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| Nota di contenuto | Section 1. Invited Papers -- Tackling HCI Challenges of Creating Personalised, Pervasive Learning Ecosystems -- Section 2. Full Papers -- Maintaining Continuity of Inquiry Learning Experiences across Contexts: Teacher’s Management Strategies and the Role of Technology -- Ultra-Personalization and Decentralization: The Potential of Multi- |

Agent Systems in Personal and Informal Learning -- Learning Spaces as Representational Scaffolds for Learning Conceptual Knowledge of System Behaviour -- Investigating Teachers' Understanding of IMS Learning Design: Yes They Can! -- Task Performance vs. Learning Outcomes: A Study of a Tangible User Interface in the Classroom -- Content, Social, and Metacognitive Statements: An Empirical Study Comparing Human-Human and Human-Computer Tutorial Dialogue -- Authenticity in Learning Game: How It Is Designed and Perceived -- Orchestrating Learning Using Adaptive Educational Designs in IMS Learning Design -- Management of Assessment Resources in a Federated Repository of Educational Resources -- Knowledge Maturing Activities and Practices Fostering Organisational Learning: Results of an Empirical Study -- Demands of Modern PLEs and the ROLE Approach -- How to Share and Reuse Learning Resources: The ARIADNE Experience -- Towards Improved Support for Adaptive Collaboration Scripting in IMS LD -- Providing Varying Degrees of Guidance for Work-Integrated Learning -- Automatic Detection of Local Reuse -- Developing and Validating a Rigorous and Relevant Model of VLE Success: A Learner Perspective -- The Design of Teacher Assistance Tools in an Exploratory Learning Environment for Mathematics Generalisation -- Representing the Spaces When Planning Learning Flows -- Studying the Factors Influencing Automatic User Task Detection on the Computer Desktop -- Learning 2.0 Promoting Innovation in Formal Education and Training in Europe -- Extended Explicit Semantic Analysis for Calculating Semantic Relatedness of Web Resources -- Leveraging Semantic Technologies for Harmonization of Individual and Organizational Learning -- Learning from Erroneous Examples: When and How Do Students Benefit from Them? -- Enhancing the Learning Process: Qualitative Validation of an Informal Learning Support System Consisting of a Knowledge Discovery and a Social Learning Component -- Section 3. Short Papers -- Pattern-Mediated Knowledge Exchange in Non-Governmental Organizations -- Modelling a Stakeholder Community via a Social Platform: The Case of TELeurope.eu -- Scenario-Based Multi-User Virtual Environments: Productive Failure and the Impact of Structure on Learning -- Experimentation and Results for Calibrating Automatic Diagnosis Belief Linked to Problem Solving Modalities: A Case Study in Electricity -- Exploring Mediums of Pedagogical Support in an across Contexts Mobile Learning Activity -- Overview and Preliminary Results of Using PolyCAFe for Collaboration Analysis and Feedback Generation -- A Framework for the Domain-Independent Collection of Attention Metadata -- Who Students Interact With? A Social Network Analysis Perspective on the Use of Twitter in Language Learning -- Conditions and Effects of Teacher Collaboration within a Blended Professional Development Program for Technology Integration -- Enhancing Learning with Off-Task Social Dialogues -- Section 4. Poster Papers -- Audience Interactivity as Leverage for Effective Learning in Gaming Environments for Dome Theaters -- Free-Riding in Collaborative Diagrams Drawing -- Affordances of Presentations in Multi-Display Learning Spaces for Supporting Small Group Discussion -- Recommending Learning Objects According to a Teachers' Contex Model -- Preferences in Multiple-View Open Learner Models -- Supporting Free Collaboration and Process-Based Scripts in PoEML -- A Simple E-learning System Based on Classroom Competition -- Computerized Evaluation and Diagnosis of Student's Knowledge Based on Bayesian Networks -- An Interoperable ePortfolio Tool for All -- Disaster Readiness through Education - Training Soft Skills to Crisis Units by Means of Serious Games in Virtual Environments -- Ambient Displays and Game Design Patterns -- PWGL, Towards an Open and

Intelligent Learning Environment for Higher Music Education -- Vicarious Learning from Tutorial Dialogue -- Computer-Supported Argumentation Learning: A Survey of Teachers, Researchers, and System Developers -- End-User Visual Design of Web-Based Interactive Applications Making Use of Geographical Information: The WINDMash Approach -- Supporting Reflection in an Immersive 3D Learning Environment Based on Role-Play -- Facilitating Effective Exploratory Interaction: Design and Evaluation of Intelligent Support in MiGen -- GVIS: A Facility for Adaptively Mashing Up and Representing Open Learner Models -- Introducing a Social Backbone to Support Access to Digital Resources -- Towards an Ergonomics of Knowledge Systems: Improving the Design of Technology Enhanced Learning -- Using Personal Professional Networks for Learning in Social Work: Need for Insight into the Real-World Context -- Deep Learning Design for Sustainable Innovation within Shifting Learning Landscapes -- Evaluation of the Software “e3-Portfolio” in the Context of the Study Program “Problem-Solving Competencies” -- Components of a Research 2.0 Infrastructure -- Exploring the Benefits of Open Standard Initiatives for Supporting Inquiry-Based Science Learning -- Monitoring and Analysing Students’ Systematic Behaviour – The SCY Pedagogical Agent Framework -- Section 5. Demonstration Papers -- iAPOSDLE – An Approach to Mobile Work-Integrated Learning -- A Haptic-Based Framework for Chemistry Education -- Intelligent Tutoring with Natural Language Support in the Beetle II System -- ScenEdit: An Intention-Oriented Authoring Environment to Design Learning Scenarios -- Skill-Based Scouting of Open Management Content -- The Complexity of Integrating Technology Enhanced Learning in Special Math Education – A Case Study -- TAO – A Versatile and Open Platform for Technology-Based Assessment.

Sommario/riassunto

These proceedings of the fifth European Conference on Technology Enhanced Learning (EC-TEL 2010) exemplify the highly relevant and successful research being done in TEL. Because of this great work, this year’s conference focused on “Sustaining TEL: From Innovation to Learning and Practice.” The last decade has seen significant investment in terms of effort and resources(i.e., time, people, and money) in innovating education and training. The time has come to make the bold step from small-scale innovation research and development to large-scale and sustainable implementation and evaluation. It is time to show the world (i.e., government, industry, and the general population) that our field has matured to the stage that sustainable learning and learning practices – both in schools and in industry – can be achieved based upon our work. The present day TEL community now faces new research questions related to large-scale deployment of technology enhanced learning, supporting individual learning environments through mashups and social software, new approaches in TEL certification, and so forth. Furthermore, new approaches are required for the design, implementation, and use of TEL to improve the understanding and communication of educational desires and the needs of all stakeholders, ranging from researchers, to learners, tutors, educational organizations, companies, the TEL industry, and policy makers. And the TEL community has taken up this challenge. As one can see in this volume, in its fifth year the conference was once more able to assemble the most prominent and relevant research results in the TEL area. The conference generatedmorethan150submissionswhichdemonstratesaverylivelyinterestin the conference theme, thus significantly contributing to the conference’s success.