

Core Research Area: *Computer-Supported Collaborative Learning*

Research project proposals produced by the experts of the 4th STELLAR Delphi round

29. CSCL

Group: Researcher

Project title:

Students' learning trajectories: From kindergarten to university

Project description:

What characterizes students' learning processes in kindergarten, primary school, secondary school, college and university?

In what ways are computer-based tools used as structuring resources in the students' learning processes?

Is it possible to predict the students' learning trajectories in early age prior to some given criteria?

What socio-cultural factors seem to have an influence on students' learning trajectories?

What characterized the students' conceptual sense making over time?

Project partners:

-

Project justification:

Today we find several short term empirical studies focusing on CSCL in K12. However, we need more longitudinal studies following students in naturalistic settings over long time spans.

30. CSCL

Group: Researcher

Project title:

Collaborative learning style - The importance of assignments

Project description:

We need to know what the best practice in online learning is, is it collaborative learning and what assignments do support collaborative learning?

How do students use collaborative learning?

What assignments do support collaborative learning style?

Is online collaboration real collaboration?

How can we motivate online collaborative learning?

Project partners:

Finland, Estonia, Portugal, UK

Project justification:

We need to know how online collaborative learning works, lot of money and time is used in learning and we need to know what is the best practice

31. CSCL

Group: Researcher

Project title:

Learning strategies and collaboration

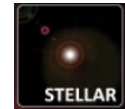
Project description:

- how to improve learning strategies through an effective use of tools 2.0?

- how to develop cognitive and metacognitive processes through collaborative activities in classroom and online?

Project partners:

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- Universities
- Schools
- teacher educators

Project justification:

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32. CSCL

Group: Researcher

Project title:

Extending Learning Management Systems to Learning Collaboration

Project description:

How can we extend current Learning Management Systems, which tend not to activate students beyond "handing in submission", to collaborative platforms that empower students to collaborate and co-develop and refine solutions? What are the social and administrative ramifications of such an approach, e.g., for measuring a given student's contribution?

Project partners:

(To be determined, with a preference to universities in different countries and continents)

Project justification:

Enhancing our students' ability to collaborate, both ad-hoc and premediated, will grow over the next years. We therefore need to prepare our students to collaborate both locally, nationally, and internationally, with their peers.

Computer-Supported Collaborative Learning in Training Teachers of Mathematics

Which activities in pre- and in-service teacher training maximize teachers' efficient use of TEL?

Creation of a research based course for pre- and in-service teachers to use new technologies in mathematics classrooms with the goal of maximising students' learning.

Schools

Experiments in schools and their analysis and evaluation

Computer-Supported Collaborative Learning in Training Teachers of Mathematics

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Schools

Experiments in schools and their analysis and evaluation

33. CSCL

Group: Researcher

Project title

Web Wide Collaboration

Project description

The project would explore the outcomes (hopefully advantages) of enabling learners to collaborate with other people (learners, teachers, practitioners) who do not necessarily are in the same class or school, but can 'originate' from their entire social graph (including their 'friends' on diverse web-based social networks). The collaboration could take diverse form and range from simple help requests to team-based work.

Project partners

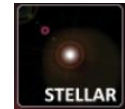
who ever would be interested to participate:-)

Project justification

This project would be in line with the research areas of:

- breaking the data silos and data integration (linking data on the Web),
- decentralised social networks,

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- personal (highly flexible) learning environments,
- connection of formal and informal learning.

Justification of the project would be based on the advantages that the synergy of results originating from these research areas could bring.

34. CSCL

Group: Researcher

Project title

Collaborative Learning: Discovering and socializing digital cultural content

Project description

Virtual communities of reflection, debate, and lifelong learning, are emerging as effective spaces for the development and acquisition of knowledge. These social networks can contribute to cultural content sharing, and closer to population strata unrelated to academia, to participate in a culturally enriching activity for them, and contribute their knowledge and thoughts

Project partners

Lifelong Learning institutions, digital libraries and archives, museums.

Project justification

The accessibility of cultural content is often not reduced to the ease with which the individual can reach them, such as in the case of digital content across repositories across the Internet. There are other barriers related to social aspects and the very coldness that often have self-contained, the loneliness of the individual to the content without the possibility of contrast, comment, discuss with other people interested about the same problem

35. CSCL

Group: Researcher

Project title

Using social networks to improve collaborative learning

Project description

Creating contents in collaboration between teachers and students.
Collaborative and Ubiquitous access to Personal Learning Environments.
Automatic and semi-automatic assesment.
New tools inserted in real scenarios of work

Project partners

Universities
Contents Industry

Project justification

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36. CSCL

Group: Researcher

Project title

Distributed Pair Programming- Evaluation of DPP tools, IDEs, systems for novices

Project description

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Project partners

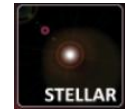
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Project justification

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37. CSCL

Group: Researcher

**Project title**

Monitoring activities in CSCL

Project description

How can CSCL environment be monitored as to detect aspects that affect them and define actuators to improve the experience?

Project partners

Research labs in Europe and USA

Project justification

I think collaboration has a lot of potential to enhance the impact of a learning experience.

38. CSCL**Group: Researcher****Project title**

Multimedia and CSCL

Project description

How do learners create and share multimedia messages?

Project partners

Nikol Rummel
Daniel Bodemer
Frank Fischer

Project justification

Increasing technical possibilities for learners to work with multimedia messages

39. CSCL**Group: Researcher****Project title**

CSCL at small group and class-level supported by networked technology (GroupScribbles)

Project description

How does small group/class-level collaborative learning affect individual learning?
How individual learning, small group learning and whole class level learning interplay with each other?

Project partners

Stanford Research institute
University of Hawaii

Project justification

fill in a research gap in CSCL

40. CSCL**Group: Researcher****Project title**

Inculcating creativity through intelligent collaborative storytelling

Project description

1. How can web resources be harnessed and used to create interest in collaborative storytelling?
2. How can brainstorming be scaffolded?
3. How can scaffolds be developed to help learners consolidate their learning?

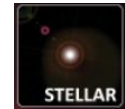
Project partners

1. National Central University, Taiwan
2. Harvard University, USA
3. Athabasca University, Canada
4. Staffordshire University, UK

Project justification

1. Societal: Helps organizations to develop organizational memory and help students to learn collaboratively more effectively

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2. Technological: Develop new frameworks and technologies to scaffold collaborative creativity
3. Scientific relevance: Contribution to personalized learning, workplace learning, mobile and ubiquitous learning

41. CSCL

Group: Researcher

Project title

Encouraging the collaborative building, sharing and dissemination of professional knowledge

Project description

What methods can we use to ensure that professionals in education have face to face and digital opportunities to share their knowledge collaboratively and build new theory and practice in learning.

Project partners

MirandaNet Fellowship; World Ecitizens; Warwick University with a range of professional organisations of educators like the subject associations, Naace, ITTE and ALT etc

Project justification

There is a need for teachers to become activist professionals(Sachs 2003) publishing practice based research with and for other teachers, especially if they are to be kept in their school for their professional training ion the future.

41.2 CSCL

Group: Researcher

Project title

wide area mobile learning using very inexpensive devices, learning objects, in a collaborative peer supported context

Project description

Will modules on basic literacy and life-skills delivered by wireless Andriod tablets in a collaborative learning network result in significant, satisfactory learning from the participants' perspective.

Project partners

Tom Boyle's research team at London Metropolitan University (learning objects)
Any manufacture of Android tablets (of which there are many, low cost examples)
Huawei Electronics for the communications technologies (bypass the Vodaphones)
Any capable ed-tech research team
Input from the "hole in the wall" researchers in India See:
<http://blogs.worldbank.org/edutech/searching-for-indias-hole-in-the-wall>

Project justification

If ed-tech is to lift millions from illiteracy and enslavement we need to think well beyond the traditional walls of education.

42. CSCL

Group: Researcher

Project title

Modelling team collaboration in the resolution of Algebra problem

Project description

1. How a constructivist approach could be use to understand team collaboration in the classroom using technology?

Answering this question involves the analyses of existing technology that could support the task at hand. For example, the use of simulations, virtual worlds or tangibles are all possibilities but need to be explored under a constructionist approach where teams interact towards the resolution of problems.

2. What type of scaffolding is needed for teams and/or team members and what is the role of technology in providing it?

The project would focus on what sorts of help and help provision should be included in the technology-enhanced environment. This information would be useful to define a scaffolding strategy that responds to the needs of teams. The nature of technology to support learning will be defined considering a range of possibilities such as sensors (to measure emotional and motivational traits), mobile

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equipment to be in touch outside the classroom, social media, mobile telephones, etc.

3. What are the characteristics of efficient team collaboration?

Answering this question will provide element to underpin models of collaboration. Elements to analyse include cognitive abilities of the team members, composition (age, gender) of the team members. Is there something like a collaborative cognition? (i.e. knowledge that is shared by all team members and that facilitates the acquisition of knowledge by individuals?)

4. What is the role of individual meta-cognition, motivational and emotional characteristics of the team members in the efficiency of team work?

Answering this question will throw light onto how personal traits works towards team working and interaction. Arguably, emotions will necessarily enhance or hinder group dynamics and they need to be understood in this context. Also of interest is the motivations of members and the motivation of the group as a whole and whether it can be achieved.

5. What are the roles that team members take during the resolution of Algebra problems?

Is there a leader figure in the group? Is her influence due to a strong personality? to academic achievement? to emotional or motivational traits? to something else? What are the other roles? Are there identifiable task-related roles? How are these fulfilled?

Project partners

(possible)

London Knowledge Lab, University of London

IDEAS Lab, University of Sussex

Arizona State University

Project justification

This project will shed light onto collaboration in educational settings. Understanding effective collaboration will pave the way for 1) understanding how technology can support (through modelling) the collaborative process and 2) developing a set of technological tools to support meaningful learning in difficult topics such as Algebra in middle schools. The adherence to pedagogical principles such as constructionism will provide a theoretical framework to analyse learning and to support students in the resolution of problems.

43. CSCL

Group: Researcher

Project title

Collaborative Learning and Retention Rates in Online Courses

Project description

What forms of collaborative learning increase retention rates in online courses?

Project partners

UK - Open University

Canada - Athabasca University

Australia - Deakin University

US - ??

Project justification

Retention rates are still extremely high in online courses representing a huge cost in both financial and emotional terms. As communication networks continue to improve, online/mobile learning becomes more accessible and convenient to learners in both formal learning, workplaces, and informal situations. Finding a way to capitalise on the convenience of online learning in a way that most learners are successful has obvious long term gains.

44. CSCL

Group: Researcher

Project title

Self-regulated learning in digital communities

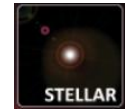
Project description

How to support formation of effective digital learning communities?

How to scaffold virtual learning communities in learning processes?

How to develop personal and group-related self-regulation skills in learning communities?

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**Project partners**

Universities, schools, software developers

Project justification

technological ja scientific relevance

45. CSCL**Group: Researcher****Project title**

Enhancement of Classroom Social Networks with Technology

Project description

Any given social network has $n * (n-1)$ possible connections. In a traditional classroom, a social network exists that, generally, has far fewer connections. Is it possible to increase the number or strength of social network connections by employing selected student-oriented technologies?

Project partners

Universities/community (2-year) colleges willing to participate in a long-term study if given certain technologies to employ in the classroom and in online course settings.

Project justification

If we believe, as social constructivists would argue, that informal learning can significantly enhance formal learning, then it would follow that improved social networks would increase informal learning by making more pathways (connections) available to students. Can technology improve the strength and coverage of classroom social networks? This question has a significant impact on the deployment of technologies in the educational environment and in the potential targeted use of such technologies.

46. CSCL**Group: Researcher****Project title**

Enhancing Ubiquitous collaboration in formal/informal learning settings. What are the needs of the learners?

Project description

Questions regarding enhancement of collaboration.
Questions regarding behavior/needs of the learner.
Questions regarding long term /real world and work learning settings.

Project partners

EPFL, Practicionners, LMU, University of Hong Kong, SAR Hong Kong

Project justification

Transfer of research results into workplace environments. Technology enhanced, individual lifelong learning.

47. CSCL**Group: Researcher****Project title**

Making Teaching Visible (MTV): Networked Learning Environments for Teacher Learning

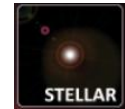
University of West Virginia, College of Human Resources & Education
West Virginia Department of Education

Project description

How and to what extent do networked learning environments enhance technological, pedagogical, and content knowledge for teachers? How might this spark innovation, creativity, and high level problem forming and solving in the classroom?

Collaborative learning spaces like wikis and other social networking tools hold much promise for supporting ongoing reflective practice and teacher learning because they make teaching practices and reflection visible in ways that have not been possible before. However, that promise has often not come to fruition. We suggest a new model of teacher professional development that uses online communication and collaboration tools (in context, connected to teacher needs and school missions)

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to make teacher learning visible through digital media and professional learning networks that is directly connected to teacher learning goals. Teachers in an earlier study moved from being "lurkers" by visiting other teachers' wikis and quietly gathering ideas to being active participants who created tutorials and other materials to share with the group.

Project partners

Harrison County Schools and eventually schools across West Virginia, to other states, and around the globe.

Project justification

Teachers who learn how to effectively leverage professional learning communities through advancing their digital literacy skills across an array of digital media and virtually leaving the classroom door open are better able to translate those skills into student-centered classroom practice. This is a critical step in helping teachers develop professional practices that are likely to get us to classrooms that are a central part of networked learning spaces for learners that are not limited to four walls, but only by our own imaginations

48. CSCL

Group: Researcher

Project title

Effective strategies to support computer supported collaborative learning

Project description

How can computer supported collaborative learning enhance student achievement at all levels K-16? Online learning is still in its infancy and relies too much on traditional learning styles. This study will examine ways to include media and interactive web tools to make online learning more engaging, collaborative, and interactive.

Project partners

Apple, Google

Project justification

Online learning is growing but is achievement within that medium growing?

49. CSCL

Group: Researcher

Project title

Motion Detection and body gestures collaborative creative learning environments

Project description

How people in collaboration can find creative solutions to open problems: methods-strategies & tools

Project partners

Several EU and non EU partners

Project justification

Both scientific and technological relevance

50. CSCL

Group: Researcher

Project title

Adaptive Collaboration Support

Project description

RQ: what type of modelling is necessary to implement in TEL systems so that adaptive support is provided to group learners?

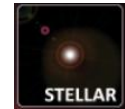
Do learners really need extensive guidance (therefore extensive modelling and guidance models integrated in TEL systems) or developing "lower level" technology (e.g. activity mirroring systems) would be enough?

Project partners

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Project justification

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Collaboration skills are important both for formal/informal learning and workplace learning. Defining the adequate level of adaptive support/intervention leads to the best learner performance with minimum system effort/cost.

51. CSCL

Group: Researcher

Project title

Agents based collaborative learning environment with SNS

Project description

To develop the next generation e-Learning environment

Project partners

International

Project justification

-

52. CSCL

Group: Researcher

Project title

EduPass@ction

Project description

A platform for searching models for training path dedicated to teacher education

A number of projects had been recently developed, aiming to foster teacher education by engaging teachers to collaboratively work on resources for their classrooms, then share experience and learn from each other. Different models of training path, methodological assistants, etc. had been designed in this perspective. Interest for comparing and improve their quality and efficiency (questions of interoperability, ergonomics, didactics).

Project partners

Ministry of education, computer scientist lab, educational researchers and practitioners, to be involved as active partners

Project justification

Needs for renewing teacher education, involving teachers as active partners, in a time of deep and continuous teaching and curriculum changes.

53. CSCL

Group: Researcher

Project title

Open, mixed reality learning game

Project description

How can a open, multi-user, rich media serious game environment be optimised for complex, flexible collaborative learning?

The idea would be to adopt a thematic rather than a curricular approach in an engaging collaborate environments, involving various challenges, simple incentive rules, participation of real world actors, real world data, etc.

Project partners

Educational institutions, companies and research institutes

Project justification

Increased learning effectiveness, efficacy, motivation, involvement, responsibility and affordability.

54. CSCL

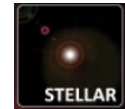
Group: Researcher

Project title

Effective Use of Social Software and Social Networks for Educational Purposes

Project description

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1. How effectively can social environments be utilized for enhancing learning outcomes?
2. What is the nature of socialization and knowledge acquisition in social environments used for educational purposes?

Project partners

Higher Education Council, Universities, Companies (for software development and content development)

Project justification Most of the higher education students are using social environments like Facebook in most of their daily times. Hence we have to improve the quality of that environments and reach our students within that environments in order not to distract them from their social atmosphere. This environments can be used for "edutainment (education and entertainment together)", in other words informal education.

55. CSCL

Group: Researcher

Project title

develop different architectures for promoting learning in different subject matter areas under differently specified study regimes following guidelines of contextualised cscl. creating compelling scenarios is the challenge of this sort of work.

Project description

type of student control, type of settings and type of adaptation of materials to student groups

Project partners

schools,

Project justification

-

56. CSCL

Group: Researcher

Project title

Common Ground for Communication & Cognition

Project description

how is collaborative Learning possible? What role plays the computer technology? How can emotional aspects of collaborative learning (z.B. Freude am gemeinsamen Lernen) be realized in a technological environment?

Project partners

Partners from school and from working places together with psychologists and IT specialists

Project justification

has scientific and societal relevance

57. CSCL

Group: Researcher

Project title

Collaborative Argumentation-Based Learning

Project description

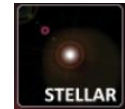
- of what nature is learning from and by debates, by what processes does it take place, how can technology support this

Project partners

Hebrew University, Israel
Wise and Munro Learning Research, Netherlands
University of Lausanne, Switzerland
University of Exeter, UK
Stockholm University, Sweden

Project justification

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- necessity for EU citizens to understand relations between science and society

58. CSCL

Group: Researcher

Project title

Group awareness tools for computer-supported collaborative learning

Project description

What are the mechanisms that underline the relationship between group awareness and learning? What kinds of awareness information should be provided to co-learners (and how to provide awareness information) to support (1) collaborative learning in terms of both processes and outcomes, as well as (2) metacognitive activities during collaboration?

As pointed by Buder (in press), in order to provide co-learners with effective group awareness tools, we should improve our understanding of the role of awareness on collaborative learning (processes and outcomes) in both face-to-face and computer-supported settings. We should also better understand how co-learners use awareness information during collaboration. Moreover, various features of group awareness tools should be systematically varied in future studies (i.e., studies comparing different awareness tools rather than tool vs. no tool conditions).

Project partners

Daniel Bodemer, & Jürgen Buder, Universität Tübingen, Germany
Pierre Dillenbourg, EPFL-CRAFT, Switzerland
Mireille Bétrancourt, TECFA, University of Geneva, Switzerland
Margarida Romero, ouak, Barcelona

Project justification

Societal : Research designed to understand how to improve CSCL practice and outcomes

Technological : Focus on how to develop and implement group awareness tools for learning

Scientific relevance : Research on group awareness tools for CSCL is at its early stages

59. CSCL

Group: Researcher

Project title

Facilitating collaborative online knowledge construction using different CSCL modalities

Project description

What are the affordances of different modalities for social knowledge construction/ knowledge building?

What are effective ways to facilitate different modalities (synchronous, asynchronous, etc.).

How can effective facilitation practices be supported both through professional development and technological development?

Project partners

Not sure

Project justification

To be able to use CSCL effectively, we need to go beyond Hakkarainen (2009) observation that effective knowledge building practices seem possible only with special talented and committed teachers. For CSCL to have an impact, we need to understand how to support knowledge building practices among learners broadly.

60. CSCL

Group: Researcher

Project title

To study the effect of CSCL on students' motivation and higher order thinking (HOT) involving wider groups to bridge digital divide

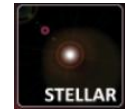
Project description

(1) What are the effects of CSCL on students' motivation?

(2) What are the effects of CSCL on students' HOT?

(3) How could CSCL bridge digital divide to facilitate learning goals?

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Project partners

- (1) Ministries of education in SEAMEO countries
- (2) Possible sponsors for CSCL among marginalized groups

Project justification

- (1) To support EFA goal to bridge digital divide among marginalized groups
- (2) To enhance students' motivation towards technology-enhanced learning in academic related subjects
- (3) To enhance students' HOTS after participation in CSCL

61. CSCL

Group: Researcher

Project title

communities of practice in teaching/learning of mathematics with technologies
working in a community is one of the competence requested by society in this years and teachers are not already used to do it, not only face-to-face, but also at distance.

Project description

how a community can grow up, maintain active and interactive through the use of communication and representation infrastructures?
what are the core activities in a teachers' community working in a longlife learning programme?
what are the impact these activities may have on teachers' professional improvements and their practice in classroom?
what are the consequences of this kind of experience made by the teachers in communities on their students' learning processes?

Project partners

educators
policy makers (ministry of education)
researchers

project_justification

The construction of collective leaderships in a school or nets of school is an important goal of our society.
The collaboration between research and institutions and policy makers is necessary.

62. CSCL

Group: Researcher

Project title

Some fundamental questions on computer-supported collaborative learning

Project description

Computer-supported collaborative learning (CSCL) is a pedagogical approach wherein learning takes place via social interaction using a computer or through the Internet. This kind of learning is characterized by the sharing and construction of knowledge among participants using technology as their primary means of communication or as a common resource.

- 1) To compare different strategies of CSCL
- 2) Which is the fundamental role of the teacher in a CSCL environment?
- 3) To study the different problems that the mere availability of the technology can create.

Project partners

EPFL

Project justification

The main justification is the technological relevance of the issue

63. CSCL

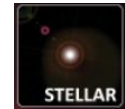
Group: Educator

Project title

Global collaborations

Project description

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Impact of social networking on capacity building

Project partners

OAS learn

Project justification

Such collaborations r key to Ed system development

64. CSCL

Group: Educator

Project title

Cognitive Presence in Online Discussions: Is it there? Can we measure it?

Project description

Learning through discussion with peers is an affordance claimed by many faculty in online education. And the availability of transcripts affords researchers the opportunity to delve into this thinking made visible. However, there is very little empirical evidence of whether higher level learning and thinking is taking place.

Project partners

SUNY Empire State College, Excelsior College, Georgia Perimeter College, and other interested researchers with access to large data sets of online discussion postings correlated with student demographic variables.

Project justification

Students and faculty in online courses may spend considerable time in discussion activities. If this is not an efficient or effective way to learn, time might better be spent in other learning activities. What are the variables and circumstances under which is effective in terms of discipline, subject matter, level of learning, faculty behaviors, etc.

65. CSCL

Group: Educator

Project title

Let's Build a Mars Rover

Project description

Does computer supported collaborative learning increase retention of content by high school Earth Science students? At the beginning of the school year... Have one group design and assemble a Mars rover with the aid of specific printed NASA resources and another group design Take these up and disassemble them. Right after spring break, bring back the disassembled rovers and see how well the groups can "repair" them to function as before.

Project partners

Anywhere high school.

Project justification

I have none, you told me to make it up.

66. CSCL

Group: Educator

Project title

New technology for content division and organisation for an efficient computer learning

Project description

How can divide and organize learning content to increase the efficiency of the learning?

I have some experience about the content organisation for better learning.

How can we apply the new techology for better understand complex content?

Developing new interactive applications for formal learning, including playing game to better understand some subjects

Project partners

I think that from each country at least one university must participate to the project. Also the project must be divided by fields of study such:

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engineers,
laws
economic studies,
foreign languages
and so on

Project justification

1. The learning environment must be radically changed according to the new computer technology.
2. New content and methods must be developed for all universities and for all country by some world learning centers. We can begin in Europe but the technology must be applied to the entire world. The European funds must be used to develop new learning technology that can be applied to each country.

67. CSCL

Group: Educator

Project title

Development of Personal Learning Environments

There is a big number of possible partners, including for example the following:

Project description

The problem: currently the virtual learning environments (like Moodle or Blackboard) are institutions-centered; a learner will after graduation lose access to these environments.

A personal learning environment is a learner centered: it can be composed by each individual learner and can be used throughout his/her life. There are plenty of research problems ranging from technical (for example, interoperability of services) up to the didactical (for example, how to support learners in deciding on possible learning paths).

Project partners

Open University, Netherlands
RWTH Aachen, Germany
European Schoolnet
Turku University, Finland

Project justification

Obvious.

68. CSCL

Group: Educator

Project title

Facilitating Collaborative Learning through Online Tools and Instructional Strategies

Project description

How can online tools best facilitate teams in the development of a collaborative project?

What instructional strategies can best support teams in the development of a collaborative project?

Project partners

-

Project justification

Individuals no longer develop projects in isolation. We need to understand what tools and strategies help individuals work as a team to develop a project.

69. CSCL

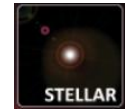
Group: Educator

Project title

Growing innovation in the health sector

Project description

Exploring principal new issues in healthcare management and building capacities for facing them. Involving young key actors as possible future managers in defining problems and in taking responsibilities for introducing innovations in the healthcare services, also in learning activities.



Exploring the potentiality of computer-supported collaborative learning in creating new scenarios and selecting talents.

Project partners

Large health organizations. Universities. Research institutes in educational field.

Project justification

Exploring and introducing new didactic technologies.

Facing complex changes in health organizations.

70. CSCL

Group: Educator

Project title

Collaboration, Inter-disciplinary or Intra-disciplinary: A Comparison of project-based learning approaches.

Project description

Do students from various disciplines learn more by interacting with those outside their own specialty or by interactions within their specialties?

Create three sets of three groups (nine groups in all) of nine undergraduate students (81 total students) from at least three different colleges to work on case study-style learning projects. One group of students would be all students in one discipline. The second group would be from three different but closely related disciplines, and the third would consist of students from diverse disciplines. The students within each group would be responsible for creating their own infra-structure for collaboration. They would choose the tools; Wikis, blogs, google docs, skype, etc. and also the style of collaboration. Synchronous or asynchronous. All important project decisions would be made by group members. Students would also be required to keep a digest of their decision making process and the contributions of the various team members.

Faculty representative of the disciplines of the students would be available for consultation as they might be in any independent study style course. Faculty will help students maintain their progress by imposing deadlines similar to those experienced in a work environment.

The work product of the nine groups of nine (one group from each of the three disciplines, three groups consisting of students from all three disciplines, and three groups of students made up of students from closely allied disciplines; would then be evaluated for quality, efficacy in problem solving, and meeting the conditions imposed in the initiating assignment by a panel of three experts in the area explored in the case study or project.

All students in each group would be awarded the same grade.

Project partners

A large land grant university, a large urban university, and a smaller college or university. For example, The University of Massachusetts/ Amherst, The George Washington /University, and Mercy College (Dobbs Ferry, NY).

Project justification

This would be an exploration of the effectiveness of student centered learning in an authentic, work-oriented environment in which collaboration and team work is considered an essential aspect of success.

The main scientific relevance is an exploration of the validity of inter disciplinary and intra disciplinary

71. CSCL

Group: Business Person

Project title

How learners handle shared virtual environments - how they teach each other through working on shared collaborative spaces with and without teacher intervention

Project description

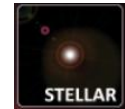
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Project partners

Would need to discuss

Project justification

STELLAR Delphi Study - research project proposals by the experts of the 4th STELLAR Delphi round for the Core Research Area *Computer-Supported Collaborative Learning*



When learners get into the workforce a key skill is the ability to work in virtual teams with cross-functional skills and find creative solutions to problems together by including various viewpoints. They need to practice more of this at school

72. CSCL Group: Business Person

Project title

CSCL + Recommendation systems

Project description

- build flexible and competence centered training paths
- profile users in terms of training needs / characteristics
- real time training suggestions
- foster collaboration and knowledge sharing

Project partners

- University (Computer science, Educational sciences)
- business e-learning provider
- training institutions (VET agencies, professional orders...)
- testing companies (business companies requiring KM and KS)

Project justification

Such infrastructures could avoid waste of time, energy , resources providing faster, leaner and more effective training to whoever needs it

73. CSCL Group: Business Person

Project title

Using simulation games for collaborative learning in business environments

Project description

Simulation games are a powerful tool for collaborative learning in a huge variety of contexts (politics, business, management etc). This research project would look at the potential of interactive simulations that use a blended learning approach featuring presence seminars and a virtual simulation game (e.g. of a business environment) for collaborative distance learning.

Project partners

tbd

Project justification

-

74. CSCL Group: Business Person

Project title

Measuring group learning paths through social media

Project description

How does group learning via social media expand individual learning?

Can this learning expansion be measured using tools embedded in online applications used to support group learning?

Project partners

-

Project justification

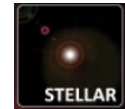
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75. CSCL Group: Business Person

Project title

Highly adaptive virtual collaboration and learning environment

STELLAR Delphi Study - research project proposals by the experts of the 4th STELLAR Delphi round for the Core Research Area *Computer-Supported Collaborative Learning*



Project description

The idea (vision) is a virtual environment, which provides a highly adaptive on demand collaboration platform including just in time learning for working teams.

The main research questions are:

How adaptive such an environment could be (automatic provision of any information needed, optimally visualized and with an ability to simulate relevant processes)?

How much intelligent guidance such a system could provide to assist people efficiently in reaching the team goals?

How much support to an individual team member such a system could give?

Project partners

Researchers on

- collaborative virtual world technology
- collaborative processes in virtual environments
- information processing and visualisation

Industry partners with expertise on virtual worlds, simulation and TEL

Project justification

Collaboration in teams (also virtual ones) is important today and will become even more in the future.

In addition fast turning projects require continuously learning - just in time. To create a platform which could support both on an on demand project basis should have a great societal and technological impact with much scientific relevance.

76. CSCL

Group: Policy-Maker

Project title

online learning competence

Project description

What skills and competences are needed for individuals to collaborative and learn effectively in online groups. This takes the discussion beyond traditional views of digital literacy and competence, to consider managing social presence, moderation skills, collaboration skills, etc

Project partners

educational research centre

schools, universities and/or training centres

TEL solution providers

Project justification

Individuals live, work and play now in a digital world. But do they have the basic skills and competences to interact and collaborate with others in social networks?