NBE 2011
CONFERENCE

Social Media in the Middle of Nowhere
–NBE 2011 Conference

20–23 June 2011, Salla, Finland

Programme and Abstracts

TABLE OF CONTENTS

WELCOME TO THE NBE 2011 CONFERENCE

NBE has developed into an informal and friendly conference which participants attend to exchange ideas and information dealing with technological tools in education, teaching and learning in novel learning environments, and media education.

The first international NBE Conference was held in 2005 and the second one, NBE 2007 Conference, The Power of Media in Education in 2007. The third NBE conference was held in connection with the ISATT 2009 Conference. These three conferences were organized at the University of Lapland in Rovaniemi, Finland. The fourth NBE Conference, The Social Media in the Middle of Nowhere, will be organized in Sallatunturi, Salla, Finland.

KEYNOTES

Associate Professor Jukka M. Laitamäki, New York University, USA

Dr. Laitamaki is a global expert in strategy, marketing, branding, and entrepreneurship with special focus on international hotel, hospitality and tourism industries. He has 30 years of international strategic consulting and executive education experience in over 20 countries and six continents. He has worked as a strategic management consultant with Service Management Group and McKinsey & Co and as a professor at U.C. Berkeley, Fordham University and New York University. His clients include international hotel, hospitality, tourism, travel, retail, technology and financial services companies as well as higher education and government organizations including Finnish Tourist Board and Finnish Minister of Trade and Industry which he advised on industrial policy and international competitive strategies.

Dr. Laitamaki's research has been published in several international conferences and journals including the European Management Journal, the California Management Review and the Journal of Transnational Management. At Fordham University Dr. Laitamaki built and directed the Global Professional MBA (GPMBA) Program with 140 students from more than 40 countries. Newsweek recognized GPMBA as one of the top seven international MBA Programs in the USA. At New York University Dr. Laitamaki lectures, consults and conducts applied research in the areas of global strategy, strategic brand management, customer and brand experience management, entrepreneurship and competitive benchmarking. His most recent research on perceived authenticity of tourism products was chosen as the Keynote Paper for the 2010 Academy of World Business Management and Marketing Development Conference. He is a contributor on tourism policy, crises management and global competitive strategies of tourism destinations for the text book Travel and Tourism: An Industry Primer by Prentice Hall.

Executive Director Keith Devlin, Stanford University, H-STAR Institute, USA

Dr. Keith Devlin is a co-founder and Executive Director of the university's H-STAR institute, a co-founder of the Stanford Media X research network, and a Senior Researcher at CSLI. He is a World Economic Forum Fellow and a Fellow of the American Association for the Advancement of Science. His current research is focused on the use of different media to teach and communicate mathematics to diverse audiences. He also works on the design of information/reasoning systems for intelligence analysis. Other research interests include: theory of information, models of reasoning, applications of mathematical techniques in the study of communication, and mathematical cognition. He has written 28 books and over 80 published research articles. Recipient of the Pythagoras Prize, the Peano Prize, the Carl

Sagan Award, and the Joint Policy Board for Mathematics Communications Award. In 2003, he was recognized by the California State

Professor Yngve Troye Nordkvelle, Lillehammer University College, Norway

Dr. Yngve Troye Nordkvelle is an educator who carried out most of his initial research work in the field of international education and development education. He focused on social studies textbooks and how they portray the “Third World”. A book, “The global school”, was issued in 1994. His second field of interest, research in comparative education, has dealt with issues in education relating to the Southern Africa, but also in a Nordic and Northern European context. His most recent research is in the area of distance education and the history of education.

He has been a member of the board of the Nordic Association of Educational Research, and he directed a Centre for Media education at the college for some years. He is in charge of training newly employed colleagues in methods of teaching and learning. I addition, he edits two journals: one e-journal called Seminar.net and a paper journal: UNIPED.

PROGRAMME

Monday 20 June

Venue: Sallatunturin Tuvat

14:00–16:30 **Lunch** at Restaurant Kiela

16:30–19:00 **Optional tour**: Canoe Trip on the Wilderness Lake

20:00–22:00 **Conference Opening and Welcoming Dinner**
Hosted by the Municipality of Salla, Vice Rector Jenni Kananen and Director Kaisa Korkeasalo, Salla Ski Resort
Sallatunturin Tuvat, Restaurant Kiela

Tuesday 21 June

Venue: Spa Hotel Revontuli

09:00–09:15 **Opening of the day**
Professor Heli Ruokamo, Director
Centre for Media Pedagogy, University of Lapland, Finland

Professor Jari Multisilta, Director
CICERO Learning, University of Helsinki, Finland

09:15–10:15 **Keynote 1: Social Media in the Middle of Manhattan: An Educator's Perspective**
Associate Professor Jukka M. Laitamäki
New York University, USA

10:15–10:45 **Coffee/tea** at the meeting venue

10:45–12:15 *Session 1*: Play and Game-Based Learning
Chair: Professor Heli Ruokamo, University of Lapland, Finland

1.1 **Building a Community of Musical Practice for Children in a Child-centered Way— JamMo Singing Game**
Maija Fredrikson, Netta Iivari, Ruut Tikkanen & Henrik Hedberg
University of Oulu, Finland

1.2 **JamMo Composition Games 3 – 6 and JamMo 7 – 12: Ubiquitous Learning Environments for Children's Musical Creativity and Social Inclusion**
Pirkko Paananen & Mikko Myllykoski
University of Jyväskylä, Finland

1.3 **New Methodology for the Use of Board Games in the Classroom: Ekopolis Case Study**
Krystof Kozak & Jiri Dvorak
Scio, Czech Republic

12:15–13:15 **Lunch**, Restaurant, Spa Hotel Revontuli

13:15–14:45 *Session 2:* Pedagogical Models
Chair: Ph.D. Leo Pekkala, University of Lapland, Finland

2.1 **Open Online Courses: Responding to Design Challenges**
Terje Väljataga, Hans Põldoja & Mart Laanpere
Tallinn University, Estonia

2.2 **Enlargement of Educational Innovation; the Case of Instructional Model of Case Forest Pedagogics**
Henriikka Vartiainen & Jorma Enkenberg
University of Eastern Finland, Finland

2.3 **Towards a Pedagogical Model for Work-Based Mobile Learning in Tourism Education**
Hanna Vuojärvi, Miikka J. Eriksson & Heli Ruokamo
University of Lapland, Finland

14:45–15:15 **Coffee/tea** at the meeting venue

15:15–16:45 *Session 3*: ICT and Mobile Technologies in Teaching and Learning
Chair: Ph.D. Miikka Eriksson, University of Lapland, Finland

3.1 **Interventions in Higher Education: Re-interpreting the Concept of Learner Control**
Terje Väljataga[1] & Sebastian H.D. Fiedler [2,3]
[1]Tallinn University, Estonia, [2]Centre for Social Innovation, Austria, [3]University of Turku, Finland

3.2 **Concept Mapping in Visual Arts Lessons**
Keijo Sipilä
University of Lapland, Finland

3.3 **Towards Boundary-Crossing Participatory Pedagogy, Networks and Services in Finnish Schools**
Marjaana Kangas, Kaisa Kopisto, Leena Krokfors, Kristiina Kumpulainen, Lasse Lipponen, Anna Mikkola & Olli Vesterinen
University of Helsinki, Finland

3.4 **Student Perceptions of Wireless Campus and Laptops**
Leo Pekkala & Jaana Virtanen
University of Lapland, Finland

20:00– **Midnight Hiking Tour** (3–4 hours)

Wednesday 22 June

Venue: Spa Hotel Revontuli

09:00–09:15 **Opening of the day**
Professor Heli Ruokamo, Director
Centre for Media Pedagogy, University of Lapland, Finland

09:15–10:15 **Keynote 2: Mathematics Education Video Games — It's Time to Level Up**
Executive Director Keith Devlin
Stanford University, H-STAR Institute, USA

10:15–10:45 **Coffee/tea** at the meeting venue

10:45–11:45 **Keynote 3: Mythbusting the digital native**
Professor Yngve Troye Nordkvelle
Lillehammer University College, Norway

11:45–12:45 **Lunch,** Restaurant, Spa Hotel Revontuli

12:45–14:15 *Session 4*: Virtual and Simulation-Based Learning
Chair: Professor Jari Multisilta, CICERO Learning, Finland

4.1 **Virtuality versus Reality Based Learning Experiences: Is There an Education Effect on Student Preferences?**
Jukka Laitamaki
New York University, USA

4.2 **LabLife3d: Teaching Biotechnology and Chemistry to Engineering Students by Using Second Life**
Eero Palomäki, Pekka Qvist, Olli Natri, Pekka Joensuu, Marko Närhi, Elina Kähkönen, Reija Jokela, Marianne Hemminki, Päivi Korpelainen, Jari Vepsäläinen & Katrina Nordström
Aalto University, Finland

4.3 **First Year Nursing and Health Care Students' Learning Experiences of Training in Virtual and Simulation-Based Learning Environment**
Paula Yliniemi
University of Lapland, Finland

14:15–14:45 **Coffee/tea** at the meeting venue

14:45–15:45 *Session 5*: Personal Learning Environments
Chair: Ms. Hanna Vuojärvi, University of Lapland, Finland

5.1 **Linking Schools' Learning Environments to Students' Personal Online Environments: Students' Experiences**
Teemu Valtonen, Tiia Koponen & Mikko VesisenahoUniversity of Eastern Finland, Finland

5.2 **Using Bookmarks and Tags for Creating Students Personal Knowledge**
Martin Sillaots & Terje Väljataga
Tallinn University, Estonia

15:45–16:30 *Session 6*: Social Media

6.1 **Using Social Media for Immigrant Inclusion via e-Participation**
Sonia Sousa, Katri Tammsaar & Mart Laanpere
Tallinn University, Estonia

6.2 **Communities of Practice in Higher Education**
Kersti Toming
Tallinn University, Estonia

20:00– **Conference Closing Dinner**
Sallatunturin Tuvat, Restaurant Kiela

Thursday 23 June

Check-out at Sallatunturin Tuvat

11:10	**Bus connection** from Salla to Kuusamo Airport (Sallatunturin Tuvat at about 11:20)
14:10–15:25	**Finnair flight** Kuusamo–Helsinki

ABSTRACTS

Keynote abstracts

Social Media in the Middle of Manhattan: An Educator's Perspective

Jukka M. Laitamaki
New York University, USA

This presentation addresses social media in the United States with focus on Manhattan hospitality, travel and tourism industries. It offers an educator's perspective to the U.S. social media markets including market drivers, leading companies and innovations. The presentation addresses social networking consumer profiles and activities including the emergency of hyper-interactive consumer who is hyper-connected, hyperactive, hyper-engaged and hyper-informed. It introduces several best practices and case studies that hospitality, travel and tourism industry executives and educators can utilize when capitalizing on the benefits of social media.

First Person Solvers: Rethinking Mathematics Education in the Video Game Era

Keith Devlin
Stanford University, H-STAR Institute, USA

Most current math ed video games such as DimensionM and online video resources such as Kahn Academy are essentially new delivery mechanisms for traditional instruction. In the coming decade we should see classroom pedagogy start to change in dramatic ways. This talk will look ahead to the coming revolution. Based in part on Devlin's new book Mathematics Education for a New Era: Video Games as a Medium for Learning, published in March 2011 by AK Peters.

Mythbusting "the digital native"

Yngve Nordkvelle
Lillehammer University College, Norway

For more than a decade, researchers and popular writers in the technology area have announced the advent of the "digitally native", or similar: homo zappiens, Net Generation etc. Governments, education policymakers and teachers in schools are concerned about what this eventually will mean for education. The general claim is that the new learners learn in significant new ways and that education needs to redesign its entire working system to adjust to this new generation of learners. However, research on what students actually know and are able to do with their new technologies reveals that these terms are simple characterisations of a generation of students. The presentation will use examples and cases from the UK, US and Norway, and will explore some of the beliefs and views of students who use ICT extensively in their studies. This presentation will dive into some of the complexities related to age, academic direction, gender and learning contexts of students and undermine the myth of the "digital native"- as little more than a myth.

SESSION ABSTRACTS

Session 1: Play and Game-Based Learning

1.1 Building a Community of Musical Practice for Children in a Child-centered Way - JamMo Singing Game

Maija Fredrikson, Netta Iivari, Ruut Tikkanen & Henrik Hedberg
University of Oulu, Finland

The UMSIC - Usability of Music for the Social Inclusion of Children project was established as an IT collaborative project funded by the FP7 program by EC for 2008-2011. UMSIC is developing the JamMo (jamming mobile), a time- and place-independent system that provides an interactive environment for musical creativity in order to promote social inclusion of young children aged 3-12. JamMo is intended to all children but especially children who are at high risk of marginalization: i) children with social, attention or emotional disorders and ii) children with newly immigrant status. JamMo applications have been designed to have an easy access to the technology children are familiar with. Since now, JamMo for 3-6 and 7-12 singing and composition games have been implemented and qualitatively evaluated in target groups both in UK and Finland. In this paper we focus on the development of JamMo singing game application for 3-6 aged children. We aim first to describe the pedagogical and technical framework of the game. By highlighting the child-centered approach we concentrate to the design of the game both theoretically and by the participatory design method that was applied in working with children aged 5-6 in the early childhood context. In describing the participatory process in practice and the gathering the research data in Finnish nurseries during 2009-2010, the iterative nature of the work will be especially noted. Finally we discuss on the importance of the child-centered approach in game development in general and open some future perspectives for the JamMo.

1.2 JamMo Composition Games 3–6 and JamMo 7-12: Ubiquitous Learning Environments for Children's Musical Creativity and Social Inclusion

Pirkko Paananen & Mikko Myllykoski
University of Jyväskylä, Finland

The present study is a part of EU FP7 UMSIC project 2008-2011, in which software JamMo has been designed for Nokia N900 Internet tablet. JamMo aims at child-centred ubiquitous music making and sharing of music. It is designed playful for children aged 3-6 years and game-based for children aged 7-12 years, including those at risk of marginalisation, such as children with moderate learning difficulties (ADHD), and children who are immigrant. In this study, a ubiquitous learning environment (UMLE) JamMo design for musical collaboration and creative music making to foster social inclusion is presented. The multi-staged design process including a summary of requirements for development and learning is described, as well as JamMo Composition Games 3-6, and JamMo 7-12, focusing in the playful and game-based features, UMLE scenarios, as well as the features of inclusive education of these learning environments.

1.3 New Methodology for the Use of Board Games in the Classroom: Ekopolis Case Study

Krystof Kozak & Jiri Dvorak
Scio, Prague, Czech Republic

Ekopolis is a highly innovative educational project that uses a complex board game to enhance environmental education in grades 5-9. Playing the attractively designed board game is evocative for a diverse set of follow-up activities in the classroom and on the interactive website supporting the project. In the board game, players create their own city from various buildings. The follow-up activities connect their in-game experiences with the specific environment in the cities where they live. The purpose of this article is to present the educational method employed in this project. Special emphasis will be put on the motivational and evocative aspects of the project. The article also presents results from pretesting in 19 schools, with detailed questionnaires from students as well as teachers. It concludes with a discussion of the preliminary results and the potential for employing this method in other educational contexts.

Session 2: Pedagogical Models

2.1 Open Online Courses: Responding to Design Challenges

Terje Väljataga, Hans Põldoja & Mart Laanpere
Tallinn University, Estonia

Open education and open educational resources movement as a recent trend in higher education tries to solve many educational problems and challenges, but at the same time also creates new ones. This paper discusses about the re-occurring pedagogical design challenges that the facilitators face while designing and running open courses. Through a multiple case study this paper analyses and demonstrates a variety of design responses to these design challenges.

2.2 Enlargement of Educational Innovation; the Case of Instructional Model of Case Forest Pedagogics

Henriikka Vartiainen & Jorma Enkenberg
University of Eastern Finland, Finland

This paper focuses on the expansion of an educational innovation (Case Forest pedagogy) that bridges learning in formal, non-formal and informal settings. The Case Forest pedagogy is built on project-based learning and learning by collaborative designing of so-called learning objects, both of which take place partly at school and partly in chosen natural and cultural environments.

The research task in this study is to find out how participants from eight different European countries, which took part in the project (N=238) Case Forest - pedagogy towards sustainable development, experience the Case Forest model and evaluate its usability from the perspectives of their own educational cultures. The main sources of data are the reports from each country. In addition, we have used transcripts of the oral presentations of the reports and responses to a short questionnaire. We employed a data-driven qualitative content analysis to determine the problems, possibilities, users and dissemination of the results of the Case Forest pedagogy.

The results indicate that the teachers found current school practices, belief systems and traditional models of teaching problematic. However, many of the teachers participating in the project also saw the model as

one way to change the school practices, overcome many of the current constraints, and release the vast potential of the learners. The students have already been eager to take responsibility for their own learning and to use technologies to exercise choice and collaboration.

2.3 Towards a Pedagogical Model for Work-Based Mobile Learning in Tourism Education

Hanna Vuojärvi, Miikka J. Eriksson & Heli Ruokamo
University of Lapland, Finland

Developments in the tourism industry force tourism companies to constantly seek novel ways to appeal to their old and new customers. The availability of skilful staff is key to ensure positive development and bring new ideas into practice. Schools providing tourism education have to take the challenge and renew their degree programmes to match the changing needs of working life. This paper presents a study that aimed to design an initial pedagogical model for work-based mobile learning (WBML) in tourism education, implement it during an apprenticeship period, and analyze the initial model in relation to the teaching and learning processes that occurred. The research setting was at the TravEd Pyhä tourism school, which operates under the Vocational College of Eastern Lapland and is decentralized from the main campus at the Pyhä ski resort. In practice, the developmental work of this study was carried out through a design-based research (DBR) process. The approach to learning in this study leans on the socio-cultural tradition, central to which are the activities, culture, context, and environment in which the mobile and work-based learning took place. The data used in this research consist of students' learning diaries, reports, and reflective summaries of their apprenticeship period. The results of this study contribute to the further development of a pedagogical model for WBML.

Session 3: ICT and Mobile Technologies in Teaching and Learning

3.1 Interventions in higher education: re-interpreting the concept of learner control

Terje Väljataga[1] & Sebastian H.D. Fiedler[2,3]
[1]Tallinn University, Tallinn, Estonia, [2]Centre for Social Innovation, Austria, [3]University of Turku, Finland

Contemporary interpretations and applications of the concept of learner control as an expression of self-direction in formal higher education appear to be too restricted and ignore the wide-spread invasion of digital technologies that increasingly restructure and mediate all kinds of human activities. The paper attempts to find ways to expand, reinterpret and adapt the current concept of learner control to the ongoing development in the digital realm. It examines how one can intervene into existing teaching and studying practices to primarily encourage and promote increased learner control in technologically mediated settings and secondarily to support the potential advancement of dispositions for self-directing intentional learning projects. Following a design-based research approach three intervention studies were implemented into existing higher educational settings. The intervention studies demonstrated existing practices can be successfully redesigned and reconfigured to maximise learner control and responsibility while making systematic use of digital technologies. A list of intervention design guidelines is abstracted and condensed, that provides some orientation knowledge of how to avoid a number of re-occurring problems and obstacles that regularly emerge if one intervenes into current practices with the aim of fostering learner control.

3.2 Concept Mapping in Visual Arts Lessons

Keijo Sipilä
University of Lapland, Centre for Media Pedagogy (CMP), Finland

Educational institutes need pedagogically grounded methods to properly integrate Information and Communication Technologies (ICT) into learning processes. Concept mapping software can provide this and more, because it is based on learning through conceptual changes and offers the possibility of collaborative knowledge construction. The powers of the concept mapping method and software are yet to be implemented in the Finnish education system. The study presented in this paper is about a case study where 11 Finnish secondary school students were introduced to utilizing concept mapping software as a tool in their visual arts lessons about National Romantic style. Each student's ability to construct maps was evaluated. The possible correlation between reading skills and the ability to construct maps were studied as well as students' perception about using the software. The results show that secondary school students are able to construct well designed concept maps, found the software to be user friendly, and perceived the method of concept mapping to be useful in promoting their learning.

3.3 Towards Boundary-Crossing Participatory Pedagogy, Networks and Services in Finnish Schools

Marjaana Kangas, Kaisa Kopisto, Leena Krokfors, Kristiina Kumpulainen, Lasse Lipponen, Anna Mikkola & Olli Vesterinen
University of Helsinki, Finland

Within schools in Finland, there is a clear need to better integrate out-of-school-learning into formal school practices and vice versa. Preparation projects strive to improve schools' and other institutions' educational practices for better responding to twenty-first century challenges. One important aspect of this development is that institutional boundaries are challenged. Learning happens across sites and boundaries carry learning potential. This leads to development of boundary-crossing forms of activities across institutions and environments. There is a need for a boundary-crossing, participatory pedagogy that takes into account the complex relationship between informal and formal learning in homes, communities, schools and within digital media, all of which contribute to the balanced development of both individuals and learning communities. However, we lack a distinct research tradition, practices or (inter)national services that could support actors in this endeavour. We suggest a research-based pedagogical approach that helps advance learning practices and pedagogy of schools and, most importantly, creates bridges between in-school and out-of-school learning.

The goal of our five-year project, funded by the Finnish Ministry of Education and Culture, is to create networks and services that support schools and other pedagogical communities in further developing their educational practices. The aim of the studies is to answer the questions of how learning is enacted in and across sites, settings and contexts, and how the boundary-crossing and the development of boundary crossing competence (Walker & Nocon, 2007) can be pedagogically promoted. Further, the aim is to study how sociocultural differences play out in knowledge processes, personal and professional relations (see Akkermann & Bakker, 2011), between formal and informal. Sociocultural perspective (e.g. Wenger, 1998; Säljö, 2005) forms the central theoretical framework for empirical cross-case studies that will be carried out within primary school context. Methods of data collection include narratives, observation, participant observation, interviews, videotaping and collection of documents and products of individual and group work. In this short paper, we shall present prospects of this pedagogical approach and service concept that are to be developed during 2011-2015. The project will also develop a research-based and well-designed service concept that includes a website to promote networking and cooperation between the participants in various learning sites and contexts.

3.4 Student perceptions of wireless campus and laptops

Leo Pekkala & Jaana Virtanen
University of Lapland, Finland

This paper reports results from a study of student experiences and perceptions of wireless campus and laptop computers in a small, regional university in Finland. These experiences are reflected in relation to five aspects of a learning environment: physical, local, social, technological and didactic. At 2004 the University of Lapland campus was furnished with wireless local area network (WLAN) and simultaneously all new students were offered a laptop with a considerable subvention from the University.

The study is based on an online survey conducted in 2008 where 392 students responded. The data is mostly quantitative but some qualitative open questions were included. The data was analysed with SPSS and PASW programmes and factor analysis, cluster analysis and cross tabulations were used. Some of the results to open questions were classified for quantitative analysis.

The results indicated that the premises at the campus had not been designed for using laptops. Local perspective indicated flexibility in relation to time and space when conducting studies. Students did not find laptops and wireless campus as disturbing to their completion of courses and studies in general. During the first years of implementation of the wireless campus the technical problems were sometimes felt to be disconcerting and even preventing the use of laptops in studying. The students felt that the possibilities the wireless campus and laptops offered were not utilised pedagogically and didactically.

Session 4: Virtual and Simulation-Based Learning

4.1 Virtuality versus Reality Based Learning Experiences: Is There an Education Effect on Student Preferences?

Jukka Laitamaki
New York University, USA

This exploratory study addresses differences between virtuality and reality based learning experiences. Pine and Gilmore (1999) proposed that experiences consist of educational, entertainment, esthetic and escapist realms. Previous research found that these four realms contribute variably to consumer perceptions of bed and breakfast experiences (Oh et a. 2007) and retail website patronage intentions (Jeong et al., 2009). This study extends prior research by investigating how the four realms influence student perceptions and preferences of virtuality and reality based learning experiences. The study exposed a small sample of students to virtual learning through hotel website evaluations, and to reality based learning through site visits to the same hotels. Student perceptions were measured based on an eight item Likert scale with two items per experience realm. A linear regression model showed that the real life entertainment, escapism and esthetic realms, and the virtual entertainment realm had significant effect on student brand preferences. However, the real life and virtual educational realms had non-significant effects. At the individual hotel brand level, real life experience realms produced stronger student perceptions than virtual realms in general. The exception was the least preferred brand which had stronger virtual educational, entertainment and esthetic perceptions than the respective real life realms. This exploratory study suggests that in order to create memorable learning experiences, educators should blend virtuality and reality based learning tools across the four realms. The study concludes with implications for future research and with limitations of the study including small sample size and possible confounding variables.

4.2 LabLife3d: teaching biotechnology and chemistry to engineering students by using second life

Eero Palomäki, Pekka Qvist, Olli Natri, Pekka Joensuu, Marko Närhi, Elina Kähkönen, Reija Jokela, Marianne Hemminki, Päivi Korpelainen, Jari Vepsäläinen & Katrina Nordström
Aalto University, Finland

Practical skills are one of the core competencies in natural sciences, where skills and experience are gained through extensive laboratory experimentation. However, current laboratory courses at Aalto University are burdened by heavy expenses for modern and safe equipment, facilities and reagents. Students suffer from large class sizes and overlapping schedules with other courses. Although learning by doing is the ultimate goal of practical laboratory classes, it is evident that the current curriculum lacks the space and time for the learning experience to mature. Consequently, many students pass laboratory classes without developing a critical thought process of connecting theory with practice. LabLife3D helps to bridge the gap between theory and practice by supporting contact teaching with simulations and virtual experimentation using the Second Life platform.

LabLife3D engages students to experiment and critically evaluate the inherent behavior of biological or chemical material in a shared local space. It facilitates engagement by offering experimentation in a risk-free environment. Also the non-biotech/chemistry major students across Aalto University can participate in experimentation and contribute to their multidisciplinary knowledge of experimental work. This allows them to better understand the experimental work as a major activity of many commercial and design ventures engaged in life sciences.

The virtual laboratory LabLife3D has one section dedicated to cleanroom facilities and the other to chemistry. The students can discuss and reflect their work in the lobby. LabLife3D is housed in the Aalto Archipelago in Second Life virtual world and is freely accessible for visitors.

4.3 First Year Nursing and Health Care Students' Learning Experiences of Training in Virtual and Simulation-based Learning Environment

Paula Yliniemi
University of Lapland, Finland

This research focused on the experiences of learners at the beginning of their programme of study. In the "ENVI" Virtual Center of Wellness Campus Rovaniemi University Applied Sciences in Finland, students can acquire knowledge, skills, and competence in clinical skills. This research presents the analysis of learning experiences of a group of nurses and public health nurses in ENVI, during their first year of studies. The theoretical perspective is rooted in sociocultural learning which describes learning as a function, and questions the experiences people get from learning situations. The research used a qualitative approach in analyzing the training experiences of the first year students first the whole group (n=55) and then half of the group (n=27). The research question in first year studies is: What kind of learning experiences did the nursing students have in the ENVI environment in their first year (2008-2009) studies? Data was collected from learning situations using post-questionnaire and interviews. Data was subjected to content analysis and then classified in to categories. In conclusion, the simulation-based and virtual environment is positively received. Also emotional experiences came up.

Session 5: Personal Learning Environments

5.1 Linking schools' learning environments to students' personal online environments: students' experiences

Teemu Valtonen, Tiia Koponen & Mikko Vesisenaho
University of Eastern Finland, Finland

This paper discusses the possibility of connecting learning environments used in school to students' personal online environments, in this case Facebook. The idea is to benefit of the interactive and collaborative nature of social software and its popularity among today's students. The idea of the pilot is to support students' interaction, their reading of each other's work by linking students' course blogs to their Facebook profiles. By connecting these environments, students are notified in their Facebook feeds when another student writes a new entry to his or her course blog.

Results from the study indicate that students' opinions of using Facebook for learning varied from positive to negative. It seems that some students found the use of Facebook motivating and an easy way to keep abreast of others' writings. These students brought up that the use of Facebook increased their reading of each other's blogs. On the contrary, students with negative opinions indicated that they do not use Facebook for learning; they were not interested in reading each other's blog entries. They did not find interacting, reading and commenting each other's work important. In this paper, we outline theoretical aspects, technical details and students' experiences of the pilot study.

5.2 Using bookmarks and tags for creating students personal learning and knowledge space

Martin Sillaots & Terje Väljataga
Estonia, Harjumaa, Estonia

This article is about how social bookmarking environment Delicious was used for helping students to organize the course information and support knowledge creation. The meaning of this case study was to investigate how bookmarks and tag clouds can be used for organizing teaching and how they affect students learning behaviour.

Session 6: Social Media

6.1 Using Social Media for Immigrant Inclusion via e-Participation

Sonia Sousa, Katri Tammsaar & Mart Laanpere
Tallinn University, Estonia

This paper reports a study which has been conducted within a European project titled "Immigrant Inclusion by e-Participation", launched in October 2009 and running until April 2012, with the aim to explore the potential of modern social media tools in enhancing social cohesion, inclusion and participation opportunities in decision-making processes for people living in Estonia.

The study addresses the emerging issues with the concept of immigrant in modern European society, and the trends in using modern information and communication technologies and social media among the members of immigrant communities in modern world.

In applying participatory scenario-based design research, the paper is presenting fictional personas, as suggested representatives of linguistic and cultural minorities, helping to identify the background factors, goals and dispositions of different types of users of the solutions to be developed.

The results reported herein, will provide the initial guidelines towards the design of new procedures and tools for various e-inclusive contexts and environments, provided by Estonian local and national authorities, aiming to foster greater e-participation within Estonian context.

6.2 Communities of Practice in higher education

Kersti Toming
Tallinn University, Estonia

This article tries to describe the possibility of communities of practice in higher education as one study form from Master's student point of view. The description is based on two important characteristic of ongoing learning - communities of practice and interactivity. The article then moves on by stating social media being one interactive option to form communities of practice. Lastly, the possibility of forming communities of practice based on the theoretical analysis of four course structures will be described.

GENERAL INFORMATION

Meeting venue

The conference technical programme is organized at the Spa Hotel Revontuli, located about 500 metres from Sallatunturin Tuvat, where participants will be staying during the event. Please ask the hotel reception for directions.

Lunch and coffee/tea

The registration fee includes lunches on Monday, Tuesday and Wednesday as well as coffee/tea during breaks marked in the programme.

Only the lunch on Monday at 14:00 – 16:30 will be served at Sallatunturin Tuvat, at restaurant Kiela. Lunches on Tuesday and Wednesday as well as all coffees/teas during the conference will be served at the meeting venue, Spa Hotel Revontuli.

Special diets

If you have informed in your registration form about a special diet, the information has been forwarded to the restaurants (Sallatunturin Tuvat and Spa Hotel Revontuli). Please contact the restaurant staff about this.

Optional tour on Monday

Only the tour 'Canoe Trip on the Wilderness Lake' will be organized on Monday at 16:30 – 18:00. The tour has a separate fee. The tour ticket is included in the conference materials for the participants registered for the tour.

The tour will start at Sallatunturin Tuvat main building where you will meet your guide. Please wear comfortable clothing and shoes. We advise you take a bottle of water with you.

Welcoming Dinner on Monday

The Conference Opening and Welcoming Dinner will be organized at Sallatunturin Tuvat, Restaurant Kiela on Monday evening at 20.00. The dinner is hosted by the Municipality of Salla. The evening includes a buffet dinner and two glasses of wine (drink tickets are included in your conference materials). Cash bar after dinner.

Midnight Hiking on Tuesday

The Midnight Hiking on Tuesday evening will start at Sallatunturin Tuvat main building where you will meet your guide. The tour is included in the registration fee. The tour will include some snacks and refreshment by open fire. Please wear comfortable clothing and good walking shoes.

Please note! The dinner on Tuesday in not included in the registration fee. We recommend you have something to eat before the tour.

Closing Dinner on Wednesday

The Conference Closing Dinner will be served at Sallatunturin Tuvat, at restaurant Kiela. The dinner is included in the registration fee. The evening includes a served dinner with drinks.

Access to Internet

There is free WLAN at the meeting venue, Spa Hotel Revontuli. In the hotel lobby you will find a computer with access to Internet (no username/password needed).

At the Sallatunturin Tuvat wireless access to Internet is available only in Restaurant Kiela. At Papana Pub you will find a computer with access to Internet. Ask the reception for username and password.

Organizers' contact info

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NOTES

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