

Abstracts of the lectures

eLearning meets eScience: Insights Into a Changing Academic Practice

Thomas Köhler, Technische Universität Dresden

Monday | 10.06.2013 | 09:00–10:30 | Seminarroom 1+2

Digitization and Web 2.0 have not only changed the way we communicate, inform, learn or entertain ourselves - they have also modified the conditions under which such occurs and the standards that are applied to these activities. In the era of permanent Online-presence at a "flat rate", network technologies and mobile computing as well as the spatial-temporal limits of our physical world experience a substantial dissolution (cp. Weinberger, 2007). Instead of stability, objectivity and institutional authority in the digital space above all, timeliness, permanent availability and situational competence - not always visible, but still active - participation (cp. Kahnwald 2011). Due to the often observed levelling effect of computer-mediated knowledge communication new structures of power even convert the existing organizational patterns (cf. Spears & Lea, 1994).

What can be derived from these observations is a new way of dealing with knowledge (cp. Pscheida, 2010) which will eventually change our thinking itself (cp. Carr, 2011). Since the middle of the 20th century western societies transform towards the so-called knowledge society (Drucker, 1969; Bell, 1973; Stehr, 1994; Bittlingmayer, 2005). Its specific properties (economization, pluralism and dynamism of societal knowledge, but also a certain fragility of knowledge) find their almost perfect match in the medial options of the World Wide Web. Thus, the complexity of the post-modern world of knowledge can be represented in any other medium in decentralized and hyper-textually linked structures of the cyberspace. Simultaneously the structuring force of the digital media triggers social circumstances. By that the correlated influences of the knowledge society and of the networked digital nature of knowledge create the potential for a cultural change.

Main empirical basis of the presented paper are data collected with the help of the European Social Funds (ESF) by the "eScience - Saxony Research Network" (cp. Pscheida et al., 2013a), which is a joint project of all public universities in the Free State Saxony under the auspices of the Technical University of Dresden, the Technical University of Freiberg, and the College of Engineering, Economics and Culture Leipzig. The aim of the network is to research the landscape in the field of digital scholarship in Saxony as well as to continuously shape and expand it. Questions deal with how cooperative research activities are based upon certain online tools and how those support emerging research processes. A starting point for this is the analysis of the current usage of Web

2.0 and Online tools by scientists working at universities of the Free State of Saxony in order to determine trends and to design recommendations.

What can be concluded is that for practical matters researchers from a variety of disciplines have already adopted various possibilities of digital science intensively (cp. Mohamed & Köhler, 2011). Nevertheless, it is rarely reflected which consequences such digital transformation has toward the research process itself as well as the culture of scientific knowledge production (cp. Nentwich & König, 2012). Eventually this lack of explanation exists due to the rather sporadic use of digital technologies in research and the incomplete availability of functional e-infrastructures for research (Pscheida et al., 2013b). The intense research and development work in the so-called e-science field suggests, however, that this will change rapidly over the next few years.

Literature

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A complete list of the references can be found at moodle
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The Use of Interactive Multimedia in Education

Dr. Natalya Lomovtseva, Russian State Vocational Pedagogical University (Ekaterinburg, Russia), Postdoctoral

Thursday | 13.06.2013 | 09:00–10:30 | Seminarroom 1

Today one of the most important ways to improve the training of students in the modern university is the introduction of interactive multimedia technology in education. Many methodological innovations and educational innovations are associated with the implementation of online learning and have great potential to meet the social order of a post-industrial knowledge society. One of the requirements for the implementation of the basic conditions of that Bachelor based on the Federal State Educational Standard of Higher Professional Education in Russia is the widespread use of active and interactive forms of training for developing the professional skills of students in the educational process [1].

The use of multimedia technology in education through interactive structuring and visualization of information is strengthening the student's motivation and cognitive activity, at both conscious and subconscious level. Interactivity – is a concept that reveals to the nature and extent of interaction between objects [2]. The process of learning with the use of interactive multimedia technologies is carried out under conditions of constant and active cooperation of all students. The student and teacher are equal subjects of study [8, p.2].

At present, we cannot speak about interactivity without the use of multimedia technologies. Multimedia technologies enrich the learning process and can make teaching more effective, engaging in the process of perception of the learning environment by the student as the most sensual component [6].

The use of interactive multimedia in education is also a special form of organizing cognitive activity [10] which implies a very specific and predictable target. The goal is to create a comfortable learning environment in which the student or group of students feels his success, his intellectual activity and which makes the learning process itself productive by giving knowledge and skills and establishing a base to work on solving problems after training is completed.

In the Russian State Vocational Pedagogical University (RSVPU) a multimedia encyclopedia developed and introduced into educational process. When using multimedia encyclopedias, teachers have an opportunity to train interaction with interactive multimedia technologies actively. Experience in the use of interactive multimedia in education in RSVPU evidences [4, p.56]: increased interest of students in their work and activity; development of an algorithmic way of think in that forms going along with the ability for improved decision making; giving teachers an opportunity for creative activity on the basis of the results reached by the students in the learning process.

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„Surpassing the Human Condition?“ The Technological Modified Body and the Collective Dance of Bodies and Tools.

Daniel Apollon, Digital culture research Group, UiB

Friday | 14.06.2013 | 09:00–10:30 | Seminarroom 1+2

In this short lecture I will present the notion of „body technologies“ as introduced by anthropologist Marcel Mauss, exploiting the distinction between ‚intrinsic‘ vs. ‚extrinsic‘ technologies, and ‚machinic gestalt‘. I will illustrate how the classical notion of prosthetis (extension) can to be described within the conceptual framework frame of ‚machinic Gestalt‘ (Felix Guattari), in order to understand better how all machinic extensions may affect „the whole psychic and social complex“ of humans (McLuhan). I will attempt to illustrate this approach focusing on the notion of gesture. Finally, I will round off this presentation evoking the possibility of externalized, parahuman and postsomatic body technologies.

A few quotations to reflect over

„The effect of the prosthesis exists since at least the beginning of mankind and is somehow its history, It is even the very meaning of the idea of ‚humanity‘ „ (Bernard Stiegler, *Technics and Time*, 2 vols, 1996).

„Thus the definition of functionality needs to be reconceived as what a person can do with a program, rather than what a program has the capacity to do. „ (Brenda Laurel. *Computers as Theatre*, Addison-Wesley, 1993, p. 43“

Abstracts of the workshops

“Analysing Online Communication”

Dr. Steffen Albrecht, Technische Universität Dresden

Monday | 10.06.2013 | 13:30–15:00 | Seminarroom 3

With education going online, observing and evaluating online communication becomes a crucial issue in researching learning processes and outcomes. Based in the general field of computer-mediated communication, research on communication in the context of online learning is characterized as a mix of methods supporting the assessment of learning processes and of different didactical approaches. This workshop introduces students to general research designs for analysing online communication, gives an overview of appropriate quantitative and qualitative methods to study specific issues with regard to online learning, introduces the theoretical foundations and ethical considerations of online research, and lets students work on some hands-on examples to gain practical knowledge of the potentials and pitfalls of online communication as an empirical object of research.

Reflect Social Networks – An Introduction to Social Network Analysis

Cathleen Stützer

Monday | 10.06.2013 | 13:30–15:00 | Seminarroom 1D1

The workshop includes a theoretical and empirical overview, and delivers a comprehensive survey of the methods of social network analysis, including data handling, and centrality concepts. Participants learn how to use network analysis software.

Scan, Connect, Collect, Test & Perfekt: Develop Your Own Model through Path Analysis

Dr. Bahaaeldin Mohamed, Technische Universität Dresden

Thursday | 13.06.2013 | 13:30–15:00 | Seminarroom 1

Do you want to get more information from your data? Do you plan to specify a relationship between variables of your investigated phenomena? Would you like to identify a model for your measured variables? Do you want to test efficiently this model? Do you like to learn a new technique for conducting analysis of your data?

If you are interested in conducting regression and path analysis for your data, let me Invite you to experience more about how to:

- **Scan:** Scan relevant literatures and theories to get involved into your investigated phenomena.
- **Connect:** Get the variables together meaningfully connected.
- **Collect:** Design and collect your data through an accurate instrument.
- **Test:** Guide you to test and analyze your data by Smart PLS (<http://www.smartpls.de/>) for the modeling of structural equation models (SEM)
- **Perfect:** Emphasize and present the proposed model in a meaningful way.

We are looking forward to meeting you again in Dresden!

Mobile Learning – „new“ visions beside E-Learning – part II

Dr. Jörg Neumann, Technische Universität Dresden

Thursday | 13.06.2013 | 13:30–15:00 | Seminarroom 2

With this lecture participants should get a look insight mobile learning and the development in past three years. There are some technical, organizational and didactical issues i want to discuss.

Find Hidden Structures in Big Data Sets via Cluster and Factor Analysis

Helge Fischer, Technische Universität Dresden

Friday | 14.06.2013 | 13:30–15:00 | Seminarroom 1D1

The workshop deals about multivariate statistics. I will be shown how hidden structures in big data sets can be explored by using methods of multivariate statistics. The main focus will be on cluster and factor analysis. Implementation steps of both procedures will be discussed and explained by practical examples.

Qualitative Methods in „Social Sciences“ – using interviews for empirical studies

Dr. Jörg Neumann, Technische Universität Dresden

Friday | 14.06.2013 | 13:30–15:00 | Seminarroom 1+2

This lecture will give an overview about qualitative methods especially the large field of interviews. Main points are types of interviews, usage of the method (how to work with interviews, preparing interviews, realization) and the analysis of the data.

Abstracts of the PhD projects

Online Education in a „Glocal“ Digital Dividet Context and the Challenge of Developing Multi-Cultural Competence Perceptions and Opinions from a Group of Bolivian Woman

Denisse Bellini

Saturday | 15.06.2013 | 11:00–12:30 | Room HSZ 208

Technological imbalance is not only present among countries but also within countries. In general this imbalance is measured through variables at a global and local level; and it has a great impact on the way ICTs are used in Education. However, these variables are not the only factors to take into account to develop online education; socio-cultural aspects are key elements to understand the teaching and learning process in this educational modality that for its very nature calls for participants from different backgrounds; and the acknowledgement of differences is the starting point to develop the much needed cultural competence in an interconnected world.

Thus, the presentation deals with a general contextualized analysis of the 'education - Internet technology' relation in Bolivia mainly based on the perceptions and opinions of a group of Bolivian women about online education. These women are the object of study of a PhD research project that inquires about their Internet experience as a whole. They are all master students in Education and Technology, a course taught in a blended learning modality, and many of them are university and school teachers.

The analysis is divided in four parts; first of all, a brief review of the educational system and its situation in Bolivia is provided; secondly, contextualized information about the technological reality of young people in Cochabamba-Bolivia is discussed with the help of the women's comments; thirdly, the problems encountered and the virtues of online education are presented from the analysis of the women's own accounts; and finally a brief exemplified discussion on cultural competence is provided.

References

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Remediating Wikipedia for Touch Tablets and Smart Phones

Sunniva Berg, University of Bergen

Friday | 14.06.2013 | 11:00–12:45 | Seminarroom 1+2

The success of touch tablets and smart phones has led to a proliferation of „apps“ that ambition to offer more user-friendly access to Wikipedia. This presentation will present a comparative framework illustrated by a selection of apps which „remediate“ the official presentation of Wikipedia on touch tablets or smart phones. The characteristics of these apps will be discussed critically from the perspective of, among other theories, remediation theory (Bolter & Grusin, 1999). Special attention will be given to differences between „reproductive remediations“ (e.g., such remediations which attempt to reproduce as faithfully as possible presentational characteristics of the official Wikipedia web site) from mashup-oriented remediations (e.g., such remediations which create new services using and mixing content, presentation, or functionalities from multiple sources) as illustrated, e.g., by the Wikihood app.

Educational Media in the Home Learning Environment The Influence of Parental Attitudes on the Use of Digital Media in the Context of Educational Processes

Claudia Börner, Technische Universität Dresden

Media competence is one of the fundamental qualifications in our media-defined world. For that reason, it is not surprising that a significant task of the schools is to prepare students to enter that media-defined world. Therefore, even at the elementary school age, students are to learn to use the tools offered by the computer when completing academic tasks. This requirement is, for example, one of the interdisciplinary goals for schooling and upbringing stated in the curriculum for Elementary Schools in the Federal State Saxony (SMK, 2004). With the integration of ICT for learning purposes in the classroom, a new learning culture is forming in the schools and is having an effect on other realms as well, for example, the home learning environment.

The question here is the degree to which the students' parents are prepared for this situation in regard to their own competence with digital media and infrastructural resources, and if the parents perceive the necessity of their own support. In addition to the usual help in reading, writing and math, parents must also possess a pedagogic competence in regard to digital media, so that they can appropriately support their children's completion of homework assignments.

At this point, the intention of this doctoral dissertation is to investigate to what degree the use of educational media in the primary area, in the school, affects the home learning environment, and which pedagogic consequences arise from the extension of educational media use from the school to the home. Particularly of interest in this study is the influence of parental attitudes on the use of educational media in home learning.

References

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Competences of teachers when using digital media and the synergies between learning theories and media pedagogy

Gerhard Brandhofer, University College of Teacher Education in Lower Austria

Thursday | 13.06.2013 | 11:00–12:45 | Seminarroom 1

Areas of research interest and relevance of the discourse: Digital media have fully penetrated our lives, not only the lives of adults but also those of children and young adults. At the same time, the actual use of digital media in schools in Germany and Austria falls short of the expectations. The demand for the promotion of teachers' competences in conjunction with digital media does not only result from this disparity between the intensity of use in leisure time and in school. While a reference model was developed for basic informatics education of the pupils in Austria (Micheuz 2011), such a model is still lacking for the competences of the teachers. There are also no current data regarding the state of competency of the teachers. This means that, for the initiatives for education, further education and vocational training in the area of digital media, there is neither a start-up base that can be taken into account, nor a defined competency target. Furthermore, a comparison with initiatives of other countries could show whether and to what extent there are deficits in this area.

Scope of work and research questions: The task will be to discuss various international framework models regarding the competences of the teachers when using ICT, and to use one model as a pattern for a reference framework based on the practical capability. At the time of creating this work it seems, the model TPCK according to Mishra and Koehler is best suited for this. Mishra and Koehler refer to the concept of "pedagogical content knowledge" by Shulman (1986). Mishra and Koehler supplement these two domains with a further one of technological knowledge (2006). This creates a model with three competence areas and four overlaps. Technological pedagogical content knowledge (TPCK) is well suited to the categorisation of the use of digital media in schools and takes into account the common subsets of the three areas. This dissertation is an empirical-analytical research project. To register the current state of the competences of the teachers with regard to handling digital media, and to verify the research hypotheses, a standardised questionnaire is to be used.

The aim of the work, in the course of the investigation of the research hypotheses, is to define a target state of the expected competences of the teachers in the use of digital media during teaching, and to survey the current state.

References

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Isolation Perception in E-Learning Platforms. Effects on performance?

Maria Denami, Université de Strasbourg; Master II-apprentissages et médiations

Monday | 10.06.2013 | 11:00–12:45 | Seminarroom 1D1

This study focuses on perception of students using an e-learning platform. Previous researches have shown that the most important problem in distance learning is the management of cognitive information and the perception of isolation that undermine students' motivation.

In this study, both an e-learning situation and students' behaviour are analyzed. Students have been

asked to answer questions about distance learning in general and more specifically about their relationship and their feelings during distance learning. What is emphasized in this study is the place of the use of communication tools on platform and how the use of communication tools can influence social perception.

The analysis focuses on quantitative (questionnaires and observations) and qualitative data (interviews). This choice has been made in order to understand the phenomenon having only a small sample of 10 students.

Results suggest that students having an important presence on the platform have more perception of e-learning community than those having a weak presence on the same platform. Students complain that communication tools are not completely efficient. In fact, information appears to be too much dispatched on the platform. Students' performance is linked with their involvement in e-learning. In sum, learners showing an important presence on platforms and using more often the communication tools have a better performance.

The communication tool "forum" is the most used and appreciated by students. Then comes the "chat room with students and tutor", probably because these tools have the potential to enhance social perception.

References

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Mobile Technologies for Supporting Self-Regulated Learning

Sandra Döring, Technische Universität Dresden

Monday | 10.06.2013 | 11:00–12:45 | Seminarroom 1D1

The dissertation project focuses on the relevance of self regulation und tries to answer whether learners can learn self regulated with the support of mobile technologies.

The problem is deriving from two perspectives: On the one hand, new learning technologies are known to be particularly suitable for supporting the selfregulation process of the learner. On the other hand, new learning technologies have special requirements to the learner. In this context the question is if the learner is able to handle the new requirements for an effective use of the potential of new technologies. This topic will be considered in a mediapedagogical perspective. The aim is to examine the improvement of the teaching and learning process by the use of mobile technologies and also the conditions and consequences of this. The focus is set on mobile technologies because it can enable new opportunities for self regulated learning.

A critical appraisal of some arguments about the decline or stagnation in Wikipedia contributions

Ingrid Dyrkolbotn

Friday | 14.06.2013 | 11:00–12:45 | Seminarroom 1+2

The fundamental vision and policy of Wikipedia is that it has been created so that everyone can contribute to. Quoting its founder Jimmy Welsh: „Massive numbers of people are going to come online from cultures we don't normally interact with.“ After 2007, the number of contributors and contributions appears to have stagnated.

In a recent paper, Aaron Halfaker et al (2013, 664) argues that *„recent research has shown that the number of active contributors in Wikipedia has been declining steadily for years and suggests that a sharp decline in the retention of newcomers is the cause.“* The main explanation given by the author is that *„several changes the Wikipedia community made to manage quality and consistency in the face of a massive growth in participation have ironically crippled the very growth they were designed to manage. Specifically, the restrictiveness of the encyclopedia's primary quality control mechanism and the algorithmic tools used to reject contributions are implicated as key causes of decreased newcomer retention. Furthermore, the community's formal mechanisms for norm articulation are shown to have calcified against changes – especially changes proposed by newer editors.“* This presentation will, taking its point of departure in this paper, discuss critically patterns of non-usages and resistance among Wikipedians.

Source

Halfaker, Aaron, R. Stuart Geiger, Jonathan T. Morgan and John Riedl, „The Rise and Decline of an Open Collaboration System: How Wikipedia's Reaction to Popularity Is Causing Its Decline“, American Behavioral Scientist published online 28 December 2012. <http://abs.sagepub.com/content/57/5/664>

New Ways of Career Orientation Impacts of active learning on creative thinking, achievement motivation and approach to technical careers using the FABLAB

Regina Fechter, Private University of Education of the Diocese of Linz

Saturday | 15.06.2013 | 09:00–10:30 | Room HSZ 208

This thesis deals with the reduction of the qualification and occupational mismatch by the use of a training arrangement in the FABLAB of Ars Electronica Center Linz. It shall contribute against these mismatches by either training of skills, which are demanded as well as opening the minds of pupils to professions, they have not thought before, in this case technical professions.

It starts with a discussion of the term of occupational orientation in Austrian schools, the different existing career choice models, the development of attitudes for certain professions and possibilities to influence these attitudes. It is followed by a determination of those skills which can be trained in an arrangement with the FabLab by analysing earlier studies. The two most important skills, creative thinking and achievement motivation were chosen to plan the learning arrangement.

The first results seem to proof the hypotheses of the increasement of creative thinking and achievement motivation by the training programm. They were the results of a quantitative analysis with a setting of an experimental group and a control group tested before and after the training.

Development of Didactic Competences by Exploratory Learning. The Use of the AuRELIA-Conception in the Teachertraining.

Beatrix Hauer, Private University of Education of the Diocese of Linz

Saturday | 15.06.2013 | 09:00–10:30 | Room HSZ 204

This thesis deals with the use of a learning arrangement which fosters self-determined exploratory learning developed by Johannes Reitingner in 2011. It starts with a discussion of the terms teacher self-efficacy, competence in the context of school and the possibilities of exploratory learning in math classes. Thereafter a learning arrangement called AuRELIA (Authentic Reflective Exploratory Learning and Interaction Arrangement) is being introduced and outlined in detail.

This learning arrangement for self-determined exploratory learning comprises seven steps: emergence, expectation, conception, exploration, discovery, critical phase and transfer. Additionally, the principles trust, security, self-determination, structure, visualization and personalization are considered essential for the successful usage of the learning arrangement.

In the first part of the research report the effectiveness of the learning arrangement after its introduction in math didactics lessons regarding perceived teacher self-efficacy, special self-efficacy in the organization of self-determined learning arrangements, general acceptance, willingness to implement the concept and the development of didactic competences in relation to the accomplishment of general didactic and subject-related aims stated in the curriculum are being shown. A detailed description of the results of the quantitative analysis of the data is given with regard to the five hypotheses and two research questions.

The second part of the empirical research includes the results of both quantitative and qualitative analyses which verify all five hypotheses regarding the effectiveness of the AuRELIA concept. Moreover, it defines which didactic competences student teachers developed by including self-determined learning arrangements in math lessons delivered in the context of their teaching practice.

Use of sarcasm in collaborative knowledge construction. The case of Wikipedia

Helene Helgeland

Friday | 14.06.2013 | 11:00–12:45 | Seminarroom 1+2

Wikipedia has become the largest encyclopaedic resource in human history. It is also a huge social arena where many different people interact. Use of sarcastic humour can be observed frequently as a characteristic of the interaction between contributors. Of special interest is the occurrence of sarcasm in online interactions which address problematic issues relating to the inner workings of Wikipedia. The main research question addressed in this presentation is: What is the function of sarcastic humour in online interactions between Wikipedians? The hypothesis according to which sarcasm may be a coping mechanism for Wikipedians, helping smoothing conflictual issues and holding the community of Wikipedians together, will be discussed critically and illustrated through selected examples.

„E-Learning and online-based communication in the context of grammar schools“. Development of a guideline for the didactical implementation of e-learning scenarios by teachers.

Sven Hofmann, Technische Universität Dresden, Faculty of computer science, Didactics of computer science/teacher education

Saturday | 15.06.2013 | 09:00–10:30 | Room HSZ 208

“Ontologies are one of the most important concepts present in the Semantic Web architecture.” [Antunes 2012: 2]

Ontologies are known as a way for structuring facts by classes, objects and relations. This hierarchy structure enables to store informations in a knowledge base and to manage it for reuse. Practical applications are for instance WordNet (english synonymes), Gene ontology (genetics), Process ontology (Process engineering). [cp. Mizoguchi 2004]

In the PHD an ontology will not use as an structuring tool for knowledge as a state but rather to structure a process. The learning process within an e-learning scenario could be developed by an arrangement of learning objects, learning methods and communication objects in a development environment. In this way a structure of these objects – categorised in classes and set in relations – is creating, a “didactical ontology”.

The grade of abstraction in the process of ontology development goes from the lowest level – the colloquial description – to the highest level – the binary code. [cp. Schmiech 2006] The teachers should use a semi-formal language which includes specific terms of objects. Two ontologies – a top-level ontology and a domain-level ontology – will provide the terms, relations and meta data. A taxonomy for analysing the learning goals and a competency model generated data as input in the ontology before the development starts. The storage in a web-conform structure and the management of reuse should work automatically. This can be realized by representation languages (RDF, RDFS, OWL) and tools but there is also a need for declaring new types of classes and relations between the objects.

The presentation shows ideas for the way from the input data to the first steps in developing ontologies, their storage and reuse. Plans for the explorative survey especially by expert interviews with two groups should be discussed.

Developing a Computer and Network Engineering Major Curriculum for Vocational Technology High Schools (SMK)

Rahmatul Irfan, Yogyakarta State University

Friday | 14.06.2013 | 11:00–12:45 | Seminarroom 1D1

Science and technology continues to develop at this time it requires human resources ready to work and competent in their field [1]. Producing quality human resource cannot be separated from the role of any educational institution. One of the educational institutions which refer to the development of human resources is the Vocational Technology School (SMK). SMK Technology deals with the tasks of a technical vocational institution that aims to prepare graduates as future workforce. To do so the students need to develop the knowledge and also the skills of the workforce. Alignment of education and the world of work ministry of Education team in a matter of socialization alignment, identified negative gap relates to the relationship between SMK with Industry the biggest gap at curriculum factors that the industry was not satisfied with the conformity between vocational curriculum and development industry with a score of -0.71 gap [2]

This research aims at (1) investigating the Indonesia Qualification Framework (IQF) and Vocational Curriculum as object of the research, (2) investigating the Productive Curriculum in Vocational School at Computer Technical Support skill of Vocational School students, (3) investigating the industrial work qualification of Information Technology and Communication Major of SMK, particularly Computer Technisian and Network Engineering Competency, (4) synchronizing and developing the Curriculum of Information Technology and Communication Major of SMK, specifically the Computer and Network Engineering Competency that suits stakeholders' needs.

The results of this research were expected to produce some advantages on different areas as: (1) Theory: by supporting an argumentation of the urgency of the relationship between work qualification and competency standard-based learning process, particularly Information Technology and Communication Major, (2) Comparison: by becoming a theoretical reference for other majors in designing a competency development model, (3) Practice: by detailing references for Information Technology and Communication Major for SMK, particularly Computer Technician and Network Engineering Competency regarding the relation between work qualification and competency standard-based curriculum, (4) Evaluation: by improving the curriculum and particularly by determining the level of competency accomplishment in the end of each academic year.

The research method used was a Research & Development approach, as revealed by Borg and Gall (1989:624) „education research and development is a process used to develop and validate product education“. The education Product includes not only material such as textbooks, instructional films, but is also associated with the development of processes and procedures, such as the development of curriculum design and development teaching method [3]. Thus, the method of R & D is seen to have a high relevance for developing program curricula that are relevant to the demands of the workplace.

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Dominant Colonial Language in Computer Networks and Social Identity

Daniel Jung

Saturday | 15.06.2013 | 11:00–12:30 | Room HSZ 204

Cameroon has been colonized by Germany, Britain and France, each of them leaving it their languages, to various degrees. It has after independence gone from a Federated to a United Republic, officially maintaining two equal official languages French and English, but counting approx. 280 national, indigenous, languages. For all practical official purposes, French is the only (state-wide) language, which for Bilua and Echu (2008) underlines the artificialness of the country. Researchers have discussed the value of the use of indigenous languages for social and political identity, reaching from outcry (Calvet 1974) to shrugging (de Swaan 2004). The advent of the internet and development of software and digital agents now allow for diverse (and simultaneous) use of languages (Danet and Herring 2007). Nunberg 2004 argues that language use in the «placeless» internet is inherently different from print media, as abundance of presence here means accessibility, not dominance. It is, however, striking that a language like bëti with two million native speakers has very little representation on the internet, and that its speakers automatically become French writers when they are online, even when the communication is about their culture and daily life, and it technically should pose no problem to use African languages in computers and on the internet (Osborn 2006, 2010). Aside from the colonizational history and its possible repetitive effects, the aspect and impact of power in networks and their levels (Castells 1996) are an interesting research question for a multilingual (plurilingual), still scarcely wired, society in on the brink of globalization.

From Instructor to Coach. The Use of the EPOSTL and english. Digital in the Professional Training of Lower Secondary English Teachers.

Gudrun Keplinger, Technische Universität Dresden (Private University College of Education of the Diocese of Linz)

Monday | 10.06.2013 | 11:00–12:45 | Seminarroom 3

This dissertation project is based on the exploration and definition of the competences student teachers of English in Lower Secondary Schools need to develop. It examines to what extent the use of two recently developed tools have an effect on trainees' self-efficacy, the learning climate, motivation and reflective competence.

The paper initially investigates the impact of the European Portfolio for Student Teachers of Languages (EPOSTL), a document which was developed 'for students undergoing initial teacher education. It will encourage [them] to reflect on [their] didactic knowledge and skills necessary to teach languages, helps [them] to assess [their] own didactic competences and enables [them] to monitor [their] progress and to record [their] experiences of teaching during the course of [their] teacher education' (Newby (2007). p.5).

The second area of investigation is an online tool called english.digital which has been developed in cooperation with the Institute for E-Learning and ICT at the PPHDL. This database includes exercises training the language skills of pupils at levels A1 to A2+ of the CEFR. Moreover, it offers flexible use of those language tasks both by educators and learners and provides feedback tools that enable the teacher to cater for the pupils' individual needs.

The empirical work includes quantitative and qualitative studies among teacher trainees in a variety of settings, including seminars at the PPHDL and teaching practice.

The main area of interest at present is the development of a model that represents the findings of John Hattie's (2009) analyses published in 'Visible Learning' and relates it to the two research areas of the dissertation.

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A complete list of the references can be found at moodle

<http://www.edumoodle.at/phdl>

A Study of Awareness of Teachers/Lecturers in using a Learning Style Instrument. (A Comparative Study among Indonesian and German teachers)

Hoedah Mashoedah, Technology and Vocational Education of Postgraduate Program of Yogyakarta State University Indonesia

Saturday | 15.06.2013 | 09:00–10:30 | Room HSZ 204

Every individual has his own way of learning called learning styles. Learning style is an innate pattern of an individual or habits of obtaining and processing information in the learning situation. Despite the fact that many researchers have shown the effectiveness using of learning style assessment for enhancing students' performance, there are not many teachers/lecturers Aware with using it. The research objectives are about 1) to find out whether the teachers aware with the term of learning style instruments, 2) to reveal till what extent teachers can implement learning style instruments 3) recognize models of learning styles that employed by teachers 4) to find out the base of the learning style assessment used by teacher 5) to find out when the learning style assessment is conducted by teachers. 6) to show what kind of instructional media do teachers use in teaching. In order to achieve the objectives of this study, data will be collected through an online poll and survey via UNIPARK (<http://www.unipark.com>) of a group of teachers and lecturers in Indonesia and Germany. The expected result of the comparative survey will be used to implement the model of integrating the learning style instrument and instructional media.

Social Intranet in Organizations

Maria Müller, Technische Universität Dresden

Friday | 14.06.2013 | 11:00–12:45 | Seminarroom 1D1

Social software like (micro)blogs, wikis or social networks do not just exist in the World Wide Web. Like other innovations, which originally were evolved for the Internet, social tools were also adopted by corporate Intranets during the last five years (Schönefeld 2011). The introduction of a so-called Social Intranet in an organization is a sophisticated venture which requires a custom-made change management process accompanying the technological implementation (Buhse 2011). Despite the various challenges that come along with the introduction of a Social Intranet in an organization there are offered a lot of great opportunities as well: news forms of communication, cooperation and collaboration, knowledge management or participation within the organization. These organizational changes can lead to an increasing dynamic of innovation and creativity in an organization and therefore enhance performance (Buhse 2011).

Since the dissertation project is still at the very beginning, an appropriate research question is yet not found. There are some interests and general ideas, which guide the reading process at this point: The dissertation could focus on the impact of the introduction of Social Intranet on corporate culture in general and the interplay between both aspects. Another level, which could be examined, is the one referring to individuals and groups (identification with the organization, motivation or cooperation). Technological issues of Social Intranet will probably be neglected.

In the presentation there will be given a brief introduction in the topics Social Intranet and Enterprise 2.0 in order to set the basis for the following discussion. Objectives of the exchange could be...

- to identify and discuss different scientific perspectives on the topic.
- to identify, discuss and limit possible approaches for research questions.
- to discuss different options for the further proceeding of the project.

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What remains? Memories of primary school Long-term effects of primary school – a contribution to the theory of teacher professionalism

Michael Nader, Private University College of Teacher Education in Lower Austria

Thursday | 13.06.2013 | 11:00–12:45 | Seminarroom 2

In Austria, nearly every child visits primary school from the age of 6 to 10 years. Teachers who work there are often confronted with high expectations of the involved persons (parents, colleagues, themselves,...). Public opinion assumes that the first teacher in a child's life is the most important one. Mistakes he makes can hardly be corrected in the child's later life. Parents believe that primary school experiences will greatly influence the future life of their child. This is often a heavy burden to carry for the teachers who cannot know what causes their methods and behaviour will have in the long run. Science today can locate a lot of short-range effects on children concerning special teacher interventions during lessons. Medium-term effects (when we think about four or five years) are often empirically proved. But what kind of long-term effects can be detected? What remains, when former pupils look back on their school years from an adult point of view? Science doesn't know much about such effects, among other reasons mainly because of many confounding variables. The main idea of this project is the search for effects primary school has decades after pupils left it. The research is based on the memories adults have of their primary school time. We interviewed about 450 persons aged from 14 to 93 years all over the Land of Lower Austria especially about their school-memories. With those data a content analysis will be started to create a theory for school-memories. That theory will be confirmed by a second, quantitative method. At the end of the project it should be clear what long-term effects primary school had in the past. That theory will perhaps increase the educational knowledge and awareness. Most sciences know more or less about the long-range terms of their interventions.

The status of the project is the following: The theoretical processing is nearly finished and the interviews have been done. The next step will be the content analysis and the creation of the theory of school-memories.

Acceptance and Use of ICTs (Computer) Among Staff Members' in Khartoum State Universities.

Negla Osman, Technische Universität Dresden

Friday | 14.06.2013 | 11:00–12:45 | Seminarroom 2A1

The role and recognition of information and communication technology (ICTs) in education has significantly increased; universities worldwide are concerned with fostering the acceptance and use of these new technologies. However, efforts to foster technology acceptance among individual educators remains a critical challenge (Hu et al., 2003). The limited number of researches that investigate technology acceptance model in non-western culture particularly Sudan, motivated the proposal of this study. The study was designed to explain and understand main factors that influence staff members' acceptance and use of computer in their teaching and academic activities. After reviewing related literature a model and relevant questionnaire were developed based on Technology acceptance model (TAM) (Davis, 1989) specifically TAM2 (Venkatesh and Davis, 2000) and incorporate constructs (facilitating condition and constraint) from other models (Fulk, et al., 1990). The survey was administered in Khartoum state public and private universities where staff members (787) were investigated and responses from (527) were obtained. Hofstede's cultural dimensions (Hofstede, 1980) were employed to understand the effects of culture on staff members' acceptance within a developing, non-Western, country. The cultural dimension of Sudan was derived and compared with that of United States where models of acceptance and most studies were developed and tested. The assessment of measurement and structural model was performed using PLS. The research measurements model validity and reliability were confirmed. The study demonstrates and supports the validity and applicability of TAM and the research model in the study setting. Findings prove the significant effect of facilitating condition, social and cultural factors in influencing staff members' acceptance and use of computer technology in their teaching and academic activities. Detailed discussion, contribution to knowledge and practice were shown. Finally recommendation and conclusion were drawn.

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**A complete list of the references can be found at moodle
<http://www.edumoodle.at/phdl>**

The ASEAN University Network Quality Assessment at Program Level: Case Study About the Influence of the ICT Use on the Results of Vietnamese Programs

Dai Nguyên Tân, University of Strasbourg, France

Monday | 10.06.2013 | 11:00–12:45 | Seminarroom 3

The Vietnam has engaged for years a lot of actions for improving the quality of their higher education institutions. One trend which draws attention of the authorities and decision-makers is to participate to the ASEAN University Network (AUN) Quality Assessment at Programme Level, involving since 2007 over twenty undergraduate programs, each one for a three-year period, of their member universities. At least 11 Vietnamese programs were assessed between 2009 and 2012. This assessment activity is based on the AUN's quality assurance (QA) framework, firstly published in 2004, comprising three levels: strategic, systemic and tactical models. The last one, called AUNQA Model for Programme Level, focuses on teaching and learning with especially regard to the quality dimensions of inputs, processes and outputs. It encompasses 18 criteria, each one translated to sub-criteria and the whole list of statements is explained by a detailed check-list with a sevenpoint rating scale. In the end of 2010, this QA model at program level was revised for enhancing implementation and assessment efficiency and effectiveness, so that the number of criteria in the updated model was reduced to 15. In both versions, there are 15 sub-criteria less or more related to the use of information and communication technologies (ICT).

This study aims to analyse and compare the assessment's results in some Vietnamese programs, in the objective to understand in which extend this is differently received by the program's stakeholders. Especially, we focus on the disparity between the self-assessment and the external assessment on the same ICT-related sub-criteria, to further define some dimensions that may cause this disparity. The understanding of the different perception between self-actors and external evaluators about the reality of using ICT tools should help to improve the assessment effectiveness by introducing new criteria or sub-criteria more easily measurable and always compatible with the actual model.

How can Tablet PC help deaf pupils in secondary school, to increase their cognitive knowledge

Jochen Reischl, Volksschule Gramastetten

Tuesday | 11.06.2013 | 09:00–10:00 | Seminarroom 1D1

*„Its not possible, that you don't communicate!“ (Paul Watzlawick)
 („Man kann nicht nicht kommunizieren!“)*

Well, he didn't know about deaf people. They are spezial, very spezial, in case if they meet people who hear and can speak. In this case communication isn't possible at all, becuase of many aspects: -its too much to write down here because of its complexity – so there are just two: no common language, missing knowledge about many things, Electronic media follows us the whole life since Bill Gates built a Computer in his garage, and it may help deaf people to reduce the missing links of knowledge and voice to communicate and to give them selfconfidence and strength to survive in our world, the hearing world.

I want to know if there is a chance, that young deaf pupils at the age from 11 to 14 can get the chance to survive in a world we and they live in. Both worlds have their fantastic and special parts – the hearing world an the world they speak in – the silent world without any noise.

The Ipad is a fantastic electronic media to work with and specially fort the young human beings in secondary school at the age from 11 to 14. There are not many referencies at all, also i searched many days and sometimes nights in several registries all over the world to find an equal work, but there is not any science that has ever done this before.

I started in Oktober 2012 with my projekt and its fantastic. Especially that there are 2 classes at the same age with pupils who are also deaf and a class with kids at the same age who hear. So there is also a possibility to compare between the groups and therefor to see if it works

The main question I want to know:

Can electronic media – in this case the Ipad – help young people to get the knowledge they miss, because of their deafness? Can this electronic media, they use every day, help to get more self confidence because of their special situation in living in two worlds? Can they even overtake knwoledge of hearing pupils at their age because of knowing how to use and searching in the internet? Can the Ipad help to get in touch an communicate with other, elder people in the streets or in shops or in public offices?

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„Birds of a feather flock together“? – PhD Candidate’s Perceived Value of the Use of Social Media in their Research Communication

Monica Roos, University of Bergen

Thursday, 13.06.2013, 11:00–12:45, Seminarroom 1

The notion of Instrumental Genesis advocated by Rabardel offers a framework for understanding how PhD candidates perceive the value of social media for their research lifecycle. Assuming that the epistemological values are expressed as part of informal communication processes that are mediated through participation in social media, these aspects are explored through interviews carried out among PhD candidates in Bergen. The interpretation of the empirical material seeks to exploit the produsage collaborative model presented by Axel Bruns, in order to highlight the epistemic relations between this heterarchic communication model and social media approached as instrumented knowledge construction.

Representation of Research Area

Thomas Schöftner, Private Pädagogische Hochschule der Diözese Linz

Friday | 14.06.2013 | 11:00–12:45 | Seminarroom 1D1

After the „PISA“ shock measurements have been discussed – sometimes on a controversial basis – on how to improve the Austrian education system. The Austrian educational system/landscape is undergoing some changes right now. Hand in hand with these (fundamental) changes und pedagogical refurbishment of one type of school – the „Hauptschule“ is going to be transferred/changed into „Neue Mittelschule“ (by the year 2018) some schools have already faced the challenges in an active way.

The current „input-oriented“ learning shall be replaced with an „output-oriented“ learning through the introduction of educational standards (see Schott & Ghanbari, 2008, p. 9). These educational standards will now be determined by verifiable skills.

The proposed work seeks ways to identify ways, whether and to what extent a web based (online) system (using the example of the English Assistant) can help pupils increase their competence level in a foreign language. Drieschner (2009, p. 9) says that promoting competence of learners will be the central objective of the curricular implementation of educational standards.

Furthermore, the proposed work focusees and tries to analyze the quality and efficiency of the web-based (online) system in terms of skills acquisitions in the context of selfmanagement, self-directed learning, self-efficacy, self-regulation, educational standards and competences.

The paper tries to represent a contribution to the scientific debate on aspects of skills acquisition, assessment of skills and expertise in combination with the concept of selfefficacy and self-regulation (according to Schwarzer & Jerusalem) to be focused on the example of the English Assistant.

The main objective of this work is to establish, with consistent referring to educational standards and competences, the English Assistant as a possible tool for the professional development of teachers and pupils alike. Students' competences shall be demonstrated, developed and (maybe) deepened by the work and use of this tool.

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**A complete list of the references can be found at moodle
<http://www.edumoodle.at/phdl>**

Strategies to Organize E-Learning Services at HEI in 2020

Jens Schulz, Technische Universität Dresden

Saturday | 15.06.2013 | 11:00–12:30 | Room HSZ 204

The key aspect of the dissertation focuses on the scope of action of e-learning services (in an institutional perspective) at Higher Education Institutions (HEI) in consideration of perpetual reforms in the area of German education with an observed time slot until 2020. In doing so the dissertation is mainly tangented to the theories of Futures Studies and Organizational Studies, latter primarily to the fields of Institutionalism, Change Management and Strategy Development.

Analysing Communication Processes on Public Social Media Presences of German-Speaking Companies

Annegret Stark, Technische Universität Dresden

Thursday | 13.06.2013 | 11:00–12:45 | Seminarroom 2

Advancement level: At the very beginning (reading, searching for a research question)

In recent years social media have gained in importance as an additional channel for corporate and customer communication. According to a survey of BITKOM 2012¹, about 47% of the German enterprises use at least one social media channel; further 15% have concrete plans using it in the near future. The target audience is already there: Three out of four Internet users are registered to at least one social network; a quarter of online time is spent there.

Social media communication differs from communication in classical channels (like radio or television) at various levels: First of all, everything is potentially public; simple ways of sharing and further spreading of content abet a potentially high range. But this also involves the risk that negative information can be spread quickly. The well-known model of one-to-many communication does not apply anymore. It is possible to reach a lot of people on the social web, but vice versa just as many people may react to a companies' post or talk about it with each other. In addition, the formerly known pull-communication has changed to a so called push-communications. Companies are no longer the sole transmitter of information that is consumed passively by the users. The users decide for themselves what information they want to receive and especially when they want to receive it. The outcome of this may be an equal dialogue between costumers and companies. In addition, users expect immediate reactions to comments, like a synchronous communication, may it be late at night or on weekends.

Of course, the interaction on the social web cannot be controlled, but if companies understand the underlying mechanisms they may avoid some common mistakes. Therefore, it is important to know which kind of content the costumers prefer, what causes lots of (preferably positive) interactions. Companies should also be able to deal adequately with both positive and negative feedback. And it is essential to know how to deal with so called "trolls" and troublemakers who just want to disrupt communication to provide a pleasant (comment) climate on their own presences and to bring back attention to the company's issues.

¹ http://www.bitkom.org/files/documents/Social_Media_in_deutschen_Unternehmen.pdf

In the proposed paper tries to find out how communication on the social web works by analysing communication processes on public, corporate social media presences, what factors (such as anonymity, response times, level of empathy, etc.) influence communication and whether are the specific characteristics that may be considered. As a result, a model of communication on the social web shall be developed, which helps companies to draw relevant conclusions for their communicative actions on the social web.

Innovation of Higher Education in Foreign Languages Training by Onlinebased

Hoàng Tang Ba, University of Strasbourg, France

Tuesday | 11.06.2013 | 09:00–10:00 | Seminarroom 2A1

The Vietnamese Government, through its nine major directions in perspective in 2020, strongly favors the integration of Information Technology and Communication (ICT) in education, particularly in the teaching of foreign languages in primary schools up to secondary schools and higher education institutions. In 2008, a national project entitled „The teaching and learning of foreign languages in the national education during the period 2008–2020“ was established. This project is to reform the teaching and learning of foreign languages in the Vietnamese education system. The innovation of this teaching ICT plays an important role in this project: from 400 hours of strengthening language skills for English teachers, there are 100 hours dedicated to the application of ICT. This strong need requires a deep analysis of the national context, integration of ICT projects and teaching of foreign languages already practicing or testing online-based instruments to find one or more models that can be integrated into the existing system.

Vietnamese universities and educational institutions have begun to take some action measures in the short term or long term, as the application of ICT in teaching foreign languages, sending language teachers in training courses abroad for 3-6 months, developing some onlinebased materials, instruments for teaching foreign languages, etc.

Several resources and foreign language teaching software, online-based instruments have been created by Vietnamese institutions or introduced by the foreign partners, even for face-to-face training or distance training. In fact, among the online-based instruments already in place in the foreign language teaching system, we can find ones that work very well – with a significant number of learners – but also those who disappear after a certain time of experimentation.

In addition to technological factors, didactical factors play a very important role in the implementation of these instruments. There are success factors and also the causes of failure of an instrument for teaching a foreign language. What factors determine the integration of ICT in the teaching of foreign languages? What is the role of online-based instruments in the transmission of knowledge? What are the key factors for a successful implementation of ICT in the teaching of foreign languages in Vietnam? By asking these questions, our research aims to investigate a set of technological and didactical factors contributing to the success or failure of causing foreign language teaching projects using ICT in Vietnam.

Outcome Evaluation Model as Main Condition for Increasing Quality of Teacher Education Institutions

Nurhening Yuniarti, Yogyakarta State University, Indonesia

Friday | 14.06.2013 | 11:00–12:45 | Seminarroom 2A1

Teacher Education Institution (Indonesian: LPTK), as an institution which prepare teachers in Indonesia, plays a significant role in improving the teachers' quality. The attempts to conduct increasing quality of LPTK can be implemented through evaluation. Related to this, an outcome evaluation is an eminent type of evaluation as it leads to the assessment of the whole program, so that it can be used to observe whether the purposes of the program are reached. Concerning with that problem, an evaluation towards the outcome of education implemented in LPTK should be conducted. The research aims at developing an outcome evaluation model for LPTK.

This research employed a research and development study (R & D) model. It aimed at developing an outcome evaluation model for increasing quality in LPTK. The proposed model will be developed based on the type of summative evaluation model. Meanwhile, the research also employed the qualitative and quantitative approach. The quantitative data will be tested by using statistics through descriptive analysis and pathway analysis. Moreover, the qualitative data were categorized and concluded. The population in this study is all Teacher Education Institutions in Java Island, the samples are taken by using purposive random sampling technique. Data collection is conducted using questionnaires and interviews, documentation and secondary data.

This study begins with investigate LPTK quality and outcome evaluation are used. Preliminary studies carried out using a questionnaire aimed at the user of LPTK's graduate. This data will be used to determine the competency LPTK's standards and criteria. The next step is to develop a model of outcome evaluation and preparation of guidelines for the use of outcome evaluation model.

An international comparative Analysis of teachers' Media Literacy in Chinese Vocational Schools

Xiaohan Zhang, Technische Universität Dresden, Medienzentrum

Saturday | 15.06.2013 | 11:00–12:30 | Room HSZ 208

In order to grasp the citizens' understanding of the media, as well as their media knowledge and media competencies, the EU has carried out a survey throughout Europe in 2006. Exciting is that this project, both in quantity and quality of this project have achieved satisfactory results. Through this project, we have learned that, media education and media literacy education play extremely important role, not only to the young adults, but also to teachers, parents and even media Professionals. Media literacy has become a life-long learning ability. (Report, P2)

Many surveys have shown to us the fact that students are spending more and more time in the media. (Buckingham(2003), P5) Young people are called „digital natives“ in this periods. (Köhler, T., Neumann, J. (2013), P11) – are those who grow up with the electronic age and digital technology is a part of their lives. (欧阳荣 , 王小雪 2010, P21) Mass media and new media have made the teaching more and more convenient, teachers use the media to enrich the classroom teaching, active classroom atmosphere, and also more convenient for students to accept new knowledge. But with the emergence of new media, many teachers do not know how to utilize a variety of media to promote their own teaching more fully. On the other hand, since media literacy is a broad concept, they are not sure that how to teach students to master the media literacy. (Belinha S. De Abreu (2011), P11)

This paper aims to investigate media literacy Chinese teacher in vocational school, and analyze the problems of media literacy education of teachers. And then put forward specific development strategies by analyzing successful experience of media education in Germany.

In this study, a questionnaire will be carried out based on the literature study. Through the questionnaire I will obtain first-hand information to support this search. In order to make the questionnaire more scientific and feasible, according to the content of this research, this questionnaire is formed as „Media literacy of teachers in vocational school China.“ based on questionnaires implemented before. Respondents of this study mainly came from the training projects that organized by the Ministry of Education. And all these respondents are from different regions to make sure that reflect the balance of the survey will be reflected.

At present, this research has been completed the initial investigation and continue collecting and studying the Chinese situation. Next and further plan will be

the compiling and analyzing the data combined with the status of Chinese media literacy and media literacy education.

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Research on Quality Assurance in Higher Education in China

Tong Zhu

Saturday | 15.06.2013 | 13:15–14:00 | Room HSZ 208

After author finished the basic confirmation about doctoral research project, how to find the scientific direction, how to use scientific instruments, all the questions are the challenges but also the chances for author, to finding the way, to running on the road.

“Research on Internal Quality Assurance in Higher Education in China” is the research project from author. Internal quality assurance in higher education in China started nearly twenty years ago. It is mainly internal evaluation of teaching and learning within higher education institutions. Internal quality assurance about teaching and learning still stays in primary stage and has certain problems. Existing problems of internal quality assurance system about teaching and learning is not helpful even cannot improve quality of teaching and learning, as it is reported, “2006, ministry of education of the Peoples’ Republic of China inquired quality of teaching and learning in eight universities at first in China, results is published as very satisfied is 7%, somewhat satisfied is 42%, neutral is 38%, somewhat dissatisfied is 9%, very dissatisfied is 4%, there are more that 50% students are not satisfied or think teaching and learning quality is neutral²”.

Central research of this project proofs about, total quality management in higher education is feasible for internal quality assurance in higher education in China. Follow with this main structure, author use scientific methods such as literature research, questionnaire and case study, in order to research on history situations and status about internal quality assurance in teaching and learning in higher education, Find out characters and problems in internal quality assurance in teaching and learning in higher education in China, analysis reasons and recommendations.

In Summerschool 2013, Author will give the speech which is around about research project and questions about research methods, find out the way, and the methods.

Reference

Zhang, hongxia; Qu, mingfeng (eds.): Yanjiuxing daxue yu benke gaoxiao jiaoxue de chayi yi qishi [M].China University Teaching 4 (2007). p21

² Zhang,hongxia; Qu, mingfeng (eds.): Yanjiuxing daxue yu benke gaoxiao jiaoxue de chayi yi qishi [M]. China University Teaching 4 (2007). p21