



Challenges in Evaluating Educative Experiences of Flexible and Personal Learning Environments (E³FPLE)

in conjunction with ECTEL 2011 (<http://www.ec-tel.eu/>)

Date: 20th or 21st September 2011 (to be confirmed)

Place: Palermo, Italy

Website: <http://www.mifav.uniroma2.it/inevent/events/E3FPLE/index.php?s=138>

Deadline for Paper Submission: **15th July 2011**

BACKGROUND

Recognition of the necessity and utility of lifelong learning has led to the shift from a centralised institutional teaching approach to a more learner-centred decentralised learning approach (Wilson, 2008). It is necessary to provide various supports for learners to easily construct and maintain their own Personal Learning Environment (PLE). Technically, PLEs are built upon an interoperability framework that allows learning components (i.e. services, tools, resources) to be easily adapted and new systems to be assembled in a responsive way. Pedagogically, open design accommodating the unpredictability of the usage scenarios becomes essential (Giovannella & Graf, 2010). This openness renders the educative experience with PLEs even more unpredictable than that with traditional educational technologies.

Consequently, evaluation of such flexible and personal learning environments which will constantly change and be adopted by diverse user groups is extremely challenging. Such evaluation should be an ongoing process with empirical findings being used as well as provided by the developer and researcher communities; the successful interplay between software evaluation and development is hard to sustain. Another critical issue is the inherent difficulty in defining and operationalising qualities of user experience (UX) (Law et al., 2009) in general and those of learning processes in particular. Furthermore, technological, personal, and social factors are so highly intertwined that it seems an insurmountable task to ascribe weights for their respective influence on the learning effect.

All in all, there is a strong need to develop as well as validate new evaluation methodologies that are applicable to organic flexible and personal learning environments.

GOALS & RESEARCH QUESTIONS

E³FPLE aims to offer an interdisciplinary arena to investigate the complexity that will characterize the future educative experiences. The major challenges are to operationalize relevant qualities and processes of such experiences, and to model and monitor their trajectories. The overarching goal is to inform the development of effective supports to enhance educative experiences of the stakeholders involved. We intend to explore the following research questions in the workshop:

- Whether and how the existing evaluation methods from the field of Technology-enhanced Learning (TEL) and Human-computer Interaction (HCI) should be extended to address specific requirements of FPLEs?
- Whether and how compartmentalize the respective impact of software quality (i.e. interoperability), interaction quality (i.e. usability and user experience with individual widgets and their orchestration), information quality (i.e. contents delivered by widgets and their integration), and personal quality (i.e. individual goals, value and expertise) on educative experiences?
- Which experiential qualities are relevant to successful educative processes in FPLEs? Are hedonic qualities (Hassenzahl, 2001) such as identification, stimulation and evocation particularly relevant? Should the learner experience certain negative emotional responses (e.g. challenge, tension, bewildered) or, in contrast, positive ones to achieve a stronger learning effect?
- How should the interplay between experiential evaluation feedback and redesign of the learning environments be enhanced? In which ways should the evaluation feedback be collected and presented (qualitative vs. quantitative; level of granularity; monomodal vs. multimodal) to the design and development team to improve the uptake of evaluation results?

In the Workshop, these and other questions arising from the workshop submissions and discussions will be addressed. Submissions addressing the above listed and other related questions/ideas are invited.

WORKSHOP CO-CHAIRS:

Effie Lai-Chong Law, University of Leicester, UK
 Carlo Giovannella, University of Rome Tor Vergata, Italy

PROGRAM COMMITTEE (to be confirmed and completed):

- Carmelo Ardito, University of Bari, Italy
- Nikolas Avouris, University of Patras, Greece
- Marcel Berthold, TU Graz, Austria
- Antonella Carbonaro, University of Bologna, Italy
- Denis Gillet, EPFL, Switzerland
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- Felix Mödritscher, Vienna University of Economics & Businesses, Austria
- Tessa C. Pargman, KHT, Sweden
- Elvira Popescu, University of Craiova, Romania
- Marcus Specht, Open University of the Netherlands
- Carsten Ulrich, Shanghai Jiao Tung University, China
- Katrien Verbert, KUL, Belgium
- Martin Wolpers, Fraunhofer FIT, Germany

REGISTRATION:

See the ECTEL 2011 Conference website: <http://www.ec-tel.eu/registration>

IMPORTANT DATES:

- Deadline for submission: 15th July 2011 (Wed)
- Notification of acceptance: 8th August, 2011 (Monday)
- Camera ready submission: 5th September, 2011

SUBMISSION TYPES:

Submissions addressing the workshop's Goal and Research Questions and other related questions/ideas are invited. Two types of submissions are solicited: full papers with up to 12 pages describing

substantial, completed work, and position papers with 4 pages describing either results that can be concisely reported or work in progress. All paper should be written according to [IxD&A Journal's Guidelines](#).

All papers will be peer reviewed by members of the program committee with regard to the relevance and originality of the work and their ability to generate discussions among the participants of the workshop.

Paper submission and Proceedings:

Papers should be submitted to the EasyChair system:

<https://www.easychair.org/conferences/?conf=e3fple>

The workshop proceedings will be published in a special issue of the IxD&A Journal (ISSN 1826-9745):

<http://www.scuolaiad.it/IxDEA/>

REFERENCES:

Hassenzahl, M. (2001). The effect of perceived hedonic quality on product appealingness. *International Journal of Human Computer Interaction*, 13(4): 481-499.

Giovannella, G. & Graf, S. (2010). *Challenging Technologies, Rethinking Pedagogy, Being Design-Inspired. The Grand Challenge of this Century*. *eLearn Magazine, ACM ed.*, 25 Feb.

Law, E., Roto, v., Hassenzahl, M., Vermeeren, A., & Kote, J. (2009). Understanding, scoping and defining user experience: a survey approach. *Proc. CHI 2009* (pp. 719-728), Boston, USA.

Wilson, S. (2008). Patterns of personal learning environments. *Interactive Learning Environments*, 16(1), 17-34.