

International Conference

PRESENCE AT A DISTANCE: TECHNOLOGIES AND METHODS FOR LEARNER ENGAGEMENT



**18th and 19th of May 2017 Park Inn,
Copenhagen Denmark**

www.fluid.dk/eadl



This conference is a joint activity prepared and hosted by EADL, IDA Education and the Nordic Organizations Fluid in Denmark, FUN in Norway and the Nordic network for adult learning (NVL) under The Nordic Council of Ministers.

Release 22.4.2017

WELCOME TO THE CONFERENCE

The venue for this year's Conference is Copenhagen.



This conference is a joint activity prepared and hosted by EADL, IDA Education and the Nordic Organizations Fluid in Denmark, FUN in Norway and the Nordic network for adult learning (NVL) under The Nordic Council of Ministers.

It opens at 10:00 on Thursday 18th May 2017 and closes on Friday 19th May 2017 and will be held in the Park Inn Hotel: (<http://www.parkinn.com/hotel-copenhagen>).

The Conference title is:

Presence at a Distance: Technologies and Methods for Learner Engagement

WEDNESDAY MAY 17TH 2017 18:30-20:00 GET TOGETHER

Delegates who arrive to Copenhagen before Wednesday evening will have the possibility to mingle together and get some finger food in the hotel.



THURSDAY MAY 18TH 2017 MORNING SESSION
THEME: TRENDS AND TECHNOLOGY IN EDUCATION

10:00 OPENING

Dirk van der Mark (EADL President), Jørgen Grubbe (Nordic hosts)

10:15 ENGAGING LEARNERS IN A 100 YEAR LIFE: GER DRIESSEN



The future is hard to predict but some trends are not. Being aware of 'hard trends' and 'soft trends' can be very helpful to prepare for the future. We know about the 'hard trend' that people in Europe are living longer and longer and that a 100 years life will be no normal for those born today. We also know the 'half time' of knowledge is decreasing: almost nobody can build a full career based on their initial education.

During this session we will explore:

- Hard trends versus Soft trends and their implication for understanding the future
- The trends that influence the 100 years life and the decreasing half time of knowledge
- Implications for a working life and the role of learning
- Opportunities to engage learners during their learning journey in a 100 years life

Ger Driesen, Learning Innovation Leader, aNewSpring

11:00 CURRENT AND FUTURE TECHNOLOGICAL DEVELOPMENTS FOR ENGAGING THE DISTANT LEARNER: SUSAN ALDRIDGE (ONLINE PRESENTATION)



In contemplating the future of "connected" teaching and learning, there are more than a few forward-thinking institutions in the process of inventing it, using an array of innovative practices and engaging technologies, such as virtual reality, holography, and robotic telepresence. This narrated video presentation will showcase a few of the many ways these technologies are being effectively optimized for teaching and learning, in universities and training institutions around the world. In doing so, the audience will actually see these tools in action, while exploring why and how they are rapidly reinventing distance education in the digital age.

Susan Aldridge, Senior Vice President for Online Learning and president of Drexel University Online

11:30 ARTIFICIAL INTELLIGENCE + VIRTUAL REALITY = INTELLIGENT VIRTUAL ENVIRONMENT: ROY CLARIANI



This presentation brings together in lay terms the recent engineering plus availability advances in both artificial intelligence and computer graphics focused on how these can apply in online learning settings. The presentation will start from what is available now on to likely BlueSky alternatives in the mid- and far-future.

Roy Clariani, Professor and Faculty member, Department of Learning and Performance Systems at the Pennsylvania State University

12:00 LUNCH

13:00 LEARNING ENVIRONMENTS – DESIGN ISSUES AND CHALLENGES IN CREATING
PRESENCE: NIELS HENRIK HELMS



Niels Henrik Helms has a long track record of research and development work in digital media and learning. He will present a contextual model for developing user-centered and user-generated learning environments which allows learners to transform learning space into learning places.

Niels Henrik Helms, Independent researcher, Vidensemergens

PARALLEL SESSIONS:

13:45 SERIOUS GAMES – REVISITED:
SIMON EGENFELDT-NIELSEN



The potential of gamification has been heralded for many years now, and maybe we are now beginning to go beyond the hype curve. The talk starts with a quick overview after the dust has settled, and goes into

some specific examples of how gamification can be used in an online environment specifically for educational institutions without falling into the many traps gamification presents. Although informed by research and best praxis the talk takes a pragmatic approach growing out of +10 years of experience in the gamification space and focus on what a typical gamification project could look like.

Simon Egenfeldt-Nielsen (PhD, Psychologist), CEO, Serious Games interactive

13:45 BLENDED LEARNING: A WAY TO
DEAL WITH DIVERSITY IN THE
CLASSROOM: MARJOLEIN ZWEEKHORST



More and more degree programs have to deal with varied student intake, and with that different backgrounds in terms of knowledge. This makes it

particularly difficult with large student groups to pitch classes at an appropriate level. On the other hand classes offer students a prime opportunity to talk to (leading) professors and prominent guest speakers. This session is about the possibility of solving this problem by offering content in the form of short videos which explain the theory and which students can view independently. During the contact time interactive masterclasses are organized. Over the last three years we have studied this form of teaching innovation in various master courses. In this session we looking at what works and what doesn't and show the possibilities for active engagement of students during the masterclasses.

Marjolein Zweekhorst Professor Dr., Athena Institute, VU University Amsterdam.

14:45 COFFEE BREAK

15:15 RE-DEFINING COLLABORATION OF TEACHERS THROUGH VIRTUAL EXCHANGE:
AIRINA VOLUNGEVIČIENĖ



For most people in higher education mobility means exchange programmes and travel. However today there are digital tools and communities that enable rich virtual collaboration for both teachers and students. This is called virtual mobility and has been the subject of several international initiatives over the last 5 years.

Virtual mobility/exchange in higher education is an activity of learning, teaching, researching, communicating and collaborating, characterised by the following features: development of intercultural competence, cooperation of higher education institutions, application of appropriate technology supported learning and teaching solutions, and aiming at achieving academic goals and recognition of the achieved learning outcomes.

(Vasilevska, 2014, Volungevičienė, Daukšienė, Teresevičienė, 2016).

The presentation will give the participants insight on virtual mobility experiences and how it is being used today in Europe to enable staff and students to participate in international projects, courses and networks. Also, the presentation will deal with the challenges that teacher encounter and open professional collaboration solutions to overcome these challenges.

Airina Volungevičienė, Assoc. prof. dr., Vytautas Magnus University

16:00 3D LEARNING ENVIRONMENTS – ENHANCING LEARNING? FRANK ULRICH (PHD)



Spherical 360-degree video is a new medium for use in video production. The technology a range of new opportunities for e-learning by providing a wider field of view for the user, hence, creating a better learning environment that potentially increases learning and user satisfaction. Frank Ulrich presents the results from a development and research project in Higher Education and invites the participants to an introductory try out in Spherical 360-degree video.

Frank Ulrich, Ph.D. Postdoc, Danish Technical University



17:00 EADL ANNUAL GENERAL MEETING



The meeting will be held at the hotel.

17:00 FLUID ANNUAL GENERAL MEETING - GENERALFORSAMLING



The meeting will be held at the hotel.

19:00 SOCIAL EVENING

Hans Sydow: Sound, reminiscence and learning



Sounds brings forward memoirs and remembrance. Sound is also constituting presence – we are now moving into new territories of learning spaces. Constituted by new potentials in visibility – But often we forget the sound part: Lets reflect on how we can understand and cope with past and present, sound, presence and distance

Active Presentation – Evening on the 18th of May

Danish composer, sound artist, lecturer and researcher v/Hans Sydow.

See www.sydow.dk and www.jegkanhuske.dk



FRIDAY MAY 19TH 2015 MORNING SESSION

THEME: LEARNING ANALYTICS, BIG DATA

9:00 SCALING UP AND THINKING WIDE: VEGARD MELAND



Vegard will present an organizational based MOOC in assessment for learning. Scaling up and building an assessment culture for organizations and at the same time increasing the organizations capacity for learning and development. Can oMOOC`s be instrumental in professional development in the future is one of the questions that will be addressed together with scalability and a more widen approach to e-learning and MOOC`s.

Vegard Meland, Project manager, Centre for Lifelong Learning (CLL) at Inland Norway University

9:45 VIDEO PRESENTATION: GILLY SALMON



Gilly Salmon will present a good way of creating fast, effective, forward looking learning design using a team-based learning design process called Carpe Diem. The idea behind Carpe Diem is that every moment of the time during the workshop is spent on designing something that can be put into immediate use with learners.

Gilly Salmon, Pro Vice-Chancellor (Education Innovation) at the University of Western Australia

10:00 FOLLOW UP ON GILLY SALMON: ANITA MONTY



Managing institutional change in large scale requires thoughtful leadership, effective support functions and teachers, who are willing to make an extra effort from time to time. But bringing colleagues with you is key if you want to make a pedagogic redesign.

In this presentation, Anita will address the following question: how can we support teachers and consultants in pedagogic redesign processes? And how can we manage change processes in large scale? Based on her experiences from helping teachers in designing global online courses and blended learning courses, Anita will give advice on how to succeed in pedagogic redesign. She will address the needs for

transforming traditional teaching to new educational models in order to let more people get access to further education in future.

Anita Monty, research assistant, Copenhagen Business School CBS

11:00 COFFEE BREAK



**11:15 DESIGNING ENGAGING LEARNING EVENTS.
FOLLOW UP ON GILLY SALMON:
HRÓBJARTUR ÁRNASON**



Designing learning events or courses, for adults or university students can be challenging for anyone who approaches the task sincerely and creatively. However there are a number of models, ideas and guidelines teachers and

adult educators can take inspiration from. Gilly Salmon's 5-step model and her idea of eTivities are examples which have inspired many an instructional designer, the Business Model Canvas and Design Thinking are others which can open new avenues.

In this workshop/presentation Hróbjartur Árnason will share a number of considerations and thoughts based on his many year practice of designing face-to-face, blended and distance courses, both at universities and for adult educational settings. Hróbjartur will be addressing questions on why and how to get participants "on-board", how and why to spur activity and helpfulness in the group and further to guide participants to self-directed learning. He will also exemplify how models based in other fields, such as business and the arts can spur creativity and help people who organize learning for others to find new ideas and decide which paths to tread.

Hróbjartur Árnason, Assistant Professor for Adult & Continuing Education at the University of Iceland

**11:15 CREATE INSPIRING LEARNING JOURNEYS: PRACTICAL CASES ON HOW TECHNOLOGY HELPS PEOPLE LEARN:
MARTÈN DE PREZ**



The best way to engage learners is by offering them inspiring learning journeys. For one part the content of a learning journey can be an element of inspiration. Another way is the learning approach

and process we can offer the learners. Technology can be very helpful in this perspective to support learners with social learning, adaptive learning and gamified learning to name a few. Martèn de Prez is an entrepreneur who's purpose is to make easy to use technology available to support learning. During his 10+ years of experience in this field, Martèn worked on many projects to do so. During this session he will share the most valuable cases he worked on including the lessons learned.

Martèn De Prez, managing director and co-owner of aNewSpring



12:00 LEARNING ANALYTICS – FROM BIG PROMISES TO DAILY USE IN FLEXIBLE LEARNING: STEEN GRØNBÆK



One of the big challenges in using distance and flexible learning is, how can we track the student's activity and learning process, when they are not physically in the classroom?

One possibility is to use Learning Analytics, which builds on the student's

electronic footprints, when they use an online learning platform. Learning Analytics builds on a process of gathering and analyzing the footprint of the individual student's interaction. The teacher can then use this information to individually and proactively supporting the students in their learning process.

Steen gives a general presentation of Learning Analytics, and shows a Learning Analytics facility which he has built to Moodle.

Steen Grønbæk, Project Leader at Mercantec

12:00 LORKING - IS LURKING WORKING?
TARU KEKKONEN; OMNIA



There are most often both active and passive learners in every classroom. Online learning doesn't make an exception. But what makes it a bit more challenging is that passive online learners don't really exist for others unless they make

themselves somehow visible or audible in the online learning events.

NVL's Distans network members were curious to know more about these silent learners. What motivates them? Why do they remain silent? How can their learning be best supported? Does active participation in (online) learning events guarantee better learning than apparently passive participation? Is lurking acceptable? Can it be considered "proper" learning?

During this session the Distans members share what they learned of and from silent online learners during a Nordplus project named Lorking - is lurking working?

Taru Kekkonen, Education Manager, Omnia

12:45 LUNCH



FRIDAY MAY 22ND 2015 AFTERNOON SESSION
THEME: NEW LEARNERS, NEW MARKETS, NEW BUSINESS MODEL

PARALLEL SESSIONS:

13:45 ALASTAIR CREELMAN:



Learners “drop out” of MOOCs for a variety of reasons, generally not connected with course quality. One major reason is that many are completely unused to online learning

and lack important study skills and digital literacy. Another reason is that they feel disadvantaged in terms of their ability in English. The massive open forum is extremely daunting for such learners and they can easily feel inadequate. One solution is for 3rd parties to provide “safe bubbles” – closed groups either online or on-site where learners can get hands-on support and a chance to discuss in their own language in a safe environment. If we can provide such bubbles maybe more learners could succeed with online learning.

**Alastair Creelman, e-learning speci,
Linnaeus University in Kalmar, Sweden.**

13:45 ONLINE LEARNING IN DIGITAL
ENTREPRENEURSHIP - AN INNOVATIVE
BUSINESS MODEL: LORRAINE DALLMEIER



The global eLearning industry is estimated to be worth over \$100bn. Together with the huge boom in digital businesses, entrepreneurs all over the world have embraced eLearning as a tool for business growth. Small

innovative eLearning businesses are popping up every day to teach online courses in a variety of different subjects, ranging from dog training to playing guitar to meditation. Many of these businesses are started from kitchen tables. This session will look at a number of case studies that show the use of social media and digital marketing techniques in starting and growing a successful eLearning business with happy students. In particular, Lorraine will show how she used these techniques to increase the turnover of her award-winning school by 4000% in the space of three years.

**Lorraine Dallmeier, eLearning
entrepreneur, biologist and
environmental scientist. Director of
Formula Botanica.**

14:30 COFFEE BREAK

15:00 DISTANCE EDUCATION IN A RESTLESS AND IMPATIENT WORLD: LEAH MATTHEWS



The past year in the United States has been a tumultuous one, with its contentious presidential election and major changes proposed for higher education and accreditation. Education systems have been preparing for new challenges and transformations in anticipation of these changes. This session will provide an overview of the latest education policy developments that include trends in distance education/higher education in the United States and comments on the impact of the political and policy environment.

**Leah Matthews, Executive Director and Chief Executive Officer of the Distance Education
Accrediting Committee (DEAC), Washington, DC**

16:00 CLOSING CEREMONY

SPEAKERS INFORMATION IN ALPHBETICAL ORDER

DR. SUSAN ALDRIDGE



Dr. Susan Aldridge serves as senior vice president for Online Learning and president of Drexel University Online. Dr. Aldridge is responsible for building an administrative division that provides comprehensive services focused on the unique needs of online students and pursues new approaches to online curricula, teaching and student tracking that improve retention and learning outcomes. Drexel University is a premier private non-profit university offering high quality academic programs on campus and online.

Dr. Susan Aldridge is a frequent keynote speaker at national and international conferences and a consultant to University presidents, government officials, and business leaders regarding strategic initiatives in challenging university environments, international education initiatives, strategies associated with developing distance education models, and retention/degree completion opportunities

HRÓBJARTUR ÁRNASON



Hróbjartur Árnason is Assistant Professor for Adult & Continuing Education at the University of Iceland. Hróbjartur is a theologian from the University of Iceland and after working as researcher in Germany and Israel turned his attention to adult education. He has studied in France, Israel, Germany and in Iceland. His research and practical projects include the use of ICT in adult education, democratic and creative learning methods, teacher training, education for senior citizens and evaluation of adult education projects both locally and for development cooperation. Hróbjartur has extensive experience of educating and training adult educators, both in informal settings as well as part of the Master's Program on adult education he

leads at the University of Iceland.

Hróbjartur is interested in all forms of adult learning, and has during the last years been involved in developing various ways for supporting adult learning through technology, coaching and training. In his course on Instructional Design at the University he has been experimenting with inspiration from unexpected areas such as business with interesting results.

ROY CLARIANA



Roy Clariana is a tenured professor and faculty member in the Department of Learning and Performance Systems at the Pennsylvania State University. Dr. Clariana has been involved in AI applications in learning for nearly two decades. In 1998 (recall that Google started about 1998), working with Jostens Learning Corporation and Aptex Software, Inc. in San Diego, CA, he was the lead developer for the AI tool suite Resources Miner and Lesson Planner, intelligent search tools for teachers and curriculum coordinators tied to a large proprietary database of curriculum materials (see: <http://files.eric.ed.gov/fulltext/ED418949.pdf>). In 2004 at Penn State, he developed the ALA-Reader tool for analyzing students essays using natural language

analysis approaches. He is a prolific researcher and currently he teaches the popular online graduate course LDT 832 Designing e-learning Within Course Management Systems (see:

<http://bulletins.psu.edu/graduate/courses/L/LDT/832/201415SP>).

ALASTAIR CREELMAN



Alastair Creelman is an e-learning specialist at Linnaeus University in Kalmar, Sweden. He is involved in many national and international networks, organisations and projects all related to the use of educational technology. His main interests are open education (MOOCs, OER etc), virtual mobility, webinar development and the use of social media in education. He has worked as a teacher in school, adult education, corporate training and now in higher education. He blogs every week on the use of technology in education at <http://acreelman.blogspot.se> (in English) and at <http://flexspan.blogspot.se> (in Swedish). On Twitter he is @alacre and his official university profile is at <https://lnu.se/en/meet-linnaeus-university/personal--staff/a/alastair.creelman/>

LORRAINE DALLMEIER



Lorraine Dallmeier is an eLearning entrepreneur, biologist and environmental scientist. She is the Director of Formula Botanica, the online accredited and award-winning organic cosmetic science school, which she runs together with her global team. The online school teaches distance learning courses for entrepreneurs who want to start their own organic beauty business. Their courses cover all the aspects of teaching how to make organic cosmetics professionally and safely. Since the school's launch in 2012, Formula Botanica has welcomed close to 3,000 students in 110+ countries through its virtual doors. Many of its graduates have started their own natural skincare business

and some of these businesses are seeing fantastic results, have won prestigious awards and gained great media exposure.

GER DRIESEN



Ger Driesen is the Learning Innovation Leader of aNewSpring, a company that provides a platform to create inspiring blended learning journeys. During his 25+ years working live Ger had a broad range of Learning roles: consultant, trainer, manager L&D, entrepreneur, writer and speaker. He has a special interest in trends and is also known as 'Learning Trendcatcher'. He holds a bachelor degree in technical education and a Masters degree in Educational Science from Utrecht University.

SIMON EGENFELDT



Simon Egenfeldt-Nielsen (PhD, Psychologist) is CEO of Serious Games interactive. He founded Serious Games Interactive in 2006. Today it has around 20 employees. It's currently among the leading in the field. He has studied, researched and worked with computer games for +15 years. Over the years he has been involved in developing +100 games for different clients like Maersk Group, LEGO, Opel, World Bank and Siemens Wind Power. He has been involved in developing several award-winning series like Global Conflicts and Playing History.

He did a PhD on the educational use of computer games and previously worked as an assistant professor at IT-University of Copenhagen for 5 years on games and learning projects. Over the year he has been involved in 10 major national and European research projects within the serious games field.

STEEN GRØNBÆK



Steen Grønæk has a long track record of RD-projects within Vocational and Adult Vocational Education. He has a special interest in Learning Analytics and the development of Moodle Platforms. – And in the use of video in open learning. He is head of Educational Development at Mercantec - the largest educational institution in Viborg (Jutland) with 3000 students, apprentices and course participants.

NIELS HENRIK HELMS



Niels Henrik Helms has a long track record of research and development work in digital media and learning. He will present a contextual model for developing user-centered and user-generated learning environments which allows learners to transform learning space into learning places.

TARU KEKKONEN



Taru Kekkonen has an experience of 20 years in online learning. She was involved in establishing an online upper secondary school in Finland back in 1997. She led the online school for 19 years as a team leader, e-learning manager and principal. During the past years she has together with her team put special attention on developing guidance and counselling online.

Currently she works as education manager at Omnia, the Joint Authority of Education in Espoo region, Finland. She is the Finnish representative in NVL's Distans network.

Taru is especially interested in open learning, putting the learner in the focus and developing flexible learning paths. In teaching and learning she prefers trust to control.

DR. LEAH MATTHEWS



Dr. Leah Matthews is the Executive Director and Chief Executive Officer of the Distance Education Accrediting Committee (DEAC) located in Washington, DC. DEAC currently accredits 110 distance education institutions offering associate degrees through professional doctoral degrees to over 2.5 million students. Dr. Matthews has extensive experience in research, writing and speaking on topics such as higher education quality assurance, the federal and state roles in U.S. higher education, for-profit higher education and distance education for higher learning. Dr. Matthews earned her PhD in Education with a concentration in Higher Education Policy from George Mason

University, Fairfax, Virginia.

VEGARD MELAND



Vegard Meland has been working at Centre for Lifelong Learning (CLL) at Inland Norway University of Applied Sciences since 2010.

His focus has been in in service training for teachers and leadership in schools. He has been project manager in developing two organizational based MOOC`s (oMOOC) in formative assessment. The two MOOC`s have over 11 250 participants from over 3675 different schools in Norway. The project was initiated by the Norwegian Directorate for Education and Training.

He was also central in developing two Swedish MOOC`s for teachers in collaboration with Karlstad University. A project initiated by the Swedish National Agency for Education that resulted in over 25 000 participants.

Vegard will continue working with MOOC`s. He has a strong belief in the use of technology to facilitate professional development and lifelong learning.

ANITA MONTY



Anita Monty has a M.A in Pedagogy from The University of Copenhagen. For more than 15 years she has worked with designing online teaching. Anita has been involved in developing global online courses based on Professor Gilly Salmons five-stage model for online teaching. She has helped teachers at universities, educational institutions and companies in transforming their teaching to online and blended learning. Also, she has implemented online learning platforms and supported management in strategy and change management for transforming organisations. She is employed as research assistant, Copenhagen Business School CBS

MARTÈN DE PREZ



Martèn is managing director and co-owner of aNewSpring. The company offers training companies a learning platform to create, curate and deliver blended learning that adapts to each individual. At aNewSpring, Martèn oversees product development and innovation. He has a special interest in sociology and customer centered product design. Marten is dyslectic which is his main motivation to help innovate learning. As such, aNewSpring is dedicated to making learning technology easy, personal and available for everyone. Martèn has a Master's degree in Marketing Management from Erasmus University in Rotterdam, Netherlands and worked as a consultant for Accenture Amsterdam.

GILLY SALMON



Professor Gilly Salmon has been a learning innovator for more than 30 years and is one of the world's leading thinkers in digital and blended learning.

She researches and publishes widely on the themes of innovation and change in Higher Education and the exploitation of new technologies of all kinds in the service of learning.

She is internationally renowned for her significant contributions to education futures, including research, innovation, program design, teaching methods and the use of new technologies.

FRANK ULRICH, PH.D.



His Ph.D. thesis highlights his core interest: "Imagination from Evaluation: A Design Theory for Creativity Enhancing Systems" – ICT, learning and Creativity. Presently he is postdoc at the Technical University of Denmark.

frul@dtu.dk

AIRINA VOLUNGEVIČIENĖ



Assoc. prof. dr. Airina Volungevičienė has been working among leading researchers, methodology specialists and education policy makers in the area of technology enhanced learning (TEL) development in Europe since 1997. Having established the national network for distance and e-learning in the country, she continued as a leader in research and project work to promote the development of TEL in Lithuania and Europe, introducing many innovations in different education organizations from school, VET, adult learning and higher education sectors.

Since 2007, her research activities are based at Vytautas Magnus University, where she is the head of Innovative Studies Institute and an associate professor at the department of Education. Airina is responsible for TEL integration into university studies and curriculum designing. She coordinates international projects and implements research with the focus on TEL curriculum designing and quality assurance, virtual mobility, open educational resources and TEL integration into an organization. She published more than 30 papers on TEL, virtual mobility and OERs, as well as 5 research studies and 2 monographs.

She established and was the first president of Lithuanian Distance and eLearning association in Lithuania (2010 – 2016). Since 2016 she is the Chair of the Board of this association. Airina was the Vice President for Research of European Distance and eLearning Network (EDEN). She was elected the President of EDEN in 2016.

MARJOLIJN ZWEEKHORST



Marjolein Zweekhorst is Professor Dr. at the Athena Institute, VU University Amsterdam. She graduated in Medical Biology in 1996 and then joined the department Biology and Society as a researcher.

She wrote her PhD thesis on institutionalization of an interactive approach to technological innovation. Her current research is focused on methodology development for interactive policy and interactive technology development in public health, biotechnology and biomedical sciences and on innovations in education.

Marjolein is also Program director of the master Management Policy Analysis and Entrepreneurship in the Health and Life Sciences, chair of the educational board of the bachelor health sciences and chair of the examination board of the bachelor and master biomedical sciences. Furthermore, she is member of the curriculum committee of the bachelor program Health and life sciences of at the VU University and member of the International Academic Board of the Dutch Royal Tropical Institute.

ORGANIZERS

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REGISTER FOR THE CONFERENCE

You can register for the conference at www.fluid.dk/EADL

PARK INN BY RADISSON COPENHAGEN AIRPORT

The venue will take place at Park Inn by Radisson Copenhagen Airport. Overnight stay 17th and 18th of May inclusive breakfast.



Park Inn by Radisson Copenhagen Airport, Engvej 171 DK-2300 København S Denmark T: +45 32870202
www.parkinn.com/hotel-copenhagen

LOCATION



Combine the convenience of an airport hotel within close proximity to the city center at the Park Inn by Radisson Copenhagen Airport Hotel. The city's main international gateway, Kastrup Airport, is situated a 5-minute metro ride away and the nearest metro stop is a 50 meters from the hotel. The metro also connects to the city center, just 7 kilometers away, and alternative public transport options are available at the nearby train station. If you are visiting the city by car, take advantage of free public parking around the hotel or use the hotel's parking garage for DKK 150 per day (spaces cannot be guaranteed).