



Post-Conference Report



Organisers:



**01 – 03
DECEMBER 2010**

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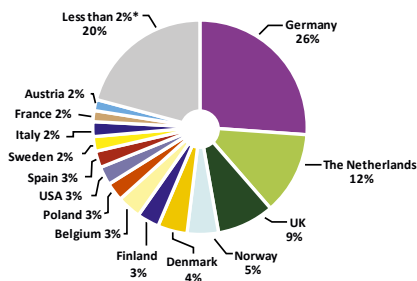
THE EVENT



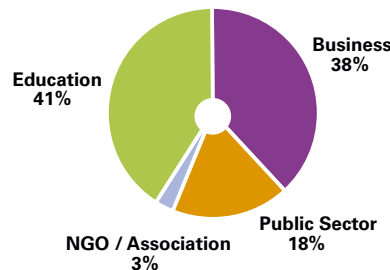
A record number of **2197 learning and training professionals** from **109 countries** convened at the largest international conference on e-learning for the corporate, education and public service sectors in Berlin from December 1st - 3rd.

Online Educa Berlin 2010 celebrated **“Learning for all”** and considered the implications across the domains of institutional, workplace and lifelong learning. In **85 parallel sessions**, delegates discussed the latest trends and developments in ICT-supported learning in the corporate, academic and public service sectors. Some **530 speakers from 45 countries** contributed to the comprehensive agenda.

Country Representation 2010



Sector Representation 2010



Less than 2%: Afghanistan, Albania, Argentina, Armenia, Australia, Azerbaijan, Bahrain, Bangladesh, Bolivia, Bosnia/Herzegovina, Botswana, Brazil, Bulgaria, Burundi, Cambodia, Canada, China, Colombia, Costa Rica, Croatia, Cyprus, Czech Republic, Ecuador, Egypt, Estonia, Ethiopia, Gambia, Georgia, Ghana, Greece, Guinea, Hungary, India, Indonesia, Iraq, Ireland, Israel, Ivory Coast, Japan, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyzstan, Latvia, Lebanon, Libya, Lithuania, Luxembourg, Malawi, Malaysia, Mali, Malta, Mauritania, Mexico, Mongolia, Montenegro, Mozambique, Namibia, New Zealand, Nigeria, Pakistan, Palestinian Authority, Peru, Philippines, Portugal, Republic of Somaliland, Romania, Russia, Rwanda, Saudi Arabia, Senegal, Serbia, Slovakia, Slovenia, Somalia, South Africa, South Korea, Sri Lanka, Sudan, Suriname, Switzerland, Syria, Taiwan, Tanzania, Thailand, Tunisia, Turkey, Uganda, Ukraine, United Arab Emirates, Uruguay, Uzbekistan, Yemen, Zambia

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“ Thanks everyone. I go to a lot of conferences and this is definitely one of the best ones I’ve been to. You do a wonderful job of building a real community, and I really look forward to coming back next year.

Josh Bersin, CEO of Bersin & Associates, USA

“ I was really impressed by the range and diversity of people you had at what is a massive event with real global reach. I really enjoyed it and wished I could have spent longer in sessions with people.

Charles Leadbeater, Innovation Strategist, UK

“ All in all this event has shown that it is worthwhile coming back year after year. There is no other way to get connected to as many new ideas and people in such a short time. Where else would one meet the former world champion in Pooh Sticks?

Hans de Zwart, Shell, The Netherlands

“ I really appreciated the meeting and I look forward to any future ICWE events.

Federico Ballanti, MENON Network, Belgium

PRE-CONFERENCE EVENTS

On Wednesday, December 1st, **eleven workshops and seminars** offered participants the opportunity to acquire new skills, gain new insights and engage in some valuable networking prior to the main conference. The topics were:

- ✦ Know Thy Digital Self
- ✦ Virtual Pedagogies in Practice
- ✦ UNeLearn – Collaborating on E-Learning in the United Nations
- ✦ Science from the Lab to the Public – The e.KnowNet Project
- ✦ Home and Away Forum: Coaching Students from a Distance
- ✦ Neue Impulse für die Berufsbildung – Lernen in Online-Communities
- ✦ Great Design, Content and Technology are Important, but Successful Implementation is Essential
- ✦ Careers 2.0 – Supporting Educational Transitions with Web 2.0 and Social Software
- ✦ Moving Ahead to Learning for All: From Open Educational Resources to Open Educational Practices
- ✦ Think Big, Start Small: From E-Learning Networking to E-Learning Policies – Best Practices
- ✦ Mobile Learning for Everybody
- ✦ Moodle 2.0 – Breaking Barriers



SECOND SCHOOL FORUM: TURNING CLASSROOMS INTO LEARNING ENVIRONMENTS

Nearly two hundred teachers and head teachers defied the cold and snow on December 1st to gather at OEB and hear about rich learning environments. The forum opened with a presentation by **Duane Sider**, Learning Director of Rosetta Stone, on 'Digital Natives: How they Learn and How we Teach'. **Russell Stannard**, principal lecturer at Warwick University in England and instigator of www.teachertrainingvideos.com, found that teachers are often willing to use new technologies but do not know where to start. Young learners are generally more comfortable with web tools and other technologies than most experienced teachers.

Highly anticipated was the presentation of **Sugata Mitra**, the Indian professor of 'Hole in the Wall' fame. The inspirational professor spoke about just how well children can learn independently, when in groups and when motivated. Sugata's most recent project involves experiments with what he calls the Granny Cloud: two hundred British grandmothers who have, for the last two years, offered children instructional support over the Skype communication system. According to the professor, a 'motivational granny' is all children need to learn effectively within a Self Organised Learning Environment (SOLE).

Besides the presentations, a wide range of interactive demonstrations revealed useful and exciting tools, projects and resources for teaching. A small group of primary school children effortlessly used an interactive whiteboard to demonstrate their e-twinning platform. Other demonstrations showed virtual experiments and online games, learning management systems, personal learning networks, interactive language software and educational platforms. The teachers programmed robots and tried out different learning tools, both open source and proprietary. The forum concluded with a lively discussion between the presenters and the audience, showing once more the need for rich learning environments in which teachers motivate and facilitate, and learners collaborate and share.

www.online-educa.com/schoolforum



SECURITY & DEFENCE LEARNING 2011: WIKILEAKS DOMINATES SECURITY FORUM

The cache of confidential US diplomatic correspondence, which was revealed in all its embarrassing detail by Wikileaks on the Internet, formed the background to Security and Defence Learning 2010. It was, therefore, no surprise that information security and the implications of a growing global demand for more transparency were hot topics at this year's conference, which was the sixth international forum on technology and training for security, defence and emergency services.



In two sessions on future conflict learning, one of which was held as a plenary session of Online Educa, experts from the US Army War College, the Indian Army War College, the Polish National Defence University, the Portuguese Navy and the UK Defence Academy discussed how conflict was likely to evolve in the future and what the consequences would be for training. Their unanimous conclusion was that information and information security were bound to be a central feature of future conflict. Training will have to reflect both the importance of protecting and maintaining the security of information systems and the increasing military significance of cyber space.



Security and Defence Learning 2010 was "as varied and interesting as ever," according to Dr Harold Elletson, whose New Security Foundation hosted the forum. "Although it is never possible, during the course of a single day, to reflect the whole scope of the development of, and potential for, technology enhanced learning in the security sector, SDL does manage consistently to provide a very useful snapshot of what's out there and what's coming. The discussion on future conflict learning was a really fascinating exchange between experts on how war is evolving, what form the conflicts of the future will take and how we should prepare for them."

Other sessions at SDL focussed on developments in security training and issues for police, emergency services and civil society. Speakers raised a host of issues, including diversity and police training; protecting diplomatic facilities and raising awareness among staff; cyber security and attacks on humanitarian agencies; dual-use life sciences and the training of scientists in the principles of bio-ethics; image interpretation and the semantic retrieval of learning content; and even a new theory of the relationship between culture, security and learning.

A post-conference report is currently being produced and some of the issues raised at Security and Defence Learning will also be covered in future editions of New Security Learning, a free monthly e-magazine, which is published by the New Security Foundation. To register for your copy of the magazine or to receive a copy of the official post-conference report of SDL, please go to www.security-defence-learning.com/.

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MAIN CONFERENCE PROGRAMME

ONLINE EDUCA BERLIN comprised 4 plenary and 85 parallel sessions, featuring interactive formats, such as Labs, Learning Cafés, Knowledge Exchange Sessions, Practical Demonstrations and Best Practice Showcases, Special Interest Group Lunches and networking events such as the OEB Thursday Night Live Party.

The agenda was built around the four main themes that form the pillars of innovation: **Learning Content, Learning About Learning, Learning Ecosystems and Learning Environments**, which contribute to successful learning outcomes in the three learning domains: **Institutional Learning, Workplace Learning and Lifelong Learning**.

Call for Radical Change in Learning Culture

A new paradigm of learning emerged at ONLINE EDUCA BERLIN 2010: Leaders in business, education and research were urged to end the top-down approach to education and training and make fundamental changes to the learning culture of their organisations. This became clear in numerous sessions, presentations and speeches during the two conference days.



PLENARY SESSIONS

OPENING PLENARY – New Learning in Education: “Team Sports” and “Intimacy at Scale”

Talal Abu-Ghazaleh, Chairman of the United Nations Global Alliance for ICT and Development (GAID), reminded the audience in his OEB opening keynote speech that about half of the world’s population lives below the poverty line. Intensified efforts to improve the situation require ICT integration, a new approach to education and a completely new perspective, according to Abu-Ghazaleh: “Instead of using our eyes to look at different scenes, we should have new eyes that can see new scenes.”



Keynote speaker **Adrian Sannier** of Pearson eCollege expressed it in dramatic terms, quoting H.G. Wells: “The history of man is a race between education and catastrophe. We are losing this race now. The education system is leaving huge numbers of people behind.”

Sannier said there had been huge efforts to establish technology in schools. “This experiment is over. It does not work. We have not looked with new eyes but stayed with our culture – one instructor, one class. The teacher is the master. The one place we expect one person to create everything on his own is in the classroom.”



Sannier called for a reinvention of the culture of traditional institutions in three ways: They should see teaching and learning as “team sports”, “keep score” (i.e. measure the results) and “fix what is broken”.

Radical innovation comes from the margins, according to the acknowledged UK innovation strategist and OEB keynote speaker **Charles Leadbeater**. He presented examples of successful school education in deprived areas in Brazil, Kenya and India.

In all these cases, children were in charge of their learning rather than yielding to an instructor, they learned from their peers, and the new knowledge paid off quickly. For the girls in a slum in Nairobi, the key to learning was to avoid an HIV infection. For the Brazilian teenager, it was about transferring the entrepreneurial talent he had developed in drug dealing and the computer technology skills he picked up in prison to a civil life.

Digital technologies can boost education mainly because they enable peer-to-peer learning, Leadbeater said. “Education plus technology equals hope,” he said.

In order to provide effective education on a large scale, he called for a transformation of schools into systems that are “high in structure” but at the same time “high in empathy”. He called this new learning culture “intimacy at scale”.



“ The OEB was a great event and THANKS for the perfect organisation.

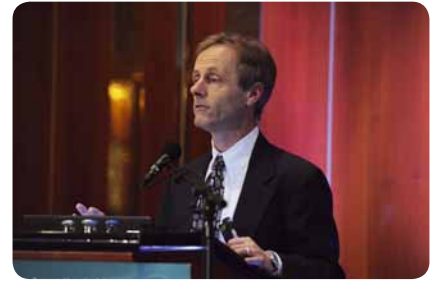
Christel Schneider, ICC – International Language Network, UK

“ ONLINE EDUCA is the best place to feel the heartbeat of technology-enhanced teaching and learning. A lot of new information to analyse, brand new tools and technology, meeting with interesting and exited people – this is an incomplete list of benefits that participants can derive from participation in this outstanding conference. I would like to be a part of ONLINE EDUCA every year!

Tamar Lominadze, Georgian Technical University, Georgia

CORPORATE PLENARY – Learning Cultures at the Workplace: Strategic Advantages That Can Be Measured

For today's businesses, learning and sharing knowledge "is not something nice to do but an imperative," said **Josh Bersin**, President and CEO of one of the leading US research consultancies, Bersin & Associates, in his keynote speech. For two reasons: Businesses coming out of a recession need innovation and new skills to regain or consolidate their market position. Secondly, with their workforce aging rapidly, companies urgently need to transfer skills and leadership to the young.



"Our research shows that effective learning is driven by leadership and cultural practices in an organisation rather than the L&D department," Bersin explained. Practices described include building trust in your employees (e.g. to discuss mistakes), valuing people who are passionate about learning, enabling knowledge sharing, empowering employees, among others. Bersin's team has identified dozens of measurable practices that directly impact business, creating higher employee productivity, customer satisfaction and cost competitiveness.



Joe Pokropski, Managing Director at Thomson Reuters Markets Division, introduced 'Speed Learning', a new training programme for Financial Market Professionals. The challenges of the modern business model demand that we evolve the training model to keep up with an increasingly complex, web-based marketplace. A web-enabled workforce dependent on multimedia capabilities has emerged, demanding increasingly specialised knowledge.

"We felt we needed to adapt our training capabilities to match. We believed there must be a better way to enhance our learning programmes to be more responsive to our clients - to better connect them with the expertise in our firm, regardless of where that knowledge resides around the globe, and to provide this in a timely and relevant way that matters in their day-to-day workflow. So, with the needs of our customers firmly at the core, we set about building the Thomson Reuters Knowledge Network to do just that," he said.



ACADEMIC PLENARY

Larry Johnson, CEO of the New Media Consortium, USA, shared a historical perspective of how we look at technology. He sees human interaction and collaboration as the driving forces behind technological developments which, in turn, influence the way we learn: "Today the network is everywhere, and the network is us. New learning is about our own life experiences and our personal needs."

Aaron Wasserman of Blackboard Mobile focused on leading universities working on the edge of the mobile revolution and addressing the expectations of today's students. Aaron highlighted how a variety of universities all over the world are using mobile technologies to drive student engagement, enrolment and retention, getting better results from teaching and learning. Aaron was instrumental in the creation of the iPhone and mobile Web applications for education that now form the basis of Blackboard's new solution, Blackboard Mobile.

Josie Fraser, ICT Lead at Leicester City Council in the UK, pointed out that electronic safety (e-safety) is currently one of the most important issues educators need to be aware of. Fraser advocates a digital literacy agenda, based on the conviction that schools have a powerful and essential role to play in supporting and modelling the use of technology.

Business EDUCA – Improving Workplace Performance

New at this year's ONLINE EDUCA BERLIN was Business EDUCA, a conference stream designed for people working in learning and development. Delegates liked the new format, discussing, exploring and debating the issues facing organisations today. A common theme was the need to address the challenge of improving performance in the workplace by looking at it from a different perspective.



The opening sessions flagged the importance of team spirit. Several Business EDUCA sessions provided inspiration on how collective success can be achieved. At organisational level, **Clark Quinn** of Quinnovation, USA, cited an excellent example of collaboration across the workforce: an engineering firm that asked new engineers to get involved in blogging and asked older engineers to 'correct' the work of their younger colleagues. This allowed experiences to be shared across the workforce whilst addressing different generational views of using technology.



Joe Pokropski, the first official Thomson Reuters knowledge network ambassador, outlined how client learning services were transformed by looking at things from their customers' perspective. Instead of trying to see how many customers could be trained, their task became to find a way of helping customers "use what they buy in order to be able to do what they want". This altered perspective created new ways of learning that saved the company millions of dollars.

Svetlana Omeltchenko from British American Tobacco shared her story about how the company reviewed its traditional approach to learning and e-learning by building a system to connect content and conversations, creating a stream of knowledge for marketing professionals around the globe that connected to the real way that they do business. **Josh Bersin** explained that cultural issues that influence success are primarily driven by management, not Learning and Development, which creates another opportunity to look at learning innovation from a different viewpoint. Business EDUCA will be continued in 2011.

“Great initiative to include Business Educa - hope we will be able to take it to the next level in 2011.

Bigitte Knudsen,
A.P. Moller – Maersk,
Denmark

www.online-educa.com/business-educa

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OEB DEBATE – Public Sector “Not Effective” With Learning Technology

Public sector organisations have not been effective in promoting the use of technology for education. This was the overwhelming opinion of participants in the second Online Educa Debate, which was held on December 2nd. Speakers in the debate were Andy Black of BECTA, Alan Bruce of Universal Learning Systems, Suzanne Aurilio of San Diego State University and Richard Straub of ELIG. The debate was chaired by former British parliamentarian Dr Harold Elletson and attended by over 200 conference participants. “Once again the OEB debate was lively and interesting,” said Dr Elletson. “Most people clearly felt that it is the private sector which has been the real driver in promoting the use of technology for education and training.”



“In my view, one only has to experience this conference to appreciate the breadth, depth and relevance of technological development to education in this millennium. It is absolutely insightful to say the least and an open space for generous sharing across all disciplines and spheres of life. What I liked most was the quality of the plenary presentations, the rich variety of approaches and perspectives as well as the non-traditional and creative ways of putting the message across. The organisational processes were also absolutely commendable and so were the networking opportunities!! In short, it was breathtaking. I sure plan to attend the next one.

Bantu L Morolong, University of Botswana

“This was my first ONLINE EDUCA conference. I was very impressed by the quality of the presentations, the professional displays and the amount of networking that I could do. Being from Japan, it was very interesting to see how much is going on in other parts of the world with respect to education. This is the perfect conference for that!

Mark de Boer, Iwate University, Japan

THE PARALLEL SESSIONS

FROM CHILD-DRIVEN LEARNING TO EMPOWERING TEACHERS

One of the most radical examples of new learning at schools was presented by the renowned Indian-born scientist Sugata Mitra, Professor of Educational Technology at the University of Newcastle, UK.

Mitra advocates “child-driven education”: Children aged 6 to 12 teach themselves how to use computers and study a variety of topics without any formal training or direct input from a teacher. Mitra has tested this method in various parts of the world and argues that it uses the power of peer-to-peer collaboration and the natural curiosity of children to accelerate learning.

Corrado Petrucco, Professor of Educational Technology at the University of Padua, Italy, presented a fairly simple but effective idea for collaborative learning in schools. In several projects in Trento, children of primary as well as secondary level (and their teachers) education created Wikipedia pages about historical places in their region. They interviewed experts and elders, researched historical documents and created photo galleries.



“Not only did the pupils learn a lot about local history and the community they live in. They also gained insights into how Wikipedia pages can be created by amateurs and how important it is to verify the information you find there.”

Jenny Lane, Senior Lecturer at Edith Cowan University, Perth, Australia, highlighted “challenge-based learning” in her OEB presentation entitled “Preparing Tomorrow’s Teachers Today”. Lane integrates ICTs in award-winning postgraduate teacher training courses. Rather than working along instructional lines, students investigate problems, discover solutions collaboratively and present their materials using digital technologies.



“The main challenge is fear – both on the part of the academics who did not grow up with digital technologies and on the part of the students who might have used social networking for recreational purposes but don’t have an insight into how to use them for teaching and learning,” she said in an OEB podcast interview (www.icwe.net/oeb_special/category_podcast.php)



“It is all about power and control. Some teachers and academics have to relinquish their power. This is quite scary for them.” This problem, it seems, is one of the main barriers to establishing new learning cultures around the world.

TAKING GAMES AND SIMULATIONS SERIOUSLY

“Games? Should we be doing that at work?” asked Euan Mackenzie, CEO of the United Kingdom-based firm 3MRT. The answer was a definite yes, “because games can increase your profit”.



IBM showed how this works. The company now uses a new immersive 3D virtual social world to train 140,000 emerging leaders worldwide, without incurring travel expenses. Volvo presented their simulation of a car manufacturing plant to train production supervisors in “lean manufacturing”. Rudi van Sande from the Volvo Lean Learning Academy, Belgium, explained how the simulation of eight work stations enables participants to standardise, systematise and sustain the work process.

“ This was my third time at ONLINE EDUCA and again the experience proved to be both enriching and challenging. OEB constitutes a wonderful meeting point where sharing and learning becomes unique. Congratulations to the organisation team for their warmth and kindness.

Mar Camacho, Universitat Rovira i Virgili in Tarragona, Catalonia, Spain

SIMULATIONS FOR STUDENTS OF LAW, OIL TRADE AND WINE MANAGEMENT

Game-based learning and virtual worlds are also becoming very popular in the academic sector. At OEB, Sarah Frame from the University of East London highlighted immersive role playing in legal education. Law students directly apply their learning to resolving real life problems using scenario-based interaction.

The IE Business School in Madrid, Spain, presented "Making Money on Oil", an interactive simulator allowing undergraduates as well as postgraduate students to adopt the role of futures traders in the petroleum market.

The Bordeaux Management School (BEM) in France discovered that students on their international Wine MBA programme preferred to play their business game offline rather than online. The Wine MBA is a part-time course combining online learning with face-to-face sessions in Bordeaux, Hong Kong, Adelaide, London and Davos. In the business game known as "The French Paradox", four student teams are asked to run four wineries as efficiently as possible.

"Our experiments showed that those students playing the game in the same room and with their professor present felt more comfortable than the groups of students dispersed in various parts of the world. Proximity supports their concentration and social skills," Professor Pierre Mora explained at OEB.

"From the perspective of learning games and game learning, the 2010 Online Educa clearly demonstrated a shift in the relations between producers and users," said Jan Gejel of the Aarhus Social and Health Care College. "For the first time it really looks like it is possible to link the world of education to the game producers. This also indicates an opening in the educational sector itself towards exploiting the potential of game-based learning and even learning through the design of games," he said.



“ Thank you very much. I and my colleagues had a great time. Lots of walking and many impressions. I did enjoy some of the lectures and it is evident that the EDUCA event is an important part of the future of learning.

Hermann Gran, NRK, Norway

“ I just wanted to express my gratitude again for such a job well done with OEB this year. You went above and beyond to make me feel welcome and comfortable at the event. I truly, truly appreciated all your support. Thanks to your efforts, the event was superb and a good time was had by all.

Joe Pokropski, Knowledge Network, Thomson Reuters, Canada

“ It was a great experience. A number of people have already been in touch with me and shared some wonderful feedback, which is very rewarding.

Lance Dublin, Dublin Consulting, USA

“ Thanks again for all your help and the great conference you organise each year.

Irene Zurborn, Fundacion CEDDET, Spain

“ It was a pleasure to work with you - you always answer "by return post", to use the old expression - and you do not seem to ever sleep. I am very impressed by the elegant smoothness of the EDUCA organising team - and by how friendly and helpful your staff are. I think that the conference was a huge success.

Casper Schutte, C & B Associates - University of Pretoria, South Africa

“ Attending the the Online Educa conference was a most worthwhile experience, the conference was very well organised. The sessions were stimulating, highlighting best practice and common tensions in the application of ICT in the education sector. This was such a global conference that I came away with a clear picture of the current initiatives in ICT and e-learning in the European Union as well as many other countries. I left having made new colleagues and friends feeling inspired to share what I have gained from the conference with my colleagues back in Australia.

Dr Jenny Lane, Edith Cowan University, Australia

“ The organisation team has been extremely supportive. This was my first time participating as an exhibitor in ONLINE EDUCA BERLIN. I find this a "key" event and definitely not one to miss. I'd like to highlight the high number of stands and the variety of participants from different professional fields, which makes this event quite enriching.

Estela Pérez Serrano, lavante Foundation, Spain

INAUGURAL ENGAGE QUALITY AWARDS

The ENGAGE Quality team awarded their Best Practice Award to an Austrian secondary school, BG/BRG Zell am See, for their innovative inclusion of the business simulation "Zoo Tycoon 2" in English, German, biology and arts lessons.



Two other ENGAGE Quality Awards were announced. The Best Learning Game was "EnerCities", a game about sustainability and modern energy supplies developed in The Netherlands, and the Best Inclusion Game was for the British "Choices and Voices", which encourages young people to take a range of moral decisions.

ENGAGE is the European Network for Growing Activity in Game-based learning in Education.



NEW CULTURE, NEW TECHNOLOGY – USE YOUR PALM TO MAKE PHONE CALLS

The new learner-centred paradigm goes hand-in-hand with the trend towards personalising technology: The influx of mobile devices, social websites or communities of practice has been remarkable. The ever increasing number of presentations on these at OEB reflects this development.

Next generation devices will even be more individualised, with interfaces based on human gestures, allowing an unprecedented level of control.



"These devices react to us instead of requiring us to learn to work with them. In the future we will not even be aware that we are using a device – they will be part of what we wear. Keyboards are for old people," Larry F. Johnson said at OEB. He is CEO of the New Media Consortium in Austin, Texas, which publishes the acclaimed annual 'Horizon Report' on new technologies in the academic and the creative world.

As an example, he quoted the wearable, gesture-driven computing platform SixthSense, developed by the Massachusetts Institute of Technology. It allows, for example, digital photographs to be taken just by putting your thumbs and index fingers together to make a picture frame. A camera worn by the user tracks the gestures and records the picture. You can also use your palm to dial a telephone number.

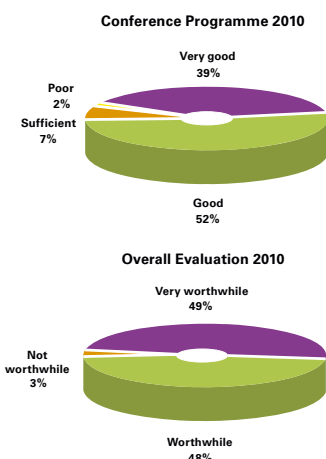
Bert de Coutere, Business Area Manager at IBM Learning Development Europe, reported that the trend was already visible at the OEB exhibition.

"Walking along the different vendor booths I was intrigued by new technology interacting with computer systems, such as touch-based coffee tables, eye movement tracking or gesture-based interfaces.

"While I see good learning applications in the medical field for that, I still do not see any concrete applications of this technology in the corporate training world.

"At the next OEB, I expect to see more analysis and business intelligence technology. Data is everywhere, and with intelligent algorithms we can improve the matching of learning needs with people and content, even better personalise learning processes, and better track the evidence on the impact of training."

Participant Satisfaction 2010



“ OEB is an institution.
Unknown

“ Many thanks for a fantastic event last week. It had a real buzz of excitement and I met loads of interesting people and learnt much from the varied programme on offer.

Debbie Carter, TJ, UK

EXHIBITORS

About 100 exhibitors from 27 countries showcased their latest products and services in the conference's exhibition and demonstration area. The exhibition is a central meeting point within the conference and provided a much-appreciated opportunity for delegates and visitors alike to see the latest applications, tools and gadgets for the learning and training market.

List of Exhibitors 2010

- 4system GmbH
- ALTISSIA
- A New Spring
- Association of African Distance Learning Centres (AADLC)
- Blackboard
- BPP Learning Media
- Bridge2think AG
- BTL Learning & Assessment
- Cap Digital
- CAPDM Limited
- Centre for Learning Sciences and Technology
- Check.point eLearning
- common sense eLearning & training consultants GmbH
- Concentrate ApS
- Corporate Semantic Web, FU Berlin
- CV&A
- Desire2Learn Incorporated
- dexway languages
- digital publishing
- DOCEBO SRL
- Echo360
- Educational Advancement Centre
- Edustacja.pl
- Edustacja is one of the leading e-learning companies
- in design, production, search engine, LMS & LCM
- EFMD
- eLearning Brothers
- e-Learning for Kids
- eLeDia - eLearning im Dialog
- European Learning Industry Group (ELIG)
- Emerald Group Publishing LTD
- equeo GmbH
- European Learning Industry Group (ELIG)
- eXact learning solutions S.p.A.
- Fischer, Knoblauch & Co. Medienproduktionsgesellschaft
- FIZ Chemie
- Fractionary SPRL
- FUAS
- FUNecole® Research Institute
- GNSE Group
- Gopas, a.s.
- Haufe Akademie
- Helsinki Metropolia University of Applied Sciences
- Helsinki Metropolia UAS
- Hertfordshire University
- HTW Berlin - University of Applied Sciences
- lavante Foundation
- INFO-CONTACT Peter Schröder
- INMEDEA GmbH
- it's learning AS
- Know How! AG
- Learning Objects
- Learning Valley
- Legamaster GmbH
- Mathletics
- McVirtus
- MediaTouch 2000
- Ministry of Communication, Science and Technology, Tanzania
- MONDIALE-Testing GmbH
- Motic Deutschland GmbH
- MyKnowledgemap
- OpenScout
- OutStart
- Panopto, Inc
- Pearson Platforms
- Peter Drucker Society
- Pontydysgu Radio
- PROMPT-G Educational Center for Informatics
- Questionmark Europe s.c.r.l.
- QuickLessons LLC
- ReadSpeaker
- Rosetta Stone
- Shakespeak
- Share.TEC
- SMART Technologies (Germany) GmbH
- SMART Technologies
- SONIC Performance Support
- Stockholm University
- Strikeplagiarism.com
- SuperMemo World Sp. Z O.O.
- TATA Interactive Systems GmbH
- TIS
- Technische Universität Dresden, Medienzentrum
- TechSmith
- TEL Europe
- The African Virtual University
- The Bild
- The International Consortium "e-University"
- Thinking Cap
- Thomson Reuters
- TLA TeleLearn-Akademie gGmbH
- Tobii Technology GmbH
- UKS – Universal Knowledge Solutions
- University of East London
- UOC
- WWEDU World Wide Education GmbH
- ZamKor Publishing

“ This is always so well organised and stands out as the most efficient and easy-to-work-with exhibition that we take part in. Overall, The BILD is very pleased with the participation in this year's show. ONLINE EDUCA BERLIN is well respected and regarded as one of the most important exhibitions and conferences in the field of learning technologies. We will see you all in 2011.

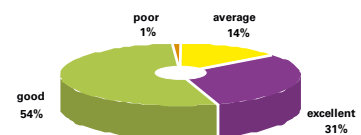
Sarah Wills, The BILD, UK



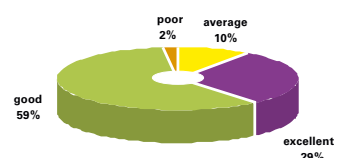
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Exhibitor Satisfaction 2010

How would you rate the opportunity to establish new contacts during the exhibition?



How would you rate the opportunity to consolidate existing relationship?



“ I appreciated ONLINE EDUCA BERLIN, this is really the place to be. A place where more researchers should go to meet the market.

Nicolas Balacheff, Centre National de la Recherche Scientifique (CNRS), Laboratoire d'Informatique de Grenoble, France

TESTIMONIALS AND COMMENTS

“ I was very pleased with the event overall. Having attended OEB once before, I was very impressed with the evolution of interest specifically around mobile technology in education. I thought the questions people were asking were more interesting, more revealing of what the last twelve months have done to the industry. I am incredibly excited to return to this event next year to see what another twelve months has brought to mobile technology for education.

Aaron Wasserman, Blackboard Mobile, USA

“ A conference is not merely a talk show for those who have or have not done some work. It must be a learning experience for those who are participating and it may commence a few months / weeks in advance of the conference. At the same time, it must be an event that connects real and online interaction. In the last few years OEB has demonstrated this and I am happy to say it was my best learning experience in 2010.

Dr K. P. Hewagamage, University of Colombo, Sri Lanka

“ I experienced ONLINE EDUCA BERLIN as a very well organised conference covering an interesting range of topics on e-learning. Therefore, it addresses a wide audience and offers opportunities for networking.

Jos Fransen, I INHolland University of Applied Sciences, The Netherlands

“ As always, the professional staff and the helpful attitude make ONLINE EDUCA a pleasure to work with.

Carole Lindop, Blackboard, UK

“ As every year, OEB is the place to get to know the latest ideas in the e-learning world and especially to talk to the ones who make these ideas a reality.

Fabio Nascimbeni, MENON Network, Italy



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