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# Times of Convergence

## Technologies Across Learning Contexts

Third European Conference  
on Technology Enhanced Learning, EC-TEL 2008  
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Proceedings

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# Preface

The European Conference on Technology-Enhanced Learning (EC-TEL 2008) was the third event of a series that started in 2006. The two first editions were organized by Pro-Learn (<http://www.prolearn-project.org/>), a European Network of Excellence. In 2008, several members of Kaleidoscope, the other European Network of Excellence (<http://www.noekaleidoscope.org/pub/>), joined as co-chair, committee members, reviewers and authors. These two networks are no longer funded, but our aim was to turn EC-TEL into a sustainable series of high-quality events and thereby to contribute to the scientific landscape of technology-enhanced learning. A new network, named STELLAR, will be launched in 2009, with members from both existing networks as well as new members and will support the future editions of this conference.

The scope of EC-TEL 2008 covered the different fields of learning technologies: education, psychology, computer science. The contributions in this volume address the design of innovative environments, computational models and architectures, results of empirical studies on socio-cognitive processes, field studies regarding the use of technologies in context, collaborative processes, pedagogical scenarios, reusable learning objects and emerging objects, groups and communities, learning networks, interaction analysis, metadata, personalization, collaboration scripts, learning adaptation, collaborative environments, resources, tangible tools, as well as learning management systems.

The contributions in these proceedings cover a variety of learning contexts. They are used in formal (primary, secondary, and higher) education, corporate training, and lifelong learning. Studies have been conducted in general curricula as well as in vocational training. The spread of mobile devices, social learning techniques, and personalization technologies is closing the gap between formal and informal learning. The authors integrate individual learning, small group collaboration, as well as class-wide or community activities within a coherent pedagogical scenario. These scenarios combine activities that intensively rely on computers with activities that marginally use technologies. Such activities occur in the classrooms and in the training centers but also across multiple other spaces and contexts: offices, homes, cars, field trips, ski lifts, etc. In other words, we are in an era of convergence among our multiple research communities. Most modern learning environments no longer fit within one pedagogical stream: they integrate heterogeneous software components such as a simulation tool, a hypertext, an argumentation tool, and a tutorial. Old barriers between different visions of learning technologies are fading out.

Thereby, we hope that these contributions will pave two roads: the road for a development of technology-enhanced learning practices towards improving the quality of education and training, and the road for high-quality research on the different scientific fields concerned with learning technologies.

July 2008

Pierre Dillenbourg  
Marcus Specht

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EC-TEL 2008 was organized by the Professional Learning Cluster (PRO-LC) and the European Association of Technology Enhanced Learning (EA-TEL).

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