New Research Projects and Partnerships

Pervasive M-learning within the context of the new research generation on Informatics and telecommunication

As the result of the long and fruitful cooperation between the "Università Telematica Guglielmo Marconi" of Rome, Italy and the "Université Mohamed V-Soussi" of Rabat, Morocco, the project MADAR was successfully approved and financed by the Moroccan Government last month.

The project, whose title in original language is "*M-Learning Pervasive dans le contexte Nouvelles Générations des Réseaux informatiques et Télécoms*", focuses on both formal and informal learning with particular reference to the development of Mobile and Pervasive learning in Morocco. The aim is to analyse the different aspects of the so-called M-learning and P-learning in order to promote their use and highlight the advantages they offer in terms of equal opportunity of access, ubiquitous connectivity and reduction of educational costs.

EL Gate - European - Latin American university cooperation Gate

EL Gate is a 30-month project co-funded by the European Commission's ALFA Programme. The ALFA Programme supports co-operation between European and Latin American higher education institutions.

EL Gate aims at strengthening the management and governance of Latin American Universities in identifying and executing co-operation activities.

In particular the project seeks to design an online course and a web-based Community of Practices in order to enhance academic managers' competences to successfully supervise external contacts with foreign partners and participation in joint scientific and research projects.

The partnership is led by the Italian Università Telematica "Guglielmo Marconi" and includes the following GUIDE members: Universidade do Vale do Rio dos Sinos, Brazil; Universidade Aberta, Portugal; Universidad del Salvador, Argentina; Fundacion Uvirtual, Bolivia; and Universidad Estatal a Distancia, Costa Rica

GUIDE Participation in international events

GUIDE Association has supported the *ICDE Standing Conference of President* (SCOP) and the *ODE Global Forum* (18-21 October Shanghai TV University), two of the most important events for policy-level decision makers and the academic and institutional e-learning community from all over the world.

The ICDE International Council on Distance Education recognized by the United Nations (UNESCO) has promoted through the two events intercultural co-operation on items of relevance as the future of Open and Distance Education and the Building of the Learning City.

The presentation of case histories from different regions of the world has confirmed the need to move towards a creative and flexible use of digital technologies and quality standards distance education and lifelong learning systems. An important space in the debate was dedicated to the Shanghai TV University as an example of excellence in reaching the ambitious objective of building a new learning city, thanks to the use and integration of the most updated technological systems.

GUIDE Association and other international organizations like the Commonwealth of learning, the EADTU and the Asian Association of Open Universities (AAOU) had the task to report on the problems concerning the globalization process of higher education and to promote capacity building projects and quality standards for e-learning and distance education

A short video clip of the conference has also been diffused on UNESCO website and you are welcome to visit http://portal.unesco.org/education/en/ev.php-URL_ID=57601&URL_DO=DO_TOPIC&URL_SECTION=201.html for details.

FormaMente - new issue

The new issue of FormaMente Journal, n. 3-4/2008, will be available for GUIDE members by the end of this year. The content of this new issue reflects and develops the research themes already established within the past issues, including also some new material related to the latest initiatives of the Association.

In particular, the articles published deal with topics such as the impact of Information Technologies on research, the Man-machine relationship and its cognitive consequences, the pedagogical paradigm for distance education, the evaluation of specific software for research, along with the discussion of the pros and cons of the use of open source tools to implement open educational resources.

Since the last International GUIDE Workshop, held in Rome in May 2008, focused on the relation between e-learning and multicultural education and inclusion, the new issue will dedicate special attention to the use of digital technologies in Developing Countries and to the fostering of cultural integration in education.

A few papers presented during the conference were selected and published; in particular: a general vision on the aforementioned problem is given by Prof. Steven Tötösy de Zepetnek, in *New media technology, interculturalism, and intermediality*, while the paper of Prof. Palmira Jucevičiene discusses the paradigm shift produced by the use of ICT in education in different Countries' educational systems. The technical and pragmatic side of the problem is also faced and developed in *Bridging the gap between academia and industry through user-centred training*, by Prof. Yeong Tae Song, Sungchul Hong and Yuanqiong Wang as well as in the paper by Prof. Mohd Satar Nurhizam Safie on the *Usage of OSS in multimedia courses: OUM experience*.

UPCOMING CONFERENCES WORLDWIDE

PROPOSALS FROM THE GUIDE MEMBERS

NGNS' 09 - International Conference on Next Generation Networks and Services
Rabat, Morocco, 4th-6th June 2009
 http://www.e-ngn.org/ngns09/

ICELW The International Conference on E-learning in the Workplace
New York, June 10th-12th 2008
www.icelw.org

IMCL 4th International Conference on Interactive Mobile and Computer Aided Learning
Princess Sumaya University for Technology – Amman, Jordan
22-24 April 2009
www.imcl-conference.org

OTHER CONFERENCES

ICT@ - International Conference on Technology Communication and Education
Kuwait, April 7- 9, 2008
www.i-tce.org

23rd ICDE World Conference on Open Learning and Distance Education
Including the 2009 EADTU Annual Conference
7-10 June 2009, The Netherlands, Maastricht MEEC
www.ou.nl/ICDE2009

E-learning Africa 2009
4th International Conference on ICT For Development, Education and Training
Le Méridien Président, Dakar, Senegal
May 27-29, 2009
www.elearning-africa.com

TBL 2009 Lancaster
"Task, contents, purpose and use"
3rd Biennal International Conference on Task-based language teaching
13-16 September 2009
www.lancs.ac.uk/fass/events/tblt2009/

IAEVG Conference 2009 Finland
Coherence, Co-operation and Quality in Guidance and Counseling
University of Jyväskylä
Jyväskylä, Finland
June 3-5, 2009
http://ktl.jyu.fi/ktl/iaevg2009fin

EUROPEAN AND INTERNATIONAL CALL FOR PROPOSALS

This Section keeps GUIDE Members updated with the latest opportunities to participate in cooperation and research programmes.

The GUIDE Operative Office will offer support in the search and constitution of partnerships and in the project drawing up.

<u>GUIDE Members are kindly invited to send their proposals.</u>

Warning: keep an eye on deadlines, the constitution of partnership and the projects since writing takes time!!

**LIFELONG LEARNING PROGRAMME - GENERAL CALL FOR PROPOSALS 2008-2010
UPDATE 2009 – STRATEGIC PRIORITIES**

1. COMENIUS – SCHOOL EDUCATION

Deadlines: 16/01/2009- 30/04/2009-15/09/2009-30/01/2009-20/02/2009-27/02/2009

Introduction: Specific and Operational Comenius objectives
The specific objectives of the Comenius programme, as set out in Article 17.1 of the programme Decision, are:
(a) to develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value;
(b) to help young people acquire the basic life-skills and competences necessary for their personal development, for future employment and for active European citizenship.

The operational objectives of the Comenius programme, as set out in Article 17.2 of the programme Decision, are:
(a) to improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States;
(b) to improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme;
(c) to encourage the learning of modern foreign languages;
(d) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
(e) to enhance the quality and European dimension of teacher training;
(f) to support improvements in pedagogical approaches and school management.

2. ERASMUS – HIGHER EDUCATION INCLUDING ADVANCED VOCATIONAL EDUCATION AND TRAINING

Deadlines: 28/11/2008- 13/03/2009

Introduction: Specific and Operational Erasmus objectives
The specific objectives of the Erasmus programme, as set out in Article. 21.1 of the programme Decision, are:
(a) to support the achievement of a European Area of Higher Education;
(b) to reinforce the contribution of higher education and advanced vocational education to the process of innovation.
The operational objectives of the Erasmus programme, as set out in Article. 21.2 of the programme Decision, are:
(a) to improve the quality and to increase the volume of student and teaching staff mobility throughout Europe, so as to contribute to the achievement by 2012 of at least 3 million individual participants in student mobility under the Erasmus programme and its predecessor programmes;
(b) to improve the quality and to increase the volume of multilateral cooperation between

higher education institutions in Europe;
(c) to increase the degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe;
(d) to improve the quality and to increase the volume of cooperation between higher education institutions and enterprises;
(e) to facilitate the development of innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others;
(f) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

3. LEONARDO DA VINCI – INITIAL AND CONTINUING VOCATIONAL EDUCATION AND TRAINING

Deadlines: 20/02/2009-27/02/2009

Introduction: Specific and Operational Leonardo da Vinci objectives
The specific objectives of the Leonardo da Vinci programme, as set out in Article 25.1 of the programme Decision, are:
(a) to support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market;
(b) to support improvements in quality and innovation in vocational education and training systems, institutions and practices;
(c) to enhance the attractiveness of vocational education and training and mobility for employers and individuals and to facilitate the mobility of working trainees.
The operational objectives of the Leonardo da Vinci programme, as set out in Article 25.2 of the programme Decision, are:
(a) to improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80 000 per year by the end of the Lifelong Learning Programme;
(b) to improve the quality and to increase the volume of cooperation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe;
 (c) to facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others;
(d) to improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning;
(e) to encourage the learning of modern foreign languages;
(f) to support the development

4. GRUNDTVIG – ADULT EDUCATION AND OTHER EDUCATIONAL PATHWAYS

Deadlines:16/01/2009- 30/04/2009-15/09/2009-30/01/2009-20/02/2009-27/02/2009-31/03/2009

Introduction: Specific and Operational Grundtvig objectives
The specific objectives of the Grundtvig programme, as set out in Article 29.1 of the programme Decision, are:
(a) to respond to the educational challenge of an ageing population in Europe;
(b) to help provide adults with pathways to improving their knowledge and competences.
The operational objectives of the Grundtvig programme, as set out in Article 29.2 of the programme Decision, are:
(a) to improve the quality and accessibility of mobility throughout Europe of individuals involved in adult education and to increase its volume so as to support the mobility of at least 7 000 such individuals per year by 2013;
(b) to improve the quality and to increase the volume of cooperation between organisations involved in adult education throughout Europe;
(c) to assist people from vulnerable social groups and in marginal social contexts, in particular older people and those who have left education without basic qualifications, in

order to give them alternative opportunities to access adult education;
(d) to facilitate the development of innovative practices in adult education and their
transfer, including from a participating country to others;
(e) to support the development of innovative ICT-based content, services, pedagogies and
practice for lifelong learning;
(f) to improve pedagogical approaches and the management of adult education
organisations.

CHAPTER 2 – TRANSVERSAL PROGRAMME

Deadline: 31/03/2009

Specific and Operational objectives of the Transversal Programme
The specific objectives of the Transversal programme, as set out in Article 32.1 of the
programme Decision, are:
(a) to promote European cooperation in fields covering two or more sectoral sub-programmes;
(b) to promote the quality and transparency of Member States' education and training systems.
The operational objectives of the Transversal programme, as set out in Article 32.2 of the
programme Decision, are:
(a) to support policy development and cooperation at European level in lifelong learning,
notably in the context of the Lisbon process and Education and Training 2010 work
programme, as well as the Bologna and Copenhagen processes and their successors;
(b) to ensure an adequate supply of comparable data, statistics and analyses to underpin
lifelong learning policy development, as well as to monitor progress towards objectives and
targets in lifelong learning, and to identify areas for particular attention;
(c) to promote language learning and to support linguistic diversity in the Member States;
(d) to support the development of innovative ICT-based content, services, pedagogies and
practice for lifelong learning;
(e) to ensure that the results of the Lifelong Learning Programme are appropriately recognised,
demonstrated and implemented on a wide scale.

http://ec.europa.eu/education/llp/doc/call09/prior_en.pdf

For Further Information concerning GUIDE projects and proposals

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