

Assessment of Project Achievements



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Topics



- Accomplishment of objectives
- Dissemination and impact (so far)
- Administrative issues

Central hypothesis



It is possible to initiate and to maintain an exchange of learning results and social interaction through “thematic objects” in a virtual community made up of subgroups with face-to-face interaction based on learning challenges in the form of non-standard problems!

Central hypothesis



It is possible to initiate and to maintain an exchange of learning results and social interaction through “thematic objects”

(+) Hypothesis has been exemplified

in a virtual community made up of subgroups with face-to-face interaction based on learning challenges in the form of non-standard problems

(+) Subcommunities and infrastructure have been established

(?) Issues of scale

-----> details

Community support (tech.)



- (+) LOR is operational
- (+) Specific LO types for a number of scenarios
- (+) LOR access integrated with Cool Modes
- (+/-) Current base: about 300 objects
 - (+) "cold start" phase overcome
 - (-) insufficient/inadequate classifications
- (+/-) Usability

Tools for scenarios



“Mission Moon”

- (+) coherent set of activities
(observation, calculation, “crater” sim.)
- (?) crater height calc. not “discoverable”

“Mission Mars” (plant growing in space)

- (+) rich activities, open ended
- (-/?) learning objects too unspecific
(BeLife has the key!)

Tools for scenarios



“Robot in Maze”

- (+) attractive, motivating, concrete
- (+) dual “physical / virtual” representation
- (?) connection to “Mission Mars” desirable

“Seismology”

- (+) authentic task, professional devices (new!)
- (-) LOR connection “under construction”

“Probabilities”

- (+) high interest of math teachers
 - (-) not connected to “space” theme
-

Tools for scenarios



Additional applications (not DExTs):

- “Smart Planets” (demonstrator)
- Remote telescope access (general resource)

CSCCL technologies



- (+) Integration of synchronous and asynchronous collaboration support
- (+) Thematic, artefact-based social linking (joint CSCCL 2005 paper!)
- (?) Workflows involving individual activities (possible, yet not explicit)
- (+) Extensible, re-usable platform

Community building



- (+) Good examples of active, creative communities
- (+) Connection to “informal sector”
- (+) Take-up in Colombia, Chile
- (-) Scale; failure (as yet) of
“anonymous delivery model”

Pedagogical principles



- (+) Challenge based learning creatively adopted by Swedish teachers
- (+) Value of the LOR very well understood by teachers
- (?) Exchange in the beginning phase

Evaluation



- (+) Provision of a re-usable set of instruments comprising established and new elements

- (+) Instruments allow for comparison between different settings

- (?) Final results not yet available (consistent with work plan)

European added value



- (+) Example of an outreach from Europe to Latin America beyond “scientific exchange”

- (+) Mix of “Scandinavian” with other (positivistic?) approaches

- (+) Impact in scientific community (as a cooperative EU project)

Scientific Achievements



First IEEE Workshop on Mobile and Wireless Technologies in Education (WMTE 2002)

Växjö, August 2002 -> JCAL special issue + paper

ICALT 2003

paper on "conceptual change in scientific inquiry"

CSCL 2003

interactive event ("earthquakes and probabilities")

AIED 2003

- paper on "learning object repository"
- interactive event on collaborative mind tools
- poster

ICCE 2003

paper on "model-based reasoning"

Scientific Achievements



CAEPIA 2003/2004 (selected papers)

- paper on LOR and ontology support
- workshop on CACL using ColDEX examples

ICLS 2004

poster on seismo scenario (UCH - UDUI)

Second IEEE Workshop on Mobile and Wireless Technologies in Education (WMTE 2004, Taiwan)

- paper on "maze" scenario (UDUI) -> journal paper invitation
- joint paper (UDUI - VXU) on "educational workflow around digitally enhanced experiments"

IEEE-ICALT 2004

- workshop on modelling tools in science education
- poster on astro scenario

SWEL (at "Adaptive Hypermedia 2004")

paper on using task/tool context for indexing and retrieval (UDUI)

Scientific Achievements



CRIWG 2004

presentation on a Collaborative Recommender system for Multimedia Learning Material (UCH)

CELDA 2004

- paper on the astronomy scenario (UDUI)
- paper on stochastics (UDUI)
- presentation on didactic results of COLDEX scenarios (UDUI)
- poster on BeLife (INESC-ID)

CSCL 2005 (submitted)

conceptual paper on LOR and social navigation support (UDUI UNED)

AIED 2005 (submitted)

paper on BeLife and greenhouse management (INESC-ID VXU)

Dissemination & Exploitation



Learntec 2003 (Karlsruhe)

Coldex presented as part of EU stand

Riesmuseum Nördlingen 2004 (Germany)

incorporation of crater simulation as exhibit

School foresight 2004

COLDEX exhibition (European Science Week 2004)

IST event 2004

COLDEX exhibition at the *Exhibition "People and Economy"*

Administrative Issues



Administration and organisation

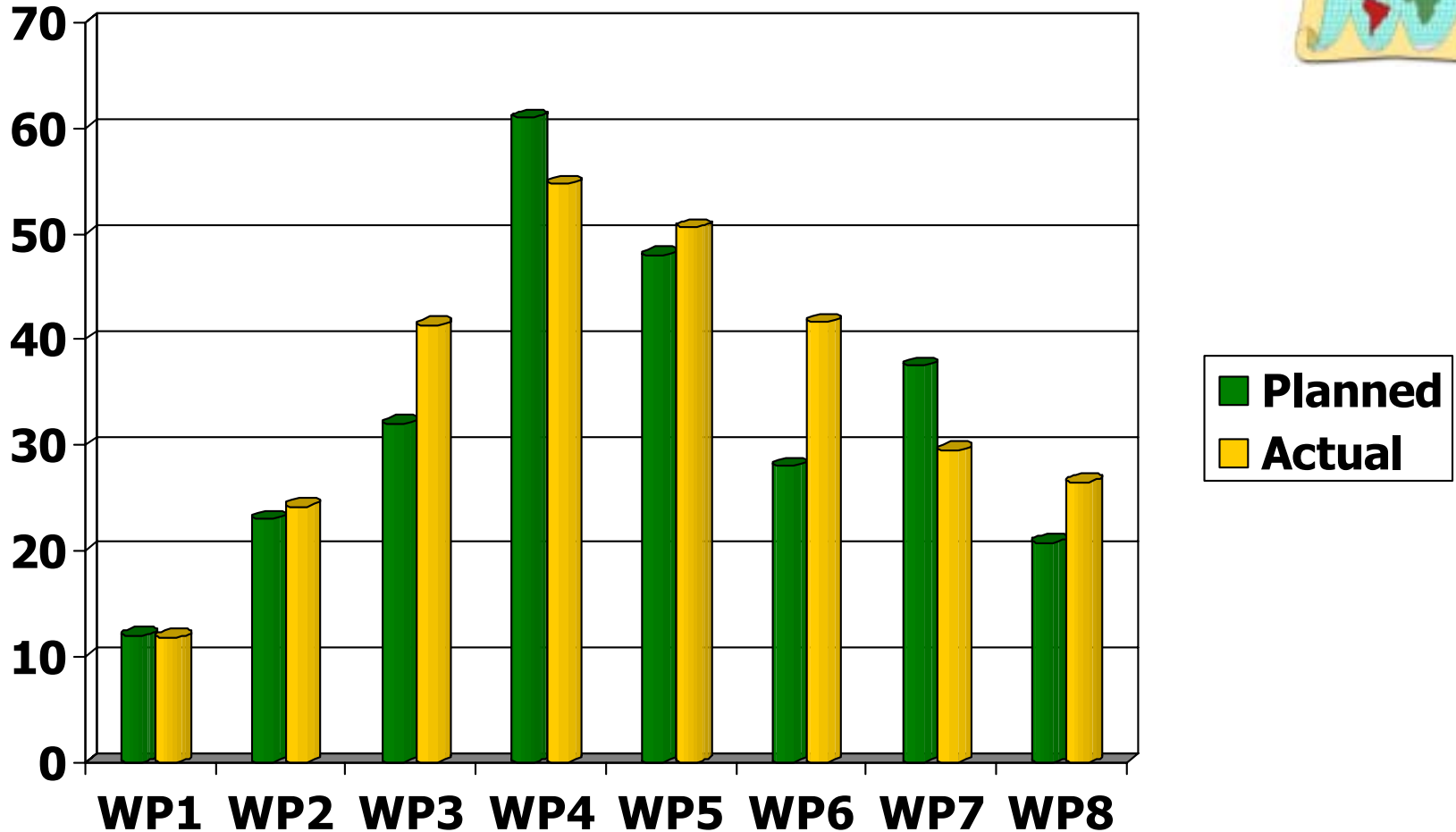
- Statistics
- Effort: PMs
- Deliverables

Statistics



- Start: 1st Jun 2002
- Duration: 3 years, until May 2005
- Funding: 2.200.983,- €
 - EC contribution: 1.321.682,- €
- Total person months: 270
- Payments so far: 892.404,86 €

Cumulative Effort (in PM|M33)



Deliverables



- D1.2.1 Project presentation
- D2.3.1 Learning Activity Design
- D2.3.2 Evaluation Plan I
- D7.2.1 Learning Material and Guidelines
- D7.2.2 Functional Documentation
- D8.1.1 Evaluation Plan II
- **D8.3.1 Evaluation Report**
- **Technology Implementation Plan / Exploitation Plan**
- **Final Report**

Collaborative Learning and Distributed Experimentation



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Collaborative Learning and Distributed Experimentation

Partners: University of Duisburg-Essen, Germany; Universidad de Chile; University of Växjö, Sweden; University of Saarland, Germany; Spanish Open University; Universidad Politécnica de Madrid, Spain; Instituto de Engenharia de Sistemas e Computadores - Investigação e Desenvolvimento, Lisboa, Portugal; Universita Cattolica del Norte, Chile; Xperiment Huset, Sweden