

FLUID



Nordisk Netværk for
Voksnes Læring

IDA
Education

Conference 3rd and 4th of June

IDA Mødecenter, Kalvebod Brygge 31-33 Copenhagen



**HVAD VIRKER –
SUCCES MED FLEKSIBEL UDDANNELSE**



Version 21-05-2019

Få succes med fleksibel og digital læring; bliv inspireret af mange års erfaringer med uddannelser, tilpasset en bred vifte af målgrupper. Vær med til at høre om og diskutere forskelle og ligheder, og ikke mindst hvad der kan være afgørende for at få succes. To dage i et internationalt miljø fyldt med inspiration og praktisk evidens.

Foreningen for Fleksibel Uddannelse i Danmark (FLUID), IDA Education og Nordiskt Nätverk för Vuxnas Lärande (NVL) afholder Nordisk konference i København den 3. – 4. juni 2019.

About the Conference

The overall focus of the conference is on when distance learning works. Based on an examination of the positive or absent results of a number of previous distance-learning projects, we are putting new projects into perspective in relation to what we have learned from the experience. Form, content, audiences, technologies, logistics etc. are in focus. In order to get as broad an experience as possible, we will present Nordic experiences and project initiatives.

The two full days includes presentations from researchers as well as workshops where conference participants can discuss the presentations and share their own experiences. The main aim of the conference is to provide all participants with an increased knowledge of what is needed to make sure that distance learning is relevant and successful.

The conference spans over two days with a wide audience in mind. Many actors need to improve their distance learning pathways in order to achieve succes. It is quite likely that some conclusions relates to the weakest link that is crucial to the success of distance-learning training. We will therefore look at incentives from the business community supporting local distance-learning courses. We also expect there will some focus on the educational institutions themselves.; What kind of skills and educational concepts should they provide? Finally, we will take a look at the learners; What motivates them, and what makes them drop out? After all, they are the ones who sign up and carry out the learning.

The target group for the conference is managers from companies that need employees, managers and teachers from educational institutions as well as politicians who seek for development in their local area.

JUNE 3. 2019

9:30 Morning buffet

10:00 WELCOME BY IDA EDUCATION, FLUID, NVL



Welcome to more than 25 inspiring presentations from all the Nordic Countries. Contribute to the dialogue and the exchange of experiences and the join the networking activities.

Jørgen Grubbe, Chair of FLUID, Vicepresident IDA Education, Member Distans and partner in PaaD

10:05 KARIN TOPSØE LARSEN: INVESTIGATING CHALLENGED LOCALITIES THROUGH A GEOGRAPHY OF VOCATIONAL EDUCATION



Analyzes of how young people seeking a vocational education orientate themselves - professionally and geographically. Ca. 70 % of the young students in vocational education in areas outside the major cities start their vocational training at the nearest vocational school - and from here they orient themselves in the many different vocational subjects.

Karin Topsøe Larsen: Seniorforsker, ph.d., Center for regional og Turismeforskning

10:45 DANIELLA TASIC HANSEN AND SØREN LUNDSGAARD JØRGENSEN: WHEN DISTANCE LEARNING WORKS! - PRESENTATION OF E-DIDACTICS IN PRACTICE



In the speech, the presenters will point to a number of concrete connections between pedagogy and learning in order to answer what work in distance learning. They will present e-learning didactics that shows how e-learning can be organized step-by-step, where distance learning takes into account target audience, relevant technology, goals, content and form. The presenters will also interpret what it means that distance learning "works". As Denmark's national knowledge center for e-learning, eVidenCenter has more than 10 years of experience in developing e-learning across sectors in the country. It has given us wide-ranging experiences and documented insight into what works when it comes to distance learning. The speech is based on examples from practice, widely accepted theory and literature, and research.

Specialkonsulent Daniella Tasic Hansen, eVidenCenter
Pædagogisk konsulent Søren Lundsgaard Jørgensen, eVidenCenter



Four years ago the Technical University of Denmark (DTU) Admission Course launched an admission program based on blended learning. Prior to the launch the department had been working for some three years on the transformation of a conventional face-to face classroom set-up into the new online based blended learning format.

DTU offers a full time admission program for adults wishing to qualify to apply for an engineering degree program. Many of the students have backgrounds in vocational education – either through an apprenticeship program or through work experience in skilled areas. With two years of relevant vocational background and ten years of Danish education, they can apply for the admissions program.

The primary reason for the transformation was a search for new target groups of students by making admission program more flexible and accessible to a greater number of students; a secondary reason was to give the organization and faculty a gentle push through the incubation of new methods of pedagogic and designs of educational programs.

The blended program has proven its value now attracting one third of the new registered students including students settled in Kuwait, Netherlands and other countries; most of them have family responsibilities as well as full-time employment.

The presentation will take us through a quick outline of the program while it elaborates and qualifies the three challenges revolving around the two focus areas: program design and organizational change.

Uddannelseschef, Jesper Stensbo Knudsen, DTU Adgangskursus

12:00 Lunch

Track ONE in Danish, track TWO in English – 3 x 25 minutes incl. 5 minutes for questions

13:00 – 14:30 TRACK ONE: Tre dimensioner af uddannelser på distance. (Danish)



Dorthe Kjær Pedersen: "Uddannelse som regional drivkraft – Ny ingeniøruddannelse i Kalundborg"

Muligheder og udfordringer i forbindelse med opbygningen af Absalons Center for Engineering og den nye uddannelse til diplomingeniør i bioteknologi i Kalundborg, der havde første studiestart i september 2017.

Dorthe Kjær Pedersen, Centerchef for Engineering and Science, PH Absalon



Per Hessellund: Socialt engagerende fjernundervisning med cafeer og fredagsbar

Indlægget tager udgangspunkt i de virkemidler, der er brugt i maskinmesteruddannelsen via fjernundervisning (MFU), til at skabe et socialt miljø, der fremmer læring og engagement. Der dykkes ned i, hvordan virkemidlerne virker hos den studerende. Hvad skal vi gøre og hvad skal undlades? Ved oplægget deltager to erfarne fjernstuderende sammen med oplægsholderen. Disse giver deres syn på, hvordan de oplever at gå på studiet, og hvad de vurderer som værdifuldt i et fjernundervisningsforløb.

Per Hessellund, Fjernundervisningskoordinator, Aarhus Maskinmesterskole



Karsten Gynther: Internationale erfaringer med regional forsyning af videregående uddannelse.

Karsten Gynther præsenterer resultater fra et flerårigt forskningsprojekt, som har kortlagt internationale erfaringer med regional forsyning af videregående uddannelse. Med afsæt i et review af international forskning samt en række case besøg i Sverige, Norge, Skotland og Tyskland præsenteres en typologi over forskellige idealtyper for regional forsyning og Karsten Gynther stiller spørgsmålet, hvorfor andre lande går nye veje, mens vi i Danmark primært holder fast i modeller og forståelser, som har mange år på bagen.

Docent Karsten Gynther, Professionshøjskolen Absalon

13:00 – 14:30 TRACK TWO: Three cases of collaborative distance based learning (English)



Elsebeth Korsgaard Sorensen: Designing participation and collaboration in problem-based learning online”.

This talk addresses the challenge of designing for online learning through dialogue and collaboration. From different theoretical concepts and with a netnographic methodological research approach, the talk will touch upon challenges and mechanisms significant to designing “the walls” of a digital learning space, which are likely to become conducive to the establishment of a social, inclusive, and empowering climate in learning online. It makes a plea for focusing on meta-structures in the communicative fora in order to promote inclusiveness, reflection, empowerment and ownership amongst learners. A practice case from a university context will illustrate the main points.

Professor, Elsebeth Korsgaard Sorensen, University of Aalborg

Hilmar Simonsen: Fjernundervisning på Færøerne



The software engineering training at the Faroe Islands University (Fróðskaparsetur Føroya) is currently composed of 75% domestic courses and 25% distance education from Sweden. For distance learning courses, however, homework support is offered 3-4 hours / week to solve compulsory assignments and project. Having access to distance learning courses is a great advantage for us, as we have limited resources at university. However, it presents some extra challenges for both students and the university's administration, which I will tell how we are working with..

Scientific Assistant, Ph.D., Hilmar Simonsen, Faculty of Science and Technology



**Alastair Creelman:
Open Networked Learning – a collaborative problem-based online course**

How can we design truly interactive online courses and build a sense of community without any on-site meetings? Open Networked Learning, <https://www.opennetworkedlearning.se>, is a collaborative online course for teachers at 12 universities in 6 different countries who work in small facilitated study groups with problem-based learning. In addition, the course welcomes open learners from all over the world to offer participants practical experience of virtual mobility.

E-learning specialist, Alastair Creelman, Linnaeus University, Sweden

14:30 Coffee



One strategy that policy makers and local and national governments have used to develop rural areas is to increase access to learning and education in these rural areas. One method is to offer distance learning opportunities.

Over the last 30 years there have been many ambitious educational projects promoting distance education as a catalyst for regional development.

Many projects became integrated into the municipality's strategic development in the form of learning centres, whereas others disappeared after the project funding ended. We will present concrete examples of successful Nordic projects supporting adult, flexible learning in rural areas identified in Nordplus project "[Presence at a distance](#)" (PAAD). Moreover we have compared our findings with the findings of a larger project "8-Success Factors" <https://nvl.org/Content/8-Success-Factors>, which examined more than 50 successful educational projects aimed at responding to, or proactively preparing people for change and disruption in the labour market and in society in general.

This presentation summarizes the findings of three projects and consolidates the conclusions from all three, giving a useful overview of key success factors to consider when planning and executing educational projects aimed at rural development.

Moderators and presenters at the workshop:

Education Manager at Omnia, Taru Kekkonen, Omnia (Chair)

E-learning specialist, Alastair Creelman, Linnaeus University, Sweden

Projektkonsult Carola Eklund, Åland

Career Guidance Counselor, Dierdre Hansen, Faroe Islands

Lecturer Hróbjartur Árnason, University of Iceland

Get together. Interactive discussion and continued learning over snacks and drinks.

Jørgen Grubbe , Chair of FLUID, Vicepresident IDA Education, Member Distans and partner in PaaD

JUNE 4. 2019

9:00 Morning buffet

9:30 JAAKKO KURHILA: CONTINUOUS EDUCATION IS A PROBLEM FOR UNIVERSITIES



The media has made us uncertain about our future: will I be irrelevant when robots and AI replace me? In order to stay relevant, I need to be learning continuously. The best place to learn is at a university, since universities are full of wisdom. And since I – as a taxpayer -- am funding those universities, It is only natural that I want to tap into that wisdom. I am a customer demanding well-designed learning products. Unfortunately, universities core task is different: cultivating select people to advance science. Universities are exclusive, not inclusive. Meeting the societal needs for continuous learning can be done but requires forceful action.”

Chief Digitalisation Officer, Jaakko Kurhila, University of Helsinki

10:05: EGON NOE, PROFESSOR I LANDDISTRIKTSUDVIKLING VED SDU:



The sad stories about poverty and decay in the outskirts of Denmark must be replaced by better and more real stories about development and new opportunities in the country.

Egon Noe, professor i landdistriktsudvikling ved SDU

10:40 Coffee

10:55 KRESTEN OLESEN, DIREKTØR I REG LAB:



Experiences, knowledge, competences and networks in regional business development from Denmark's first networks and thinking tank for regional business and innovation promotion

Kresten Olesen, CEO REG LAB

11:30 Lunch

Track THREE in Danish, track FOUR in English – 3 x 25 minutes incl. 5 minutes for questions

12:45 – 14:15 TRACK THREE: Three Models for presence at a distance –
(Danish/Norsk)

Hilde Gry Leer-Salvesen and Helene Gram: Be a teacher for one day – an app developed for teacher training



Two teacher training institutions in Norway, the Western Norway University of Applied Sciences and the University of Stavanger, produced an app with three cases based on authentic stories from the classroom are wrapped into an app and distributed via App Store and Google Play.

What was the teachers and educators' experiences of using the app, and how do the educators reflect upon using technology assisted learning activities?

Hilde Gry Leer-Salvesen, Advisor at the University College in Volda, and Helene Gram, Senior Advisor at the University of Stavanger, are both in a research team that's doing a survey and tries to answer these questions.

Lars Zimsen: Digital didaktik i fjernundervisningen på VUC



På HF & VUC FYN har vi arbejdet med fjernundervisning i snart 10 år, og i disse 10 år har vi udviklet vores fjernundervisningskoncept fra at være konstrueret som alm. holdundervisning, til i dag at være dedikeret fleksibel og digital undervisning. I dag har vores fjernundervisning et 100 % digitalt koncept, med mere end 40 fag og niveauer. I dette fjernundervisningskoncept har vi undervisningsmateriale som er centralt stillet, og som lærerfagteams arbejder sammen om at vedligeholde, forsøgt tænkt ud fra en digital didaktik. Konceptet har udviklet sig til, at vi nu også er begyndt at tænke det digitale og fleksible tilbage i det fysiske klasserum, og arbejder således med, hvad vi kalder for et SIM-koncept (for simultan), hvor det fleksible består i det geografiske, og kan således også betegnes med det nye sammensatte begreb phygital (fysisk + digital).

Afdelingsleder Lars Zimsen HF VUC FYN

Emil Erichsen: HUSC, Nye lokale uddannelser - Nye kommunale roller?



Hør om mål, ambitioner og de første erfaringer med HUSC.

Holbæk Kommune har satset strategisk og økonomisk med HUSC - Holbæk Uddannelses- og Studieceter. HUSC skal tiltrække og understøtte uddannelser, uddannelsesmuligheder og studerende i Holbæk Kommune.

HUSC er vært for sygeplejerskeuddannelsen udbudt af Professionshøjskolen Absalon fra 2018 og finansøkonomuddannelsen udbudt fra Zealand – Sjællands Erhvervsakademi fra 2019. HUSC arbejder også på at tilbyde yderlige uddannelsesmuligheder. HUSC er også vært for lokale studerende herunder e-læringsstuderende, der bruger vores studiefaciliteter som en del af deres uddannelse i f.eks. Roskilde eller København.

Arbejdet kræver at der udvikles nye og fleksible kommunale roller som vært for uddannelser og studerende og som katalysator for uddannelser og uddannelsessamarbejder.

Projektleder, Emil Erichsen, HUSC Holbæk

12:45 – 14:15 TRACK FOUR: Three dimensions on digitization (this workshop will be in English)



Jon Hoem: VR og Robotization in teacher Education

Jon will in this presentation look a little ahead towards how one reaches students, also outside the institutions' physical framework. Jon has experimented with how VR and Robotization can be implemented in teacher education.

Førsteamanuensis Jon Hoem, Høgskulen på Vestlandet

Hróbjartur Árnason: Collaborative learning with Microsoft Teams



This presentation highlights how we have used Microsoft Teams to create a learning community and support collaboration in three current courses at the University of Iceland. In June 2017 Microsoft announced MS Teams for education, an educational take on the chat based collaborative space which integrates seamlessly with Office 365 from Microsoft. A system which offers groups an array of tools to support collaboration. Moreover Teams for

Education integrates various tools to support teachers in their task of managing the group of learners. Teams was tested in the centre of collaboration during these courses. They were all designed and run in the spirit of collaborative learning, with various kinds of individual and group

tasks - both formal and informal. Students were encouraged to make their own learning visible through this system and encouraged to share and collaborate on all aspects of the courses.

Hróbjartur will present how Teams influenced the teaching and learning processes during these three courses and discuss if and how MS Teams can support collaborative learning and education at a university.

Lecturer Hróbjartur Árnason, University of Iceland

Aslaug Grov Almås og Atle Løkken: How much digitization does our education tolerate?



Norwegian colleges and universities are currently undergoing major organizational changes. This is primarily due to many small colleges merging with larger institutions and assessing how best to deliver high quality academic courses bearing in mind the geographic challenges in the country. Students demand practical and flexible solutions, making digital tools all

the more applicable. Pedagogical changes in higher education take time, professionals all over the country are questioning how increased flexibility can be achieved. The University College of Western Norway and the University of Stavanger both have experience with pedagogical and technical adaptation of online-supported education and will present some of the highlights and challenges from their experiences in this evolution.

Aslaug Grov Almås, Associate Professor at the University College of Western Norway and Atle Løkken, Director of the department of e-learning (NETTOP) at the University of Stavanger.

14:15 COFFEE

14:30 NIELS HENRIK HELMS: EDUCATION 4.0



How can we develop an understanding of Education 4.0 which enables us to develop competences and identities suitable to a changed society – competences that enables us to be in charge of changes and technologies. Digital technologies, Internet of things, artificial intelligence, big data and adaptive learning is challenging and changing the way we work, the way we

learn, the way we live. How are these changes affecting education –and how should education develop when it should enable us to live in a changing society?

Docent Niels Henrik Helms, Københavns Professionshøjskole

15:00 END OF CONFERENCE

Registration

Registration takes place at: www.fluid.dk/tilmeld

The conference will be held at Ingeniørernes Hus, Kalvebod Brygge 31-33, 1780 Copenhagen V.
See <https://idaconference.com/>

Price: 3,750 DKK including VAT for both days. This does not include the conference dinner on 3rd of June at 19.00, which calls for specific registration

There is an Early Bird price for registration until 30st of April.2019 of 3400 DKK including VAT.

Conference price for a single day DKK 2375 - however DKK 1900 for Early Bird registrations until 30st of April 2019

Conference dinner on 3rd of June is DKK 500. All prices are inclusive of VAT.

Contact

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See full program at <https://www.fluid.dk/hvad-virker/> or scan code.