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Scientific Appointments, etc.

EDITORIAL BOARDS

From 2012 –
Elected member on the editorial board of the Journal of interactive Media in Education (JiME), based at The Open University.

From 2010 –
On the editorial review of "Open Learning: The Journal of Open, Distance and e-Learning".
ISSN Print 0268-0513;ISSN Online 1469-9958
(http://www.educationarena.com/expertInterviews/interviewcategory3/copl.asp)

From 2009 –
On the editorial board of the European Journal of Open and Distance e-Learning (EURODL). ISSN 1027-5207.
http://www.eurodl.org/?keyword=distance%20learning

From 2009 –
Member of the Association for the Advancement of Computing in Education (http://www.aace.org/pubs/ijel/default.htm)

From 2007 –
On the editorial board for the International Journal of Web Based Communities (IJWBC). ISSN (Online): 1741-8216 - ISSN (Print): 1477-8394 (http://www.inderscience.com/browse/index.php?journalID=50)

From 2006 –
On the editorial advisory board for the Multicultural & Technology Journal (METJ), published by Emerald Group Publishing Limited. ISSN: 1750-497X
(http://www.emeraldinsight.com/info/journals/metj/jourinfo.jsp)

From 2005 –
On the editorial board of The International Journal on Contemporary Issues in Technology & Teacher Education (CITE), ISSN 1528-5804 (http://www.citejournal.org)

From 2003 -
On the editorial review board for the International Journal on E-Learning (IJEL) (Corporate, Government, Healthcare, & Higher Education). (Formerly International Journal of Educational Telecommunications and the WebNet Journal) [ISSN 1537-2456]. (http://www.aace.org/pubs/ijel/default.htm)

STEERING COMMITTEES

From 2011-
Elected member of the Steering Committee of EDEN (European Distance and e-Learning Network) democratically, by the members and member institutions of the network.
http://www.eden-online.org/eden.php

From 2008 –
Elected member of the advisary board of the eVidenCenter (www.evidencenter.dk), Det Nationale Videncenter for e-læring. @ventures (www.ventures.dk), Kompetencecenter for e-læring, Århus Købmandsskole, Sønderhøj 30, 8260 Viby J.

From 2006 –
Elected member of the Advisary European Network on Learning-2-Learn appointed by The European Commision . First constituting meeting (ISPRA, Italy, June 14-16, 2006)

From 2006 –
Elected member of the Advisary European Network on "Global Citizenship", appointed by The European Commision (ISPRA, Italy, September 20-21, 2006)

From 2004 – 2007
Director of the master programme (MIL) in ICT and Learning. A "blended" master programme on ICT and learning offered by 5 leading Danish Universities (Aarhus University, Aalborg University, Roskilde University Center, Copenhagen Business School, The Danish School of Education (Aarhus University), Master in ICT and Learning (http://www.mil.aau.dk),

From 2000 –
On the steering committee of the Master programme in Ict and Learning (http://www.mil.aau.dk/)

From 2004 – 2006
Member of the steering committee of the ELFE project, affiliated as e-learning expert., The Elfe Project (http://www.elfe-eu.net), 1.7.2004-1.7.2006.

From 2002 – 2007
On the steering committee for the Doctoral School on Human Centered Informatics (HCI)

From 2001 -
On the steering committee for CNCL (Centre for Netbased Collaboration and Learning). (http://www.cncl.dk/)

PROGRAM COMMITTEES

2010: On the programme committee for the International Conference on Networked Learning (NL2010). Hotel Hvide Hus in Aalborg, Denmark, May 2-4, 2010.

2010: On the programme committee for the yearly EDEN 2010 conference (European Distance and E-learning Network). Valencia, Spain, June 8-12, 2010.

2010: On the programme committee for the 4rd European Conference on Games Based Learning. The Danish School of Education, University of Aarhus, Copenhagen, Denmark21-22 October, 2010.

2009: On the programme committee for the World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA 2009) held in Honolulu, Hawaii, 22.-26. June 2009.

2009: On the programme committee for 3rd European Conference on Games Based Learning. FH JOANNEUM University of Applied Sciences, Graz, Austria. October12-13, 2009. ECGBL 2008 (http://www.academic-conferences.org/ecgbl/ecgbl2009/ecgbl09-home.htm).

2009: On the programme committee for the European Conference on Game Based Learning. The Hotel Silken Diagonal Barcelona, Barcelona, Spain16-17 October 2009, ECGBL 2008 (http://www.academic-conferences.org/ecgbl/ecgbl2008/ecgbl08-home.htm)

2008: On the programme committee for the World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA 2008) held at Vienna University, June 30, 2008 - July 4, 2008

2008: On the programme committee for 2nd European Conference on Games Based Learning. The Hotel Silken Diagonal Barcelona, Barcelona, Spain16-17 October 2008, ECGBL 2008 (http://www.academic-conferences.org/ecgbl/ecgbl2008/ecgbl08-home.htm).

2007: On the programme committee for the World Conference on Educational Multimedia, Hypermedia and Telecommunications 2007 (ED-MEDIA 2007), held in Vancouver, BC, Canada June 25-29, 2007. Vancouver BC, Canada. Sheraton Vancouver

2006: On the programme committee for the World Conference on Educational Multimedia, Hypermedia and

Telecommunications 2006 (ED-MEDIA 2006, http://www.aace.org/conf/edmedia/), held in Orlando, Florida June 26- June 30, 2006

2005: On the programme committee for the World Conference on Educational Multimedia, Hypermedia and Telecommunications 2005 (ED-MEDIA 2005), held in Montreal, June 2005.

2004: On the programme committee for the World Conference on Educational Multimedia, Hypermedia and Telecommunications 2004 (ED-MEDIA 2004), held in Lugano, Schwitzerland.

2004: On the programme committee for VR usability workshop 2004 (http://www.virart.nott.ac.uk), held at the University of Nottingham January 22-23, 2004.

2003: On the programme committee for the International Conference on Computer-Supported Collaborative Learning 2003, held in Bergen, Norway.

2003: On the programme committee for the World Conference on Educational Multimedia, Hypermedia and Telecommunications 2003 (ED-MEDIA 2003), held June 23-28, 2003, Sheraton Waikiki Beach Resort Honolulu, Hawaii, USA.

2002: On the programme committee for the yearly World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA. In 2002, ED-MEDIA was held in Denver, Colorado.

2002 - Research Collaboration with European Distance and E-Learning Network (EDEN)

2016:Appointed EDEN FELLOW (Recognition of professional excellence in Europe in the field) for exellence in professional practice of Open, Distance and e-Learning and supported the evolution and progress of **EDEN throughout 25 years**. The venue of the appointment was the 2016 EDEN Annual Conference in Budapest.

2010: Research Collaboration with **Stanford University**

2010: Part of a Danish learning delegation visiting Stanford University, participating in a joint research seminar exploring the grounds for international collaboration on educational exchange and research. May 14-21, 2010

2010: Research Collaboration with **Cambridge University, UK**

2010: Appointed **Fellow of St Edmund's College, Cambridge University** (http://www.imv.au.dk/nyheder/2010/1013/) during an invited research semester in the fall of 2010 at Cambridge University.

2010: From Cambridge, invited **OLnet Expert Research Fellow** by the **Open University** in UK.

2012 -
Research Collaboration with University of Iceland. 16. juli Professor Elsebeth K. Sorensen received **an award** for her work in **furthering the cultural relations between Iceland and Denmark especially within research and education, more specifically within technologically supported distance education, e-learning and ict-implementation in education**. Citing the words of Kristin Ingólgsdóttír, Rector at the University of Iceland, the main motives are: "… Deres fremragende karriere med Deres omfattende forskning og udviklingsarbejde i forhold med fjernundervisning, e-læring og IKT i uddannelsen… tillige med Deres bidrag, deltagelse og føring inden for dette område i internationale sammenhænge og på globalt niveau". In addition, she received an indication of interest that the collabaration within research and education will be continued. Prisen blev stiftet af Selma og Kay Langvad i 1964 med det formål at fremme den kulturelle forbindelse mellem Island og Danmark med særlig henblik på forskning og uddannelse. Mere end 30 personer – både danskere og islændinge – har modtaget prisen. Søren Langvad, Selma og Kays søn og medlem af fondsbestyrelsen, er udnævnt til æresdoktor (doctor technices honoris causa) ved Islands Universitet for hans fremtrædende indsats inden for byggesektoren i Island – i særdeleshed i forbindelse med opførelse af kraftværker. De øvrige bestyrelsesmedlemmer er Dr. Haflidi P. Gislason, professor i fysik ved Islands Universitet og Kristín Ingólfsdóttir, rektor for Islands Universitet.

OTHER APPOINTMENTS

2011 - Censor på specialer ved IT-Universitetet, og bl.a. tilknyttet uddannelsen Bachelor i global virksomhedsinformatik (bgbi) (http://www.itu.dk/courses/BNMK/E2011/) og faget New Media and Communication.

2011 -Beskikket censor vedrørende uddannelserne under studienævnet for Humanistisk Informatik, Aalborg Universitet, studienævnet for Humanistisk Informationsvidenskab, Syddansk Universitet og studienævnet for Virksomhedskommunikation, Webkommunikation og Informationsvidenskab, Syddansk Universitet http://www.ubst.dk/lovgivning/Uddannelse.

2010 -Appointed Fellow of St Edmund's College, Cambridge University (http://www.imv.au.dk/nyheder/2010/1013/)

2010 - Little Barnow Project: Appointed as representative for Humaniora to the internal building group, including Head of dept. Niels Lehman, Head of dept. Sven Halse, Associate professor John Andreasen, Librarian Søren Elle, and Chief Administrator Ole Jensen.

From 2007/2008 -Appointed by the Ministery as AU-representative in the research committee aiming at establishing bibliometric measurement of research within the area of IT and the Humanities (faggrupper til fastsættelse af bibliometrisk forskningsindikatorer inden for IT og Humaniora). 1.3.2008– .

From 2008 -
Member of the NoEL research netvork. A cross-regional network on e-Learning, with the purpose of building bridges between research and education, and provide enterprises with a possibility for close contact to knowledge and competence development.

From 2006 –
Appointed member, one of 20 members, of the European Network on Learning-2-Learn.

From 2002 –
Member of the exam evaluation corps at University of Southern Denmark

From 2002 -
On the steering committee of the Doctoral School on Human Centered Informatics (HCI), Aalborg University, 1.8.2002-1.8.2007.

From 2002 -
Member of the exam evaluation corps at Roskilde University Centre

From 2002 -
Member of the exam evaluation corps at the Master of Computer-Mediated Communication (MCC).

From 2001 -
On the steering committee, CNCL (Centre for Netbased Collaboration and Learning) (http://www.cncl.dk/)

DOCTORAL WORK - SUPERVISION, COMMITTEES AND OPPONENCIES

2013 Supervisor for Ph.d. student, Henrik Grum, Aalborg University

2013 Supervisor for Ph.d. student, Hanne Voldborg Andersen, Aalborg University

2011 Supervisor for coming Ph.D student, Henning Slavinsky, Aarhus University, AU Herning.

2010 Supervisor for Ph.D student, Rina Østergaard, University of Southern Denmark.

2010 Supervisor for Ph.D student Signe Herbers (desertation, "Forskningskommunikation på nettet. En undersøgelse af den internationale brug af økologisk forskningskommunikation på nettet". The Ph.D defense will took place at Center for IT and Learning, Finlandsgade 25, Aarhus University, Aarhus on June 18, 2010.

2009:INVITED Ph.D. opponent on Swedish doctoral dissertation at Växsjö University. Linda Reneland Forshammer: "To Participate in Web-Based Educational Practice -A study of a pre-school teacher training program", Institutionen för Pedagogik, Växjö Universitet. Invited by Professor Per Gerrevall. Växsjö, Sweden, June 4, 2009.

2007:INVITED Ph.D. opponent on Spanish doctoral dissertation at Universitat de Barcelona. Olatz López Fernándes: "El portafolio digital descente como metodología evaluative innovadora – Estudio de caso multiple del comportamiento de los aprendices como gestores de su propio aprendizaje virtual en el contexto del espacio europeo de educacíon superior". Facultat de Pedagogia, Invited by Professor José Luis Rodríguez Illera. Barcelona University, Spain, April 20, 2007.

2006:Ph.D. committee member and opponent on Norwegian doctoral dissertation at Bergen University. Knut Steiner Engelsen: "Gjennom fokustrengsel – Lærerutdanningen i møte med IKT og nye vurderingsformer", Det samfundsvidenskabelige Fakultet, Institutt for Informasjons- og Medievitenskap, Universitet I Bergen. Invited by Professor Berner Lindström, Göteborg Universitet. Bergen University, December 8, 2006.

2005:INVITED opponent at Ph.D. defense at Umeå University. Ola Lindberg & Anders D. Olafsson: "Training teachers through technology. A case study of distance-based teacher training programme". Department of Pedagogy, Umeå. Invited by Professor Jarl Backman, Spain December 9, 2005.

KEYNOTE ADDRESSES, INVITED PRESENTATIONS AND KNOWLEDGE DISSEMINATIONS

2012:
Invited as keynote speaker at the international NU2012 conference about university pedagogy. Theme: Lifelong and limit-less learning. Target group: 700 Scandinavian participants from universities (researchers, teachers, decision-makers, policy-makers) with pedagogical interests. To be held at Gothenburg University. October 17-19, 2012

2011: Invited presentation for hele Tørring Gymnasium på VejleFjord: "Hvad er potentialerne ved at bruge IT i undervisningen?" Target group: Leaders and teachers. VejleFjord Hotel, November 9, 2011.

2011: Invited keynote at Øregaard Gymnasium: It in teaching and learning.
Part of the Danish Highschool initiative: "Digitalisering i det moderne
gymnasium". Target group: Leaders, It-supporters, teachers, and
professionals., September 6, 2011.

2010: Lecture to research group at Cambridge University. Oct. 2011

2010: Lecture to research group at The Open University. Oct. 2011

2010:INVITED presentation for teachers at the net-based teacher education college in Haderslev, University College Syd, Lembckesvej 3-7, 6100 Haderslev. February 10, 2010.

2009:
INVITED presentation as KEYNOTE speaker for the upcoming annual conference of the European Distance and e-Learning Network Conference (EDEN 2010) to be held in Valencia, Spain.

2009:INVITED presentation at "Forskningsnettets konference 2009: Undervisningspodcast". To be held at LO-Skolen, Helsingør, Denmark. November 17-18, 2009

2009:INVITED presentation for teachers on SkoleKOM at the conference "Uddannelsesforum" on the topic "den demokratiske samtale i virtuelle rum". To be held in Odense. November 3, 2009

2009:INVITED presentation at Knowledge Media Conference Centre for IT and Learning, Aarhus University. "Digital Dialogic Learning for Learner-Empowerment and Intercultural Democratic Citizenship". Januar 19-20, 2009.

2009: February 25, 2009. KEYNOTE address at AROS, at the confence "På vej med Netdansk", held by the "Ministeriet for Flygtninge, Indvandrere og Integration". Perspektiver før og nu på online undervisning og læring, Invited by Herluf Schelde.

2007: Presentation at the 3rd meeting on Learning-2-Learn, held at ISPRA, Italy. May 3-4, 2007.

2006:
INVITED paper for and participation in the LearnIT research conference in Stockholm, Oktober 3 – November 1, 2006. Invited by Dr. Ove Jobring, Göteborg University and Professor Roger Säljö, Stockholm University.

2006:INVITED presentation at the constituting meeting of the Advisory European Network on Learning-2-Learn. First constituting meeting at ISPRA, Italy, June 14-16, 2006

2006:INVITED presentation at the European Network on Global Citizenship at network meeting in ISPRA, Italy, September 20-21, 2006

2006:INVITED presentation at the 28th International Conference on Information Technology Interfaces (ITI 2006), held June 19-22, 2006 in Cavtat, Dubrownik, Croatia.
2006:INVITED presentation at the first constituting meeting of the European Network on Learning-2-Learn, at ISPRA, Italy, June 14-16, 2006.

2006: June 8, 2006. Presentation at the International Research Seminar on Innovation and PBL Through ICT, held at Aalborg University, June 8, 2006.

2006: May 18, 2006. Presentation on Design Paradigms of International Master programmes at a meeting for online teachers, held at the Danish University of Education.

2005:
October 24, 2005. KEYNOTE address at the Idé Conference "Hvad skal IKT ideelt give mulighed for i læringssammenhænge, CVU-Vest, held at Rundetårn, Esbjerg, Denmark.

2005: November 24-25, 2005. KEYNOTE address at Oracles Denmark's KM Summit "Turning Knowledge Into Action", held at Sheraton Roma, Rome, Italy.

2005: January 28, 2005. Video conference with Iowa State University on virtual portfolio.

2005: Juni, 28 – July, 3, 2005. Participation in the ILET meeting and summer school at Barcelona University in Spain.

2005: November, 9-11, 2005. INVITED paper at the ODLAA conference "Breaking down boundaries - the international experience in open, distance and flexible education", held in Adelaide, Australia.

2005: November, 13-15, 2005. INVITED, together with five other international experts, to present at, be part of, and debate the International Symposium "Crafting Sydney's Future: Learning in the 21st Century" at Sydney University (http://www.usyd.edu.au/learning/quality/crafting.shtml) Invitation from the Pro Vice Chancellor, Judith Sachs, Learning and Teaching, to contribute to developing the university's environment for 21st century learning.

2005: November 15, 2005. Meeting with internationally oriented academics at - The Australian Centre for Educational Studies - Teachers for the Future Macquarie University, Sydney, to investigate possibilities for international collaboration at master and doctoral level.

2005: September 20-23, 2005. INVITED respondent on keynote address at the 11th International Cambridge Conference on Open and Distance Learning (http://www2.open.ac.uk/r06/conference/index.htm), held at Madingly Hall, Cambridge, UK.

2005: September 28, 2005. INVITED presentation at Sygeplejeskolen i Aarhus on virtual dialogue and collaborative knowledge building.

2005: December 9, 2005. INVITED opponent at Ph.D. defense at Umeå University, Dept. of Pedagogy, (Thesis: Training teachers through technology. A case study of distance-based teacher training programme)

2004:
May 10-12, 2004. Keynote address at the international conference "NetLearning 2004". Keynote on Collaborative Learning on the Net as A Didactic Challenge. Venue: Rønneby Brunn Hotel, Rønneby/Sweden. (http://netlearning2004.org)

2004: March 4-6, 2004. Keynote address at the Third EDEN Research Workshop and Conference "Supporting the Learner in Distance Education and E-Learning". Venue: The Carl von Ossietzky University of Oldenburg, Germany. Keynote on communities of learners. (http://www.eden.bme.hu/contents/r-net/Oldenburg/oldenburg1.html)

2004: January 25-26, 2004. First steering committee meeting in the ELFE project (http://www.elfe-eu.net), held in Bruxelles.

2004: February 17, 2004. University partner in the PIV project between Randers Statsskole, Aarhus Amt, Dansk Data Display A/S, and Aalborg University, investigating the pedagogical potential of SmartBoards in Danish Highschools.

2004: February 22-23, 2004. Second steering committee meeting in the ELFE project (http://www.elfe-eu.net), held in Bruxelles.

2004: March 31 – April 1, 2004. Third steering committee meeting in the ELFE project (http://www.elfe-eu.net), held in London.

2004: April 4-6, 2004. Paper presentation as part of the EQUEL symposium at the Networked Learning Conference, held at Lancaster University, United Kingdom.

2004: May 14-22, 2004. Organisation of and participation in the ILET Summer Academy no. 2, held at University of Gainsville, Florida, USA.

2004: June 21-25, 2004. Paper presentation at the ED-MEDIA 2004 conference, held in Lugano, Switzerland.

2004: October 24-26, 2004. Meeting in preparation of the VirtDan project.

2004: November 4-7, 2004. Collaboration meeting between ILET partners, held Barcelone, Spain.

2004: November 18-20, 2004. Collaboration meeting between partners, in pursual of the VirtDan project, held at Aalborg University, Denmark.

2003:

May 16-19, 2003. INVITED paper presention at the International Conference on Innovation in Higher Education. Invited presentation on the staging of collaborative E-learning. Venue: Kiev, Ukraine. (http://www.icihe.org)

2003: March 18, 2003. INVITED presentation on problem-based learning on the net, at a seminar in the "Pedagogiska enheten, EDIT-projektet", Linköping University. (http://huweb.hu.liu.se/edit/)

2003: April 11, 2003. INVITED presentation at a seminar of ideas at UCLU (Utvecklingscentrum för Läranade och Undervisning) at Lund University, (http://www.uclu.lu.se/)

2003: April 24, 2003. INVITED presentation on the topic "learning onlin" at Randers Statsskole (http://www.rs-gym.dk/).

2003: April 26, 2003. INVITED presentation for teachers on Mobila-Gymnasiet (i Malmö og Stockholm) on pedagogical models for design of learning on the Internet. Venue: Mobila-Gymnasiet, Stockholm.

2003: April 29, 2003. Workshop in the Visca project.

2003: June 16-21, 2003. Presentation and participation in the Summer Academy, prepared by ILET doctoral consortium. Venue: Institute of Education, London. (http://www.iastate.edu/~ilet/homepage.html)

2003: October 10, 2003. INVITED presentation on design and implementation of learning in virtual environments for the faculty of humanities at University of Southern Denmark.

2003: October 17-29, 2003. On a faculty visit abroad, as part of the ILET mobility programme. Visiting Iowa State University, College of Education.

2003: October 23-25, 2003. Partipation in the EQUEL meeting, held at Ibsens Hotel in Copenhagen.

2003: December 2-6, 2003. Paper presentation at the m-ICTE 2003 conference in Badajoz, Spain.

2003: December 7-9, 2003. Participation in the joint Consortial EU-US meeting in Lissabon, Portugal.

2002:
May 2, 2002. Foreningen for fleksibel uddannelse i Danmark (FLUID). KEYNOTE address at the conference "Kollaborative læring – online". Venue: Dalum Landbrugsskole, Odense C.

2002: Juni 24, 2002. KEYNOTE address at the European Seminar on ICT in Teacher Education, on netbased collaborative learning. Via videoconferencing to Stord-Haugesund College, Norway. (http://loke.hsh.no/lu/inf/eu/2002/)
2002: November 21, 2002. The Danish University of Education (DPU). KEYNOTE address on netbased learning and design for participation. Venue: The Danish University of Education, Copenhagen. (http://w0.dpu.dk/default2.asp?page_id=2492)

2002: November 24-27, 2002. Keynote address at the international conference "NetLearning 2002". KEYNOTE address on Collaborative Learning on the Net as A Didactic Challenge. Venue: Rønneby Brunn Hotel, Rønneby/Sweden. (http://netlearning2002.org)

2002: March 25-29, 2003. The 14th International Conference on "Society for Information Technology & Teacher Education (SITE2003). INVITED paper presentation on learning through discussion and dialogue in computer supported collaborative networks. Venue: Albuquerque, New Mexico. (http://www.aace.org/conf/site/speakers/default.htm)

2002: April 24, 2002. Invited presentation for Haderslev og Holbæk Seminarier (teacher education universities) on the pedagogy and didactics of teacher education, delivered as technology-support distance learning. Venue: Rødding Højskole.

2002: September 5, 2002. Presentation at the ViLL-ITI workshop "Didaktik i det virtuelle rum". Venue: Aalborg University. (www.ell.auc.dk/begivenheder/ws59.htm)

2002: October 1, 2002. INVITED speaker on virtual and collaborative knowledge building at the conference "Tema om nettet i undervisningen". Venue: Ingeniørhøjskolen, Ballerup. (http://www.it.kvl.dk/temadag/)

2002: October 22, 2002. INVITED speaker on the learning quality in collaborative knowledge building online, for the Fynien collaborating high school projects on virtuel teaching and learning. Venue: Sct. Knuds Gymnasium & HF, Odense.0

2002: October 30, 2002. Conference on Electronic Portfolios and Student Learning, by the Center for Teaching Excellence, the Instructional Technology Center, and the Office of Academic Information Technologies. (http://www.itc.iastate.edu/)

2002: November 3-5, 2002. Participation in the EU-US conference held in Nova Scotia, Halifax, Canada, as European

partner in the ILET project.

2002: November 12, 2002. INVITED by the Ministry of Education to speak on a conference for supervisors on the topic of Didactical Reflections on Collaborative Knowledge Building in Netlearning. Bjerringbro. Denmark.

2002: November, 21, 2002. KEYNOTE address at the Danish University of Education.

2001:
February 6, 2001. Presentation on portfolios in virtual learning environments (ITI seminar). Venue: ITI, Aalborg University

2001: February 7-8, 2001. Høgskolen i Lillehammer. INVITED presentation on the conference "Didaktik og Teknologi".

2001: February 15, 2001. Presentation at the kick-off seminar in the ViLL project. Venue: Aalborg University.

2001:INVITED lecturer on CSCL as the focus of virtual didactics, on a workshop on CSCL, held March 28, 2001 at The Danish University of Education (DPU)

2000:
INVITED lecturer on learning in the virutal universe at the conference "Innovation, Kompetence og Læring" (Innovation, Competence and Learning). Aalborg Congress and Conference Center. April 10-12, 1999.

2000:INVITED lecturer for representatives from the Ministry of Education on a virtual university in Humanistic Informatics – for local and distance students. Focus on qualification of collaborative learning and reflection via virtual portfolios. Aalborg University. April 7, 2000.

2000: May 30, 2000. Workshop on "The VIPOL Project: Virtual Portfolios in Web-Based Learning". Venue: ITI, Aalborg University

2000: September 13-15, 2000. Narvik, Norge. INVITED presentation on the conference "Uninett 2000". Høgskolen in Narvik.

2000: August 10, 2000. Conference at Jydsk Pædagog-Seminarium, Aarhus. INVITED presentation on virtual learning.

2000: September 8, 2000, Ry. INVITED lecture on "Organisation of net-based learning processes and the pedagogical concept behind them".

2000:INVITED presentation at Iowas State University, USA. June 27, 2003. Presentation on Web-based learning and the enhancement of quality through virtual portfolio.

2000: September 21-22, 2000. Dansk El-forbund, Frederiksberg. Presentation at the conference "NEUK 2000" on E-learning

2000: September 26, 2000. Netværkscentret, Aalborg University. Presentation at the meeting "Kommunikation og undervisning per distance" on competencies in the virtual world.

2000: November 5-7, 2000. Participation at the First International e-p THINK conference on e-portfolios. Venue: Iowa State University, USA

1999:
Participation in a TV series for DR1 and TV2 "Lær det med fjernundervisning", focusing on the teaching and learning forms of the future. Invitation from A@ventures, (a distance education network consisting of Aalborg Handelsskole, Lyngby Uddannelsescenter, TietgenSkolen, Aarhus Købmandsskole)

1999: Consultant on the Novo-Nordisk teacher education project on virtual communication (represented by Kristian Hedegaard, Peder Hvitfeldts Stræde 4, 1173 København K. (Tlf. 33 36 92 16 - mobil 23 34 48 59 - fax 33 36 92 22).

1999-2000: Consultant on "Håndbog i fjerundervisningspædagogik" for A@ventures (a distance education network on teacher education, consisting of Aalborg Handelsskole, Lyngby Uddannelsescenter, TietgenSkolen, Aarhus Købmandsskole)

1999:INVITED lecturer at conference under the Novo Nordic project "Theme5" January 5-6, 1999, at Jelling Statsseminarium (State college of education). The target group was teachers.

1999:INVITED lecturer at conference under the Novo Nordic project "Theme3" february 9-10, 1999, at Aalborg

Statsseminarium (State college of education). The target group was teachers.

1999:INVITED lecturer on interaction and tutoring in distributed learning. February 26, 1999. Aarhus Dag- og Aftenseminarium (Day and Evening teacher training college).

1999:INVITED lecturer on flexible university pedagogics at DUN-seminar. Tune Landbrugsskole (Agricultural School). March 18, 1999.

1999: Presentation of accepted paper at the International Conference on Technology in Education, ICTE99. March 29-31, 1999.

1999: Performing in TV-programme on the company "A@ventures" on flexible, technology-supported education. Vejle. April 9, 1999.

1999:INVITED lecturer on pedagogics in distributed learning. April 15, 1999. Aarhus Dag- og Aftenseminarium (Day and Evening teacher training college).

1999:INVITED lecturer at Nordic conference, supported by the Nordic Ministry Council on "Fjernundervisning i fremtidens folkebiblioteker" (Distance education in the future public libraries) at the libraries of Aarhus Municipality, Department of Development. May 29 - June 1, 1999.

1999:INVITED lecturer on "Flexible Learning Through Online Interaction" at the Santander conference "Internationalisation and Information and Communication Technology" (European University Network). Lund University. June 13, 1999.

1999: Presentation of paper at the 19th. world conference on open and distance education, ICDE99: "The New Educational Frontier: Teaching and Learning in a Networked World". Vienna. June 20-24, 1999.

1999: Presentation of two accepted papers at the international CREAD-conference in Vancouver. University of British Columbia. September 1999.

1999:INVITED lecturer and member of expert panel in Handelsskolernes Fjernundervisningsfond (HFU) (The distance education fund of Commercial Colleges). Jørgensens Hotel, Horsens. September 29-30, 1999.

1999:INVITED lecturer (online) on interaction in distance education. Online course in the Novo Nordic project "Theme2". The target group was teachers. Virtual presentation during the month of October, 1999

1999:INVITED lecturer at IT-conference "Mennesket i det elektroniske univers" (Man in the electronic universe). LVU – Local council of c supervision. Kulturhuset Pavillonen, Grenaa. November 11, 1999.

1999:INVITED speaker and panel member at debate meeting on visions of "ICT and Learning" in relation to the adult pedagogical area. For adult educators from various educational institutions. Aarhus Dag- og Aftenseminarium (Day and Evening teacher training college). November 23, 1999.

1999: Presentation of three accepted papers on the third conference on Computer Supported Collaborative Learning, "CSCL99: Connecting Learning Communities Globally". Stanford University, California. December 12-15, 1999.

1998:
INVITED lecturer at teacher course, VUC (Adult education centre). Lecture on interaction in distributed learning, January 27, Løgstør Park Hotel, Løgstør, Denmark.

1998:INVITED lecturer at Den Kongelige og Veterinære Landbohøjskole (KVL) (The Royal Danish Veterinary and Agricultural University). March 11. The subject was communication and interaction in distributed learning processes.

1998:INVITED lecturer at Aarhus Business School in connection with a workshop, March 26 on distance and technology supported education. Lecture on pedagogics in technology supported education.

1998:INVITED lecturer at seminar April 14 at Pædagogisk Udviklingscenter (PUC) (Pedagical Development Center). The lecture focused on design of communicative learning processes in distributed organizations.

1998:INVITED lecturer at the "KOM-IT"-conference, a project which, in the attempts to develop qualifications, frames and network for the pedagogical application of information technology, unites competence, information technology and pedagogics. April 20 at Hotel H. C. Andersen, Odense. The lecture focused on the establishment of collaborative learning processes on the internet.
1998:INVITED lecturer at a Nordic conference on teacher education. Arranged by the Swedish university in Vissingö, June 8-10. The subject was design and organization of distributed learning processes.

1998-2000: Member of the second 4-year round of the ICT research network "Learning and Interactive Multimedia".

1998: INVITED as consultant and lecturer at Kolding Pædagogseminarium (institute for social educators), in relation to the IT-project "Streetwalker". September 9, 1998.

1998: INVITED lecturer at Odense Seminarium (Odense Teacher training college) at the conference "Den nye voksenunderviser" (The new adult educator). The target group was teachers of adults from the general industry. October 22, 1998.

1998: Presentation of paper at the conference "The Sixth International Conference on Computers in Education" (ICCE98), The Northern Jiaotong University in Beijing, October 14-17, 1998.

1998: Presentation of accepted paper at the International Global Learning Conference on Computers in Education, "Global Learning in the 21st Century", Hotel Scandic and Hotel Imperial in Copenhagen, October 18-21, 1998.

1997:
1997 Participation in DAOU-conference "IT i dansk universitets-undervisning" (IT in Danish university tuition), arranged by Danish Association of Open Universities (DAOU), February 27-29 at Hotel H. C. Andersen in Odense, as well as in Forskerparken, Funen, Denmark.

1997: Presentation at a seminar in the VIRT-project (Virtual learning) August 13 at Aalborg University.

1997: INVITED lecturer at teacher course arranged by VUC (adult education center) on the importance of interaction in distributed learning. August 18-19, Løgstør Park Hotel, Løgstør, Denmark.

1997: INVITED lecturer at two-day course on "Mundtlighed i Matematikundervisningen" (verbality in Mathematics). Storebæltscentret, Nyborg. September 21-23, 1999.

1997: INVITED lecturer at NOFU-seminar, October 17-19 at Baltic Media Centre in Svaneke, Bornholm. Lecture on communication and learning in distributed learning processes.

1997: Ph.D.-lecture, November 7 at Aalborg University on the basis of the Ph.D. thesis "Learning in Virtual Contexts, Navigation, Interaction, and Collaboration".

1997: Participation in QUICK-seminar, December 9 at Aalborg University. The subject of the seminar was "Samtalen som redskab i undervisningen" (Conversation as a tool in the tuition).

1996:
Host for international guest researcher visit, January 22-24, with dialogue on researcher cooperation. The guest was Dr. Tony Bates, Professor at University of British Columbia.

1996: Project coordinator of the VIRT-preproject; a development and research project on the virtual learning environment. The project was funded by CTU (Center for Teknologistøttet Undervisning (The Danish National Centre for Technology Supported Learning)).

1996: Presentation of accepted article "Drama as a Metaphor for the Design of Situated, Collaborative, Distributed Learning" at the conference "Collaborative Virtual Environments 1996 (CVE'96)", September 19-20 in Nottingham, Department of Psychology, The University of Nottingham, UK.

1996: Presentation of "Conceptual Model" at VIRT-seminar, August 27, 1996

1996: INVITED lecturer at the KUF-conference "Livslang læring og informationsteknologi" (Lifelong learning and information technology). The subject was "Et dansk perspektiv på fjern-undervisnning: Interaktionen i centrum" (A Danish perspective on distance education: interaction in the centre) arranged by Kirke-, utdannings-, og forsknings-departementet" in Norway. June 17-18, 1996 at "Sundvolden".

1996: Research visit with Dr. Tony Bates at University of British Columbia (UBC), Vancouver, October 9-13.

1996: Participation in conference "WebNet 96" October 13.-20. in San Francisco.

1996: Presentation at IDUN conference "Distansutbildning, informationsteknologi och pedagogik – några visioner kring utbildningsstrukturer i förändring" (Distance education, information technology and pedagogics – visions for education structures in change), arranged by Nordisk Ministerråd (Nordic council of ministers), IDUN, November 19.-22. in Helsingborg.

1994-96: Member of the Research Network for Learning and Multimedia. Participation in researcher education course

arranged by the network. Three seminars with a duration of two days.

1995:
February: Research stay at OLA (Open Learning Agency) in Vancouver.

1995:INVITED lecturer at Roskilde University, April 10. The subject was "Perspektiv bag design af online kurser" (The perspective of design of online courses).

1995:INVITED article in KvaN (a periodical for the teacher education and the Primary and Lower Secondary School) in issue 42 with the title "Den virtuelle Skole" (The virtual school).

1995:INVITED lecturer at Aarhus University, November 16, November 30, December 7. On different approaches within HCI-research, with particular focus on design perspectives and semiotics.

1994:
INVITED to organize workshop and teach at the conference "Computer Conferencing in Education and Training" at the Open University in Milton Keynes, March 16-18, 1994. The subject of the workshop was "Issues in Online Course Design".

1994: Research visit during the month of May at Open Learning Agency (OLA) in Vancouver, in cooperation with Dr. Tony Bates.

1994:INVITED as panel member together with three other internationally reputed experts on the international conference CADE '94 (Canadian Association of Distance Education) in Vancouver, May 1994. The subject was "Computer Conferencing in Distance Education: Issues for Course Designers".
1994: Presentation of the paper: Process-Oriented Online Course Design" at CADE '94 (Canadian Association of Distance Education) in Vancouver, May 1994.

1994:INVITED to arrange a seminar at på OLA (Open Learning Agency) in Vancouver, May 1994. The subject was "The Experience of the Danish Computing Centre for Research and Education in Using Computer Conferencing for Course Delivery".

1994: Lecturer at the Nordic conference "Fremtidens lærerkompetence - Fjernundervisning i Norden" (Teacher competence in the future – distance education in the North) Aarhus, August 1994. The subject was "Qualification of Teachers for Distance Education".

1994: Participation and presentation at the research seminar "Design and Management of Information Technology - Artifacts and Context". The seminar was organized by "The Øresund doctoral program in design and management of information technology". Dragør, Denmark July 31 – August 5, 1994.

1994: November 24-26, 1994. Delta conference "Telematics for Education and Training 94"

1994:INVITED speaker at the conference "Arbete och Utbildning" (Work and education), Stockholm, November 29-30. Included in the subject were 1) "Distansutbildningens unika möjligheter" (The unique possibilities of distance education), 2) "Den stora utmaningen: Att lära lärarna" (The great challenge: To teach teachers), 3) Design och gennnemförande av flexible undervisning" (Running and design of flexible education) The conference was arranged by the Dataforeningen in Sweden – Stockholmskretsen.

1993:
INVITED lecturer at the fourth Nordic conference arranged by NFDL (Nordic forum for computer supported learning) at Aalborg University, August 15-18, 1993. The subject of the publication and lecture was "Online Learning. Evaluation and Trends".

1993:
August 20-25, 1993. The IFIP-conference "Tele-Teaching93".

1992:
INVITED guest lecturer at Aarhus University by Associate Professor Søren Kolstrup at Department of Information and Media Science. Two lectures on the communicative possibilities and limitations of conference systems in relation to linguistic acquisition.

1992:INVITED lecturer at NEK-conference (Nordic Electronic Knowledge network). The subject of the publication and the lecture was "Online Course Design", which a.o. was discussed on the basis of my experience as evaluator on two online courses (arranged by COSTEL), Spring 1992.

1992:INVITED guest lecturer on the online course OET (Online Education and Training), developed and run in cooperation between The University of London and The Open University.

1991:
INVITED to speak on perspectives in interface design at the workshop: "A Universal Front End", March 22 at The Open University, Milton Keynes, England.

1991: January 21-22, 1991. Participation in the European Conference "Telecommunications Based Training Systems in the 90's". Venue: Madrid, Spain.

1991:INVITED – as one of 20 international researchers - to participate in the international conference "Collaborative Learning and Computer Conferencing, A NA'I'0 Advanced Workshop", July 28 - August 4, 1991 between Copenhagen and Stockholm onboard the conference ship, Najaden. One of the results of this conference is the book with alle the individual contributions "Collaborative Learning through Computer Conferencing. The Najaden Papers" (ed. A.R. Kaye), published 1992 at Springer-Verlag.
Scientific activities and appointments

Scientific projects

iDIDAKT (in English)
TITEL (projekt-reference 019.09N.391): Ict facilitated didactic concept for Inclusion in schools of kids with developmental issues and difficulties in focusing attention (iDIDAKT). The project received 6.000.000 DKr. from the Ministery of research in schools. The funds aims at helping concrete initiatives with youngsters with developmental issues and difficulties in focusing attention, and supports concrete projects at the schools involved. The initiatives all address initiatives which involve development of new digital ways of learning and the use of ict based learning organizations and didactics with the purpose of strengthening inclusion and differentiation in teaching and learning. iDIDAKT investigates how different forms of teaching and learning with digital tools may help the inclusion of these kids to participate, professionally and socially, in the learning community at school.
COLLABORATING PARTICIPANTS IN iDIDAKT:
With respect to the research part, IDIDAKT has been established as a consortium in a collaborating/involving case-study approach between Aalborg University, Aarhus University, and the cross-institutional Ms in Ict & Learning (MIL), incorporating elements of Educational Design Research (EDR) and Design Based Research (DBR).
On the educational side several schools have participated: Søndervangskolen/Favrskov Kommune, Horsens Kommune og Herning Kommune.

PROJECT-PERIOD:
3,5 years (2013-2016).
Professor Elsebeth Korsgaard Sorensen (elsebeth@learning.aau.dk) is head of the project.

i-DIDAKT (in Danish)
TITEL (projektreference 019.09N.391): Ikt-faciliteret didaktisk koncept for inklusion af børn med udviklings- og opmærksomhedsforstyrrelser i skolen (i-DIDAKT)
Forsknings- og udviklingsprojektet i-DIDAKT er blevet tildelt omkring 6.000.000 kr fra Ministeriet for Børn og Unge. Puljen retter sig mod inklusion af elever med udviklings- og opmærksomhedsforstyrrelser og støtter konkrete projekter på de involverede skoler, som tager afsæt i udvikling af nye digitale læringsformer/pædagogik og anvendelse af it-baserede redskaber til at styrke inklusion og undervisningsdifferentiering.
i-DIDAKT projektet undersøger, hvordan undervisningen kan didaktiseres og ikt-medieres, så inklusion, deltagelse og læring styrkes for elever med udviklings- og opmærksomhedsforstyrrelser. Projektet søger at afdække hvilke læringsformer og digitale læremidler, der kan gavne/hjælpe børn med udviklings- og opmærksomhedsforstyrrelser i forhold til deltagelse i det faglige og sociale læringsfællesskab i skolen og deres mulighed for selvmonitorering/selvforvaltning i disse processer.
i-DIDAKT er blevet tildelt midler i relation til satsningen omkring udvikling og afprøvning af digitale læringsmidler, der kan fremme mulighederne for at børn med udviklings- og opmærksomhedsforstyrrelser kan strukturere arbejdsprocesser og fastholde fokus i den almindelige undervisning.
i-DIDAKT bygger dels på viden genereret i et tidligere projekt inddragende både national og international forskning

vedrørende ADHD, inklusion, læring og anvendelse af ikt i læreprocesser for mennesker med særlige behov. Dels inddrager projektet en omfattende empiriindsamling blandt unge og voksne med ADHD, forældre til børn med ADHD og lærere, der underviser elever med ADHD, samtidig med at det bygger videre på et i samme sammenhæng udviklet design for anvendelse af digitale redskaber og it-baserede læringsformer for børn med udviklings- og opmærksomhedsforstyrrelser.

SAMARBEJDENDE DELTAGERE
På forskningssiden er i-DIDAKT etableret i en konsortie- og samarbejdsløsning involverende på forskningssiden Aalborg Universitet, Aarhus Universitet Campus Herning og det tvær-universitære forskningskonsortium omkring Master i Ikt og Læring (MIL). På forskningssiden genererer projektet to ph.d.-forskningsprojekter inden for området.
På uddannelsessiden deltager Søndervangskolen/Favrskov Kommune, Horsens Kommune og Herning Kommune.

Professor Elsebeth Korsgaard Sorensen (elsebeth@hih.au.dk), MIL-Konsortiet og Aarhus Universitet Campus Herning, er leder af projektet.

PROJEKTPERIODE
Projektperioden forløber over tre år (2013-2016).

iCreaNet (http://www.imv.au.dk/icreanet/)
The project, iCreaNet (Creative Networked Learning in a Global/International Perspective: Identifying an Intercultural Notion of Creativity and Designing for Creativity and Open Educational Resources (OER) Across Learning Cultures) is an ICT and Creativity Network project under the international Network Programme for bilateral network activities in R&D with China, India, Israel, Japan, USA and Brazil. It is funded by the Danish Ministry for Science, Technology and Innovation. With a view to boosting collaboration on science, technology and innovation between researchers from Denmark and researchers from the following countries: China, India, Israel, Japan, USA and Brazil, the Danish Ministry of Science, Technology and Innovation launched the second call of its International Network Programme and invites for applications for the following grant types:
•Exploratory bilateral scientific workshops and conferences with participation of researchers, scientists and PhD.-students from Denmark and from one or more of the following countries: China, India, Israel, Japan, USA and Brazil.
•Exploratory travel between Denmark and China, India, Israel, Japan, USA and Brazil and vice versa, in order to identify potential for new collaborative projects and partnerships.
The global network on creativity in education (iCreaNet) adapts a case study approach and has now been initiated (January 1, 2011) by Aarhus University (http://www.imv.au.dk/icreanet/). It involves 10 senior researchers from Denmark, USA, England, Japan, Israel and Brazil. The initiative has been taken by Associate Professor Elsebeth Korsgaard Sorensen and e-learning consultant Asger Harlung.

ScandLE (http://blog.ell.aau.dk/scandle/)
The Network on "Teaching problem based learning in virtual environments" – ScandLE is scheduled to run from November 2010 to October 2012. The network will focus on teachers work conditions and self-management in relation to two promising directions in the teaching of the future, namely self-regulated learning as in Problem Based Learning (PBL), and Virtual Learning Environments (VLEs). Both PBL and VLEs are instruments, which are most likely to have significant influence on the professional role of the teacher in the classrooms of the 21st century and in informal learning and teaching contexts empowered by social computing. Hence the network has a dual focus: empowerment of teachers and the integration of PBL practices in VLEs. The research will focus on the critical issues in, aspects of and problems with teaching in these formal and informal technology enhanced learning settings. This focus distinguishes the network from e.g. the Nordforsk funded research network Learning Ecosystems and Activities of the Future (http://www.nordicleaf.info/home) LEAF in 2009, which has its focus on curriculum research and Technology Enhanced Learning. Also where LEAF has mobile technologies as the "T" in TEL, the Teaching Problem Based Learning in Virtual Environments research network is broader in its scope on Technology Enhanced Learning by including web 2.0 services, VLEs, virtual 2/3D worlds like Second Life, while also including mobile technologies. Thus, the concept of VLEs covers a wide spectrum of ways in which various technologies are integrated to support fully online courses with off-campus students. But also as supporting on-campus students in the classroom, during project work or in connecting formal/informal spaces and the contexts of schools and home (e.g. including mobile technologies and social media).
Partners in the project are:
•Aalborg University – Denmark
•Aarhus University – Denmark
•Danish School of Education – Aarhus University – Denmark
•Copenhagen Business School – Denmark
•Roskilde University – Denmark
•University of Southern Denmark – DK
•Oslo University – Norway
•Oulu University – Finland
•Jyväskylä University – Finland
•Gothenburg University – Sweden

•Umeaa University – Sweden

Creativity and OER

Research Project, Cambridge, Fall 2010 (http://www.imv.au.dk/nyheder/2010/1013/)

Many years of research and development clearly demonstrate that innovative digital learning environments across physical and digital spaces are products of complex interconnections between pedagogical, organisational and technological issues. Any changes in guidelines associated with one of these issues will inevitably influence and instigate change in the others. First, it concerns an understanding of how humans interact and collaborate while learning through OER technologies ranging from web-based applications to Web 2.0 and social networks. Second, it concerns pedagogical designs and how central principles of learning, interhuman development and OER must be integrated into innovative learning environments across physical and digital space. Third, it presupposes an understanding of organisational and infrastructural issues and how social, intercultural organisations and their inherent OER infrastructures inhibit or afford the adoption of shared knowledge construction and sharing. My research at Cambridge and the Open University, will address two aspects of innovative design of 21st century higher education teaching and learning using open educational resources (OER) across physical and virtual borders in a digitalized global context. 1) Innovative design, delivery and evaluation of an OER-approach to teaching and learning online (this part is addressing aspects highly relevant to the research conducted under the OLnet project umbrella. I here refer to researchers such as Professor Gráinne Conole (the OU), and potentially Dr. Gilly Salmon, Professor of E-learning and Learning Technologies, BDRA (Leicester University). This focus calls for dealing with research questions such as:

•How is it possible, using an OER-approach, to support intercultural online collaboration and knowledge building in teaching and learning across physical and virtual spaces? How can understanding of this feed over different educational contexts?

•What are the characteristics of sustainable OER-models, OER-concepts and OER-tools/resources that will enhance intercultural sharing and collaboration in online teaching and learning in higher education?

•How is it possible for universities, through the use and sharing of OER, to build and foster sustainable intercultural opportunities for graduate students and faculty to collaborate internationally on mobilizing knowledge, research and learning?

•How can universities utilize e-learning environments and OER to organize, design and facilitate intercultural and empowering teaching and learning across physical and digital spaces, while still fundamentally based on quality parameters such as authenticity, dialogue and collaborative knowledge building/sharing?

2) Innovative/creative design of OER based communication and dissemination mechanisms to support the intercultural education and competence development of researchers (this part is addressing OER essential to becoming a professional researcher. It is planned to be addressed in collaboration with the chief editor, Dean and Professor Alan Tait (the OU), and Professor Roger Mills (The Von Hügel Institute på St. Edmund's College, Cambridge, UK), with the aim of improving the OER mechanisms associated with the open communication and knowledge construction/sharing, related to the international online EDEN journal, "European Journal of Open and Distance e-Learning (EURODL). This perspective may call for an investigation of elements that support OER concepts, including a focus on the following mechanisms:

•An analysis of the EURODL website from a set of quality criteria based on the notion of OER

•A communicative and organizational analysis (qualitative) of the journal's website, appearance and use for OER purposes (e.g. questionnaire)

•A qualitative analysis with respect to uncovering OER needs (e.g. interviews)

•How to further develop the journal's concept and website to stimulate the development of a vibrant, international and intercultural research community that allows for a growth of researcher's ideas and stimulate authentic participation in the context of OER?

Expected output

1) 2-3 joint OLnet research papers

2) Ideas/models, based on the notion of intercultural OER, for future collaboration between our institutions.

3) Sketch (and initiated implementation) of an innovative and enhanced OER based website of "European Journal of Open and Distance e-Learning (EURODL)

4) A sustained continued collaboration around intercultural OER, e.g. in relation the EURODL journal.

Impact

1) The OU and Aarhus University will mutually advance their insight and research collaboration into how to utilize modern OER and social networks to design, deliver and evaluate online teaching and learning, as well as teaching and learning across physical and virtual spaces in OER contexts.

2) The OU and Aarhus University will start and sustain long term collaboration on online teaching and learning in Higher Education, based on models and notions of OER.

3) The OU and Aarhus University will develop and refine their knowledge of how to build and sustain innovative, vibrant online research communities, based on OER.

4) The collaboration will provide an opportunity to share best practices and strengths, new approaches to design of e-learning, research and dissemination using new and emerging OER. The collaboration will provide a means to pool ideas, resources, strategies and OER between the researchers involved.

5) The project will provide opportunity to arrange for continuous, sustainable research collaboration through shared symposia and events on OER.

6) Being situated physically in another cultural research context adds "bodily texture" to intercultural understanding, and the face-to-face collaboration will work towards cementing existing and develop new partnerships and network connections between researchers and institutions.

The Virtual School and College Education (VISCED)

The VISCED project is conceived as a project of 2 years duration with an indicative project budget of around 600,000 euros of which 75% is to be supplied by EU sources. This represents around 300,000 euros per year. At a very rough estimate that is 1000 days of effort per year (around 5 FTEs) – but a lot depends on eventual day rates and balance of effort between partners.

It is being submitted to Key Action 3 (ICT) of the Transversal Programme within the Lifelong Learning Programme Area. (Deadline 31 March 2010). VISCED aims:

•to make an inventory and to carry out a systematic review of "notable" Virtual Schools and Colleges of the past decade and related "e-mature" major secondary and post-secondary education initiatives (such as "laptop schools") for students in the 14-21 age range, at European, national and regional levels

•to enrich and elaborate this inventory with valorised out-of-school and informal learning initiatives including highly innovative initiatives such as Notschool.net

•to look not only at currently operational Virtual Schools and Colleges but also at the legacy and impact within education generally of those Virtual Schools and Colleges initiatives that have ceased or downsized their virtual activities.

•to identify relevant parameters and success factors for evaluating and comparing Virtual Schools and Colleges, based on thorough research and expert input - and to elicit effect and efficient "modus operandi" that teachers can apply to in-institution and out-of-institution learning situations

•to organise in-depth discussions at various stages of the project, to incorporate the input of different interest groups: including Virtual Schools and Colleges head teachers, relevant networks, students, policy makers and a range of experts at a global as well as European level.

•to compare in-depth studies of European cases to selected non-European initiatives (in particular in North America, including Canada not only the US) in order to refine and elaborate parameters and success factors and to formulate a set of action points that can be applied to ensure the realisation of successful European Virtual Schools/Colleges initiatives

•to take a wide and world-scale view in order that promising school and out-of-school initiatives e.g. in South America, Africa and India are not missed out

•to determine the socio-economic contexts most likely to foster Virtual Schools and Colleges

•within an overall focus of advising European countries both large and small in terms of deploying virtual schooling and virtual vocational education and training solutions to address large-scale upskilling and reskilling needs as a measure for a more effective European workforce and to combat social exclusion.

While the concept of a fully virtual school might represent one pinnacle of the use of ICT in learning, the consortium's view is that such a focus is insufficiently broad to make a relevant European project – even if it might be relevant to a few countries outside Europe (such as the US). Consequently we intend to look at the wider group of schools where the use of ICT in learning is at such a stage and level that it is essential to the learning of its students across most subjects. (Such schools have been described in a number of ways in a number of countries, with phrases such as e-maturity, full e-embedding, step-change, etc.) However, the "pure" virtual school remains as a key point of focus in order to ensure that superficial, incremental or politically attractive uses of e-learning, or even those merely popular with students, do not dominate the analysis. Likewise with colleges for young adults. As the second broadening, we also will look at out-of-school and out-of-college initiatives which complement (but in some innovative cases may replace) in-institution learning. The third broadening beyond the traditional boundaries of schools reflects the fact that in several European countries there is now a hinterland of complex provision between secondary and post-secondary e-learning in the ages from the end (in some countries) of compulsory education and the onset of adulthood – in more specifics, the ages from around 16 to around 19 (an out range can be taken as 14 to 21) occupied by sixth-form colleges, upper secondary schools, gymnasia, school-style colleges etc – many of which are not "schools" in specific funding or governance terms.

The study will look at all types of specific competences taught, including 21st century skills, vocational subjects, STEM, and university/college preparation (a potential key driver of increasing participation levels in HE). The VISCED project will conduct its research on Virtual School and College Education along a broad range of parameters that will be defined and investigated at the onset. During this desk research phase, attention will be paid to former initiatives which can be useful for VISCED's study. This desk research will be validated by the numerous discussion sessions that VISCED will organise with different stakeholder groups throughout the project – especially including schools. A significant number of case studies will be done. These will be at two levels: full studies and mini-studies. To ensure the success of the case studies, special care has been taken in the selection of the partnership with respect to Virtual Secondary Education experience and a wide range of useful contacts with international experts. Partners will employ this expertise and these contacts to the fullest, in order to further validate and compliment the research. Partners will be involved in nearly all work packages in order to facilitate knowledge sharing.

As well as drawing lessons from the case studies for leaders/managers and policy analysts, care will be taken to ensure that lessons are learned of value to teachers. Only by a full dialogue between policy levels, leaders and teachers can change be embedded. Contacts outside the partnership and external visibility will be established by prominent presence at the two major annual conferences in the field: LATWF (World Forum, held each January in London, in association with the UK Ministry of Education) and the Eden Open Classroom conference (held every two years in October, in association with the EDEN Open Classroom Working Group – the next one in 2011). At the final stage of the project, VISCED will prepare a global overview as part of its Handbook.

VISCED will:

•Provide an inventory and systematic review of Virtual School and College Education initiatives that are fully active, have been discontinued or merged with other initiatives or, especially, those that have continued, albeit with a modified structure, within secondary education. This review will lead to a taxonomy of Virtual School and College Education and will

be complemented by recommendations for the different groups of stakeholders. (This taxonomy will include "pure" Virtual Schools as one category.) The Taxonomy will be informed in particular by the approach of Leadbeater and Wong in their seminal study for Cisco on Learning from the Extremes.

•Stimulate dialogue and share knowledge through the organisation of several discussion sessions at carefully chosen events.

•Identify generic socio-economic parameters, measures of success, critical success factors and best practices that influence the outcome of a Virtual Secondary Education initiative, which can be used as replicable solutions for the set-up of a Virtual School, Notschool, Homeschool or other type of Virtual School and College Education initiative. The scheme of Critical Success Factors will take forward earlier work from Re.ViCa into the domain of Virtual Secondary Education and embed it in a structure consistent with developments from EFQUEL.

•Contrast its European findings to non-European initiatives and will feed the outcomes of this effort into a set of findings that can be used for future European initiatives.

•Compile a manual of guidelines, best practices and recommendations that will be made readily available online and in hard copy.

Partners are:

1.Lambrakis Foundation (Greece) – Applicant (LRF)
2.Sero Consulting Ltd (UK) – Coordinator (Sero)
3.EFQUEL (BE) - focus on quality in e-learning
4.Audiovisual Technologies, Informatics and Telecommunications bvba (BE) (ATiT)
5.MENON Network (BE) (MENON)
6.University of Leeds (UK) - evaluation (Leeds)
7.Estonian IT Foundation (EE) (EITF)
8.Ross Tensta Gymnasium (SE) (Tensta)
9.Aarhus University (DK) (Aarhus) - providing a link to teacher training
10.Ministry, Finland (FI) (M-FI) - possibly devolved to the National Board of Education

Pædagogisk/metodisk brug af IT med fokus på at fremme elevernes fag-faglige læringsudbytte - et projekt om udvikling og afprøvning af nye IT-efteruddannelseskurser for lærere i de gymnasiale uddannelser (GLIT)

Et udviklingsprojekt/-forløb under Undervisningsministeriets efteruddannelsesindsats. Hovedformålet er at udvikle kurser der inden for forskellige gymnasiale fagområder kan inspirere til relevant brug af IT i undervisningen på en måde så det fag-faglige læringsudbytte øges. De enkelte kurser der udvikles vil have forskelligt pædagogisk og fagdidaktisk fokus, hvor følgende temaer vil indgå:

•Hvordan brugen af IT kan kvalificere undervisningen i forskellige læringsmiljøer (plenum-, hold-, gruppe- og individmiljø)

•Hvordan brugen af IT kan bruges til at differentiere undervisningen i forhold til elevkompetencer, så både svage og talentfulde elever udfordres læringsmæssigt

•Udvikle og afprøve læringspotentialet i de sociale medier, som udgør elevernes daglige virkelighed. Det implicerer en undervisning, der kommer tættere på de medier og sociale rum, som eleverne i forvejen kender til og finder attraktive, og som virker motiverende.

•Integreret brug af programmel, whiteboards og mobilenheder i undervisningen

•Anvendelsen af CSCL (Computer-supported collaborative learning) og tankeplatforme i faglige forløb. Indsatsområde(r) i henhold de fem hovedområder: Styrkelse af lærernes kompetenceudvikling, øgning af elevernes og lærernes fag-faglige forståelse ift. læringspotentialet i undervisning med brug af IT og de sociale medier. Projektet retter sig mod kompetenceudvikling af gymnasiale lærere, der har faglig og pædagogisk kompetence og fag-faglig indsigt og hensigt. Projektets/forløbets mål og aktiviteter: Gymnasiereformen har skabt mulighed for undervisning på tværs af fysiske og virtuelle rum. Hermed også mulighed for en anderledes reflekteret metode og didaktik med ændrede elev- og lærerroller. Disse ændringer er bl.a. belyst i det Lærerrolleforskningsprojekt som Syddansk universitet har gennemført i samarbejde med GL og Undervisningsministeriet. Erfaringerne med brug af IT i undervisningen viser, at IT er med til at træne elevernes kompetencer i at arbejde selvstændigt, kunne samarbejde, indsamle informationer og være kritiske og analyserende. Både danske og internationale erfaringer viser dog samtidigt at der ikke er synlige og dokumenterbare beviser for at den fag-faglige læring øges ved brug af IT. Her er et stort uudnyttet potentiale, hvor det gælder om at udbygge og formidle den pædagogiske fagdidaktiske forskning med de gode ideer og erfaringer fra frontløber-lærerne på skolerne, der både kender de potentielle muligheder og de praktiske barrierer. Fokus bag kursusudvikling og –afprøvning er tilrettelæggelse af metodisk-didaktiske tilgange til pædagogisk design, der som præmis forudsætter elevernes motiverede brug af virtuelle og sociale medier (inkl. web 2.0, Facebook og Twitter). Omdrejningspunktet er en styrkelse af metodebevidstheden hos både undervisere og elever, der peger frem mod, dels en øget fag-faglig forståelse, dels muligheder for en ekspanderende elevdifferentiering og pædagogisk individualisering i arbejdet mod fælles mål. Slutprodukt skal medio marts 2011 være 4-5 forslag til GL-E efteruddannelseskurser om en anderledes innovativ og reflekteret pædagogisk-metodisk brug af it med sigte på at fremme den fagfaglige læring og bevidsthed. Projektdeltagere er: Den forskningsmæssige indsats udføres af lektor, ph.d. Elsebeth Korsgaard Sorensen, Institut for Informations- og Medievidenskab, Aarhus Universitet, og lektor, ph.d. Michael Paulsen, IFPR, Syddansk Universitet, der har ansvaret for den overordnede forsknings- og udviklingsmæssige strategi. Der udvælges ca. 5 lærere med piloterfaringer i forskellige aspekter af pædagogisk brug af IT i undervisningen, der sammen med de to forskere udvikler kurserne og som sammen med forskerne optræder som undervisere på de udviklede kurser. Chefkonsulent i GL, Hans Laugesen, er projektkoordinator og den der er økonomiansvarlig. (Hans Laugesen har været projektkoordinator på vegne af den europæiske lærerorganisation ETUCE på flere EU støttede projekter om pædagogisk brug af IT i undervisningen, se fx www.elfe-eu.net).

Trans-Atlantic e-Mobilization of Research, Knowledge and Learning (TERKL)

A transatlantic Exchange Partnerships (TEP) EU-CA programme on Co-Operation in Higher Education, Training And Youth. This project links two Canadian and two European Universities, each with internationally- known teaching and research programs in educational technology and distance education at the masters and doctoral levels. The project's uniqueness and value lies in its focus on fostering and sustaining opportunities for (42) graduate students and (12) faculty from two sides of the Atlantic Ocean to collaborate on mobilizing knowledge, research and learning through the use of electronic technologies. Students will be enrolled in graduate-level studies in educational technology,distance education or computer and information sciences at the Masters level at their home institution. They will enrol in a graduate course at their host institution. These courses will be delivered in English. In addition they will participate in other graduate student activities as detailed below. Students will:

•Enrol in a distance or face-to-face graduate course at their host institution. This course will be selected so as to be taken for equivalent credit in the home program of the visiting student. The student will register and pay tuition at the home institution for this course – likely designated as a special or independent study course, unless an exact equivalency can be found at the host institution for a course required at the home institution

•Work as a research intern in one or more research projects being undertaken at the host institution. These projects will be directly related to e-learning research (from an education or computer-science perspective)

•Work on the development, design and support of an Intercultural learning E-Portal. This Portal will be designed to expose and strengthen research and relationships among European and Canadian graduate students working in areas related to e-learning. The Portal will make use of wikis, blogs, video-sharing, profiles and other tools to facilitate collaborative knowledge sharing. It will rely on tools for both synchronous (real-time) and asynchronous (delayed time) communication, interaction and collaboration. The Portal will emerge as a rich resource for students considering enrolment in the program as well as for students in both Canada and Europe interested in e-learning programming, development, design and delivery.

•Work as research interns on one of the Canadian peer-reviewed journals (International Review of Open and Distance Learning, Journal of Distance Education, Canadian Journal of Distance Education, etc.) or on European journals (e.g., Open Learning, EURODL, Reflecting Education, etc.) (IRRODL, JDE, CJLT etc.) or European (Open Learning, EURODL, Reflecting Education, etc.) peer-reviewed journals. It is expected that students will help add interactive features (podcasts, forums, etc.) to the journal web sites in addition to gaining experience as graduate student reviewers.

•Attend one national or international conference related to distance education in the host country (e.g., Canadian Network for Innovation in Education (CNIE)).

Both faculty and students will be part of the wider virtual e-learning milieu at their visiting and home institutions, including Master in ICT and learning (http://www.mil.aau.dk/), Center for Internet Research (http://www.cfi.au.dk/en/about/profile), Knowledge Lab for e-Pedagogic Research and Educational Development (http://www.kler.au.dk), Center for Research in IT and learning (http://www.cil.au.dk/en/cil/presentation), Canadian Institute for Distance Education Research.

The project consortium consists of: Athabasca University, CA ;Memorial University of Newfoundland and Labrador, CA; Aarhus University, DK; Tallinn University, Estonia. The project runs October 1, 2010 – September 30, 2013.

E-quality in E-learning research Laboratoire (EQUEL- projektet)

The aim of the EQUEL project is to foster European knowledge and understanding of the effects of e-learning practice, theory and philosophy through building a research and practitioner network of experts working in the field. The aim of the EQUEL project is to foster European knowledge and understanding of the effects of e-learning practice, theory and philosophy through building a research and practitioner network of experts working in the field. The overall intention of the EQUEL project is to establish a dual mode virtual centre and space for sharing ongoing work and developing collaborative project activities with other researchers and practitioners. This will primarily be achieved through the establishment of seven Special Interest Groups (SIGs) co-ordinated by members of the consortium. It is proposed that each SIGs will each be based on essentially the same principles or common framework, which can then be adapted as seen best by members of the SIG. EQUEL knyttes på Institut for Kommunikation fagligt og organisatorisk til E-learning Lab. Projektet er støttet af EU?s program om E-learning. (Lone Dirckinck-Holmfeld, Elsebeth Korsgaard, Thomas Ryberg og Lillian Buus; University of Coventry, England; University of Glasgow, Scotland; University of Sheffield, England; Facultés Universitaires Notre-Dame de la Paix, Belgien; Université de Liège, Belgien; Learning Lab Danmark, AAU; E.M.LYON, Frankrig; Göteborg University, Sverige; Karolinska Institutet, Sverige; Université de Genève, Schweiz). I tilknytning til EQUEL har AAU i samarbejde med Shieffield University afholdt en International workshop: Researching and evaluating collaborative e-learning groups and communities i forbindelse med CSCL03 i Bergen og to forskersymposier (m. paper) i tiknytning til konferencen Networking the Learner, Lancaster 2004.
Duration: 2002-2004
Project URL: http://tecfaseed.unige.ch/equel/equel.php

European and Latin American Consortium for IST Enhanced Continued Education in Environmental Management and Planning (ELAC)

ELAC is a project funded by the European Union (the @LIS programme) with partners from England, Spain, Costa Rica, Nicaragua, Mexico and Denmark.The projects main activities focuses on implementing an information society based

mechanism that will enable the development of a innovative multi linguistic virtual learning environment, which will make it possible to examine appropriate, innovative and different learning approaches and methods.The ELAC project will draw from the experience of five other projects including VO@NET, EQUEL and ELAC and will in that regard function as a showcase to demonstrate how IST (Information Society Technology) based approaches within universities in a multi cultural environment and within a multi disciplinary field can expand and broaden the quality and access to education within the context of university programmes and life long learning.An important part of the ELAC project is to identify innovative pedagogical koncepts and approaches to e-learning and apply these within the context of the project. This means conducting tests of the conceps to identify problems and obstacles of a learning oriented, pedagogical and cultural character. This shall at the same time contribute to the development and revision of existing learning approaches and methods.The project aims to use IST as a catalyst for change and for problem development and action orientated modes and methods of learning. It also directs towards further development of curricula and methods within Environmental planning and Management, while cultural differences are taken into account, the participating countries problematic areas, and especially the social and financial circumstances within the two regions (SUDESCA, VISCA and VO@NET).The activities in the project can shortly be summarized as followed:- Input for design of virtual learning environments in the shape of e-learning labs with pedagogic competencies, learning and design of virtual learning environments.- Creation of learning environment, which needs to facilitate pedagogical and educational development of scientists and educators in the use of virtual learning environments Within the ELAC-project there is a need to develop a methodological and theoretical frame that contains the understanding of technological, educational, and pedagogical development. At the same time this framework has to be regardful to cultural differences, accession to learning, and pedagogy.The role of Aalborg University is multidiciplary and innovative teaching, using the expertise in learning approaches through Dept. of Communication and the e-Learning Lab.
Duration: 2003-2006
Project URL: http://www.ell.aau.dk/index.php?id=59

European eLeaning Forum for Education (ELFE)

There is a lot of experience regarding the use of e-Learing in tertiary education, but very little regarding the primary and secondary education. In the latter ones, due to the age of the students, it is very important to discuss how the social learning environment can be dealt with in connection with eLearning methods. In this context, the aim of the project is to create a European eLearning Forum for Education that will allow us to achieve a better understanding of the strengths and the weaknesses of using ICT in those two stages of education. Trough peer reviewing of previous experiences of eLearning pilot projects carried out in five different European countries (Denmark, UK, Germany, Norway and Portugal), the European eLearning Forum will be a Special Interest Group (Network of collaboration) that will allow us to: ?analyse and share good experiences and identify good practices in different countries implementing eLearning methods in their education systems;?study the possibilities to transfer these good practices to other European countries and the way this transfer could be done, and?create a wide debate on how the European eLearning Policy should be - from a pedagogical point of view - taking intoconsideration the social effects and the political approcah to deal with in future education plans.The main target group is Teachers and Teachers? unions. They will exchange the experiences of eLearning pilot projects in Europe from a pedagogical point of view. Students in Europe will indirectly benefit from the project, as far as best examples and practices for their education will be identified. There are 4 researchers in the field that will directly participate in ELFE (3+evaluator). They will identify good experiences and explain them to a big audience in the Conferences. Other researchers will be invited. Policy makers. The results of this project will be relevant to policy makers (educations sector). They will have to be aware of the changes that ITC imply in education (their pros and cons) and take the results of the project as a reference for the change of indicators at the time of evaluating education policies? benchmarks. Society in general. ELFE also intends to give a social and pedagogical input to the European eLearning Policy. By a combination of teachers? unions and pedagogical experts, ELFE aims at highlighting the importance of the content in education (in spite of the use of new technologies). Education is one of the main pillars of society. Pedagogical and didactic approaches will be conretely determined by the Steering Committee in the beginning of the project. Nevertheless, there are some concepts that will be analysed: eLearning in remote areas; eLearning blended face to face education. Some questions to be answered will be: How can the existence of virtual lessons influence the learning process? What are the pedagogical and social costs? What would be the indicators to evaluate European education policies?Is there an ideal regarding the number of subjects to be tought by eLearning methods? How can eLearning influence the normal shcedules at schools? What kind of new training is necessary for teachers? What physical requirements are needed in schools to implement eLeanring systems?, etc.The project is lead by:Applicant and co-ordinating institution: European Trade Union Committee for Education ? ETUCE.The partners/steering Committee Group: Total 9 persons: ?Teachers? Trade Unions: 5 persons. Teachers or Trade Union members with relevant experience in the eLearning field (one per organisation)?Uttdanningsforbundet (Norway); as representatives of schools with e-learning experiences in remote areas.?GL, Gymnasieskolernes Laererforening (Denmark), the National Union of General Upper Secondary Schools? Teachers; as representatives of schools working with virtual education, blended face to face learning, training a broad scope of new competencies using IT.?NUT, National Union of Teachers (England); as representative of teachers with a long tradition using eLearning.?GEW, Gewerkschaft Erziehung und Wissenschaft Niederrhein-Westfalen (Germany), Trade Union for education and science at Niederrhein-Westfalen; as representative of schools implementing ICT in education in Niederrhein-Westfalen.?FNE, Federaçao Nacional dos Sindicatos da Educaçao, National Federation of Education Trade Unions (Portugal); as representative of schools implementing eLearning in Portugal.?Experts? Group: 3 persons?Dr. Elsebeth Korsgaard Sorensen, Ph.D. Aalborg University; Researcher on eLearning?Gunilla Hedeskog, SE, researcher on education?Ulf Fredriksson, EI
Duration: 2004-2005

Project URL: http://www.elfe-eu.net/

Udvikling af fleksibel, netbaseret uddannelse (FlexNet)

Målet med Flexnet er at udvikle et sæt af fleksible netbaserede it-uddannelser af høj kvalitet og at medvirke til udviklingen af et sammenhængende netbaseret uddannelsesmiljø på tværs af uddannelser og institutioner. Finansiering og deltagelse i projektet sker via IT-Vest, Aalborg Universitet, Århus Universitet, Handelshøjskolen i Århus, Syddansk Universitet. Størstedelen af projektets aktiviteter ligger i perioden januar 2002 til sommeren 2004, og fordeler sig på to aspekter: 1. Udvikling af netbaserede moduler. Der foregår uddannelsesforsøg på i alt 13 forskellige uddannelser. 2. Tværgående aktiviteter. For at støtte udviklingen af et sammenhængende netbaseret it-uddannelsesmiljø igangsættes en række aktiviteter/projekter på tværs af uddannelser og institutioner i projektet. Projektledere Marianne Georgsen og Jens Bennedsen (DAIMI, Århus Universitet.) (Marianne Georgsen , Lone Dirckinck-Holmfeld, Elsebeth K. Sorensen, Håkon Tolsby, Helle Peltonen, Kirsten Jæger, Peter Øhrstrøm, Bodil Toftdahl, Lennart Nørreklit, Per Bucholdt Andreasen, Nicolai Winther-Nielsen, Poul Grønkjær, Jakob Bojesen; Mikkel Dall og Tina Walther, Morten Knudsen, Ole Rokkjær, John. N. Nielsen, Ole Borch, Jan Helbo, Lars Peter Jensen)
Duration: 2002-2004
Project URL: http://www.ell.aau.dk/index.php?id=54

Learning and Interactive Multimedia, as Theory and Method

The members of the research network are researchers within humanistic informatics and media who work with learning and multimedia at the following institutions: Aalborg University, The Royal Danish School of Educational Studies, Copenhagen Business School, Roskilde University and Aarhus University. The aim is to develop a cross-disciplinary basis for theory and method for the research within learning and multimedia. This basis integrates various disciplines: psychology, sociology, pedagogics, design and humanistic informatics. The research network takes its point of departure in the following research themes: Interactive multimedia, cognition and awareness formation, interaction and learning processes, lifelong learning and new pedagogical forms of organization, development of a research network as a learning environment, design of interactive multimedia – method development and design strategies, development oriented evaluation. The research network is funded by the cross-disciplinary research programme on adult education.
Participants: Professor Lone Dirckinck-Holmfeld, Associate Professor Elsebeth Korsgaard Sorensen, Associate Professor Ann Bygholm, Associate Professor Ellen Christiansen, Assistant Professor Thessa Lindorf, Associate Professor Inger Lytje, Associate Professor Pirrko Raudaskoski, Hanne P. Clausen.
Duration: 1992 - 2002
Project URL:

International Leadership in Educational Technology (ILET)

The EC-US project, ILET (International Leadership for Educational Technology: A Transatlantic Bridge for Doctoral Studies # , which aims at establishing a PhD specializa¬tion in Intercultural Educational Technology (IET), in cooperation with three U.S. universities (Iowa State University, University of Virginia, and the University of Florida), and two European universities (the University of London's Institute of Education, the University of Barcelona, Aalborg University). Grants from the European Commission, the U.S. Department of Education, and Oracle support faculty and student exchanges and curriculum. New information and communication technologies are opening up classrooms in schools and universities across the world, particularly in the USA and Europe, but necessary intercultural education is slow to emerge. This is of particular significance within the education of teacher trainers and related staff (college and corporate services to education) and for educational research and development, where educational investment may be multiplied many times (these teachers and trainers train new generations of teachers who teach students). Therefore, this project will establish Intercultural educational technology as a leading international special strand that will be team taught within the doctoral programs of European and USA Centers of Excellence in new technology and education. Intercultural Educational Technology will have five core courses. universities have undertaken to integrate these courses and study visits within their doctoral programs, without additional charge to students. http://www.hci.hum.aau.dk/intl/index.html The project partners are: Dr. Niki Davis, Iowas State University (project leader) ; Dr. Zarhl Zoeny, Virginia University ; Dr. Kara Dawson and Dr. Rick Ferdig, University of Florida. ; Dr. Andrew Brown, London University's Institute of Education ; Dr. José Luis Rodrigez, University of Barcelona ; Elsebeth K. Sorensen, Aalborg University
Duration: 2001 – still ongoing
Project URL: http://www.iastate.edu/~ilet/homepage.html

Kaleidoscope

I sommeren 2003 blev KALEIDOSCOPE-projektet udvalgt som Research Network of Excellence under EU's 6. rammeprogram ud af et ansøgningsfelt på 15 projekter. Der er tale om et omfattende projekt med en projektramme på fire år, et budget på 70 mio kr. og med omkring 70 deltagende forskningslaboratorier. Projektet blev officielt startet d. 1. januar 2004. Lone Dirckinck-Holmfeld er projektleder for Aalborg Universitets deltagelse i Kaleidoscope, som i den forbindelse leder et Jointly Executed Integrating Research Project (JEIRP) kaldet "Conditions for productive learning in network learning environments". Aalborg Universitet deltager desuden i lang række forskellige Special Interest Groups (SIG): - Context & Learning - Computer Support for Collaborative Learning - Narrative and Learning Environments - Participatory Design - Learning and Technology at Work - Artificial Intelligence and education Kaleidoscope-projektet omhandler

koncepter og metoder til undersøgelse af fremtidig læring ved hjælp af digitale teknologier. En afgørende udfordring for e-Europa er transformationen af information til brugbar og håndterlig viden, som individer, samfund og institutioner kan lære og dele på diverse måder over hele Europa, og som overvinder kulturelle forskelle. På trods af hastig formering af kommunikationsnetværker, overfloden af digitalt indhold og opkomsten af allestedsnærværende computere, er indbyggerne i Videnssamfundet stadig ikke i stand til fuldt ud at udnytte de muligheder, som disse teknologier tilbyder for at forhøje deres livskvalitet. Alt for mange eksisterende e-Lærings miljøer producerer hovedsageligt gamle og derfor begrænsede læringsparadigmer anvendelige for en teknologi tilhørende en forgangen æra. De er ude af stand til at frembringe en fundamental transformation på de måder, som mennesker lærer og konstruerer viden. Sociale teoretikere har længe advaret mod farerne ved en post-moderne verden: fragmentering, overlast, tab af identitet og samfund og forskellige problemer forbundet med globalisering. Kaleidoscope-projektet tror, at proaktiv forskning kan styre digitale teknologier imod et større udbytte for europæiske borgere og det på baggrund af relevante emner af socio-teknologisk natur, et tættere samarbejde mellem forskere fra en lang række af felter, som inkluderer designere, undervisere, semiotikere, videnskabsfolk indenfor computerteknologi, sociologer og økonomer. Dette vil placere den lærende i centrum af det, vi laver. Men læring er situeret. "Den lærende" er ikke en enkelt entitet: han eller hun lærer i skole, på arbejdspladsen, derhjemme og på arbejde: den lærende skifter gennem hele hans eller hendes liv. Hvert domæne kræver, at vi konceptualiserer nye koncepter og metoder for designet og implementeringen af veltilpassede læringsmiljøer. Således må Kaleidoscope's kompetencer, indeholde de hoveddomæner som er medvirkende til udviklingen af e-Læring på længere sigt, fra psykologi og uddannelse til teknologi med dets diverse komponenter fra software til hardware forskning, system og videnstilrettelæggelse, networking, human-computer interaction og kunstig intelligens.
Projektdeltagere: Ellen Christiansen, Pirkko Liisa Raudaskoski, Ian Semey, Lone Dirckinck-Holmfeld, Elsebeth K. Sorensen, Anne Marie Kanstrup, Thomas Kanstrup, Thomas Ryberg, Lillian Buus, Peter Øhrstrøm, Ann Bygholm, Laura Zurita, Tom Nyvang, Gitte Stoltenberg, Brian Møller Svendsen, Jens F. Jensen
Duration : 2004-2007
Project URL : http://www.ell.aau.dk/index.php?id=50

Likelihood, bayesianske og Markov Chain Monte Carlo metoder anvendt i husdyravl og genetik (MCMC-FU projektet)

Projektets formål er at intensivere forskningen inden for anvendelse af Markov chain Monte Carlo likelihood og bayesianske metoder samt stokastiske og deterministiske computersimuleringer som vigtige værktøjer i fremtidens husdyravl og andre fagområderat indlejre denne nye viden og dens mange anvendelsesmuligheder i husdyravls og biometriundervisningen på master, ph.d. og post doc niveau nationalt og internationalt at udvikle og anvende (eksperimentere med) informationsteknologiens mange muligheder som værktøj til såvel national som international formidling af de nye forskningsresultater på områdetat styrke forskningssamarbejdet mellem KVL og DJF og gennem det fælles forskningsprojekt indhøste og formidle den nye viden gennem nyskabende eksperimenter med forskningsbaseret og it assisteret undervisning. Partnere : Professor Lars Gjøl Christensen, Institut for Husdyravl og Husdyrsundhed, den Kongelige Veterinær og Landbohøjskole; Professor Daniel Sorensen, Afdeling for Husdyravl og Genetik, Dansk JordbrugsForskning ; Lektor Elsebeth Korsgaard Sorensen, Aalborg Universitet.
Duration : 2001-2006
Project URL : http://www.mcmc-de.dk/flx/introduction/

Master Programme in ICT and Learning (MIL)

Learning, including life-long learning, plays an increasing role in present day's society, in Denmark as in the rest of the world. Keeping pace with this development, we experience an increased interest in employing Information and Communication Technology (ICT) in all sectors to qualify learning processes and to develop new learning forms that can manifest the principles of "the learning society" and life-long learning.The objective of The Master Programme in ICT and Learning is to provide students with theoretical, analytical, methodological and design-related competences in the relationship between ICT and Learning that enable them to develop, implement and evaluate ICT-supported learning processes in different contexts. In short, the students will learn to: ?understand and use theories and work methods related to ICT?develop and integrate ICT-based learning processes?participate in experimental and user-oriented development of ICT-based learning processes?analyse, test, evaluate and critically appraise ICT-based learning processes?analyse and understand the consequences of ICT-based learning systems The Master Programme in ICT and Learning is a relevant opportunity for further education for any person responsible for planning, coordinating and implementing ICT in educational - and learning processes in schools and other educational institutions The education is equally relevant for employees responsible for the implementation of ICT in the development of "Human Ressources" and for software developers and designers in organisations and private companies.Content and duration The education is primarily net-based complimented with four annual face-to-face seminars. The fundamental pedagogic is based on problem and project-based learning. The duration is two years as a part-time study; however, it is also possible to complete the education in one year as a full- time study, or to study only specific elements/modules. The net-based education enables the students to communicate and work together with teachers, student guides, fellow students and administration from their home-PC independent of time and place. The education comprises four course modules, one ICT-tools module, a project module and a master thesis module. Each module consists of central disciplines within the main areas of the education which ICT-Tools, project and master thesis relates to: 1. ICT- based learning processes - individual and social learning processes and learning in virtual communities of practice. In this context, ICT comprises process, presentation and production of information/knowledge. 2. ICT and interaction design ? work with the concept of user interfaces and design of virtual learning environments. Main focus is on interaction and construction of meaning. Moreover, the module comprises methods of design development and creation competences of the designer. 3. ICT and

organisational learning processes ? includes working with the intranet and Internet as tools for knowledge sharing and knowledge management in the learning organisations. Main focus is placed on the intra- and inter-organisational learning processes and on ICT in organisational communication and life-long learning. 4. ICT and didactic design ? includes architectural, scenographic, dramaturgical and narrative dimensions as foundation for design of virtual platforms. Also theoretical and practical aspects in relation to graphics, images, sound and annimation are highlighted in this module.The master programme in ICT and Learning is a new two-year education collaboratively offered by Aalborg University, Århus University, the Danish University of Education, Copenhagen Business School and Roskilde University. The programme resides under the IT-University West initiative. The tuition is organized very flexible and does not make demands to the geographical location of the students. The flexibility is obtained through application of the following elements: computer-based teaching, electronic communication in a conference system on the WWW, distributed localities (video conferences) and face-to-face seminars. The language of MIL is at present Danish. But we are currently moving MIL onto the international English speaking arena.

Participants: Aalborg University (AAU), Department of Communication (Lone Dirckinck-Holmfeld and Elsebeth K. Sorensen) ; Aarhus University (AU), Information and Media Science (Bo Fibiger); Roskilde University (RUC), Department of Communication, Journalism and Computer Sciences (Oluf Danielsen);

Royal Danish School of Educational Studies, Department of Aesthetics and Media Pedagogics (Birgitte Holm Sørensen); The Copenhagen Business School, Department of Informatics (Janni Nielsen)

Duration : 2000 – still ongoing

Project URL : http://www.mil.aau.dk

Mediterranean Virtual University (MVU)

Projektet er et EU-projekt med partnere fra University of Strathclyde (Scotland), University of Cyprus (Cypern), Ains Shams University (Egypten), Jordan University of Science and Technology (Jordan), University of Malta (Malta), Islamic University of Gaza (Palæstina), Birzeit University (Palæstina), Welfare Association (Palæstina) samt Sabanci University (Tyrkiet).

The MVU project is a collaborative venture between leading institutions in the Mediterranean area and the University of Strathclyde in Scotland with Aalborg University, Denmark, building a network to collaboratively develop and deliver high quality online university courses.

MVU aims to develop a sustainable virtual university infrastructure where academic and technical expertise in e-learning can be exchanged between partners in Europe and the Mediterranean region.

The MVU has two primary aims. First of all to develop and deliver high quality online modules which meet the requirements of industry and individuals. The successful economic development of the Mediterranean fringe is dependent on high levels of education for its inhabitants provided in a local context. Despite the slowdown in the IT industry Worldwide since the dot com bubble burst, high technology industries still provide enormous potential for Mediterranean economies, particularly as globalisation increases and multinational companies look to base research and production in relatively low-wage economies with highly educated citizens. MVU's highest priority will be to ensure that these citizens are indeed provided with relevant education which meets the requirements of both local enterprises and multinational companies based in the Mediterranean region. A key feature of the MVU approach will be to target courses at traditionally disadvantaged members of the workforce such as women and people with special needs who find that studying at home through the use of technology makes higher education more accessible to them. Thus MVU aims to have a social as well as an economic impact by bringing marginalised sectors of society into the workplace. In addition MVU will upskill existing employees by providing online courses which can be accessed via the Internet from the workplace or from home.

MVU's second main aim is to build a lasting international educational network where academic and technical expertise in e-learning can be exchanged between partners in Europe and the Mediterranean region. In the initial development phase, partners will work closely together to build the modules. Close relationships between those developing materials will be developed. These will be further fostered when the courses are delivered and international collaboration takes place between students, between staff and between staff and students. The exchange of pedagogical and technical expertise between participating staff in e-learning and also in the subject areas being taught will be extremely useful to all consortium members. All staff developing and delivering modules will be trained in how best to facilitate e-learning using techniques based on recent research. In conjunction with these efforts, a lasting collaborative network will be developed at the institutional level. Payment for courses will vary between countries; MVU members will work together to develop policies on payment and redistribution of income (see Section 8). MVU will also develop accreditation policies so that member institutions will ultimately be able jointly to accredit modules delivered from MVU. One further aim is to develop a marketing and branding policy for the promotion of a distinctive MVU brand and to disseminate the initiative throughout the region.

Projektdeltagere: Ann Bygholm, Per Printz Madsen, Elsebeth K. Sorensen, Brian Møller Svendsen, Lillian Buus, Ole Borch

Duration : 2004-2006

Project URL : http://www.med-vu.org/mvu/

Virtual Portfolio for Online Learning (VIPOL)

The VIPOL-project broadly explores the potential of virtual portfolios as pedagogical/educational tools for supporting learning in both on-campus and off-campus studies. More specifically, the short-term objective of the project is to develop a draft model of a portfolio, which particularly enhances collaborative, problem-based and reflective learning processes. The aim of the project is to develop a new theoretical insight and rational for the use of virtual portfolios in learning.

Partners: Dr. Elsebeth Korsgaard Sorensen, Ph.D. student Haakon Tolsby; Professor Eugene S. Takle, Iowa State

University
Cooperation partners:

Eugene S. Takle (gstakle@iastate.edu), Iowa State University, International Institute of Theoretical and Applied Physics, Agronomy Hall; Ames Iowa 50011 USA, Tel. 515-294-9871; Fax 515-294-2619
Elsebeth K. Sorensen (eks@hum.auc.dk), Aalborg University, Dept. of Communication, Kroghstraede 3; DK-9220 Aalborg Oest, Denmark, Tel. (+45) 9635 9077; Fax. (+45) 9815 9434
Kirsten Jæger (i12kj@sprog.auc.dk), Aalborg University, Department of Languages and Intercultural Studies, Kroghstraede 3 (room 2.204), DK-9220 Aalborg, Tel (+45) 9635 9158, Fax (+45) 9815 2304
Annie Aarup Jensen (aaj@vcl.auc.dk), Aalborg University, Centre for the Interdisciplinary Study of Learning, Fredrik Bajers Vej 7B, DK-9220 Aalborg Oest, Denmark, Tel. (+45) 9635 9953; Fax (+45) 9815 6542 ; Håkon Tolsby (hakont@hum.auc.dk), Aalborg University, Dept. of Communication, Kroghstraede 3; DK-9220 Aalborg Oest, Denmark, Tel: (+45) 9635 8080. Fax: (+45) 9815 9434
Duration : 2000 – still ongoing
Project URL : http://www.hum.auc.dk/~vipol/

Udarbejdelse af pædagogisk model for undervisningsmateriale i IT-baserede værktøjer med anvendelse af video: Et Flexnet-projekt.

Projektets formål er darbejdelse af et pædagogisk koncept for fjernundervisning samt af et designforslag hertil.
Deltagere: Elsebeth Sorensen, Jørgen Riber Christensen
Duration : 2002-2004
Project URL : Project URL: http://www.ell.aau.dk/index.php?id=54

Virtual learning and Sustainable development in Central America (VISCA)

The project is defined as long-term research collaboration between the involved universities in Nicaragua, Costa Rica, and Denmark. The project will use and develop well known and new ICT-tools and learning strategies to facilitate collaboration, teaching and learning within the areas of environment, natural resource management, economy policies, and local development. These fields constitute the content of the project and will be brought into the project by the partners and the SUDESCA project.The project will establish the basis for a permanent cooperation and a strong anchorage in the organisations.The methodological approach is action- and implementation oriented. The main objective is to set up innovative activities and pilot experiments in order to explore possibilities of virtual learning environments. The research strategy has three components:- Implementation of tools to enhance communication, collaboration and virtual learning. - Research on the implementation process, the patterns and quality of communication, collaboration and learning- Recommendations and dissemination of the findings to the international research community, DANIDA and ENRECA projects, sector programmes and other donors and stakeholders in Central America.Read more about VISCA on www.hum.auc.dk/visca. Projektdeltagere: Arne Remmen, Bjørn Johnson, Lone Dirckinck-Holmfeld, Klaus Lindegaard, Elsebeth K. Sorensen, Stefan Knold, Laura Zurita.
Duration : 2002-2003
Project URLs : http://www.kommunikation.aau.dk/visca/ , http://www.ell.aau.dk/index.php?id=52 http://www.ell.aau.dk/index.php?id=71

Virtuelle Læringsformer og Læringsmiljøer (ViLL)

I projektet arbejdes der med konkrete IKT-implemente ringer i forskellige uddannelsesmiljøer på AAU, EUC NORD og Ericsson Danmark samt med etablering af et kombineret forsknings-, udviklings- og videncenter inden for e-learning: E-Learning Lab. ViLL-projektet har til formål at bidrage til udviklingen af Nordjylland som en lærende region og som en aktiv medspiller i det globaliserede netværkssamfund ved at sætte fokus på IKT-ba serede metoder og systemer til fremme af livslang læ ring.Projektet er støttet af Det Digitale Nordjylland. Foruden de tilknyttede personer deltager Ericsson DK; Telia Telecom; IBM DK; Spar Nord; Universitetsfonden; EUC Nord; IT-Indsatsen, AAU. Projektdeltagere: Elsebeth K. Sorensen, Brian Møller Svendsen, Marianne Georgsen, Poul Grønkjær, Ann Bygholm, Tom Nyvang, Hanne Andersen, Thomas Ryberg, Jakob Cloos Bojesen, Lone Dirckinck-Holmfeld, Gitte Stoltenberg
Duration : 2002-2004
Project URL : http://www.ell.aau.dk/index.php?id=55

Virtuel Læring (VIRT)

Project coordinator of the pre-project on the development of the virtual learning environment at Aalborg University (VIRT) http://virt.auc.dk . The purpose was to support the professional, organizational, pedagogical and technological development and transition to technology supported educations at Aalborg University. The project contains both a theoretical – and an operational level which implements the virtual learning space and learning environment in relation to the needs of the involved types of education. The project identified typical problems connected to distributed, collective learning processes, including distance education. It produced a conceptual model and the necessary consensus in the organization for the development/transition process. The project also produced manuals and guidances. The project was organized across faculties with participation of ten partners from Aalborg University. Project manager was Lone Dirckinck-Holmfeld. Other participants from the department was: Ann Bygholm, Thessa Lindof, Elsebeth K. Sorensen, Peer Mylov, Peter Øhrstrøm, Thue Ørberg, Tina Berg Laursen, Tom Nyvang, Hanne Clausen. The project was funded by The Danish

National Centre for Technology Supported Learning and Aalborg University.
Duration : 1997-1998
Project URL : http://www.kommunikation.aau.dk/forskning/loua/faellesp/virt.htm

ICT, Work and Learning

Participation in the Nordic project "ICT, Work and Learning". The final report is a contribution to a complex problem area of integrating work and learning in situations where ICT and social interaction have the particular mediational roles. The focus of the project lies in the intersection of two research domains: Computer Support for Collaborative Learning (CSCL) and distance education. More specifically, the project is a contribution to understanding the integrated role of CSCL-applications in designing, delivering and operationalizing collaborative learning in the work place. The project is funded by the Norweigian Research Council.
Cooperation partners:
Department of Informatics/University of Bergen (Barbara Wasson)
Department of Communication/Aalborg University (Elsebeth K. Sorensen)
Telenor Research and Development (leader, Annita Fjuk).
Duration : 1997-1999
Project URL : http://www.kommunikation.aau.dk/forskning/projekter99-00/ict_work_and_learning.htm

Learning in Virtual Contexts: Navigation, Interaction and Collaboration

This Ph.D. thesis is concerned with the application of computer mediated communication technology in the area of inter-human interaction and computer mediated collaborative learning. It constitutes an investigation into the research domain of "Computer Supported Collaborative Learning" in asynchronous, virtual environments with the aim of developing a theoretically based educational paradigm for learning in virtual environments. The thesis addresses the area of higher education, in both its formal and continuous faces. The aim of the thesis is to suggest theoretical principles of design that are related both, to the establishment of the virtual learning processes, and to the virtual worlds in which these processes are to unfold. On the one hand, my research focus has as point of departure, a critical position concerning the quality of the virtual learning spaces and processes, as they are offered today. On the other hand, the present project was stimulated by a recognition of the fact that, while the understanding of how to establish virtual learning processes using CMC technology rests, primarily, on a solid basis of practical, empirical approaches, it seems to suffer from a lack of theoretical foundation.

The thesis consists of two volumes. In the first volume, a model of learning in virtual environments is proposed. The model represents my suggestion of a paradigm of collaborative learning in asynchronous virtual environments, forming a synthesis through critical discussion of six papers of past research. The second volume is a collection of the six research papers.

After an initial introduction and presentation of the societal context, the thesis focuses on the theoretical perspective underlying my past research as it has manifested itself along three axes. First, an existential-phenomenological ontology; secondly, a related linguistic-philosophical position of language games, and, thirdly, the resulting learning theoretical choice of collaborative learning as a collection of learning principles, giving ultimately priority to the role language and interaction in learning. From here, the thesis moves on to treat and to discuss the six papers of my past research.

An account is provided of the linguistic and the electronic tradition of discourse analysis, and a discussion of the nature and the dialogic conditions of electronic dialogues, from a perspective of language games, elucidates some of the basic problems related to a dialogic behaviour in virtual spaces. These comprise the displacement of linguistic context in electronic language games; the process of reflective interaction; the need for a multi-semiotically based interaction; the need and function of a linguistic context; and the appropriateness of the concept of language games as a framework for understanding electronic interaction, also when adding a complementary epical perspective of narrative.

Starting with the growth of the dynamic phenomenon of inter-human dialogues, the discussion turns to the design of the formalized virtual environment, through which the inter-human dialogues are mediated. It is confirmed - on the basis of a critical review of the tool and the media metaphor - that in the case of the use of computer mediated communication, it is essential that designers of the formalized environments adapt a tool perspective. The reason is the communicative mixture and complexity of the formalized interaction between, on the one hand, the user and the interface, and on the other, the inter-human interaction and the wish to support its human focus. Related to this is the fact, that the virtues of inter-human reflection and interaction are viewed as provided with the optimal conditions, when the preceding navigation in the formalized virtual space can unfold
unobstructed.

In terms of design of learning in virtual spaces, a plea is made for a move away from the fragmented thinking underlying online course design to a holistic thinking, established through the use of the text analytical framework of the epical genre. It is argued that thinking of online courses, not only in terms of language games, but also as narratives, the necessary distance or "reflective space" for a learning that practices the dialectical process of reflection and interaction will be established, and this will result in more integrated design products. The connection between ontological and epistemological views and pedagogical thinking underlying design is pointed out, and it is argued that the text analytical approach is a fertile framework, also for understanding the problem of interactivity in online learning. The temporal and contextual schism of the online learner is treated from the epical perspective, and a model explaining the complexity of times and contexts of online interactions and learning, is presented and discussed. The various contexts and their important referential functions in communication and learning are stressed.

Together with the broader attractive socio-ethical implications of the principles of collaborative learning, the dialectical

process of knowledge production with its shifting mode of involvement and reflection, and its social embeddedness, is stressed. A presentation of three elucidating theories of collaborative learning is provided and investigated. The discussion points at situated action models as the type of collaborative learning theory that seems most in harmony with the ontological and epistemological values which are presented in this thesis. In relation to this, some important principles of collaborative learning are put forward.

The potential representation of collaborative learning as an Aristotelian drama is investigated. The dramatic framework is compared to the text analytical framework, with respect to the modelling suitability for design of computer-supported collaborative learning, especially with respect to offering a reflective space for learning. In view of this, Bertolt Brecht'salternative model of drama is suggested as a potentially important source of inspiration.

At this point the framework addresses, more directly, its own objective: The presentation of a model of design of collaborative learning in virtual environments. As an answer to the need for new, flexible, technology supported learning systems in a society committed to a continuos process of lifelong learning, a model is presented, which is based on the learning process envisioned as a social, collaborative, situated, interactive and dialectical process of knowledge production. In dealing with the formalized domain of the virtual learning phenomenon, the model points out the two different types of interaction of the online learning situation, and clarifies in what sense principles of graphics and familiarity may contribute to a transparent navigation, allowing the learner to focus on the inter-human interaction. It compares the communicative power of, respectively, visual representations and metaphors - in particular, spatial metaphors - and makes a plea for the joining of communicative forces with respect to the construction of the virtual learning environment. Some design principles of the formalized environment, the inter-human domain, and the "live" representation of the phenomenon of learning in virtual environments are presented.

The model forms the final synthesis of the six research papers and their surrounding discussions on design of virtual learning processes. On this ground, and through views and discussions on how to grasp and manage the very subtle and vulnerable task of integrating a formalized world of communication technology with the soft, intangible and unpredictable world of human collaboration and learning - an understanding of learning is promoted, that gives priority to the human premise in a world conditioned by and constructed through the use and application of computer technology.

Duration : Ph.D. project with dessertation defense: 1997
Project URL : http://www.kommunikation.aau.dk/ansatte/es/phd.htm

Learning, Organization, Education, Artefact (LOUA)

Research within this project and environment is focused on LOUA (Learning, Organization, edUcation, Artefact). The theme is communication and learning in distributed organizations. The environment took its point of departure in computer supported distance education and has existed since 1993. It comprises Associate Professors, Assistant Professors and Ph.D.-Scholars who work together within the education Humanistic Informatics and a series of research projects within the areas of Computer Supported Cooperative Work (CSCW) and Computer Supported Collaborative Learning (CSCL). The theme of communication and learning in distributed organizations is a cross-field between the two different research fields (CSCW&L), which each contribute to the understanding of the particular importance of mediated communication for cooperation and learning. With the new possibilities of establishing Intranet as a local net with a WWW-user interface for mediation and processing of information through multimedia, a step has been made towards the realization of the visions developed in recent years within the areas of CSCW&L. It is now possible to empirically explore social, management and pedagogical problems which, from the beginning, were the main focus of CSCW&L. In terms of basic research, a theoretical frame for computer mediated (multimedial) communication and learning is developed. The theoretical frame is developed with close observance of empirical studies of new practice forms as well as tests and experiments with these. LOUA functions as a frame for individual and collective research projects and as a forum for senior and junior researchers, including foreign guest Ph.D.-students and guest lecturers. LOUA actively participates in the realization of a CSCW&L-laboratory as well as a usuability laboratory.

Duration : 1995 - ongoing
Project URL : http://www.kommunikation.aau.dk/forskning/emneruk/loua.htm

Trade Union Distance International Cooperation (TUDIC)

In the TUDIC-project (a EU-project under the COMETT-programme), the Danish and Swedish trades union congresses (LO) and the English TUC cooperated with the purpose of evaluating the possibility of three unions to develop and apply distance education (based on conference systems) within their internal education systems as well as with the purpose of investigating and testing the communicative potential of the conference systems in relation to a strengthening of the international cooperation between the unions. Here, I worked with assignments such as: design/readjustment of introductory course material for MacKOM, - a graphical interface for the PortaCOM conference system; running of online courses for teachers of MacKOM; participation in start-up-seminars for an international EEC course development and teacher education course (in Eastbourne in England) with presentation on the particular communicative conditions in connection with application of conference systems; maintenance of the pedagogical and communicative guidance in connection with the above EEC teacher education course.

Cooperation partners/colleagues:
The Danish Trades Union Congress, Bent Fallenkamp, Buddinge Hovedgade 80, 2860 Søborg, Denmark.
The Swedish Trades Union Congress, Runo G. Larsson, Barnhusgatan l8,10 553 Stockholm, Sweden.
TUC Education, Malcolm Ball, York Place Leeds, LS 12 ED, England.
Duration : 1993 - 1995
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Online Education and Training (OET)
Participation and evaluation of the two parallel online courses "Online Education and Training" (OET) and "Pedagogical Online Seminar" (POS), which were conducted in both English and Norweigan. The purpose of both courses was to teach teachers pedagogical design and running of distance education courses using conference systems.
Cooperation partners / colleagues:
Dr. Tony Kaye, Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, ENGLAND. Tel. +44 908 65 37 82.
Dr. Robin Mason, Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, ENGLAND. Tel. +44 908 65 31 37.
Morten Söby, Pædagogisk Forskningsinstitut, Oslo University, Boks 1092, Blindern, 0317 Oslo, NORWAY. Tel. + 47 2 85 5383.
Annita Fjuk, Institutt for Informatik, Oslo University, P. O. Bos 1080, Blindern, 0316 Oslo, NORWAY. Tel. + 47 2285 2408.
Stefan Lauffs, LO's Folkhøgskola Runö, 184 80 Åkersberga, SWEDEN, Tel. + 46 8 540 680 80.
Duration : 1993 - 1995
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Distance Education and Computer Aid (DECAD)
Participation in the DECAD-project (another EU-project under the COMETT-programme) where a series of contractors worked on the development of methods and software for education of teachers within flexible education (e.g. open educations / distance education) with focus on both concepts, strategies and products). In this context, I have carried out design and development as well as conducted an international distance education course (FOE) containing "development of distance education courses that apply conference systems" where the target groups were teachers who planned on practising this form of education.
Cooperation partners /colleagues:
Bengt Olsen, Hagundagatan 9, 752 38 IJppsala, SWEDEN, + 46 1850 0180
Göran Karlsson, Kgl. Tekniska Högskolan, Royal Institute of Technology, Lindstedtsvägen 25, 100 44 Stockholm, SWEDEN. + 46 8790 8912
Stefan lauffs, LO's Folkhøgskola Runö, 184 80 Åkersberga, SWEDEN, + 46 8 540 680 80
Duration : 1993 - 1995
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Online Education and Training (OET)
Design, development and running of the distance education courses EPOS 1 and EPOS 2, comprising "development of distance education courses applying conference systems", where the target groups were teachers planning to practise this form of education.
Cooperation partners / colleagues:
Associate Professor Jørgen Bang, Institut for Informations- og Medievidenskab, Aarhus University, Niels Juelsgade 84, 8200 Aarhus N., DENMARK, Tel. + 45 8942 1166.
Folmer Kjær, itai (Institut for teoretisk og anvendt informatik), Nordre Landevej 2, 6270 Tønder, DENMARK, Tel. + 45 7472 0445.
Duration : 1993 - 1995
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Teachers in Distance Education
Project "Lærere i Fjernundervisning" (Teachers in distance education). Coordination, collection and reporting of a Nordic investigation of initiatives for qualification of teachers for distance education. Preparation of a discriptive and concluding report.
Duration : 1992 - 1993
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Evaluation of Online Education and Training (EOET)
Cooperation with Open University, UK. Since 1991 – involved as both guest lecturer and evaluator in online courses by Open University, UK, in pedagogics, design, preparation and running of distance education courses involving conference systems.
Cooperation partners / colleagues:
Dr. Tony Kaye, Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, ENGLAND. Tel. +44 908 65 37 82.
Dr. Robin Mason, Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, ENGLAND. Tel. +44 908 65 31 37.
Duration : 1992 - 1994
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Technology in Teaching (TIT)

Project "Teknologi i undervisningen" (Technology in teaching). Regular design and teaching at UNI•C's current course "Teknologi i Undervisningen" (Technology in the tuition), - a course for teachers planning to apply electronic communication (FirstClass, PortaCOM or EdWin) and/or multimedia in the tuition. The course was conducted several times during the spring '95.
Cooperation partners / colleagues:
Erik Skov, UNI•C, Olof Palmes Allé 38, 8200 Aarhus N, Denmark. Tel. +45 86 78 4444
Kurt Nikolajsen, UNI•C, Olof Palmes Allé 38, 8200 Aarhus N, Denmark. Tel. +45 86 78 4444
Duration : 1991 - 1993
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Distance Education for Primary and Lower Secondary School Teachers

Project "Fjernundervisning for folkeskolelærere" (Distance education for primary and lower secondary school teachers). Participated in the cooperation on development of a distance education course for primary and lower secondary school teachers (with application of the distance education system "EdWin") concerning the application of the computer as a personal tool and as a pedagogical tool in the education.
Cooperation partners / colleagues:
Orfeus, Skæring Skolevej 202, 8250 Egå, Denmark. Tel. +45 8622 9955.
Kommunedata, Hadsundvej 184, 9100 Aalborg, Denmark. Tel. +45 9813 1511.
Damarks Lærerhøjskole (Royal Danish School of Educational Studies), Aarhus Dep., Rudolfgårdsvej 1, 8260 Viby J, Denmark. Tel. +45 8628 4444.
Duration : 1991 - 1992
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Specialized Business Studies Project

Participation in the Merkonomprojektet (specialized business studies-project) an introduction and transition to technology supported, flexible open education at six business colleges in Denmark (Holbæk, Køge, Svendborg, Odder, Tønder, Haderslev).
Cooperation partners / colleagues:
Folmer Kjær, (itai) Institut for teoretisk og anvendt informatik (Department of theoretical and applied informatics), Nordre Landevej 2, 6270 Tønder, Denmark. Tel. + 45 7472 0445.
Duration : 1991 - 1992
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Project Work at Aarhus University

Project work in the department of rehabilitation and allowance at Amtsgården in Højbjerg near Aarhus, where I, on the basis of linguistic and organizational analyses, participated in the design of a word processing system for a particular personnel group (70 pages report).
Duration : 1988 - 1990
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Project Work at Jutland Open University

Project work concerning computer supported distance education at JÅU, I designed a new interface for the existing conference system on the basis of pedagogical and linguistic/communicative contemplations (50 pages report).
Duration : 1986 - 1988
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

EU Project Work at Jutland Open University (JANUS)

Participation in an international project JANUS (an EU-project within the DELTA-programme), which aimed at investigating the possibilities of establishing a satelite network for transportation of bothway sound and data communication with the purpose of connecting the European distance education institutions that wished to produce distance education and distance education material together. My role in the project was to carry out a comparative evaluation of a series of conference systems with the purpose of establishing to which degree the different systems were suited for an international, academical cooperation on design and production of various common courses as well as common scientific publications. (135 pages report in English).
Duration : 1986 - 1988
Project URL : http://www.kommunikation.aau.dk/ansatte/es/#4

Aktiviteter

European Conference on Education Research in Dublin : innovative use of ICT in schools and cooperation between teacher unions and researchers
Sorensen, E. K. (Oplægsholder)
2005

Ansættelse

Lektor
Institut for Kommunikation og Psykologi
Aalborg Universitet
Aalborg, Danmark
1 aug. 1997 → 31 aug. 2009

Lektor
Institut for Kommunikation og Psykologi
Aalborg Universitet
Aalborg, Danmark
1 aug. 1997 → 31 aug. 2009

Lektor
Institut for Kommunikation og Psykologi
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Aalborg, Danmark
1 aug. 1997 → 24 sep. 2009

Professor emeritus
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Aalborg Universitet
Aalborg Ø, Danmark
1 aug. 2019 → 31 aug. 2021

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Institut for Kultur og Læring
Aalborg Universitet
Aalborg Ø, Danmark
1 maj 2013 → 31 jul. 2019

Fagkyndig bedømmer
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Aalborg Ø, Danmark
1 feb. 2012 → 29 feb. 2012

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Aalborg Universitet
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1 aug. 2019 → 31 aug. 2021

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Aalborg Ø, Danmark
1 aug. 1997 → 31 aug. 2009

Fagkyndig bedømmer
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Aalborg Universitet
Aalborg Ø, Danmark
1 feb. 2012 → 29 feb. 2012

ILD - Forskningslab i IT og Læringsdesign (Learning)
Aalborg Universitet
København SV, Danmark
1 apr. 2012 → 31 jul. 2019

D4Learning: Digital, Dialogisk, Demokratisk Dannelse (Learning)
Aalborg Universitet
Aalborg Ø, Danmark
1 maj 2013 → 31 jul. 2019

PBL Research Unit
Aalborg Universitet
Aalborg Ø
1 aug. 2019 → 31 aug. 2021

PBL Research Unit (Learning)
Aalborg Universitet
Aalborg Ø, Danmark
1 aug. 1997 → 31 jul. 2019

Xlab - Design, Learning and Innovation
Aalborg Universitet
Aalborg Ø
1 aug. 2019 → 31 aug. 2021

Xlab: Design, Learning and Innovation (Learning)
Aalborg Universitet
Aalborg Ø, Danmark

Publikationer

Promises and perils: the affordances of technology for promoting inclusion of learners in educational settings
Andersen, H. V., Sorensen, E. K. & Jensen, R. H. S., 2021, *Digital learning and collaborative practices.* Brooks, E. I., Dau, S. & Selander, S. (red.). New York: Routledge, s. 58-68 10 s.

Collaborative Learning Online: A Case Study
Sorensen, E. K., 2018, *Design & Learning-Centric Analytics: Proceedings of the 6th International Conference on Designs for Learning.* Guribye, F., Åkerfeldt, A., Bergdal, N., Ceratto-Pargam, T., S. S. & Wasson, B. (red.). Bergen: Centre for the Science of Learning & Technology (SLATE), s. 22 1 s.

Computer games as inspiration for the development of virtual learning platform
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