



JTEL
SUMMER SCHOOL
DURRËS - 2018

**14th EATEL Summer School on
Technology Enhanced Learning**

May 14-18, 2018, Durrës, Albania

PROGRAM



unirited



Detailed program

Sunday, May 13

Sunday, May 13	10:00	lobby of Hotel BleArt
Excursion: Kruja – the Medieval capital of Albania		
<p>Abstract: After the pickup from hotel in the morning, we will transfer towards the Amphitheatre of Durrës, located in the center of the city. The construction began under the emperor Trajan in the 2nd century AD and destroyed twice by earthquakes in the 6th and 10th centuries. It is the largest amphitheater ever built in the Balkan Peninsula with once having a capacity of 20,000 people.</p> <p>After the visit we will proceed toward Kruja, the most important town for the Albanians during the 15th century. Here you'll experience a step back in medieval history by visiting the castle of Kruja, built during the 5th and 6th centuries. The surrounding walls are reinforced by nine towers. Once inside the city walls we will visit the fortress, the Ethnographic Museum & the Museum of Gjergj Kastrioti.</p> <p>We will walk in the Old Bazaar full of old shops that sell traditional handmade items.</p> <p>Time for lunch in a traditional restaurant where you will enjoy delicious food and a panoramic view at Hotel Panorama Kruje (Rruga Kala, Albania).</p> <p>Back to Hotel BleArt before dinner time.</p>		

Monday, May 14

Monday, May 14	08:45	Room A
Opening session , Mikhail Fominykh, Endrit Kromidha and Katherine Maillat		
Monday, May 14	09:15	Room A (keynote session)
Student engagement through social construction of meaning , Ellen Taricani		
<p>Abstract: Working with maker spaces is built upon the foundation of constructionism and provides students with space to be creative. The background of these ideas comes from “the philosophy of hands-on learning through building things.” The builders will learn and teach each other while the actual “teacher” gives the tool and suggestions for what is being built. Ideally “the line between learner and instructor becomes blurred. The teacher is not the only one teaching to the students, soon they should be teaching each other and learning from one another. When completing specific tasks, groups will often reflect on the impact of constructing and designing a group project while multiple individual models and backgrounds are combined in a type of social influence. Students are often expected to establish connections and share knowledge in group collaborative work. Many times groups gather and discuss ideas without really making connections with each other’s ideas. Finding ways to enhance social construction is important toward total participation. Objects can provide an atmosphere of sharing as well as an introduction to these new ideas. Collaboration tools can be used to help ensure that each member contributes using various objects found in a maker common area. This community building process and adaptation will increase group formation and clarification.</p>		
Monday, May 14	10:00	Coffee area, Hotel BleArt
Coffee break		

Monday, May 14 10:30 Room A (parallel session)

TEL in Albania and Insights from the EU REBUS project (Part 1), Ketrina Çabiri Mijo and Agim Kasaj

Abstract: *The aim of this session is to present LEVEL 5 validation system, comprising a suite of Technology Enhanced Learning (TEL)-related competences descriptions. LEVEL5 is based on a three-dimensional model which maps the development of Knowledge (-> cognitions); Skills (-> actions) and; Attitudes (-> emotions and values) along five quality levels – from beginner to competent expert.*

LEVEL 5 system is being used in more than 25 EU- funded projects on Competence Oriented Learning and Validation, while is piloted in more than 150 learning projects (> 1.300 learners) and in more than 12 European Universities. The approach of Rebus project (<http://www.rebusproject.net>) will be presented as a successful experience implemented under KA2 Erasmus + programme.

Monday, May 14 10:30 Room B (parallel session)

Keynote Discussion, Ellen Taricani

Abstract: *The session provides an informal setting to continue the discussion with the Keynote. The audience will be able to ask related questions and get more insight on the topic of the Keynote.*

Monday, May 14 12:00 Restaurant, Hotel BleArt

Lunch

Abstract: *Refill, revitalize, rejuvenate! Enjoy your meal!*

Monday, May 14 14:00 Room A (plenary session)

Getting ready for the EC-TEL Doctoral Consortium (Part 1), Christian Glahn

Abstract: *The Summer School is just in time for the EC-TEL Doctoral Consortium Deadline. This workshop allows you to get an insight on how the EC-TEL Doctoral Consortium works and how your research benefits most from participating to it. The DC's call has many points to consider for a submission, because we have found that considering these points helps improving your submission and is the key for gaining the biggest benefit for your research. At the same time we often hear that candidates struggle answering them appropriately.*

In this workshop we will work on hardening your research question and expressing the innovative potential of your ideas. We will also learn how to figure out suitable experts from the EC-TEL program committee and how to formulate questions they can answer during the doctoral consortium.

This workshop helps you to give your DC submission the final touch or just to align your ideas to the community. If you plan to submit to this years EC-TEL DC, make sure that you already have a draft submission going and your formal recommendation letter signed by your supervisor/adviser.

The workshop addresses Ph.D. candidates after their initial orientation phase and with more than a year until their actual defense.

Monday, May 14 15:30 Coffee area, Hotel BleArt

Coffee break

Monday, May 14 16:00 Room A (parallel session)

Learning analytics and privacy, Ekaterina Mulder, Jan Schneider, Daniel Biedermann and George-Petru Ciordas-Hertel

Abstract: *Learning analytics tools become more and more popular nowadays. They use personal data in order to understand students' behavior, and to improve quality of their learning experience. These tools bid a lot of opportunities for students and teachers to improve instructional, curricular, and support resources, and learning environments. However, learning analytics also present privacy issues regarding data collected from students. New Data Protection Regulation (GDPR) that becomes applicable starting from 25th of May 2018, strictly regulates data collection, gives a broad range of rights to data subject, and establishes additional duties for data controller. Participants of the workshop will explore and discuss how to ensure that collected data is used for benefits of students and with respect to their privacy.*

Monday, May 14 16:00 Room B (parallel session)

Essays analysis with language technology, Liqin Zhang

Abstract: *Along with the development of the technologies of natural language processing, lecturers are seeking for more intelligent approaches for improving the efficiency of essay assessment. With machine, extracting linguistics features that are relevant to the quality of the essays is more effective and efficient comparing to human. The quality of the essays are predictable according to those features. In the workshop, we will look at how an essay assessment tool works. We will explore what kind of features are useful in assessing essays applying automatic analysis model, and how are they different from the assessment made by human.*

Monday, May 14 17:30 Room A (plenary session)

Pecha Kucha, Mikhail Fominykh

Abstract: *Introduce yourself in 2 slides and 2 minutes*

Monday, May 14 19:00 Restaurant, Hotel BleArt

Dinner

Abstract: *relax and enjoy conversations with other smart people.*

Tuesday, May 15

Tuesday, May 15	09:00	Room A (keynote session)
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Affordances of digital technologies and the implications of open and networked learning, Gráinne Conole

Abstract: *Digital technologies are now an essential tool for learning. They offer learners rich ways in which they can interact with multimedia resources and a variety of ways in which they can communicate and collaborate. Mobile technologies mean that learning anywhere, anytime is now a reality. Social media mean that learners can be part of a global community of peers. Finally, there is now a spectrum of learning opportunities from learning through Massive Open Online Courses (MOOCs) through to individualized learning opportunities. The talk will consider the affordances of digital technologies and the implications for learning and teaching. It will provide an overview of the emergence of the MOOC space and will consider the implications of adopting more open and networking approaches to learning. It will suggest that to make effective use of digital technologies teachers need new approaches to designing for learning, which moves from knowledge recall to learner-centred activities, as well as harnessing the power of learning analytics to have a better understanding of how learners are learning.*

Tuesday, May 15	10:00	Coffee area, Hotel BleArt
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Coffee break

Tuesday, May 15	10:30	Room A (parallel session)
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Building a Learning Analytics Lab: Level up your research with data, knowledge and tools of others, Tobias Rohloff and Jan Renz

Abstract: *Digital Learning produces large amounts of data. Researchers, whether data scientists or domain experts, may be able to gain insights and improve the understanding of learning from this data. But there are a number of challenges that need to be addressed:*

- *Public lists of potential research data are rarely available and data is stored in silos.*
- *Those who collect the data may be interested in certain aspects, but these questions may not include all aspects that might be interesting from a research perspective.*
- *Handling of this data requires a collection of skills and tools, including Domain Knowledge within the Learning Scope, Big Data Handling abilities, as well as Statistical and Data Scientist skills. Often this complex setting may not be available.*
- *Data Privacy must be ensured during the full life cycle of the data and research.*
- *Insights from a non-research scope are only published on rare occasions.*

The HPI Learning Analytics Lab aims to solve these challenges:

- *Connect data owners, researchers, domain experts, data scientists and big data experts.*
- *Provide a safe and scalable IT infrastructure containing software and hardware, that is able to process big data at large scale.*
- *Assure data privacy by mentoring all workflows.*
- *Provide open access to the research outcomes.*

Tuesday, May 15	10:30	Room B (parallel session)
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Keynote Discussion, Gráinne Conole

Abstract: *The session provides an informal setting to continue the discussion with the Keynote. The audience will be able to ask related questions and get more insight on the topic of the Keynote.*

Tuesday, May 15	12:00	Restaurant, Hotel BleArt
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Lunch

Tuesday, May 15 14:00 Room A (parallel session)

Sensors for Learning, Daniele Di Mitri and Jan Schneider

Abstract: *High-frequency data collection technologies, wearable sensors and microcomputers allow capturing fine-grained traces of the learning process. With the term Multimodal Data, we distinguish these learning traces from typical user-computer interactions. But what does multimodality exactly stand for? Why is that so relevant to study learning? How can multimodal data be used to improve learning? In this workshop, we will explore the benefits to see learning as a multimodal process. We will talk about how humans are “multimodal agents” and how machines can work similarly. Through group discussions, we will discuss how social signal processing, artificial intelligence can help to automatic feedback generation and how automatic feedback can play an important role in improved teaching.*

Tuesday, May 15 14:00 Room B (parallel session)

Design your own Learning Analytics, Daniel Biedermann, George-Petru Ciordas-Hertel and Jan Schneider

Abstract: *In the process of approaching a learning analytics solution, you have to answer questions like: What types of data should I collect? Where can I collect it from? What kind of inferences can I perform on my data? Which infrastructure do I need for that?*

In this workshop we will look at potential answers to those questions in the different dimensions of learning analytics and how they can be brought together.

For that we will give an overview of the current research by showing the different platforms that are used and the metrics that are collected there to obtain various indicators and predictors. This will be the base for a discussion on the actual utility that those approaches may have and how they could be improved.

Tuesday, May 15 15:30 Coffee area, Hotel BleArt

Coffee break

Tuesday, May 15 16:00 Room A (parallel session)

Multimodality in Co-located Collaboration, Sambit Praharaaj

Abstract: *Collaboration is an important 21st Century phenomenon. It can take place in different settings like programming, problem solving, project meetings, etc. With the ubiquity of Internet of Things (IOT) and sensors, detection of collaboration has become easy but still human observers act as good detectors of collaboration based on gesture, posture, audio, gaze, etc. The indicators of collaboration vary depending on the nature of the collaboration task. For instance, in collaborative programming, pointing at the screen can be a good indicator of collaboration while pointing at a peer can be a good indicator during group meetings. We explore these indicators based on two different collaboration tasks and finally discuss the automatization of the process using sensors; and a feedback mechanism to facilitate (or improve) collaboration.*

See next page >>>

Tuesday, May 15

16:00

Room B (parallel session)

Digital Safety and Cyber Security Education as Part of Digital Literacies, Birgy Lorenz

Abstract: *Digitalization of society brings new possibilities, but also threats and challenges. In former days war was conducted by physical interactions between countries, now we talk more about cyber conflicts, information security, manipulation and protecting our online services and citizens all over the world that use these technologies.*

In recent years, development of digital competencies has become a major task in the education system as various technologies and Internet have become a staple in an ordinary classroom. Students are increasingly bringing their own devices to school, schools are provided with high-speed Internet connections, materials are developed for e-learning. Safety, both in the physical and digital world, is supposed to keep pace with these developments.

Digital competencies training should be an important part of the modern information society. At the same time, European countries are still discussing what and how to teach, will it be optional or compulsory, and whether the focus should be on coding or overall digital literacy (The Committee on European Computing Education, 2017). Digital safety has been mentioned as one of the top five categories in the Digital Competence Framework 2.1 for citizens - for EU, this is a standing point how countries should implement innovation and use new technology. In Estonia, new curricula being developed for informatics and related subjects also include digital safety. Also, the European SchoolNet/European Commission Safer Internet program has grown and including all European countries to work together to ease the situation in member countries with developing shared understanding, campaign and materials. In the workshop, we look at the digital safety and cyber security materials, programs, teaching possibilities and research. Every group is provided a challenge regarding of the topic and they must come up with new research possibilities, methodology suggestions for analyzing the situation and proposing solutions. In the workshop, we look also gamification challenges and ideas how to improve digital safety understandings and training for the teachers, parents, and students.

Tuesday, May 15

17:30

Room A (plenary session)

Speed Mentoring, Christian Glahn, Ekaterina Prasolova-Førland, Grainne Conole, Jan Schneider, Maria Perifanou, Mikhail Fominykh, Katherine Maillet and Roland Klemke

Abstract: *All participants will be divided into 'rookies' (the PhD students) and 'veterans' (the instructors). The 'rookies' will be lined up and then the 'veterans' are assigned at random to one (or two or a number as little as possible) 'rookie' for a 10-minute conversation. There will be a minimum of two rounds. After each round of speed mentoring, the 'rookies' and 'veterans' will be asked to write on one or more post-its their main outcomes from this discussion. The post-its will be kept until the end of the session and shared later. The session will end with a plenary where we will discuss the main outcomes.*

Tuesday, May 15

19:00

Restaurant, Hotel BleArt

Dinner

Tuesday, May 15

21:00

Lobby, Hotel BleArt

How to Fail Your Research Degree (Informal gaming session), Mikhail Fominykh

Abstract: *How to Fail Your Research Degree was created to deliver knowledge and understanding of research processes and techniques, within the context of a postgraduate training program at Glasgow School of Art. Development was in relation to the concepts of encouraging creativity and risk-taking within a safe game environment and of learning by (potentially) failing. Game characteristics and intended learning outcomes were defined, leading to game mechanics and text that emphasize player agency, working within a time limit, and humor. For details see: <http://howtofailyourresearchdegree.com>*

Wednesday, May 16

Wednesday, May 16 09:00 Room A (keynote session)

Learning Analytics A lecture about current trends and issues, Maren Scheffel

Abstract: Learning analytics is a multi-disciplinary research field that builds on ideas from and connects to other fields such as learning sciences, computer supported collaborative learning, technology enhanced learning, cyber-learning, learning at scale, and user modelling and also incorporates ideas and techniques from fields such as process mining, data processing, information retrieval, computer science, information visualization and psychology. The field has become increasingly more popular over the last few years and expectations towards the field are high. However, bringing the 'big data' aspect to education is not as easy as it may sound. Many aspects have to be taken into account and there is still a gap between the identified potential of learning analytics and the things that have been achieved so far. The proposed lecture provides an introduction to learning analytics and presents current trends and issues of this research field. It will touch upon such aspects as ethics and privacy, evidence of effects and impact, evaluation of tools and policies. Content of this lecture will refer to research results from several European projects such as LACE (<http://www.laceproject.eu>) and SHEILA (<http://sheilaproject.eu>) but will not be restricted to those.

Wednesday, May 16 10:00 Coffee area, Hotel BleArt

Coffee break

Wednesday, May 16 10:30 Room A (parallel session)

Orchestrating Complexity during PhD Projects in TEL Research, Alessandra Antonaci and Roland Klemke

Abstract: The Idea behind this workshop is to give the opportunity to summer school participants to reflect on the possibilities they have to manage complexity within their PhD path. The workshop will present a methodology to handle pre-experimental complexity based on the combination of various individual methods, which combine: literature review, theory selection, expert studies, design workshops, and experimental design to derive requirements and design considerations for an experimental prototype.

We will present our personal experience in a gamification oriented research project and discuss the practical or theoretical issues that the audience will raise. This practical workshop has two main aims: (1) To present our methodology and reflect on its applicability in your research to boost your confidence. (2) To gather feedback on the applicability of the methodology in your research and improve its general relevance

Wednesday, May 16 10:30 Room B (parallel session)

Key actions to promote your TEL research, Maria Perifanou, Mikhail Fominykh and Daniele Di Mitri

Abstract: Presenting and sharing research is, in most cases, a secondary task for a researcher. However, its importance cannot be underestimated, as obtaining research results is not enough – they should be contributed to the society. Social Media can support this process. Nowadays emerging technologies have changed the way that everyone finds, presents and communicates information opening up new forms of undertaking and disseminating research. Researchers have now the possibility to work in collaboration and communicate their research results in a highly efficient way making use of the power of Web 2.0 tools.

It is though important to know which tools you will choose for each purpose, in which way and to what extent, in order to achieve successfully your goals. In fact, there is no single 'right way' for researchers to use Web 2.0 tools in order to improve the way they work. How you use them will depend on you, your discipline, those around you and the research you are doing. There are though some important and useful "key-actions" that could support this process.

Wednesday, May 16 12:00 Restaurant, Hotel BleArt

Lunch

Wednesday, May 16

14:00

Lobby, Hotel BleArt

Excursion: Tirana - the beating heart of Albania and Gala Dinner

Abstract: *After the pickup from the hotel at 14:00, we will transfer toward Tirana, the beating heart of Albania and we will stop at Scanderbeg Square named after the national hero Gjergj Kastrioti Skënderbeu, a figure of the 15th century. As we walk around the square, we'll see an interesting complex of buildings, which reflect the periods that have influenced Tirana's architecture.*

Only the Clock Tower and Et'hem Bey Mosque remain as reminders of the city's Ottoman past. The communist government left its own footprint by destroying the Ottoman Bazaar and building the new Opera and Ballet House on the site.

The next stop on the itinerary is Et'hem Bey Mosque, where you'll learn about the difficulties faced by the clergy especially after 1967 when freedom of religious expression was prohibited. The mosque was built in 1793 by Et'hem Bey in a typical Turkish style.

Later we will enter at the Bunk Art 2, a large underground hall dedicated to internal communications in chase a nuclear attack during Communism.

You'll get to know a piece of daily life of former dictator Enver Hoxha, by visiting the pyramid, meant to be a museum for his life and the "Bllok" zone where he and other communist leaders lived in. The area that was once prohibited for people is now the most favorite neighborhood for young people, businesses and coffee shops.

After visiting Tirana, we will go for dinner at Restorant Piceri ERA "Vila" (Rruga Papa Gjon Pali II, Tirana 1000, Albania) where you'll enjoy a traditional meal.

Around 23:30 Time to return to Durres and here your evening is over.

Thursday, May 17

Thursday, May 17

09:00

Room A (plenary session)

The 'T' in TEL - Software Development for TEL Research - Problems, Pitfalls, and Solutions, Roland Klemke

Abstract: *At the core of TEL research are artefacts of digital technology, their design, implementation, application, and evaluation. Usually, these artefacts aim to fulfil a specific educational purpose and need to satisfy a number of requirements with respect to functionality, usability, scalability, or interoperability.*

Software engineering is the discipline that structures, organises, and documents all aspects of the software development process in manageable steps. It explains all relevant stakeholder roles involved in the process and defines process models to handle the complexity of the software development process.

In research oriented projects, software engineering goals and research goals often collide: Software engineering strives to provide a fully fledged system with a complete set of functionality and a broad coverage of use cases. Research aims for evaluating testable hypotheses based on specific aspects of a system. This leads to the problem that the complexity of the design steps, complexity of the derived/developed solution contradicts easy to measure results. Furthermore, project contexts and research contexts often collide, leading to the question how to develop technology that fulfills development needs and research needs.

The lecture looks at typical situations, which occur in technology-oriented research projects and tries to show approaches to handle the inherent complexity within these.

Thursday, May 17

10:00

Coffee area, Hotel BleArt

Coffee break

Thursday, May 17

10:30

Room A (parallel session)

Authoring Gamification in Massive Open Online Environments, Alejandro Ortega-Arranz, Paraskevi Topali, Sergio Serrano-Iglesias and Erkan Er

Abstract: *The popularity of gamification strategies has increased over the last years due to their potential to enhance student motivation and engagement in various educational settings. Among the different gamification elements, in-course redeemable rewards (i.e., rewards which can be exchanged to attain various privileges during course runtime such as extra attempts to complete a quiz or the extension of an assignment deadline) are reported to have positive effects on students' motivations. Teachers who incorporate gamification strategies into their courses have to carefully design, implement and enact them to avoid poor gamification designs and enactments which can lead to counter effects on students' motivation and learning. These tasks could be manually performed in face-to-face and small-scale settings. However, different problems (e.g., to provide instant feedback) may arise when the redeemable rewards are integrated into massive open online environments such as MOOCs.*

This workshop aims (1) to familiarize participants with the different types of reward-based gamification strategies and (2) to show the difficulties when implementing them in different online contexts (e.g., MOOCs). The workshop is open to everyone, but is of special interest to those researchers working with learning management systems, games and/or gamification. Also, (3) participants will have the opportunity to apply the theory in practice by creating their own gamification design using the proposed tool (i.e., GamiTool). At the final stage of the workshop, a questionnaire will be distributed to the participants to collect their opinions.

Thursday, May 17 10:30 Room B (parallel session)

Learning to present Research offline and online, Mikhail Fominykh, Maria Perifanou and Daniele di Mitri

Abstract: *Presentations at conferences are often criticized to be explicitly boring. At the same time, this is one of the main means for communicating research results to the community. Very often, a quality presentation can make an average study visible and popular, but a boring presentation can leave an excellent study unnoticed.*

We are going to focus on preparing, executing, and following research presentations.

The major objectives of the workshop are to provide the participants with practical guidelines for the following:

- 1) Preparing for research presentations that includes extracting parts of the subject/data to the design the slides and the talk*
- 2) Conducting the presentation combining the talk, slides, demos, and handouts, interacting with the audience and handling questions*
- 3) Creating the follow up of the presentation, including establishing contacts, and calling for action*
- 4) Conducting presentations online and curating the presentation contents.*

Each part will combine a 10-15 minutes presentation followed by practical group activities, such as sharing experience, presentation trials, and questions.

Thursday, May 17 12:00 Restaurant, Hotel BleArt

Lunch

Thursday, May 17 14:00 Room A (parallel session)

Augmentation of practice with expert performance data: Presenting a calligraphy use case, Bibeg Limbu and Roland Klemke

Abstract: *The length of experience has been frequently found to be a weak correlate of job performance beyond the first two years (McDaniel, Schmidt, & Hunter, 1988). Only individuals that indulge in deliberate practice achieve the superior expertise (Ericsson, 2006). Ericsson et al. (2007) stressed the importance of a mentor for deliberate practice, stating that the apprentice does not engage in deliberate practice spontaneously. However, expert typically has more knowledge than he/she can verbalize (Patterson et al., 2010), which impedes the capability of the expert as a teacher. In addition, there are not enough experts to closely train every trainee to foster deliberate practice. We present a methodological approach for mitigating these problems with help of augmented reality and sensors. In addition we present a application use case, namely calligraphy, which records calligraphy experts to provide feedback on the current performance of the trainee for supporting his/her expertise development.*

Thursday, May 17 14:00 Room B (parallel session)

Reflecting about the Ph. of your Doctoral studies, Jan Schneider

Abstract: *PhD stands for Doctor of Philosophy. Doctor as a word has its roots on Teaching, and Philosophy is commonly described as the study of the fundamental nature of knowledge, reality, and existence. Does this really align with our career tasks as PhDs? How do our studies relate to the fundamental nature of knowledge, reality and existence?*

Thursday, May 17 15:30 Coffee area, Hotel BleArt

Coffee break

Thursday, May 17 16:00 Room A (parallel session)

Learning about workplaces with Virtual and Augmented Reality, Ekaterina Prasolova-Førland and Mikhail Fominykh

Abstract: *In this workshop, we will present the concept of Virtual Internship, which aims to let young unemployed to experience different workplaces with Virtual and Augmented Reality.*

The workshop will include an introduction of the topic of learning with Virtual and Augmented Reality technologies, demos of virtual workplaces, and a supervised task of designing (on paper) a virtual of augmented reality experience of a workplace of your choice.

In the Virtual internship project, we develop of research-based innovative solutions using virtual and augmented reality as tools for supervising about jobs. The learning experiences we design aim to address the challenge of unemployment among young citizens by providing a new and engaging way to explore and learn about professions and workplaces. We will develop tools for capturing workplace experiences and making them available for re-experiencing and learning.

The workshop is based on the R&D project Virtual Internship funded by the Norwegian Welfare Authority.

Thursday, May 17 16:00 Room B (parallel session)

Meet you in the elevator! Jan Schneider and Maren Scheffel

Abstract: *The proposed workshop deals with the ability to communicate with people inside and outside one's own community and builds upon the idea of an elevator pitch. The main idea of this presentation format is to communicate a message to someone you do not know in less than one minute, like if you were meeting this person in an elevator. The idea originates from the business world where it is essential to quickly and clearly present an idea to someone when trying to raise capital or promote a product.*

Thursday, May 17 17:30 Room A (or outside Room A)

Poster session, Mikhail Fominykh

Abstract: *A classic poster session. All PhD students are encouraged to bring a poster and present it. All instructors are encouraged to participate and give feedback.*

Thursday, May 17 19:00 Restaurant, Hotel BleArt

Dinner

Thursday, May 17 21:00 Lobby, Hotel BleArt

Fish Bowl, Mikhail Fominykh

Abstract: *In a Fishbowl discussion, few participants are seated inside the "fishbowl" and actively participate in a discussion by asking questions and sharing their opinions. Other participants are standing outside listen carefully to the ideas presented. The participants take turns in these roles, so that they practice being both contributors and listeners in a group discussion.*

Friday, May 18

Friday, May 18 09:00 Room A (plenary session)

How short can you make learning? Christian Glahn

Abstract: *Micro learning has become a major buzzword in the e-learning industry. There is much talk about learning nuggets and short videos, but very little information is available on how micro learning is actually supposed to work. As a co-inventor of the concept I am wondering about these developments that ignore many insights of the original concepts as well as many underpinning cognitive and educational concepts.*

In this lecture we ask ourselves about the characteristics and structure of learning and learning processes behind the buzzword micro learning. We will focus on the learning design principles of micro learning by splitting and breaking down learning activities until we can explore their underpinnings: the learning activities traces. Together we will work on extracting the key events of learning activities and break into smaller learning activities until we (hopefully) reach the micro activity level.

From there we will work our way back up and use the concepts of learning analytics in order to create learning processes from a mosaic of micro and macro activities. This will lead an operational toolkit to handle abstract concepts such as spacing or self-regulation. This allows us to formulate TEL-related research questions on the grounds of learning designs and study them using learning analytics.

Friday, May 18 10:00 Coffee area, Hotel BleArt

Coffee break

Friday, May 18 10:30 Room A (plenary session)

Getting ready for the EC-TEL Doctoral Consortium (Part 2), Christian Glahn

Abstract: *The Summer School is just in time for the EC-TEL Doctoral Consortium Deadline. This workshop allows you to get an insight on how the EC-TEL Doctoral Consortium works and how your research benefits most from participating to it. The DC's call has many points to consider for a submission, because we have found that considering these points helps improving your submission and is the key for gaining the biggest benefit for your research. At the same time we often hear that candidates struggle answering them appropriately.*

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This workshop helps you to give your DC submission the final touch or just to align your ideas to the community. If you plan to submit to this years EC-TEL DC, make sure that you already have a draft submission going and your formal recommendation letter signed by your supervisor/adviser.

The workshop addresses Ph.D. candidates after their initial orientation phase and with more than a year until their actual defense.

Friday, May 18 12:00 Restaurant, Hotel BleArt

Lunch

Friday, May 18 14:00 Room A (parallel session)

TEL in Albania and Insights from the EU REBUS project (Part 2), Ketrina Çabiri Mijo and Agim Kasaj

Abstract: *Following the presentation of the LEVEL 5 on the first day, a Reference System on Competence to apply Technology Enhanced Learning (TEL) will be presented to participants. During the workshop, participants will try to self-assess and evidence competence development gained in the conference, based on LEVEL5 Competence Taxonomy (Knowledge, Skills and Attitude). Upon request participants will be able to have a LEVEL 5 qualified certificate by sending the forms digitally to trainers.*

Friday, May 18	14:00	Room B (parallel session)
Transform your TEL idea into a collaborative project proposal , Maria Perifanou, Mikhail Fominykh, Ana Torres and Manuel Leon Urrutia		
<i>Abstract: The aim of this workshop is to bring most of the JTEL participants together encouraging and discussing new working collaborations. The idea behind this workshop is the need to give the chance to advanced TEL doctoral students and early researchers to collaborate on writing their own innovative project proposals and apply for national or EU funding. Being able to work in the field of your interest with people that you trust and admire is the dream of every young researcher. This workshop could support this idea and offer the opportunity to TEL experts to share their valuable knowledge with the new generation of TEL researchers creating the basis of promising collaborations.</i>		
Friday, May 18	15:30	Coffee area, Hotel BleArt
Coffee break		
Friday, May 18	16:00	Room A (plenary session)
Closing session , Mikhail Fominykh, Endrit Kromidha and Katherine Maillet		
Friday, May 18	19:00	Restaurant, Hotel BleArt
Dinner		

Venue

- Hotel BleArt Address: SH4, Durrës, Albania

Social media

- During the summer school, please, try to check your email at least once a day for the most important announcements (such as program changes).
- All other announcements, news, sharing of experience, sharing of materials, slides, photos, ideas, and everything will happen face-to-face and on Social Media. We will use:



JTELSS Facebook official page: <https://www.facebook.com/JTELSS/>
 JTELSS18 Facebook event: <https://www.facebook.com/events/1683906438341290/>



Twitter hashtag #JTELSS18
 JTELSS Twitter official page: <https://twitter.com/hashtag/jtelss18>

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