and terrifically interesting piece of camera technology. I applaud ICWE for making the commitment to invest in this worthwhile project and also donating the equipment, which will now afford these students the opportunity to explore such exciting technology further, not only in their personal time, but also within the context of their own media-based studies."*

BUSINESS EDUCA

Business EDUCA started with some excellent case studies and quality exchanges, as five panel-lists, including three from well-known global organisations - the World Bank, the TATA Group, and JP Morgan Chase, plus a representative from one of Germany's major national vocational academies and a learning industry analyst - facilitated discussion amongst the session participants. The challenge for transforming learning was well explained by Monika Weber-Fahr of the World Bank: "Where else in your organisation would you invest money knowing that you will lose 80% within the following months?"

The convergence of business and education and the opportunities for collaboration have always been key themes at OEB, but this year a report by TrainingZone provided a new perspective from some regular speakers

as a catalyst to deepening collaborations. These themes were mirrored in sessions, as organisations like SAP described how the MOOC format has helped them to extend learning to employees, future employees, customers and prospects. Deutsche Telecom is now supporting business transformation by using a MOOC to bring leaders together in diverse groups to learn from experts and from each other.

The fact that great solutions come from the wisdom of the crowds has always been a pivotal premise for the design of Business EDUCA programme and this year was no different. Always taking a new approach to important issues, Ger Driesen and Ben Betts provided an opportunity for delegates to literally taste the impact of 'Big Data in Practice' as they sampled the first BBQ sauce developed through big data analysis!

The Interactive Café on implementing global solutions with Nic Laycock helped participants to apply collective wisdom to the challenges of engaging staff with learning around the world. Laura Overton and Charles Jennings facilitated a crowdsourcing group that generated 31 ideas and sourced five case stories to help embed learning more effectively in the workflow.

Business EDUCA is about networks, sharing, conversation and collaboration – this year's event had all of those in spades!

It's my first time, and I would say it has been euphoric for me. It's given a lot more than what I expected. I actually wanted to go out of the box – not only do the things that I'm comfortable with, but get impressions from all different kinds – and I think the palette has been amazing. And I have met some really good people, so the networking has been good too.

Candice Wier,
Elekta Instrument AB,
participant 2014

SECURITY & DEFENCE LEARNING

The security, defence and emergency services sector continues to have a significant impact on the development of ICT for learning and training - as a major investor, a seed-bed for innovative solutions and as the testing ground for new solutions in perhaps their most extreme and challenging setting. It is also a sector which is closely connected with many of the most important issues surrounding the application of new technological solutions in education.

OEB's Security and Defence Learning track hosted two fascinating discussions on the implications of security-related issues for the education and training sector. The first, which was chaired by Dr Harold Elletson of the New Security

Foundation, looked at how the needs of security and transparency could be balanced and how progress could be measured.

Don Kassner of ProctorU examined changes in testing in the 21st century, arguing that improvements in security technology have made online examinations and testing much more effective, providing a great boost to online learning. Trevor Clarke of Sicher-im-Inter.net eG considered the ubiquity of data, the need to protect it effectively and its benefits for education.

In SDL's second session, a panel chaired by Janis Folkmanis of the New Security Foundation and including Dr Leonardo de Arrizabalaga y Prado of Beneplacito

and Dr Harold Elletson reflected on the development of technology, its effect on security and its implications for education and training.

Technology, they concluded, was likely to continue to offer the potential for significant improvements in security but also to create frequent new security challenges. They also observed that improvements in security through technology were likely to involve an increasing loss of privacy and that educating people, institutions and businesses to cope with a greater need for transparency would be one of the great challenges of the future, where security might offer less of a competitive advantage than, for example, speed or flexibility.

LANGUAGES & BUSINESS Forum

2nd Forum on International Business Communication

The Languages & Business Forum took place on December 3, and focused on the critical questionings around language training in companies: why, when, who and how?

The one-day event was opened by keynote speaker Dr David Graddol, Director of The English Company (UK) Ltd., who has written several books and reports on the future of English, its role in specific economies and how it is taught throughout the world.

When giving his economic argument for English, Dr Graddol posed the question: "Does English help facilitate trade?" and stated that the worldwide growth of English is generally linked to corporate and commercial gain, before warning the audience to "beware the problem with statistics", as many reports and indexes do not accurately cover all markets.

Dr Graddol also argued that there will be an increasing need for people with higher-level language skills; however, it still comes down to demographics and specific economic make-up. For example, in India there is a decline in agriculture industries and an increase in services. "They are moving into employment that requires much more in regard to communication," he said.

A further three keynotes spoke throughout the morning: Tim Phillips, who outlined strategies for developing language skills for business; Deborah Capras, who highlighted how technology can be used to aid language learning; and Evan Frendo, who discussed the ongoing challenges associated with course.

The afternoon was dedicated networking and an interactive learning cafe, with participants working in small groups to discuss the key learnings from the morning, relating them to their own work environments and considering potential actions they believe are worth pursuing in future. The day was facilitated by Ian McMaster, Editor in Chief of Business Spotlight.

Technology and Learning Trends for Schools

"Essentially, everything has already been said and analysed," said Prof. Christoph Igel, Director and CEO of the TU Chemnitz Education (TUCed) and Director of the Centre for eLearning Technology (CeLTech) at the German Research Centre for Artificial Intelligence (DFKI), as he addressed the 6th School Forum. "We are now talking about a backlog of implementation and appropriate action."

Prof. Igel's keynote introduced the theme of the day – practical solutions and actions – which was expanded upon in presentations from a diverse programme of educationalists, starting with Heike Schaffarzyk, of Sicher-im-Inter.net eG, who asked "How do we bring German schools out from behind the E-Moon?" and introduced a software concept that can be designed by the users, thereby helping schools to enter the digital era (more info available here: http://hinter-dem-e-mond.de).

Up next Matthias J. Lange, a journalist and social media and schools expert, spoke about the impossibility of excluding mobile devices and social networks from schools, in spite of local ministry of education directives. In his opinion, media literacy and media integrations in schools is the only way forward.

Christopher Bick, co-founder of EDYOU, presented his platform that provides an alternative to social networks for use in schools, while Michael Katzenbach presented MUED: a network for mathematics teachers, which was established more than 30 years ago and has weathered the changes of the digital era.

Sebastian Seitz, from the Berlin Technology Foundation, spoke to the audience about Open Educational Resources (OER), sharing findings from the "Open Education in Berlin: Benchmarks and Potential" Report, published this year. The report contains a comparison of German states and shows that Berlin and Brandenburg are leading the German OER movement in schools.

To conclude the day, Christiane Meisenburg, a teacher at the Siegerland Primary School, shared the motivation and joy of learning that can be achieved when teachers and their classes takes part in eTwinning with their own projects.

Pre-Conference Events

The Pre-Conference Events provided in-depth insights into a particular project or development and aimed to engage participants in the exploration of practical solutions based on real issues from a variety of specialised fields.

- Assessing the Impact of Digital Innovations in Education

- Breaking the Code: Utilising the Power of Digital Tools to Boost Your E-Learning

- Competence Playlist-Based Education: A New Deal Between Education and Work

- Converting Face-to-Face Courses into Interactive Online Courses

- Creating the 2020 Learning Organisation: Implications of a Changing Workforce & Workplace on Corporate Learning & Institutions of Higher Education

- DistancE-Learning in Europe: Exchange of Experience and Knowledge Sharing

- Effective Online Collaboration and Academic Skills Within a Transferable Quality Framework in Higher Education

- ePortfolios and Open Badges: Support for Educational Change

- Inside the Carpe Diem MOOC: Practical Lessons!

- Newcomer's Guide to ONLINE EDUCA BERLIN

- Sharing, Enabling, Connecting: An Open Platform on Capacity Development for E-Learning

- Speexx Exchange

- Student-Led Learning

- VIDEO EDUCA: Video Production for Beginners

- VIDEO EDUCA: Video Production for Improvers

- Virtuelle Lernwelten in der Aus- und Weiterbildung: Fallbeispiele aus der Praxis / Virtual Learning Spaces for Vocational and Further Education: Case Studies

The OEB 20th Anniversary Celebration

To celebrate the 20th edition of OEB in true style, participants were transported back in time to the roaring twenties and treated to a night of good food, great music and adventurous dancing.

The 1920s style extended further than the room decorations, with many guests taking inspiration from the decade and arriving in sumptuous, sparkling costumes for a champagne reception. Once guests had enjoyed the international buffet, it was time for an 'interactive knowledge exchange session' on the dance floor, led by two of Berlin's best Charleston teachers.

With the dance floor full, and participants ready to try out their new moves, the lights were turned low as the evening's headline act took to the stage. Alice Francis treated the audience to a swing-inspired, high-energy performance, leaving them all calling for more.

Emerging Talents: Startup corner

The startup corner brought together a group of young companies to showcase how their edtech solutions are providing new learning opportunities.

From games that make learning statistics fun, to an app that aids exam preparation, and a platform to facilitate collaborative learning, the variation of the startups displayed how the growth of investment and revenue in the edtech industry continues to spur innovation.

In addition to taking part in the Startup Corner, qLearning, Projectcampus, I Hate Statistics and Educatorly also pitched their ideas in a session on the Spotlight Stage.

"ONLINE EDUCA BERLIN was an adventure for us. As a young edtech startup, this was our first international conference. The number of attendees from all over the world amazed us. We had a lot of interesting conversations with teachers, companies, universities and education organisations. We had a great experience."

Pim Bellinga, I Hate Statistics, exhibitor, 2014

Through the Mirror: VR and AR at OEB

This year, OEB participants had the chance to cross the frontier into the immersive experience of virtual and augmented reality, with live demos of the latest Oculus Rift developer pack and Meta Glasses - the first wearable computer that lets you create and share digital objects in the real world.

The use of AR and VR in education is currently in the very early stages, so three virtual explorers took to the Spotlight Stage on Friday to discuss the untapped learning potential of these emerging devices. Speaking to Donald Clark and Miho Tanaka, Todd Revolt explained, "it's about the content that's being created – the scenes that you create, these applications that are forever going to change the way we learn. It becomes a much deeper learning experience."

5,102 times the #OEB14 hashtag was tweeted between 3 – 5 December

Morten Brekke
@BrekkeMorten

#matricuia på #OEB14. Where are you going"? "I'm headed to OEB Berlin "What's that?" It is "The Super Bowl of online learning son!!"

Towards Maturity
@TowardsMaturity

One of Europe's content-richest conferences has 'kicked off' (L&D seems to like that phrase) in Berlin! Head to #OEB14 to follow along.

Alejandro Armellini
@alejandroa

Workshop at #OEB14. Lots of engagement in our session.

Luuk Terbeek
@Luuk_Terbeek

Wow! Prep. #OEB14 took 8 months incl 400+ proposals. 2K participants from 100 countries A big hooray 4 the steering committee!

jan_sn
@jan_sn

#OEB14 ... Spotlight Stage ... Nice new fast approach that suits 21century conference attendees

Donald Clark
@DonaldClark

Why Online Educa Berlin is just so damn much fun! #OEB14 #edtech
http://bit.ly/12DAu8l

Mike Moore
@MikeMooreD2L

Check out the crowd gathered for the Serious Gaming session at #OEB14. Great Session - thanks for coming #D2L
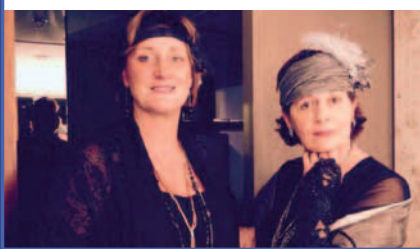

Snorre Rubin
@SnorreRubin

These SIG lunches are really popular! #OEB14

Ilonka Hebels
@IlonkaTallina

#OEB14 Had a smashing party... roaring twenties! :-)

Downes
@Downes

From the stage, #OEB14

Thierry Koscielniak
@tkoscielniak

@OEBconference #OEB14 a global view of #OEBtalk audience

Sandra Ribon
@sandraribon

Back at home inspired, as usual, after #OEB14. Good I have the weekend to decide where to start!

Hylke Brouwer
@hylkebrouwer

@TerbraakM absolutely! Two great days at #OEB14 full of ideas and inspiration for the new curriculum @hva_fysio

Saurav Jaiswal
@sauravj

If you're in the learning industry you have to be at @OEBconference Looking forward to next year! #Berlin #OEB14

Danny De Witte
@ParaVolve

A fine place to close a great conference #OEB14

"Quotes

There were so many private sector participants ... it was fascinating to see the different levels and different kinds of exhibitors taking part. Here you saw the full range – you saw data analytics companies, software developers, as well as academic institutions… which was absolutely fascinating.

Aida Opoku-Mensah,
UNECA, speaker 2014

I really liked it – I come from a business background and I met a lot of people dealing with the same issues and problems, and I found practical ideas that I can use at work and to inspire me in the things that I do.

Karolina Krzywicka Szpor,
Polski Koncern Naftowy Orlen,
participant 2014

"I found it very useful; I got a lot of information, a lot of things that I can bring back to my job ... a lot of inspiration.

Anders Lund Olsen,
University of Northern Denmark,
participant 2014

It's the first time I'm coming here. Something which amazed me is the diversity of people who come here: I was sitting at a lunch table with three other people, and all four of us were from different continents!

Suresh Panampilly,
Tata Consultancy Services,
speaker 2014

ONLINE EDUCA seems like a very lively community – you can tell just by the way people greet each other here!"

Howard Rheingold,
Critic, Educator and Expert in
'Virtual Communities,
Speaker 2014

This is my tenth time at ONLINE EDUCA; I think it's the combination of the corporate, academia and NGOs which makes ONLINE EDUCA quite special.

Dr Diana Andone,
eLearning Center -
Politehnica University of Timisoara
(UPT), speaker 2014

The OEB Exhibition

81 exhibitors from 26 countries

Austria
Belgium
Canada
China
Colombia
Denmark
Egypt
Finland
France

Germany
India
Ireland
Israel
Lithuania
Norway
Poland
Republic of Korea
Russia

Slovenia
Spain
Sweden
Switzerland
The Netherlands
UK
Ukraine
USA

> We've met people from consultancies, schools, universities, businesses, academies … there've been so many people who've come to see us, it's been the most amazing three days. I had no idea it was going to be like this!
>
> Trevor Clark, sicher-im-inter.net eG, exhibitor and sponsor 2014

Exhibitor feedback

95 % of exhibitors rated the onsite service as good or very good

83 % of exhibitors rated the opportunity to establish new contracts as good or very good

81 % of exhibitors rated the opportunity to consolidate existing relationships as good or very good

Shyamal Majumdar, UNEVOC, speaker 2014

> ONLINE EDUCA … is an exchange of experiences and networking, but more importantly you are mobilising the providers, the training providers and exhibitors … Talking is something, but to make the talk into reality, you need the providers to be present.

> Meeting all the parts of the world in one place was very good for our business; I think we will be here again. There's a lot of knowledge, a lot of new things: this is the right place!
>
> David Nir, International Security Academy, exhibitor 2014

Special events

Numerous special events made the exhibition area an essential networking hub of the conference, including …

2 prize draws

Daily coffee breaks

GIZ's e-Academy Open ECBCheck Certification Celebration

PEARSON

The Pearson Drinks Reception

Exhibitors

Leading international e-learning manufacturers, suppliers and service providers presented their latest products and services in ONLINE EDUCA BERLIN's extensive exhibition and demonstration area:

- 4system Polska Sp. z o.o.
- adLearning
- Advanced Telesystem Research S.A.
- AKTIIVI Plus - Active Citizen of the Open Learning Environment
- Altissia International SA
- Art of E-learning
- Blackboard
- British Council
- Canvas by Instructure
- Cattura Video
- Cengage Learning EMEA Ltd
- CHECK.point eLearning
- common sense eLearning & training consultants GmbH
- Creative Associates International
- D2L Europe Ltd.
- Darim Vision Co., Ltd
- DigiExam
- Discendum Oy / Open Badge Factory
- Educatorly
- EFMD
- eLearning Africa
- ELIG
- E. mokykla LTD
- Ephorus - Turnitin
- Federal Institute for Vocational Education and Training (BIBB)
- Gapminder Foundation

- GIZ GmbH
- GOPAS
- Growth Engineering
- HEC Paris - CCI Paris Ile-de-France
- HiHaHo
- Houghton Miffl in Harcourt (HMH)
- HT2
- HOM-E Sp. z o.o.
- Hurix Systems Private Ltd.
- I hate statistics
- inside Unternehmensgruppe
- Inspera Assessment
- International Security Academy – ISRAEL
- ITN SOURCE
- Kaltura
- koviko
- Lean International AG
- learndirect
- LPLUS GmbH
- Mediainteractive
- Meta Space Glasses
- MLAKEDUSOLN ELEARNOVATE
- Moscow State University of Economics, Statistics and Informatics (MESI)
- Noddlepod Ltd
- Norwegian Digital Learning Arena, NDLA
- Oculus Rift
- ovos realtime 3d gmbh

- Pearson (Western Europe)
- PowerCreator
- Presentations 2Go
- Prewise
- ProctorU
- qLearning
- Questionmark
- Shift E-Business & Creative Associates
- Sicher-im-Inter.net eG
- SoftDeCC Software GmbH
- Software Secure, Inc.
- Sonic Foundry
- Sør-Trøndelag University College (HiST)
- Speexx
- SuperMemo World
- TechSmith Corporation
- TELL US Awards
- Thinking Cap
- Thunderbird Online, Thunderbird School of Global Management
- TU Dresden Media Centre
- Turning Technologies
- UbiCast S.A.
- Universitat Oberta de Catalunya - UOC
- UNIwise
- Unplag.com
- URKUND
- WAY2 sp. z o.o.

> "Wonderful conference once again. We enjoyed connecting with customers and meeting new people from all around the world.
>
> Heather Hennessy, D2L, Gold Sponsor 2014

> "We have been coming here for many, many years, because we favour the networking atmosphere that we can experience here; to actually be visible, to get to know possible cooperation partners, but also this nice mixture, this ménage between a conference, with content oriented sessions, and a networking event.
>
> Christian Gmelin, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) exhibitor 2014

> "It's fantastic. It's my first year – we were trialling it out to see if it would be worthwhile coming back and exhibiting – having more of a presence next year – and we will be back!
>
> Duncan Ledger, HR Zone, participant 2014

> "If you are an e-learning vendor in the higher education space and doing or planning on doing business in Europe, this is the place to be … I thoroughly enjoyed my time at OEB and from what I saw, a lot of attendees did too. The conference was better than last year, which says something, because it was good last year too.
>
> Craig Weiss, E-Learning 24/7, speaker 2014

> "With ONLINE EDUCA, one of the big strengths is the number of vendors and providers that are represented, which is really helpful for getting a sense of what's happening in e-learning – what are the things that universities are buying, what are companies buying. It's the opportunity to see what's happening on the product provision side of the online learning landscape.
>
> George Siemens, University of Texas, speaker 2014

ONLINE EDUCA BERLIN

21ᵀᴴ INTERNATIONAL CONFERENCE ON TECHNOLOGY SUPPORTED LEARNING & TRAINING

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CREDENTIALING   APPS   **ENGAGEMENT**
PRIVACY   **QUALITY**   CONTENT   **RESPONSIVE**
PLATFORM   **MOOCs**
PEER LEARNING   GAMES
LIFE-WIDE   QUALITY
INFORMAL   **SKILLS**   BLENDED
VIDEO   LIFE-LONG
GLOBAL   ASSESSMENT
OPTIMISATION   **BIG DATA**
MOBILE   PEDAGOGY
IMMERSIVE   **CURIOSITY**
DIGITAL LITERACY
CHANGE   **WORKPLACE**
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✔ **MARK YOUR CALENDAR!**

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