International MicroLearning Conference 7.0
Stift Göttweig Krems | Austria
September 26-27, 2013

Outcome
Designing for specific learning objectives, user satisfaction etc.

Case Studies
Optimizing the use of technology

Environments
Effective integration of mobile in different learning environments

Further information: conference@microlearning.org
www.microlearning.org
This ML conference is the only research oriented meeting which focusses on micro content and learning as a singular area of technology enhanced learning. It features talks, multi-session workshops and world-cafes on current research and findings regarding the use of technologies for designing effective learning environments. We are interested in sustainable methods and the easy use of technologies and tools for continuous learning in or at the workplace and related contexts.

Issues include among others:

- Making mobile learning easy, enjoyable and sustainable
- Measuring learning outcomes and optimizing the use of technology
- Designing for specific learning objectives, user satisfaction, acceptance and positive motivation
- Increasing effectiveness in the attainment of learning objectives and obtaining a return on educational investment
- Impact of mobile learning on other e-learning forms
- Effective integration of mobile in learning environments and blended learning programs

Talks, lead participations (structured input): on present research, approaches, projects and results are invited from researchers, scientists and practitioners in the area of technology enhanced learning and effectiveness research and evaluation. Participation is open upon registration and payment.

We invite you to submit papers and Lead Participation: as

- Research papers to be presented in full session (8-10 pages)
- Project reports (ca. 4-6 pages)
- Short demonstrations (description of 2 pages)

After undergoing peer-review, accepted papers will be published digitally and printed in the Conference Proceedings.(Springer-Verlag GmbH, www.springer.com)

**Schedule**

**July 30, 2013**
**August 15, 2013**
**September 10, 2013**
MicroLearning and Mobile Learning Outcomes & Mobile Learning Strategies and Measuring Effectiveness

Welcome to MicroLearning 7.0!
... the 7th international conference on MicroLearning – up to 100 participants and speakers from Europe, North America, Australia, Japan and Africa are expected.

Welcome to an interactive Conference!
... Conference, because MicroLearning 7.0 is a different kind of meeting: it is an Unconference. It is about personal meetings and sustainable Exchange, blending the different perspectives of technologists & academics, visionaries & entrepreneurs, practitioners & corporate professionals.

Welcome to looking at learning outcomes!
...regarding specific learning objectives, user satisfaction, acceptance and positive motivation. The assessment of learning outcomes has become more and more a crucial issues regarding interactive technologies and the need to make the technologies perform successfully. Based on learning technology the creation of compelling learning experiences need to be related to increases in effectiveness and attainment of learning objectives.

MicroLearning – a digital approach!
...for closing the gap between lots of material that has to be learned and the time available. Why? Too little time and too much content. MicroLearning can offer an answer. Minimize content – more flexible use of time. MicroLearning uses technological support to call for less rather than more work by the learner, but also more regular learning. The static macrostructures will be resolved, regular educational and learning methods will be replaced.

Along with “Mobile Learning”, “Rapid Learning” or “Workflow-integrated Learning” emerge new challenges for the design of learning applications and strategies in formal and informal contexts.

What is “MicroLearning”?
1. Separate learning and knowledge from school
MicroLearning assumes that people have to learn much more than what they have time. Life is not like school with fixed times and hours.
Why? There is just too little time when one is working or busy and too much content. MicroLearning offers an answer. Break down content into small units – and use time flexibly.

2. Employ MicroContent technology as help
MicroLearning uses technology to support the learners, so that they can learn regularly and step by step. Static macrostructures will be resolved, and learning can be done in between.
Along with “Mobile Learning”, “Rapid Learning” or “Workflow-integrated Learning” emerge as new forms and also challenges for teachers, trainers and learners in formal and informal contexts.

3. MicroLearning as a didactical concept
»Integrated MicroLearning« is a didactical concept developed by the Research Studios Austria FG to make learning easier, use the frequent changing of activities and employ MicroContent as a foundation for knowledge building and management.
This concept has lead us to develop the MicroLearning application called Knowledge Pulse®
see: www.knowledgepulse.com

MicroLearning 7.0 is discussing the consequences and solutions for corporate training, educational institutions and lifelong learning.
We look forward to meeting you in Krems!
Mobile Learning Strategies and Measuring Effectiveness | smart people, a smart citizenry, a smart workforce

**Improving Outcomes for All Learners: Mobile MicroLearning**

To define an objective such as “Improved outcomes for all learners” is challenging in a rapidly changing world. We all want learners /students to succeed in their learning, their careers and their work. But what are the learning results, what is a career and what defines meaningful work in our global and mobile world? More specifically: What does mobile learning offer to improve outcomes for each and every one?

Mobile technology and connectivity disperses the power of learning across organisations and stages in life. It is moving the role of teachers, instructors, seminar leaders from sole source of expertise to learning facilitators. As facilitator, they connect learners / students to the sheer endless possibilities available for enhancing their own learning experiences based on their interests and passions, limited only by time, physical stamina and the capacity of their creativity.

The challenge is determining the best way to enable this with carefully designed instruction and guidance so that it is both rigorous and relevant, aligned with both standards and students’ interests. Mobile learning allows learners/students to explore on their own, but how do they benefit from the guidebooks and the experiences of their predecessors?

Mobile learning expands the field of learning and personalizes the experience for each user. Mobile learning brings personal technology into the palm of every student, employee and learner. People who rely on company or school devices are able to fully participate in the technological aspects of their institution. But people move beyond that and consumerization of IT has made the personalized use of smart devices standard for even organisations with high security standards.

Mobile learning can be device-agnostic, which allows users to connect with whatever devices their peers, family and friends have available or can afford.

Mobile learning addresses learning styles, student cultural identity, and individual learning needs in a way that differentiation and individualization can’t.

Mobile students are empowered students. They google faster than any instructor, seminar leader or professor can speak. They draw conclusions and find references before a sentence is completely spoken and they craft their own learning experiences using multiple modalities. Their quickness and creativity engages them and their abilities that a teacher-centric lesson or assignment may never has or can match. Mobile allows learners to approach learning from their own perspective, on their own terms and their own schedule.

It weakens the hold of clock and classroom time on the activity of learning and allows incorporation of students’ interests, cultural values and influences to create a spontaneous and authentic learning activity.

Mobile technology is frequently accessible in ways traditional learning tools are not. Traditionally, instructors/teachers enable access for students. They notice needs and react accordingly. Lessons are changed to meet learning levels and classrooms might be re-arranged. The teachers control accessibility measures and accommodations. Mobile technology moves this control to the learners/students and they need not wait for a teacher to notice and identify the need or answer an interest. Mobile learning is personalized learning, which means meeting every student’s learning needs.

The overall learning outcome of Mobile learning is to make learning much more democratic through equity and ubiquitous access, creating a more level playing field for access to participation in the 21st Century. Mobile learning can be a de facto “wraparound service” for schools, companies and public administrations.

Learning can become much more of an on-going habit as barriers of access to learning content and materials are reduced, peer collaboration becomes instant, and new tools and applications are developed rapidly.

The assessment of mobile learning outcomes is thus an ever more important task: for smart people, a smart citizenry, a smart workforce.
SESSION TOPICS

**Best Practice in e-Learning**
Mobile Learning Outcomes and MicroLearning

**The pedagogical forms of mobile learning**
Current Approaches and Developments in Education

**Mobile Learning**
Case studies from the Higher Education Sector
Case studies from the Corporate Training Sector
Case studies from the Public Administrations / e-Government

**Mobile Learning Experiences**
Designing Effective Mobile Learning Environments
Increasing the Return on Training Investments in Corporation

**Mobile Learning Outcomes | Strategies and Measurements**
State of the Art in Research
Methods Workshop
Translating Outcome Measurements into new projects

**Mobile Learning | MicroLearning**
“Solution Pitches” for 5 minutes for each provider / student project

OPEN SPACE AND DEMO AFTERNOON FOR PARTICIPANTS
SPEAKERS

Prof. DDr. Peter A. Bruck
Chief Researcher Research Studios Austria FG, Austria

Dr. Martina Roth
Sr. Director Global Strategy, Research and Policy; Corporate Affairs Group, Intel Corporation, USA

Dr. Diana Laurillard
London Knowledge Lab Institute of Education
London, UK (tbc)

Dr. Adele Botha
CSIR Meraka, Principal Researcher, Future Networks and Mobile Research, South Africa (tbc)

Prof. Dr. Peter Baumgartner
Faculty of Education and Media, Department of Interactive Media and Educational Technologies, Donau University, Austria

Prof. Dr. Gabriele Kotsis
Vice Rector Research, Head of Institute of Telecooperation, Johannes Kepler University, Linz

DI Manuela Vogler
Research Studio MINE – Mobile KnowledgeLab – Linz, Research Studios Austria FG

Dr. Madanmohan Rao
Research Director Asian Media Information and Communication centre (AMIC), India

Prof. Paul Bacsich
Research Director and Senior Consultant Sero Consulting Ltd, UK
To be confirmed - Invited

Driving Business Results by Empowering Employees, Cognizant, Amsterdam, NL
Custom mobile learning strategies to leading organizations, Iasset, Singapore
Delivering Just-in-time answers at the Point of Performance, Skillsoft.com
Universidad Online - Universidad Internacional de La Rioja, Spain
Wyższa Szkoła Zarządzania / Polish Open University (POU), Poland
PRE-ANNOUNCEMENT

Conference Chairs
Peter A. Bruck (Research Studios Austria FG)
Martina A. Roth (Intel, USA),
Peter Baumgartner (Danube University Krems),

Conference Organisation
Michael Sedlaczek (Research Studios Austria)
conference@microlearning.org

Venue
Conference is held in the heart of Austria. Krems, one of the most picturesque wine resorts in Austria, close to Vienna and cultural center in Lower Austria.
Exact Location: Stift Göttweig  www.stiftgoettweig.at

Contact
Research Studios Austria Forschungsgesellschaft
conference@microlearning.org

www.researchstudio.at
www.microlearning.org

Organizer
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