1. TC3 meeting held since last report

3-4 June 2011, Torun, Poland. 17 participants were attending (Last year in Amiens we were 18).

The meeting was held in 3 parts:
- Agora seminar (chaired by Sindre Roesvik)
- TC3 annual meeting
- First meeting for the preparation of WCCE 2013.

2. TC3 meeting scheduled until next IFIP GA meeting

The 2012 TC3 Annual Meeting will be held in Manchester, UK, 6-7 July 2012.

3. Changes in Membership

Korea: Hajine Kim
United Arab Emirates: Alain Senteni

We decided that the procedure for accepting new working group members will be, from now on, carried out using the LinkedIn platform. Marta Turcsanyi-Szabo and Ana Carvalho are in charge.

4. TC3 Officers

Chair: Prof. Bernard Cornu, France (1st term: 2009-2011; 2nd term: 2012-2014)
Vice-chair: Mr Sindre Roesvik, Norway
Vice-chair: Prof. Valentina Dagiene, Lithuania
Secretary: Dr. Ana A. Carvalho, Portugal
Special Consultant: Prof. Raymond Morel, Switzerland
Special Consultant: Prof. Anton Knierzinger, Austria (Conference Management System)
Special Consultant: Arthur Tatnall (EAIT Journal)
Special Consultant: Marta Turcsanyi-Szabo
WG chairs and vice-chairs (see below).

5. In Brief: TC3 Events

IN BRIEF: TC3 Events

2009:
- WCCE 2009, Bento Gonçalves, Brazil, 27-31 July 2009; «Education and Technology for a better World».

2010:
- Workshop in Amiens, France, 28-30 June 2010 (WG 3.1, 3.3, 3.5, 3.8, 3.9): “New Developments in ICT and Education”
- WCC 2010, 20-23 September 2010, Brisbane, Australia: Learn-It stream, KCKS (Key Competences in the Knowledge Society).

2011:
6. TC3: A professional social network!

The main point is that we decided that TC3 should work in a more collaborative way, that TC3 and its working groups should become a real and efficient professional social network. This is certainly the best way for us to make TC3 useful in the community of ICT and Education, and to play our specific role, besides all organizations and networks in this field. The main aims of our network are of course to share our experiences, our ideas, and to develop common visions on the main questions of ICT and Education. I encourage each of you to participate actively in the TC3 social networking, through the tools we decided to use: The LinkedIn and Ning platforms (Ning for public activity; LinkedIn for internal discussions and organization). Marta Turcsanyi-Szabo has done a huge work in order to establish the appropriate environment for us to work. I would like to thank her very much, for the work she done, for the enthusiasm and involvement she put in this, and mainly for the way she could convince each of us!

So from now on, it is no longer a question, it is a DECISION made by the TC3 assembly: we will work as a social network. Each of us has received an invitation from Marta to join, please follow up! The doors to enter TC3 are now: http://ifip-education.ning.com/, and the IFIP TC3 Group in LinkedIn.

7. The TC3 Strategy:

Another important issue we discussed in Torun was the TC3 strategy: how do we work, what do we want to achieve, what is our role? We would like that, besides the work of our working groups, there is a common reflection and some common outputs at the level of TC3. We would like TC3 National Representatives to be more active and more involved in our common work. We suggest to establish the main HOT TOPICS in the field of ICT and Education, and to work on these topics, as well in TC3 and in its working groups, so that we can produce some concrete outputs: recommendations, helps for decision-makers, publications, conferences, etc. WCCE should be the place where we share our work on these hot topics, the place where we finalize some of our reflections, so that it becomes concrete, visible, useful. In the preparation of the next WCCE, we started to establish such a list of Hot Topics. The Ning Network will be the place to discuss them (go to Hot Topics in the Forum section of Ning).

We also have to involve in our community new members, young members. This will be possible only if they see that there is an ADDED VALUE in IFIP TC3. We have to make this added value clear and visible.

8. WCC 2010 and KCKS.

TC3 was active in the WCC 2010, Brisbane, Australia, 20-23 September 2010, particularly preparing and running the KCKS conference (Key Competences in a Knowledge Society).

A report on this conference has been written by Nick Reynolds, co-Editor KCKS:

KCKS Review – Emerging Themes and Directions

Introduction
Not surprisingly for a conference entitled, Key Competencies in the Knowledge Society, competency was a major focus of these proceedings. This was, however, not the only theme with significant interest given to areas of, amongst other things, Virtual Worlds and Learning, Social Networking Tools and Digital Literacy.

The term ‘competencies’ was an excellent choice for inclusion in a conference title given the many varied and valuable approaches given to the term throughout the conference. It is apparent that as with any international educational context different values are given to different areas of competency and what is seen as significantly important in one national context is not so important in another. Be that as it may, there was enough similarity of vision underlying the papers and the discussions that surrounded them to inform this report. In the following sections the headings above are addressed. It must be pointed out, however, that these four areas are not mutually exclusive and that there is significant cross over between the fields. Not the least is the stated importance for competence in all reported areas.

**Competencies**

Within the Competencies heading, three clear themes emerged. The first involves the actual definition of the term itself and how that can be applied in improving educational outcomes at all levels. TC3 could take the opportunity to investigate the meanings of this term and even formalise some working definitions of the term itself, even before a pathway towards competency is developed. A look to authors such as Dorge, and Diethelm and Dorge indicates that the work of defining competencies has begun. Similarly, Domik and Fischer, Carvalho, and Ibanez, Crespo and Kloos (specifically referring to Virtual Worlds) seek to define competency in context and to identify the essential competencies and how to assess and develop them. Taking a different approach, Tarrago and Wilson seek a development of educational management systems in an attempt to identify and develop competencies.

These authors are just a small sample but represent the different approaches taken by nations, by education institutions and by authors. The commonality of identifying relevant and appropriate competencies cannot be ignored.

The importance of understanding competencies in all aspects of ICT in Education came through in many papers. In addition to those mentioned above, authors addressed issues of competencies in teacher education (both primary and secondary), digital literacy, lifelong learning and many other specific areas.

**Virtual Worlds and Environments**

While a somewhat specialised area, and one that requires certain expertise to design, implement and develop, Virtual Worlds featured significantly in KCKS proceedings. As mentioned earlier, Ibanez et al. seek ways to assess competencies in Virtual World environments. In a useful section, they refer to the European Qualifications Framework for Life Long Learning (EQF) definitions of Knowledge, Skills and Competence.

In a highly specialised paper Suman, Amini, Elson and Reynolds report on a Virtual World project for the education of dentists. While this project is beyond the reach of many it demonstrates powerful connections between emerging technologies (including haptics), new pedagogical approaches and open source technologies. Less ambitious projects that focus on the development of virtual environments (as opposed to Virtual Worlds) include the use of virtual space to build collaborative research training (Rodriguez, Bertone and Garcia-Martinez), the development and use of adaptive web-based learning (Simko, Barla and Bielikova), investigating the affective dimension in the ROODA VLE (Longhi, Behar and Bercht), and the use of video annotation technologies in improving pre-service teacher education (Magenheim, Reinhardt, Roth, Mot and Enghring).

**Social Networks**

Not only were social networks presented in KCKS as part of the proceedings, they also appeared as part of the conference interactions. This in itself indicates the importance of this phenomenon to TC3 and to educators. A very important presentation by Marta Turcsanyi-Svabo outlined possible future directions for TC3 in terms of its use of social networks for communication, socialisation and academic discourse. Throughout the conference delegates were invited to Tweet to a KCKS Twitter stream (as well as a WCC2010 stream). The KCKS stream served to take pressure off an extremely full program by allowing delegates to raise issues and questions with presenters that could then be addressed at the end of each day in a plenary session.

In terms of formal proceedings, authors addresses the use of Twitter in higher education (Reinhardt, Wheeler and Ebner) and the use of Twitter as a conference tool (Ebner, Muhlberger, Schaffert, Schiefner, Reinhardt and Wheeler). Zammit presented on wikis for collaborative writing, and Krebs, Schmidt, Henninger, Ludwig and Muller presented on the appropriateness of wikis and blogs as collaborative tools.

**Digital Literacy**

It is not possible to discuss Digital Literacy in isolation from the three themes already discussed. It is included in this report because of its singular importance and its connection to conference themes and discussions. Two papers in particular present discussion of great value to TC3. Hadjerrouit presents a case for the development of Digital Literacy through teacher education and through the design, collection and evaluation of Digital Literacy Resources. Leahy and Dolan present a detailed and contextual definition of Digital Literacy as a vital competence. This paper investigates European and international approaches to Digital Literacy and argues that while definitions and approaches change the importance of Digital Literacy doesn’t.

**Conclusion**

The four days of the KCKS conference were rich with discussion, debate and collaboration. The themes mentioned above are only part of what was a significantly important event. By listing some papers here to draw themes together it is inevitable that many
authors will be left out of the discussion. The intention here is to highlight commonality in order to guide future direction and deliberation. Within the 43 papers presented a very wide range of ideas, research and theoretical frameworks were highlighted. Those presentations included theoretical links between human development and informatics education (Saito), the use of e-examinations on a large scale (Fluck), the importance of creativity in teacher education (Welsh and Condie), and the role of ICT in supporting long-term sick children (Jones and Wilkie). The presentation of such varied and rich ideas serves to further highlight the importance of face to face events.

The area of Teacher Education needs some mention here. One paper by Finger, Jamieson-Proctor and Albion presented the importance of Technological, Pedagogical and Content Knowledge (TPACK). This is not the first time TPACK has been written about but it presents an approach to the use of ICT in teaching (and in teacher education) that moves us beyond the teaching of skills toward what might be true competence.

The KCKS conference was an event highlighted by the strength of the contributions and by the willingness of all delegates to engage in a collaborative and collegial discourse about the key areas of ICT in education.

Recommendations for consideration

While it is not possible or necessary to achieve agreement on the definition of the word ‘competency’ it would be helpful for TC3 to investigate points of similarity and difference in the use of the term.

A very important role for TC3 could be to develop a working definition of competency within the context of ICT in Education. It could also develop exemplars of practice that could guide members in their application of the term.

Virtual Worlds and Environments for Learning will become and increasing presence in educational settings, an even that brings together practitioners and researchers in this area could be of significant interest and benefit (perhaps a stream within WCCE2013).

Social Networks form an ever increasing part of our ICT practice, developing an understanding of their capacities and limitations, and the kinds of competencies needed for effective use could be a goal for TC3.

Digital Literacy as a Key Competence in a Knowledge Society needs to be articulated clearly and meaningfully. TC3 could begin that process of articulation.

Investigation of the TPACK approach

9. Working Groups Reports

WG 3.1 - Informatics and ICT in Secondary Education.

Chair: Pieter Hogenbirk, Netherlands
Vice-chair: Sigrid Schubert, Germany.

Website and social web
A) Ning:
http://ifip-education.ning.com/group/wg31informaticsandictinsecondaryeducation
21 members are involved
B) LinkedIn:
http://www.linkedin.com/groups?gid=3372223&trk=hb_side_g
49 members are involved

Last AGM: AGM 2011 will be held in Mombasa, during the Working Conference IIGWE2011, August 16th 2011.
Next AGM: to be held in Manchester, July 2012.

New members:
1. Step from corresponding members to members: NO: Said Hadjerrouit
2. Step from members to corresponding members: US: Bob Aiken

Events in 2011 and beyond:
  Aga Khan Academy, Mombasa, Kenya
  ● Website: http://www.iigwe2011.org/
  ● IPC chairs: Pieter Hogenbirk and Valentina Dagiene
Effectiveness of community and discussion on future activities:

Discussion: In Amiens, a mind map was created of a possible plan for the future. However, there has been little activity on this matter since that time. We need to bring up some sort of a policy paper. Raymond suggested identification of priorities that could then be used to plan for future conferences. He suggested that for WCCE 2013 in Poland, we create one or more professional groups that can generate ideas for next events on specific themes from the mindmap. He suggested that the IPC for WCCE 2013 needs to identify themes from now to work towards the conference. Some topics identified could be:

- Learning 3.0
- Reviewing the IFIP curriculum
- Professional development/Teacher Education
- Political, social and cultural issues

We need to define key competencies for the knowledge society and we can use WCCE 2013 as a means for developing direction for writing policies. Need to be pro-active about calling for papers for WCCE 2013 – need to have a call by May 2012 for and decide what panels, workshops, etc. to plan for.

Importance of peer-reviewed publications:

A better publication strategy is necessary.
- Considering that funds for travelling and attending conferences are considerably reduced (at least in many countries), we think that a better publishing strategy should be addressed to make IFIP conferences more attractive.
- We do not think that now the simple publication in the conference proceedings, even if under IFIP label, is enough. We should consider having ISI proceedings or journal special issues etc.
- Moreover there still should be a digital library, where all the TC3 publications are available. This is TC3’s business card and the best way to attract more people to TC3’s work.

Discussion: In the recent past, members have expressed their concern that they cannot get funding to attend conferences simply because a paper is part of a CD-ROM and is not published in a journal.

Raymond suggested we link up with TC3 journal and have special issues connected to our conferences. We need to negotiate with journals.

Conclusions: After this meeting, we need to identify 5 papers and request publication of special issue from TC3. For the Manchester conference, we need to be pro-active and ask in the review process if papers are suitable for publication, apart from their acceptability. Also, we need to identify a site where all our papers for all conferences can be kept for easy access.

Action items: Pieter will contact Arthur Tatnall if papers could be accepted for publication

Pieter will write an article about Mombasa for the IFIP newsletter

WG 3.2 - Informatics and ICT in Higher Education

Chair: Torsten BRINDA (University of Erlangen, Germany) (1st term: 2011-2013) (starting from 1st September 2010).

Website: http://www.cs.brynmawr.edu/wg3.2/index.html

Membership: Joe Turner asked to be removed from WG 3.2.
Discussions in progress in order to connect with ACM and maybe with the ACM digital library to raise the WG's publication visibility.

Participation in the Mombasa IIGWE Conference (and in its IPC):
Torsten Brinda: Didactic Redesign of a University Course on Algorithms and Data Structures.
Chris Piech and Eric Roberts: Informatics Education Using Nothing But a Browser.

Annual meeting: Due to a lack of participants, the Annual Meeting could not be held in Mombasa as planned, and will be held virtually in the 4th quarter this year.

Some 3.1 people and I will meet at the ISSEP conference in Bratislava next October and work on some general ideas how we can make IFIP more attractive for new potential WG members, because I think the problems WG 3.2 faces are similar like the problems of some other groups.

WG 3.3 - Research on Education Applications of Information Technologies

Officers:
Chair: Mary Webb, UK, mary.webb@kcl.ac.uk (1st term 2010-2012)
Vice/chair: Nicholas Reynolds, AU, nreyn@unimelb.edu.au
Secretary: Andrew Fluck, AU, andrew.fluck@utas.edu.au

Website: http://www.ifipwg3-3.org/
Group networking area: http://ifip-education.ning.com/group/wg33

Last AGM: The 2011 AGM took place by e-mail from 22nd February 2011 and on Monday 7th March in Nashville, USA.
Next AGM: June 2012 Manchester, England.

Summary of Main Activities 2010-2011:
- IFIP WG3.3 Symposium at SITE 2011 - Twenty First Century Pedagogy for Technology Enhanced Learning
- Following our WG3.3 Symposium Current and Future Issues in Research into ICT in Education at WCCE’09 a special issue of the Journal of Computer Assisted Learning is in preparation. Coordinator – Mary Webb.
- Various WG 3.3 members contributed to the World Computer Congress in Brisbane, Australia in September 2010.

Summary of Future Events 2011-2012:
- EDUsummIT 2011 Building a Global Community of Policy-Makers, Educators and Researchers To Move Education into the Digital Age UNESCO Headquarters, Paris 8-10 June 2011)
- Publication of special issue of Journal for Computer Assisted Learning (JCAL) on Current and Future Issues in Research into ICT in Education
- WG3.3 will request a slot in WCCE be reserved for SITE through TC3 meeting in Torun. This could be attractive for USA people.
- 2012 –working group conference in late June with WG 3.5 in Manchester, England
- 2013 – In conjunction with World Conference on Computers in Education (WCCE) in Torun Poland.

New Members (to be approved by TC3):
Proposals for Corresponding Member:
  Nicki Dabner - Senior Lecturer, University of Canterbury, NZ,
  Hasniza Nordin, University of Canterbury, NZ
  Douglas’ Agyei, Ghana
  Serkan Ucan, Turkey
  i-Fen Lin, Taiwan
  Ghaida Alayyar, NL
  Tiberio Garza, Texas A&M University, USA
  Patty Kostkova, eHealth, UK
  Robert Hancock, Southeastern Louisiana University, USA
  Becky Sue Parton, Southeastern Louisiana University, USA

Intending member: David Gibson, Boise State University, USA
Members:
Detailed Report:

**Working Group 3.3 Strategy**

(Previously agreed at Stellenbosch, 2005)

The group will continue to lead, monitor, identify, discuss and evaluate approaches to researching ICT in education by:

- Looking outward at the leading research which is going on worldwide as well as working within IFIP
- Organising WG3.3 meetings and conferences as standalone events or in collaboration with other working groups or in conjunction with other organisation/events that have similar or complementary goals.
- Publishing our work in a range of leading journals and as books.

**Communication**

The Working Group has its own website at: [http://www.ifipwg3-3.org/](http://www.ifipwg3-3.org/)

Note the monthly member section, where we publish and archive details of member projects. There is also a link to our private Members Only Area in YahooGroups which contains archives of our e-mail discussions, membership database and shared files.

This provides an automated voting mechanism and calendar. We have a presence in the NING for TC3 at [http://ifip-education.ning.com/group/wg33](http://ifip-education.ning.com/group/wg33) and that is being reviewed and developed.

**Past activities**

**Prior to 2010**

1. WG3.3 Book produced
   Title: Anne McDougall with John Murnane Anthony Jones and Nick Reynolds (Eds.), (2010) *Researching IT in Education, Theory, Practice and Future Directions*, London, Routledge, with about 15 members of WG3.3 contributing chapters.

   Title: Current and Future Issues in Research into ICT in Education

**2010-2011**


4. IFIP WG3.3 Workshop 5–6 March Nashville, Tennessee, USA in association with SITE (Society for Information Technology in Teacher Education) Conference –6-11 March 2011. Title: Research in digital technologies, futures and education. This workshop with international leaders of educational research aimed to develop educational research and researchers, including preparation for more than one issue of a refereed journal. The themes for this IFIP workshop were chosen from recent WG 3.3 discussion and activity. The themes were:
   - Blended Learning
   - Games Based Learning
   - Using Technologies for Mathematics Learning
   - Pedagogical models for teaching in technology enriched contexts
   - Creativity
   - New methods for studying and analyzing learning in technology-enriched contexts
   - The future of teacher education and school leader education

Outcome: This workshop – format worked well (i.e. pre-conference workshop) – follow on into SITE with a symposium AND a keynote.

An ongoing IFIP slot at SITE will be requested at the SITE executive.


6. IFIP WG3.3 Symposium at SITE 2011 - Twenty First Century Pedagogy for Technology Enhanced Learning


8. Various WG 3.3 members contributed to the World Computer Congress in Brisbane, Australia in September 2010.

**Future activities**

**Future Events**

- EDUsummIT 2011 Building a Global Community of Policy-Makers, Educators and Researchers To Move Education into the Digital Age UNESCO Headquarters, Paris 8-10 June 2011) All full members of WG 3.3 are invited. Parallel Thematic Working Publication of special issue of Journal for Computer Assisted Learning (JCAL) on Current and Future Issues in Research into ICT in Education

- 2012 – working group conference in late June with WG 3.5 in Manchester, England

- 2013 – In conjunction with World Conference on Computers in Education (WCCE) in Torun Poland.
Other Future Activities

- Several special issues of journals are planned including one on ‘Digital technologies in maths education’ and another on ‘Games Based Learning’. Furthermore WG 3.3 is committed to supporting the IFIP Journal: ‘Education and Information Technologies’.
- Position papers on game changers and virtual worlds in teacher education – to be developed on WikiEducator and parallel conversation in the Ning (Niki Davis and Andrew Fluck)

Position paper on simulations in education – to be developed

WG 3.4 - IT-Professional and Vocational Education in Information Technology

Officers:
Chair: Arthur Tatnall, Victoria University, Melbourne, Australia (1st term: 2011-2013)
Vice-chair: Bill Davey, RMIT University, Melbourne, Australia
Secretary: Barbara Tatnall, Melbourne, Australia

New Members:
1. Dr Eva Dakich, Victoria University, Melbourne, Australia. As Eva has already attended several IFIP activities (including WCCE-2009 and WCC-2010) she should be eligible to become a member at once.
2. Associate Prof Norio Tokumaru, Nagoya Institute of Technology, Japan. Prof Tokumaru is proposed as a Corresponding Member until he has attended the two required IFIP activities.

We are keen to attract new members and would greatly welcome suggestions for possible new members.

Events in 2010:
WG3.4 joined with WG3.7 (ITEM) in running a conference in Botswana in July 2010. The conference (Information Technology and Managing Quality Education) went very well overall, but unfortunately few WG3.4 members attended (other than those who are in both working groups). The conference book has been printed by Springer but distribution has been delayed due to a problem with Botswana getting their order and payment to Springer.

The Computers in Education Conference that ran as part of WCC-2010 did not have a specific focus from WG3.4, but there were several papers in this (and also in the related WG9.7 History of Computing Conference) relating to Professional and Vocational Education.

2011: No WG3.4 events have been planned for 2011.

Future Events:
2012:
Mikko Ruohonen is working with colleagues in Tallinn (Estonia) to arrange a WG3.4 open conference sponsored by the University of Tallinn and the University of Tempere. The conference title will be: ‘Open Social Technologies for Networked Learning’ and take place between 30th July and 3rd August 2012. (This follows shortly after the planned WG3.7 conference in Germany and the Netherlands.) We are currently in the process of registering the conference with IFIP. Further details and a Call for Papers will follow shortly.

WCC-2012 (Amsterdam). Assuming that TC3 plans to run a conference within WCC-2012, WG3.4 would be keen to be involved.

2013:
WG3.4 is keen to play a significant part in the next WCCE (Poland). We would appreciate advice on what role we can best take part in this conference.

Journal of Education and Information Technologies:
As Editor-in-Chief of this journal, Arthur Tatnall is encouraging TC3 Working Groups to consider producing a Special Issue relating to their group (- see report of EAIT). WG3.4 will certainly be producing such an issue.

WG 3.5 - Informatics in Elementary Education

Web site: http://ifip35.inf.elte.hu/
Officers:
Chair: Nicholas Reynolds (2011-2013).
Vice-chair: David Benzie.

Last AGM: at IFIP Amiens Workshop 28th June 2010.

WG 3.6 - Distance Education

Officers:
Chair: Steve Wheeler (UK) (First term: 2009 – 2011).
Vice-chairs: Peter Serdykov (USA) and Anna Grabowska (Poland).

NB: this is the old web site and most of the previous activities and functions of this site have now been migrated across to the new social media (Ning) site which was established for all TC3 members last year.

The working group focuses on research and activities not only in distance education, but also extends to e-learning, technology supported learning, and the use of social media and mobile learning in all their forms.

Membership remains stable with the same number of members as was previously reported.

We have one conference being organised in Australia by one of our members, Prof. Nicki Davis (Canterbury University College, Christchurch, NZ). This is a WG 3.6 event within the ASCILITE Conference, Hobart, Tasmania, October 2011.

WG 3.6 was a partner in organising the conference IGWII in Mombasa, Kenya.

**WG 3.7 - Information Technology in Educational Management (ITEM)**

**Officers:**
Chair: Prof. Dr. Andreas Breiter (1st term: 2011-2013); abreiter@uni-bremen.de
Vice-chair: Dr. Don Passey; d.passey@lancaster.ac.uk

**New website:**  http://www.informatik.uni-bremen.de/agim/ifip/cms/index.php

**Membership:** Overall, WG 3.7 continues to be an active group, but we plan to expand membership, particularly in Europe (for the 2012 conference) and in the USA (where there are a number of research activities in place, which are related to our field).

**2010 Conference:**
The 2010 Conference (25-29 July) was held in Botswana, as a joint conference, involving WG 3.4 and WG 3.7.

The conference was very successful, including some 20 paper presentations, with about 40 attendees. The three days of paper presentations and discussion groups covered two main areas of content: managing quality education in school and higher education systems; and the development and uses of information systems to support different groups of learners, including those using online environments.

Subsequently a range of papers was received by the editors and 22 chapters were collated into a single volume for publication. The manuscript was sent to Springer, and the volume has already been published.

As in all other previous single or joint WG 3.7 conferences, new participants were involved, and it is hoped that some will continue to participate in the WG in the future. The involvement of a large number of participants from different ministries in Botswana was warmly welcomed, as was the participation from a number of researchers working in other countries in Africa. The Botswana ministries and their staff gave strong support to the conference, and were most gracious and generous hosts. Official thanks to the organising committee and to their local supporters is noted.

**2012 Conference**
The 2012 conference (the tenth WG 3.7 conference since 1994) will be a conference organised by Andreas Breiter and Adrie Visscher, and will be held in two locations – in Germany and in the Netherlands. The concept is to run part of the conference in Germany, to hold a social event in a location between the two conference venues, and then to complete the second part of the conference in a venue in the Netherlands. Suggested dates are 8th to 12th August 2012, selected to allow participants to attend comfortably both the WG 3.4 and WG 3.7 conferences. Details about the conference are being assembled, and further information will be produced shortly.

**WG 3.8 - Lifelong Learning:**

**Website:**  http://www.embc.uk.com/ifiptc3lll/Default.aspx

**Officers:**
Chair: Michael Kendall (UK) (mkendall@embc.org.uk), Second term, 2010-13
Vice-chair: Vacant

The Chair, Mike Kendall, has offered to continue in a second term as the Chair until a replacement can be found.

**Events:**
WG 3.8 participated in the:
WG 3.1, 3.5, 3.3, 3.8, 3.9 Workshop, Amiens, France, 28-30 June 2010

WG 3.8 is contributing with WGs 3.1, 3.3, 3.4, 3.5 and 3.9 to the Conference Addressing educational challenges: the role of ICT, 2-5 July 2012 Manchester, UK when it will hold its next AGM

Members:
In the last 12 months there have been no new members. It is expected the 2012 conference in Manchester will provide the next opportunity to attract new members and to re-energise the collaborations through the working group. The next WCCE in Torun, Poland in 2013 will mean the WG will have had 2 consecutive years in which to attract new members and develop the collaborations that are essential to increasing the members and active collaborations. In this time it is expected that a new Chair and other officers of the WG can be identified and elected.

The members of the working group have contributed to the AGORA programme that provides a focus for LLL across IFIP through TC3.

SIG 3.9 - Special Interest Group on Digital Literacy and e-Inclusion:


Officers:
Chair: Lampros STERGIOULAS (UK), Dept. of Information Systems and Computing, Brunel University, Uxbridge Middlesex UB8 3PH, UK (Lampros.Stergioulas@brunel.ac.uk)
2nd term (2011-2013)
Vice-chair: Valentina DAGIENE (Lithuania), Institute of Mathematics and Informatics, Akademijos str. 4, Vilnius, LT-08663, Lithuania (dagiene@ktl.mii.lt).

Activities of SIG3.9 in the last year:

Events:
SIG3.9 contributed to the co-organisation of the Amiens Conference - co-organised by WG3.1, WG3.3, WG3.5, WG3.8, SIG3.9 and the AGORA team: (IFIP Workshop "New developments in ICT and Informatics education", June 28-30, 2010, Université de Picardie Jules Verne, Amiens, France)
Involvement in the TC3 event of WCC 2010 in Brisbane, 20-23 September 2010, particularly in both HC and KCKS conferences ("Key Competences in a Knowledge Society")
Contributed to the Working Conference, “ICT and Informatics in a Globalized World of Education (IIGWE 2011), Aga Khan Academy, Mombasa, Kenya, 16-19 August 2011 (organised by WG3.1) - engagement with African teachers (Prof. V. Dagiene)

Publications:
The new International Journal of Digital Literacy was founded last year with the involvement of many SIG3.9 members and supported by the group. Two papers submitted from SIG3.9 are now accepted/published.
Another initiative of SIG 3.9 is to publish a Special Issue in the above journal – with the tentative title “Liquid Society and Collectivism”.

Planned Future Activities:

Future Events:
2-5 July 2012, Joint IFIP Conference “Addressing educational challenges: the role of ICT”, Manchester Metropolitan University, UK; SIG3.9 is keen to join 3.1 and 3.5 in their meetings, and support this event. It is planned SIG3.9 will hold its next annual meeting in Manchester at that time.

WCCE 2013, Torun, Poland, 2-5 July 2013: It is envisaged that a Digital Literacy Workshop will be organised by SIG3.9 as part of this conference.

Bids for funding projects:
SIG3.9 plans to coordinate the preparation of collaborative proposals in ICT in Education, involving many members from many different countries and in conjunction with the AGORA initiative activities. The following programmes could be targeted:
UNESCO Coordination programme (mainly small projects, between 10-20 K Euros)
Upcoming Framework Programme 8 of the European Commission (FP8) (2013- )

Actions:
1. To promote the Ning platform encourage the members contribute on the Ning platform (to both the common TC3 Forum and the SIG3.9 space) with ideas and proposals for further collaborations, activities and initiatives (Chairs’ action)
2. Prepare for future bids (UNESCO, EU, and international)
3. Plan for future publications (particularly in the EIT journal)
4. Invitation for those interested in competitive learning or contests to submit papers to IOI journal (Chair action)

TC3 Report 2011
5. Coordinate action to make available the ICT/Digital Literacy national curricula on the TC3 websites
6. Create links and associations with other relevant initiatives, programmes, and websites.

10. TC3 Country Reports

Every year, the TC3 National Members provide a report about the developments, trends and main successes of ICT in Education in their country. Such reports constitute a very interesting set of data and facts, in order to have a good and precise feeling of the development of ICT in Education around the world. TC3 has the feeling that such information should be more widely disseminated and used. Some ideas and projects will be developed for this purpose.


On the occasion of the IFIP Golden Jubilee, Deryn Watson wrote an excellent paper about the History of Computers in Education: “Computers and Education – a landscape”, based on the history of TC3. This history of Technical Committee 3 is an exploration of the shifting landscape of the relationship between computers and education. Analysis focuses on its characteristics of context, structure, themes and society, and uses four time periods to frame the landscape of innovation and change. These characteristics have acted as a bedrock for scientific debates to flourish and attract the engagement of the significant stakeholders of practitioners, researchers and decision-makers.
This paper has been published as a chapter in the book ”50 years of IFIP”, H. Zemanek & K. Brunnstein, Eds, IFIP 2011, pp. 81-99.

12. TC 3 Conference Management System (Icms)

Present Status of Icms:
Icms is now working without any major problems. It has the following functions, which are all connected to the paper handling process of a conference:
- General information about the event
- Currently existing roles:
  - administrator of the event
  - organizer
  - reviewer
  - presenter
- Registration as a presenter
  - Upload of abstract (optional) and paper / description of activity
  - Allocation of reviewers to papers
  - Reviewing process
  - Answer to presenters
  - Construction of event schedule (streams, topics, sessions, presentations / actives)
  - Allocation of accepted presentations and other activities to sessions
  - Automatic generation of the conferences programme

At the moment Icms has all functions for the paper handling process, but it needs more functionality to be a complete conference management system.
Whoever wants to use Icms is invited to contact: anton.knierzinger@ph-linz.at, +43 664 3584236

Future plans for the development of Icms:
For the improvement of Icms, that means to complement it with the functions of conference organization and web 2.0 functions, it is planned to link Icms with a professional event management system and the a social network tool.
Event management:
Discussion in progress with Amiando, a Munich based company who offers an event management system including the following functions:
- Easy to handle event site
- Registration process of participants
- Handling of participants including communication process
- Professional event marketing
- Collecting conference fees through many ways
- Conference statistics
- Hosting of the event site
The use of Amiando is free unless you charge the participants. Then you have to give them a few percent of the income, mainly to cover the costs of credit card fees. Without conference fees (for example for meetings) the use of amiendo is free.

Social Network: TC3 has set up a NING platform for TC3, it’s working groups and their events. It will be investigated how deep this platform and Icns can be linked.

Other activities linked to Icns:
For the next month Anton Knierzinger plans to research to possibilities of a professional event marketing for TC3 events and tools to support this. As part of conference marketing he will take care, that TC3 is present at wikipedia and similar systems.

13. Liaison with UNESCO.

TC3 has permanent connection with UNESCO:
- Unesco has a representative in TC3: Cedric Wachholz.
- TC3 signed a “Memorandum of Understanding” together with IITE, the UNESCO Institute for Information Technology in Education, Moscow. TC3 contributed in the reflection of UNESCO about the future of IITE, and helped establishing the new strategy for the institute. 2 TC3 members have been appointed as members of the IITE Governing Board (Bernard Cornu and Ivan Kalas). Bernard Cornu has been elected as the Chair of IITE Governing Board. Several TC3 members are involved in IITE Projects (Sindre Roesvik, Ivan Kalas, etc.).

Recent activities:
IITE Governing Board Meeting: 17-18 November 2010, St Peters burg, Russian Federation.
Participation of several IFIP experts as speakers in the IITE 2010 Conference “ICTs in Teacher Education: Policy, Open Educational Resources and Partnership, 15-16 November 2010, St Petersburg, Russian Federation (among them: Bernard Cornu, Rounen Nikolov, Ivan Kalas, Sindre Roesvik, Bent Andresen, Vassilios Makrakis, Andrea Karpati).
Meeting with Mr Qian Tang, Unesco Assistant Director General (ADG) for Education: Paris, 1st February 2011.
Meeting with the new French Ambassador to UNESO, Mrs Rama Yade and her “Premier secretary” Mrs Ines de Souza-Lummaux: Paris, 4 March 2011.
IFIP-TC3 participation in the IITE Project “Teachers of the Arctic”: Sindre Roesvik.
IFIP-TC3 participation in the IITE “ICT Primary Project”: Kick-off meeting organized by Bernard Cornu at CNED, France, 17-18 April 2011: Ivan Kalas, Marta Turcsanyi-Szabo.
IFIP TC3 participation in writing “Policy Briefs” for UNESCO-IITE: Peter Waker, Bernard Cornu.
IFIP TC3 participation in the International Conference EICTHE-2011 “Emerging ICTs in Higher Education”, Ulaanbaatar, Mongolia, 8-10 July 2011, organized by UNESCO-IITE and the Mongolian University of Science and Technology: Bernard Cornu (keynote speaker).
IFIP TC3 participation in the IITE book “Multimedia in Education”: Bent Andresen, one of the 2 co-authors.
IFIP TC3 expertise for an IITE mission in Armenia about ICT in Education: Raymond Morel.


During the five years of the AGORA initiative it has been held a number of workshops to establish studios and ateliers focused on Lifelong Learning (LLL). The overarching idea has been to work in transversal groups in contrast to traditional homogenous groups, like the “silos” that our WGs are within TC3 and the TCs of IFIP in general. Further the idea has been that these studios and ateliers could develop to be dynamic networks and communities of practice.

For 2010 we had approximately € 7.000 that have been used to run events like the workshop in Brisbane within the WCC 2010 programme and the strategic workshop in Poitiers in December. Of the mentioned funding € 1.500 - €2.000 was withdrawn by the end of the fiscal year 2010. We applied IFIP for € 15.000 to be able to run three events in 2011 but this was not approved by the IFIP council due to the economic situation. However we have participated with an AGORA workshop in Dubai “Learning Organisation & Lifelong Learning Approaches to Teacher Education”, run by Raymond Morel and Sindre Røsvik. Due to the withdrawal of funding we had to find other means to cover the cost of the conference, however it can be added that the organiser gave of free participation, i.e. no conference fee.

In the strategic AGORA workshop in Poitiers the original ideas and goals were repeated along with summing up the achievements during the workshops over the years. It was concluded that a lot of effort and some good results have been achieved, but not the main goal of moving IFIP in a new direction and creating a more up to date organisation. I wrote a little article about this in the last IFIP newsletter in 2010 titled “IFIP 2.0?”. In the article I wrote that other TCs should join the initiative in 2011, and that our priority this year would be to participate in other IFIP events where possible. This was before that we knew that the funding was withdrawn.

Other priorities we planned was to go out with a wider invitation (open and other TCs) to participate in LinkedIn and ning, do presentations in EGOV 2011, run an Learning 3.0 workshop, and have a joint event with MATURE. It was also suggested to participate in IFIP TA in Tunisia (but that will not happen), TC 8.2 conference in Turku, TC11 in Luzern, TC3 – WG 3.1/3.2/3.8 in Mombasa. What seems to be left of these plans is a joint event with MATURE in Barcelona, which is also approved by the IFIP president by email. And certainly we will find ways to invite all TC3 members to participate in digital activities on the ning-platform as well as open it up to anyone interested. In this way AGORA can be an instrument for development or a new route to the future for TC3. We will also find ways to involve other TCs to fulfil the original goal of developing IFIP into an open, transversal and dynamic organisation. However, it may be wiser to start from scratch with a new initiative that is developed by several TC and other IFIP bodies.
Finally I want to thank all that has contributed to AGORA events in 2010, especially Raymond Morel, Johannes Magenheim, Márta Turcsányi-Szabó and Barbara Kedzierska.
Sindre Røsvik, AGORA chair

15. The EAIT Journal.

Education and Information Technologies
The Official Journal of the IFIP Technical Committee on Education
ISSN: 1360-2357 (print version)
ISSN: 1573-7608 (electronic version)
Editor: Arthur Tatnall (Australia)
4 issues per year. Last issue was Volume 16, Number 3 (September 2011). The content of this volume can be seen on the Springerlink website: http://www.springerlink.com/content/1360-2357/16/4/ as well as the content of previous volumes.

16. The IFIP ILC.

Bernard Cornu, TC3 Chair, is a member of the IFIP ILC (International Liaison Committee)

17. TC3 Budget.

In the year 2010, TC3 income was 10713.63 euros, and expense was 3668.96, which makes a surplus of 7044.67. This positive situation is mainly the result of the WCCE 2009 Conference held in Bento Gonçalves, Brazil.
## ANNEX 1: National members (2011)

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**TC3 elected members (2011):**

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## ANNEX 2: Attendance at TC3 Meetings

Y = attended  P = apology

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| Bernard Cornu            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 10|
| Sindre Roesvik           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 5 |
| Valentina Dagiene        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 3 |
| Ana Carvalho             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 2 |
| Raymond Morel            |   |   | Y | Y | Y | Y | Y | P | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | 2 |
| Anton Knierzinger        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 6 |
| Mikko Ruohonen           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 4 |
| Arthur Tatnall           |   |   | Y | P | P | P | Y | P | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | 1 |
| Marta Turcsanyi-Szabo    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 2 |

**WG Chairs or vice-chairs:**

| WG 3.1                   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | P | Y | Y | Y | P | P | P | P | 20|
| WG 3.2                   | P | Y | Y | P | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | P | Y | P | 16|
| WG 3.3                   | P | P | P | P | Y | Y | Y | P | Y | Y | Y | Y | Y | P | Y | Y | Y | P | P | Y | Y | 15|
| WG 3.4                   | Y | P | Y | P | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | 19|
| WG 3.5                   | Y | P | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | 20|
| WG 3.6                   | Y | Y | P | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | 17|
| WG 3.7                   |   | Y | P | P | P | Y | P | P | P | P | P | P | Y | Y | Y | Y | Y | Y | Y | Y | Y | 7 |
| WG 3.8                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 5 |
| SIG 3.9                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 4 |