



# Global Living Lab

Symposium NHL International Week

**NHL**  
UNIVERSITY OF APPLIED SCIENCES

21 March 2012



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# Foreword

## 'A Global Living Lab'

We at the NHL are very proud of our annual International Week. During this week we invite our foreign partners to join us in discussions about the way our University of Applied Sciences might interpret its role in this changing society. During the International Week, an international symposium was organised. Here we addressed the question: "To what extent will our education be influenced by new technologies?". As early as 2004, the Netherlands Institute for Social Research (SCP) published a report entitled "In view of the future". The recurring theme in this report was the five I's. These five I's represent the five change processes that have a significant influence on society, namely: individualisation, informalisation, informatisation, internationalisation and intensification. The theme of this year's NHL international Week included at least two of these I's.

The first one of these is, of course, internationalisation. As an example, more and more students are going abroad for their internship. According to the annual "internationalisation monitor of the education system in the Netherlands", the warm country of Spain appears to be a very popular foreign destination. There is also an increasing number of students who are coming to the Netherlands for their studies. In the higher vocational education sector the percentage is 6.5%, and in scientific education it is already up to 10%. In total this amounts to more than 50,000 international students that come to the Netherlands for higher education. If we would invite all of them to the NHL, the population of Leeuwarden would swell by more than 50%!

The second 'I' that is up for discussion during the international Week is the I of Informatisation. This is related to the role of new technology in the education system. The question is, how can information and communication technology support the learning process, and what will the classroom of the future look like? The Internet is offering unprecedented



opportunities for long-distance teaching and for cooperation between lecturer and students in different countries. The next question is therefore, how can we optimise these possibilities and opportunities? Will we actually have iPad elementary schools where children learn to read through a personalised "Reading App"? Maybe. And would the teacher be able to put his or her feet up and take it easy? Not very likely. But one thing is for sure: the future will look different than the present. Another certainty is that both internationalisation and informatisation will be playing a vital role in this.

Meanwhile, this international Week is already just behind us, so let's review the week's accomplishments. This booklet will give you an impression of the symposium of 21 March 2012. I hope you enjoy and will be inspired by looking back at this day and we hope to see you again next year!

**Peter Joore**  
*Professor Open innovation and Chair of the NHL  
International Week Symposium.*

## The International Week, an impression

Vera Gaikhorst, Senior Lecturer Intercultural  
Communication and Internationalization and  
Project leader International Week



In order to bring an important international experience to many within the NHL, we organized an International Week for the fourth time. Thirty colleagues of 14 different nationalities coming from 20 partner institutions from all over the world participated in this week. Finland was well represented with six guests from three different partners. From many other European countries like Germany, Belgium, France, Switzerland, Bulgaria and Lithuania, guest lecturers came. Asia was well represented with six guests from Guangdong University, South China University of Technology and two Indonesian experts in Healthcare from a respected mental hospital in Malang, East-Java, Indonesia. From nearby Asia two guests had come from Turkey, one from Anadolu University, Eskisehir and one colleague from Ankara.

## Lecturers and workshops

More than 1100 NHL students attended lectures and workshops given by the visiting lecturers and academic staff. They were pleased to share their fields of expertise with the Dutch students. In this way in almost all departments NHL students participated in English speaking lectures and workshops.

A limited impression: Mr Stephen O' Reagan from Roehampton University gave four two-hour lectures for a total group of 185 students on Branding and Entrepreneurship. In the Department of Communication & Multimedia Design Ms Barbara Löfgren from Copenhagen School of Design and Technology and Mr Christo Kaftandjiev from Sofia University both had an attendance of about 80 students. Seven other international guest lecturers taught 200 students from MER (Management, Economics and Law) and Business Law both within in the Department of Business Administration. In the Department of Information & Organization all students – a total of 110- were given a lecture or workshop from either Mr Mindaugas Vidugiris from Vilnius College of Design or Mr Mehmet Kesim from Anadolu University.

For many students and staff at the NHL, this week has been a unique and enriching experience in the field of 'internationalization at home' and often students reacted very

positively to the special guests. One group of students at the Communication Department complained about having no other guest lecturers in the International Week apart from the intercultural workshop from Ms Christa Uehlinger from Fachhochschule St. Gallen and the one on Oral Story Telling from Mr Bart Vandermaessen from Lessius Mechelen.

There were two symposia that took place, one on Wednesday under the title:

*'A Global Living Lab, to what extent will our education be influenced by new technologies?'*

Seven experts of the NHL and their colleagues from abroad gave inspirational lectures and worktable sessions about modern technology and education that showed their relation with the professional field.

Seventy international and Dutch participants from the NHL and representatives from Dutch companies attended this conference. A second symposium with 120 participants organized by the Welfare Department: 'Internationalization in Social Work Education' was organized on Thursday morning. The international guests as well as Skype contacts with partner universities in Ireland played an important role in this event.

Although the official closing session was held on Thursday afternoon, some international guests also taught a number of lessons on Friday.

## Extracurricular program

Apart from the participation of the guests in the existing curriculum of the NHL and the two symposia that were held an extracurricular program was organized.

There was an official opening where the guests received a warm welcome from Ms Geiske Tol, director of the Institute of Education and Communication of the NHL, followed by a personal introduction by all guests.

This was followed by an excursion through the NHL building including a visit to the photo exhibition entitled: 'Student abroad, an experience for life'.

In the afternoon the guests got more acquainted with the

city of Leeuwarden as a result of a guided historic walk as well as a visit to the brand new building of the Provincial Administration.

In the evening a welcome dinner for the guests had been organized by the departments.

On Tuesday afternoon a bus tour through the province of Friesland was organized, including a visit to the flag making company the 'Dokkumer Vlaggen Centrale' and a walk through the picturesque Frisian town of Dokkum. The evening was spent at the house of a colleague from the NHL.

On Wednesday evening a dinner in good atmosphere for all international guests as well as all Heads and Unit heads of the NHL took place in the restaurant of the neighboring university Stenden University of Applied Sciences. The official closing session was held on Thursday afternoon including the prize giving ceremony for the photography contest 'Student abroad, an experience for life'. Mr Jarkko Surakka, one of the Finnish guests handed the Jury Award to the maker of the winning photo out of a 35 objects at the exhibition.

## Cooperation

During this International Week there were a lot of possibilities for the guests as well as the colleagues from the NHL to have formal and informal talks, exchange ideas and take part in discussions which could lead to further cooperation. To mention just an example: Ms Merja Drake and Ms Salla Huttunen, both from Haaga-Helia University in Helsinki made a good start with the Research Group of Social Media Reputation Management by writing a proposal for cooperation in research between Leeuwarden and Helsinki.

The Accountancy Department also took great advantage of this occasion by having intensive talks about further cooperation with the Irish colleague Mr Hugh Mc Bride in relation to a project whereby 40 NHL students are involved. Arrangements with Ms Ziegler from Fachhochschule St. Gallen have

been made about the participation of NHL students in its attractive business projects.

Last but not least I would like to mention here the great opportunity for all guests and NHL colleagues to meet the Chinese delegation from Guangzhou.







## Program Symposium 'Global Living Lab', to what extent will our education and practice be influenced by new technologies?

- 13.00 Welcome
- 13.30 Opening by Peter Joore, Professor Open innovation and Chair of the symposium
- 13.35 Inspirational lecture 1:
  - Mapping the unknown, informal language by means of social media by Roelien Bos and Ron Barendsen, project leadersMy Schools Network NHL
- 14.00 Student intermezzo: Mjuks goes Europe
- 14.10 Inspirational lecture 2:
  - New concepts of E-learning in the scope of new technologies by Prof. Dr. Mehmet Kesim, Anadolu University, Turkey.
- 14.40 Break
- 14.50 1st Worktable sessions with experts in new technologies:
  - Roelien Bos-Wierda and Ron Barendsen: Can Internet and online learning be the panacea for millennium goal 2: Education for all?
  - Merja Drake: iPad: just for mobile learning or something revolutionary?
  - Sanne Gaastra: What is the value of gamification for teaching?
  - Christo Kaftandjiev: Which are some of the most important new technologies in marketing communication?
  - Mehmet Kesim: Is IPTV a new interactive e-learning medium?
  - Swen van Klaarbergen: What could be a key role for Universities in the development of innovative sustainable technologies?
  - Jari Niemela: How can universities of applied sciences successfully use social media to collaborate with relevant companies?
  - Cakir Ozlem: How can we personalize our learning systems?
  - Mindaugas Vidugiris: How can creative teaching techniques contribute to mass education and improve social and healthy living skills?
  - Sjoerd de Vries: What is the social school in vocational education?
- 15.10 2nd Worktable sessions
- 15.30 Poster session and reflection on the results of the day
- 15.50 Closing by Diane Keizer, Vice President Board of Directors NHL
- 16.00 Reception



University — Motivation —  
— Relationship —



of  
they can  
offer



# New concepts of E-learning in new technologies

Prof. Dr. Mehmet Kesim, Anadolu University, Eskisehir, Turkey

I would like to begin with an anecdote of Stephen Hawking, in which he describes how a prominent scientist is opposed by a little old lady regarding the structure of the earth, solar system, and planetary objects. While the scientist proposes celestial orbits, the old lady states that the world is merely a flat plate supported on the back of a turtle, and all further support consists of turtles, ad infinitum (Hawking, p.1). While it is now apparent that the world is not flat, it could be argued that it has been flattened through globalization.

## Globalization

Thomas Friedman has divided globalization into three distinct eras: (Friedman, pp.9-10)

*Globalization 1.0 (1492-1800)*, initiated by the sailing of Columbus to America and distinguished by national power struggles.

*Globalization 2.0 (1800-2000)*, distinguished by multinationality and global integration.

*Globalization 3.0 (2000-)*, distinguished by a global playing field in which individuals are key components.

Each era in globalization has shrunk the world we live in one step further. Friedman states that there are ten primary forces which have led to the "flattening" of the world:

(Friedman, p. 51, 60, 77, 93, 126, 137, 151, 167, 176, 185)

1. The New Age of Creativity: When the Walls Came Down and the Windows Went Up
2. The New Age of Connectivity: When the Web Went Around and Netscape Went Public
3. Workflow Software
4. Harnessing the Power of Communities
5. Outsourcing, Y2K
6. Offshoring
7. Supply-Chaining
8. Insourcing
9. In-forming
10. The Steroids: Digital, Mobile, Personal and Virtual

### New Face of Information Communication Technologies

Regarding the role of technology, George Siemens states that "Technology as an enabler of learning and of creating connections. The Internet has revealed that large fields of knowledge are given value when connected. Technology in communities is essentially just a means of creating fluidity between knowledge segments and connecting people."

(Siemens, 2003)

Within this scope, the term "ecology" gains importance, as it is the environment in which these technologies are used. Regarding learning, an ecology would entail an adaptive, dynamic, responsive, self-organizing, diverse, supportive, informally structured learning environment (Siemens, 2006, p.11). Knowledge is shared within this ecology, and the use of ICTs in a learning ecology allows for digitally engaged individuals to increase their skills, productivity, social relations, sense of community, and access to information.

If taken at face value, globalization and ICTs have had significant influences on the way we treat and share information, along with deep implications in the field of learning. While the use of ICTs in many fields is itself a development, ICTs themselves have also undergone a transformation in that the terms Information, Communication and Technology are no longer sufficient in explaining the concept of ICTs and their scope. The key applications of ICTs appear to converge on Innovation, Collaboration, and Transformation (Trilling, 2005, p.40). Through the applications of ICTs, the underlying fundamental understanding of ICT is paving the way and laying down the infrastructure for the "New ICT". Previously, ICTs were the changes that justified new infrastructure investment, while it appears that in the future, ICTs will be the infrastructure required for innovation, collaboration, transformation, and change.

The knowledge triangle consist of education, research and innovation (COM, 2007, 703 final, p.2). From an educational standpoint, education is currently falling behind research and innovation. Educational institutions are meant to provide new competences and learning habits, which in turn provide the opportunity for further personal development. Innovation is the point of intersection regarding the field of Knowledge-Triangle and New ICT Triangle. With innovation at a fulcrum, the remaining aspects regarding learning and ICTs are research, collaboration, education and transformation. Even with a commonality such as innovation, the areas of study in the convergence of these fields is vast and broad in scope. It is therefore understandable that this overlap is discussed at length in future platforms and research.

While debates and discussions regarding the convergence of ICTs and learning may continue, it is apparent that the development of ICTs has resulted in a social and economical paradigm shift. In accordance with this change, the education and training fields must also comply in that the integration of ICT tools and applications has become essential. Despite the fact that ICT infrastructure investments are required to make

use of the opportunities they provide, a significant return on these investments may be obtained through the functional utilization of these investments through learning resources and individualized learning experiences utilizing innovative learning tools and resources. This, in turn, will enable lifelong learning which provides an opportunity to efficiently maximize the gains from the aforementioned investments.

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# Global citizenship for pupils and students by means of a social network

by Ron Barendsen and Roelien Bos-Wierda

## What is MySchoolsNetwork (MySN) ?

MySN is an online, educational platform for pupils, students and teachers all around the world; a secure social platform where pupils:

- learn to communicate (in English) about their lives and culture in an authentic setting

An attractive feature is the monthly worldwide competition

- can develop themselves as global citizens
- receive coaching and feedback from student teachers

## Why MySchoolsNetwork?

Teachers and students of the NHL teacher training institute have developed an international online platform over the past four years with – initially – two goals:

- facilitating online communication between pupils and students from the NHL network at home and abroad
- creating an opportunity for NHL students to practice their didactic and pedagogical skills anywhere and anytime in an authentic setting.

The website was developed by NHL teachers and students. Existing sites such as Facebook, Friendster and MySpace did not meet our demands with respect to security, flexibility and usability. Moreover, advertisements play a prominent role in these sites, which is not in line with the educational character of MySN.

## How does MySchoolsNetwork work?

MySchoolsNetwork has three important features:

1. Each member has a personal profile; there are distinctive roles for pupils and teachers/student teachers
2. MySN members (pupils, teachers and students) can communicate with each other – in English – by means of simple message boxes
3. Every four weeks there will be one or more events; an event is an online competition around a cultural theme. Pupils are challenged to write a story or poem and to upload this, together with a picture or photograph to illustrate the story. At the end of each event there is a poll to decide who'll be the event winner. After a week the winner will be announced in the Hall of Fame.

## "With MySN pupils broaden their horizon and enlarge their world"

Within four years MySN has come to be widely used; both pupils and teachers are enthusiastic about the fact that they can communicate with peers in areas they may never have heard of before. Besides, the NHL teacher training department have structurally embraced MySchoolsNetwork as a platform where students may practice their feedback and coaching skills.





"I think it's a brilliant idea to make contact with pupils and teachers abroad via MySN. In this way you learn a lot about other cultures and customs. Especially for secondary school pupils it's a fun way – beside the traditional classes in school – to practice and develop their communicative skills and world orientation"

*(Lisanne de Jong, 2nd year student NHL)*



## What's in it for your school or University?

Secondary schools may use MySchoolsNetwork as an addition to their more traditional curriculum to offer pupils an authentic setting to practice certain skills. Pupils could -for instance- earn credits by taking part in a number of events; it is also possible for schools to design their own events or projects and have them programmed into the platform by the MySN team.

Teacher training institutes might consider implementing the "online traineeship" strategy described above, thus strengthening their ties with their network of schools. Exchange programs can be supported by MySN; students can carry out preparatory events and get to know other students in the exchange program.

### Theoretical foundation for MySN:

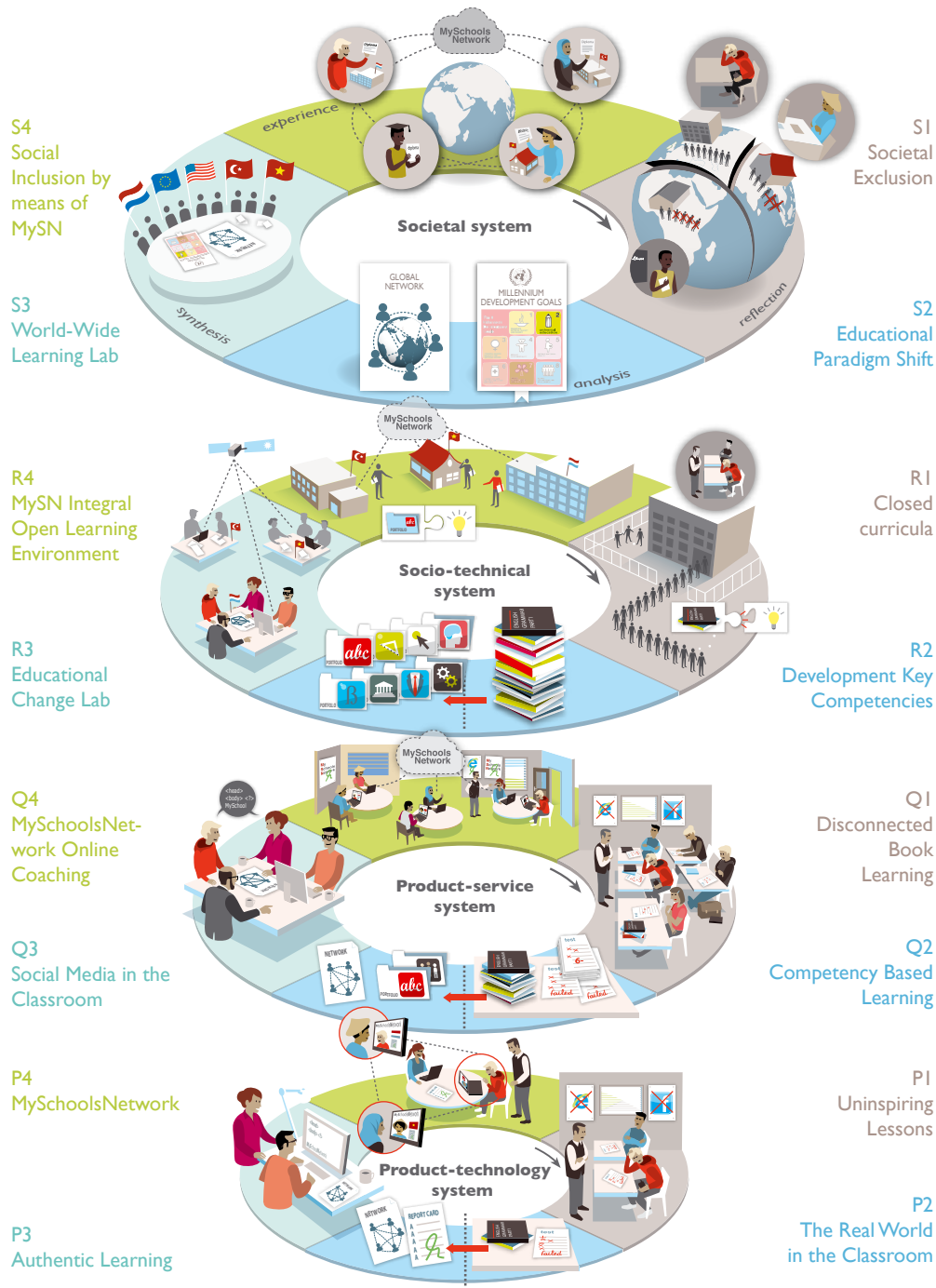
MySN was, is and will be programmed on the basis of Etienne Wenger's Cultivating Communities of Practice (2002). Wenger stresses that successful Communities of Practice are a happy mix of rhythm and excitement and that they are a place for "different levels of participation".

Moreover, an online community is built for further development, it is an a continual state of flux.

Dr. Peter Joore's multilevel model has provided the opportunity to describe MySN as an emerging technology that seeks to address educational and societal problems on different levels.

### Plans for the future:

The MySN team is constantly working on improvements in terms of look-and-feel and functionalities. In the near future students will have an additional button accessing their own private project space. This gives schools and universities a chance to use MySN in a more personalized way. Besides, there are plans to develop an integrated online portfolio and peer feedback tool. Most important of all, the international network will be expanded so that members will have an excellent chance to connect to different parts of the world, while at the same time working on their language skills.





## Mjuks goes Europe

by Bart Hagel, NHL student Communication & Multimedia Design



Mjuks goes Europe. What a great experience it was! By far the most incredible project I have ever done in my career as a student of 'Communication & Multimedia Design' at NHL University of Applied Sciences so far.

In short, it was our intention to make a road trip through Europe to earn money for the 'Make A Wish Foundation'. Of course, as students of the minor Cross media, we had to make a cross media concept around it. So we did. People could send us challenges and we could earn money by meeting them. Our whole trip and all the challenges would be filmed and everyone could follow us and watch the videos online on our website.

On November 25th, after 10 weeks of preparation, we left Leeuwarden for our adventure in Europe. By 'we' I mean Daan Volker, Frank Abrahams, Jappy Toering, Marijn Bruinen. Our sixth team member, Sjoerd van Dekken, stayed at home to be our contact in the Netherlands.

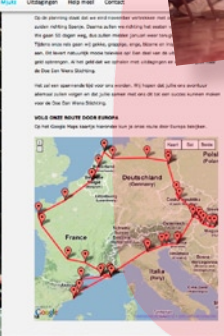
With a big camper we started our journey. Our point of departure was the square in front of the NHL building and our friends, family, teachers and press were there to wave us goodbye. It was very exciting because our journey had finally begun.

Our first stop was Utrecht, where we had an interview with CampusTV, a television channel for students in Holland. After that we drove to Belgium where we spent the first night. After Belgium, France, Spain, Italy, Slovenia, Austria, Slovakia, Hungary, Czech Republic and Germany would follow.

After 53 days, 10,000 kilometers and 10 other countries we came back to Leeuwarden. What a crazy and amazing road trip it has been! We earned €5,000 for Make A Wish, so I think we can be proud of that. We met some awesome challenges, which you can still see on our website ([www.mjuksgoes.eu](http://www.mjuksgoes.eu)) and we visited 4 different universities in Europe to arrange contacts for the NHL. In short: We did a lot and we also learned a lot! I saw so many new places, new things and I met amazing people! I would encourage everyone to do this too. Learning this way: I'm in!











# Table Host sessions

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# Can Internet and online learning be the panacea for millennium goal 2: Education for all?

By Ron Barendsen and Roelien Bos-Wierda

**Affiliation:** NHL University of Applied Sciences Leeuwarden

**Education:** Department of Teacher Education

**Research interests:** Online learning, ICT & Workplace learning, Online communities of practice, educational innovation

## Key question

Can Internet and online learning be the panacea for millennium goal 2: Education for all?

## Subquestions

- To what extent can technology and online learning replace f2f teaching? Will we still have schools in the future?
- How can web 2.0 techniques be used to realize millennium goal 2?
- What role can teacher training institutes play in the realization of millennium goal 2?

## Key Answer

Yes, to a certain extent online learning can make education available to groups of people that would otherwise be excluded.

## Participants

*Maarten Kramer*

*Simone Schoonhoven*

## Can Internet and online learning be the panacea for millennium goal 2: Education for all?

To a certain extent, yes. There are many examples of online learning programmes for development countries. Within MySchoolsNetwork there are some striking examples; we have among our members a number of schools in the very north of Vietnam and two schools in Africa. However, internet access is a major problem in those areas that need education the most.

In conclusion online education is very successful in countries with a low population density such as Canada, Australia and – closer to home – Turkey. Anadolu University in Eskisehir, for instance, has over a million online students. Once the necessary infrastructure has been realized, learners in developing countries will be able to take part in the global learning community.







# iPad: Just for mobile learning or something revolutionary?

by Merja Drake

**Affiliation:** Haaga-Helia University of Applied Sciences

**Education:** Ph.D

**Research interests:** Social media, Internet, Journalism, Organizational Communication, Mobile Learning

## Key question

Can new technologies, like iPads enhance students' participation?

## Sub questions

- What type of learning device is iPad?  
Is it more like an e-learning device for self-study or can an iPad substitute PCs and Laptops in class rooms and offices?
- What kind of learning material should you produce for iPad and how easy is it to produce?
- Your own experiences?

## Key Answer

Let the new technology inspire us teachers as well as the students.

## Participants

Anthony Muller  
Salla Huttunen  
Kaisa Åkerman  
Outi Kourula  
Vera Gaikhorst  
Sven van Klaarbergen  
Rob Koning



### Feeling

- Inspirational
- Stressful
- Creative

### Apps

- iBook
- Flipboard
- Prezi
- Keynote
- Photoshop Touch
- Others

### Costs vs benefits

## Mobile Devices

### mLearning

- Technology driven
- Miniature
- Connected to learning spaces

Changes our ways to learn and create learning material

### Dissemination channels

- Learning spaces and platforms
- iTunes U
- Others

Easy to achieve

### Technology and networks 3G, 4G

- iOS Apple iPod, iPad, iPhone
- Windows, Sony Reader, Smart Phones
- Android, Samsung, Galaxy, Kindle, Smart Phones



# What is the value of gamification for teaching?

By Sanne Gaastra

**Affiliation:** NHL University of Applied Sciences Leeuwarden

**Education:** Communication Science

**Research interests:** social media & reputation management

## Key question

What is the value of gamification for teaching?

## Subquestions

- How relevant are grades or other common assessment instruments?
- How big is students' need for gamification and related concepts in teaching?
- Is it necessary for teachers to fulfil this need to keep today's students motivated?

## Key Answer

Gamification offers new possibilities for education. Grades are important to students, but levels could be the new grades. However, education should be more than fun. Also because boredom leads to creativity. Gamification could be useful when integrating 'frustration levels', cooperating and progress. Practical implication needs a lot of attention.

## Participants

*Marco Verhoeven*

*Bart Vandermaessen*

*Barbara Löfgren*



😊 motivation(grades = levels)

Gamification

😊 fun

😞 Boredom leads to creativity

Integrate:

- frustration levels
- cooperation
- progress





# Which are some of the most important new technologies in marketing communication?

By Christo Kaftandjiev

**Affiliation:** Sofia University, Bulgaria

**Education:** Linguistics

**Research interests:** advertising; semiotics; marketing communication Key publications: Absolut Semiotics; Heroes and Beauties in Advertising; Visual Communication

## Key question

Which are some of the most important new technologies in marketing communication?

## Subquestions

1. How can we use interactive advertising technologies in education?
2. How can we use "Augmented Reality" communicative approach in education?
3. How can we use "3D Mapping" communicative approach in education?

## Participants

Elise Minvielle

Mirjam Lasthuizen



**Techniques from interactive marketing**

Increased involvement

Simulate abstract data  
=> concrete concepts

Especially useful in physics,  
chemistry, biology or history

more interesting

use more facilities  
(e.g. walls)

**Augmented reality (AR)**  
Live view of a physical, real-world environment  
Augement by sound, video, graphics or GPS data

**3D Mapping**  
Three-dimensional points  
to a two-dimensional plane



# IPTV: A New, Interactive E-learning Medium

by Mehmet Kesim

**Affiliation:** Anadolu University

**Education:** Professor

**Research interests:** ICT & Distance Education Technologies

**Key publications:** "Creativity and Innovation in Learning: The Changing Roles of ICT" Turkish Online Journal of Distance Education-TOJDE. July 2009 ISSN 1302-6488, Volume 10, Number 3, 01/07/2009

"Providing Scaffolding by Using Mobile Applications in Connectivist Learning Environment" Mobile Learning: Crossing boundaries in Convergent Environments, 21-22 March 2011, Bremen Germany

## Key question

How can IPTV be used for flexible, lifelong learning?

## Subquestions

- What opportunities does IPTV provide?
- What limitations does IPTV overcome?
- How can IPTV be integrated as an e-learning system?

## Key Answer

IPTV provides an accessible, flexible, adaptive, and sustainable learning ecosystem to current and future learners.

## Participants

Jack Lowe

Sonja Utz

Outi Kourula

Maria Widyastuti Dharmohusodo



## Opportunities

The flexible structures of IPTV allows for smart e-learning systems to be incorporated. Self Learning, Lifelong Learning, Flexible Learning are constantly apparent in IPTV. Easily scalable to serve the needs of a variety of learning environments

- IPTV also allows for an advanced amount of interactivity, which would support learning as
- Connectivity
  - Interactivity
  - Network learning

## IPTV

a multimedia service integrating TV Broadcast, Radio Broadcast, Video on Demand, Music on Demand, personal video recorder (PVR), network PVR, broadband internet service, telephone service, games, interactive subscriber services, personal advertising.

## Limitations that IPTV overcomes

data distribution over IP based networks managed with sufficient

- Quality of Service (QoS)
- Quality of Experience (QoE)
- Security
- Interactivity
- Trust





# How can universities of applied sciences successfully use social media to collaborate with relevant companies?

by Jari Niemelä

**Affiliation:** Savonia University

**Education:** M.Sc. (Economics) accounting, marketing, business strategies , University of Jyväskylä

**Research interests:** social media in B2B

## Key question

How can universities of applied sciences successfully use social media to collaborate with relevant companies?

## Subquestions

- What is the motivation of companies and universities to cooperate?
- What kind of interaction is needed for this type of relationship?
- How can social media tools help both parties in this relationship?

## Participants

*Psyche Liu Tsz Wai*

*Sonja Utz*

*Swen van Klaarbergen*



## How can universities of applied sciences successfully use social media to collaborate with relevant companies?



Crucial: SoMe tools help universities and companies to integrate the collaboration into their daily work routines. The partners collaborate via project extranets, forums and discussions areas. Which parts of the system partners can see and what the partners' rights within the tool are depends on their role in the ecosystem.





# How can we personalize our learning systems?

By Cakir Ozlem

**Affiliation:** Ankara University, Faculty of Educational Science

**Education:** Department of Computer Education and Instructional Technology

**Research interests:** Internet Addiction, Distance Learning, Adaptive Learning

**Key publications:** Distance Learning, Quality, Adaptive, Personalized

## Key question

How can we personalize our learning systems?

## Subquestions

- How do students differ from each other?
- What are the interests of students?
- How can we create personalized learning situations?

## Key Answer

Personalized Learning, Personalization, Adaptive Learning

## Participants

*Inez Dijkstra*

*Lulivera Krusteva*



**Differences**  
culture, clothing, music,  
interests, abilities,...

The diagram features a central white stylized figure. Four colored boxes are arranged around it, connected by dotted arrows. A purple box at the top right points to a pink box in the center, which points to a green box at the bottom left, which finally points to a blue box at the bottom right. The background consists of large, overlapping geometric shapes in shades of yellow, blue, pink, and purple. A partial image of a person's head is visible on the left edge.

### **Personalized Learning**

embedding students' past experiences  
and interests into the educational content

**Personalized instruction**  
based on individual needs  
group-based or individual-based  
Add cultural objects, music, clothes  
student newspaper

### **Positive effects**

on achievement, motivation,  
interest, understanding





# How can creative teaching techniques contribute to mass education and improve social and healthy living skills?

By Mindaugas Vidugiris

**Affiliation:** Vilnius College of Design

**Education:** Kauno Technologijos Universitetas

**Research interests:** holistic education, motivation, emotion management, creative teaching techniques

## Key question

How can creative teaching techniques contribute to mass education and improve social and healthy living skills?

## Subquestions

- New technologies and physical exercises. Opportunity or challenge?
- Healthy lifestyle or virtual lifestyle? How can we improve?
- How can we learn social skills online?

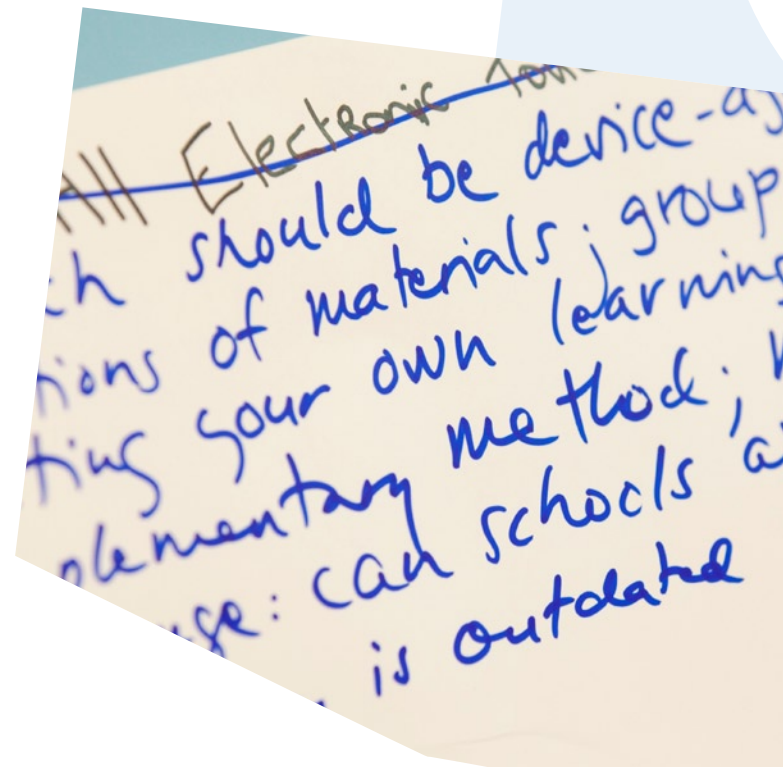
## Participants

Lidia Maria Gallo

Karel Steker

Gert Flikkema

Jarkko Surakka



Students from all over Europe  
or the world

Solution 1:  
Summer Camps

Social and healthy  
living skills

Solution 2:  
Physical group  
exercises during class

ambassadors





# What is the social school in vocational education?

By Sjoerd de Vries

**Affiliation:** NHL University of Applied Sciences Leeuwarden

**Education:** Knowledge Media

Research interests: Social media

**Key publications:** Vries, S.A. de, Schaik, P. van, and Constantinides, E. (2012). SoMeRe: Knowledge Media for Continuing Professional Development. NAUN CIT'12, Athens, Greece.

Huizing, K.J., & Vries, S.A. de (2012). NHL University as a Living Lab: NHL21. EUNIS'12: A 3600 perspective on IT/IS in Higher Education., June 20-22, Vila Real, Portugal.

## Key question

What is the social school in vocational education?

## Subquestions

- What are characteristics of the social school?
- What are the (dis) advantages ?

## Key Answer

The social school is an on/off school embedded in the professional context. The disadvantages are the advantages, (too) social, (too much) fun, (too) practical, (too) individualistic, (in-) efficient, (in)formal, ...

## Participants

*Blanca Morales*

*Maria Widyastuti Dharmohusodo*

*Yuniar Abdulrashid*

*Erik van der Veen*

*Barbara Löfgren*

## The Social School

### Dis- advantages are advantages

(in-) efficiënt

(in) formal

(too) practical

(too much) fun

(too) individualistic

(too) social

### Characteristics

Social places are crucial

An on/off school

Individual development

Extended use of social media

Learn on workplaces

Informal / formal learning integrate

Teachers, students and professionals learn together



# Closing address by Diane Keizer, Vice President Board of Directors NHL University of Applied Sciences

Wednesday 21 March 2011



**Ladies and Gentlemen,**

My name is Diane Keizer and I am a director of NHL University of Applied Sciences. I am very pleased to be here, at the close of the NHL's International Week Symposium, entitled "The Global Living Lab. The Influence of New Technology on Education".

This theme is not just any theme. It is closely related to the strategic focus we have decided on at NHL, which is laid down in our strategic plan for the next four years. It establishes that the influence of new, enabling technology for the care, business and education sectors will be the spearhead of our organisation.

It is also a true pleasure to see such an international gathering here in Leeuwarden. Today we greet guests from Turkey, Finland, China, Indonesia, Bulgaria, Germany, England, Lithuania, Belgium, the Czech Republic and several other countries - too many to mention. We are indeed extremely pleased and honoured to meet you here this week.

We started today's symposium with an inspirational lecture on the theme of "Mapping the unknown - informal language by means of social media". In this lecture you heard more about the MySchoolsNetwork, which involves more than 20 foreign secondary schools. I must admit that this is one of my favourite NHL projects, as it is a unique example of the way the internet can renew the education system. Students are not just reading dozens of books, but can immediately test their newly acquired knowledge in practice. In fact, we're killing two birds with one stone, as they are not only developing their English language skills, but at the same time they are becoming acquainted with other young people all over the world. Getting to know other people personally removes barriers and prevents seeing each other with stereotyped prejudice. I would therefore like to take this opportunity to once again extend my compliments to Roelien Bos-Wierda and Ron Barendsen, who developed the MySchoolsNetwork.

The intermezzo of the "Mjuks Goes Europe" students then showed us how students apply this internationalisation. Travelling through Europe in an old camper sounds like a lot of fun, but I can assure you that the students learned as much, or more than what our professors could have imparted to them in an entire series of lectures. A very important aspect of this project is the link with new technology, in this case aimed at multimedia and TV broadcasts of the journey. The students were quite surprised to discover that internet access is not as good in some parts of Europe as it is in the Netherlands.

The second inspirational lecture was on the subject of "New concepts of e-learning in the scope of new technologies". Professor Mehmet Kesim from Anadolu University made a special trip from Turkey for this International Week. Professor Mehmet Kesim, we thank you for your contribution to this conference. In all honesty I must say that we're actually quite jealous of Anadolu University. Not only because they have their own airport, but especially because of the number of students that this university manages to reach. According to their website, Anadolu University has enrolled more than one million students! Anadolu University, with its open education system, offers education opportunities to those who cannot enrol in on-site university programs for different reasons. The faculty of Open Education offers equal opportunity for education to many,



including the handicapped. Not all of these one million individuals come to Eskisehir, but they can study from a distance, thanks to - once again - new technology.

In the final analysis, all of you have collaborated on questions related to future opportunities for the application of new technology in education. During this process, questions were asked such as:

iPad: Is it just for mobile learning, or is it something revolutionary?

IPTV: How can we optimize this new, interactive e-learning medium.

How can we personalize our learning systems?

How can universities of applied sciences successfully use social media to collaborate with companies?

How can creative teaching techniques contribute to mass education and improve social and healthy living skills?

What is the value of gamification for teaching?

Together you have discussed possible answers to these questions. The results of these discussions have provided more than enough material to occupy an entire team of researchers. At the NHL we will most certainly be concentrating our efforts to provide practical answers to a number of these questions. We hope to do this with your cooperation, and I am convinced that today's conference has already provided a solid foundation. I would like to extend my sincere gratitude to all of the table hosts and hostesses for your valuable contribution to this day. I would also like to thank all of you for your contribution and your presence at this symposium.

Naturally I am hoping that for the remainder of this week you will be enjoying our Dutch culture and hospitality and I am convinced that the organiser of this International Week, Mrs Vera Gaikhorst, will take very good care of you. This is then a good time to congratulate her for the terrific way she has organised this International Week. The fact that it's possible for all of you to be here, is due to her enthusiasm and effort in preparing for this week. Vera, you have our gratitude and our compliments for your effort. Let's give her a hand! (applause for Vera)

Once again, I thank you for being here and we hope to see you again during our next International Week in 2013.

***Until the next time we meet: goodbye!***



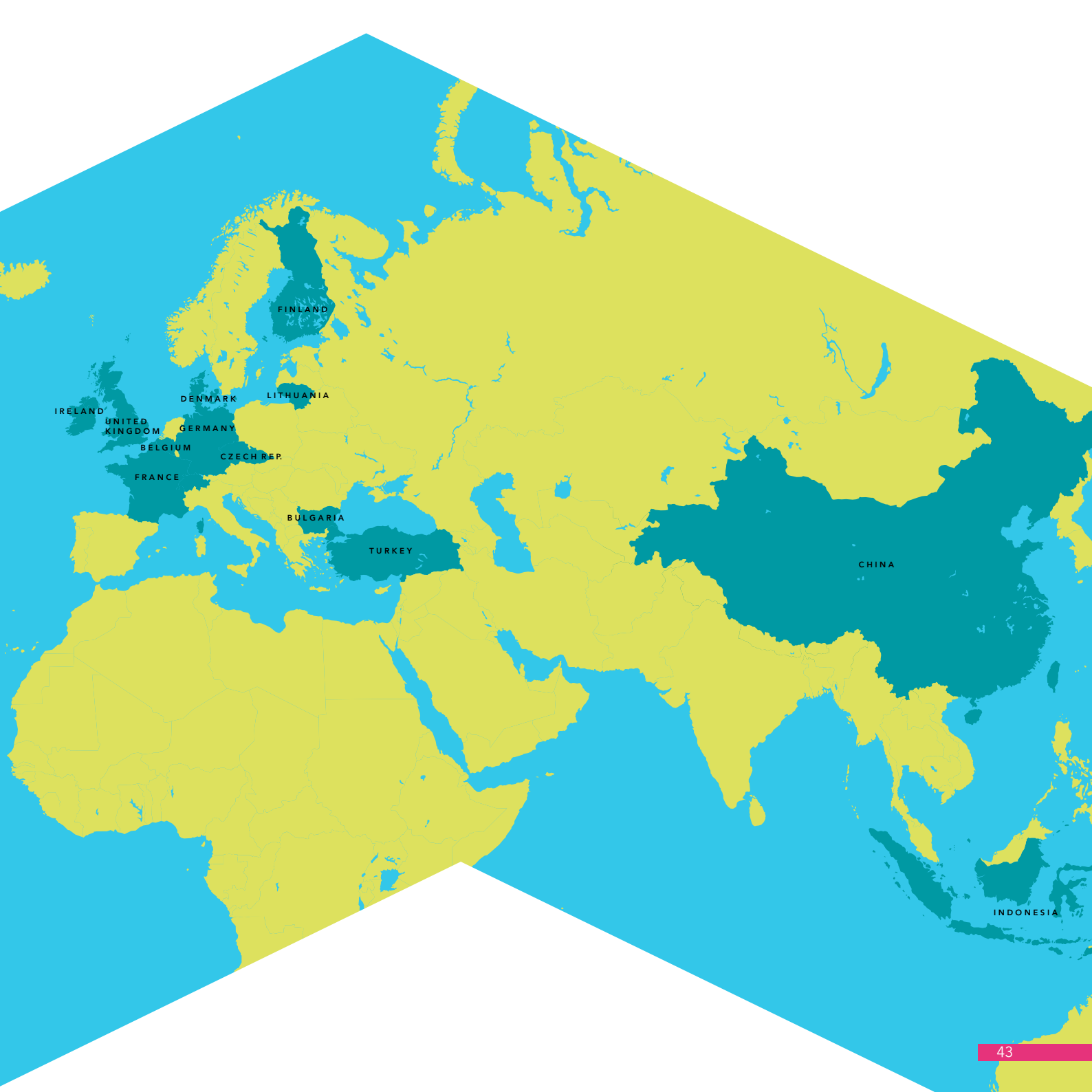






# List of International Participants

Last name	First name	Home University	Country
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Caravan	Mark	GMIT, Galway-Mayo Institute of Technology	Ireland
Cakir	Ozlem	Ankara University	Turkey
Darmhohusodo	Widyastuti	Dr. Radjiman Wediodiningrat Mental Hospital, Malang, East Java	Indonesia
Ding	Hongxia,	South China Business College, Guangdong University of Foreign Studies	China
Drake	Merja	Haaga-Helia University	Finland
Halley	Liu	China Education Service Centre	China
Huttunen	Salla	Haaga-Helia University	Finland
Jiang	Zhili	South China Business College, Guangdong University of Foreign Studies	China
Kaftandjiev	Christo	Sofia University	Bulgaria
Kesim	Mehmet	Anadolu University	Turkey
Kies	Dieter	Fachhochschule Ludwigsburg	Germany
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Krusteva	Lulivera	Sofia University St. Kliment Ohridski	Bulgaria
Lai	Zhili	South China Business College, Guangdong University of Foreign Studies	China
Liang	Xiaoqi,	South China Business College, Guangdong University of Foreign Studies	China
Liu	Xin	Guangzhou College, South China University of Technology	China
Löfgren	Barbara	Copenhagen School of Design and Technology	Denmark
Luipen van	Hans	SKEMA, Nice	France
Mcbride	Hugh	GMIT, Galway-Mayo Institute of Technology	Ireland
Niemelä	Jari	Savonia University of Applied Sciences, KUOPIO	Finland
O'Regan	Stephen	Business School , University of Roehampton, London	UK
Setuaku	Yuniar Abdulrashid	Dr. Radjiman Wediodiningrat Mental Hospital, Malang, East Java	Indonesia
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Surakka	Jarkko	Savonia UAS, Engineering and Technology, Kuopio	Finland
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Vandermaesen	Bart	Lessius Mechelen	Belgium
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Ziegler	Elisabeth	Fachhochschule St. Gallen	Switzerland



IRELAND

UNITED  
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DENMARK

GERMANY

BELGIUM

FRANCE

CZECH REP.

LITHUANIA

FINLAND

BULGARIA

TURKEY

CHINA

INDONESIA

# Colofon

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