



Creative Emotional Reasoning Computational Tools Fostering Co-Creativity in Learning Processes

www.c2learn.eu

ANNUAL DISSEMINATION AND AWARENESS REPORT

C²LEARN PROJECT DELIVERABLE NO. D6.3.1

Authors: Pavlos Koulouris, Ellinogermaniki Agogi, Greece

Dissemination level: Public

The C²Learn project has been supported by the European Commission through the Seventh Framework Programme (FP7), under grant agreement no 318480 (November 2012 – October 2015). The contents of this document do not represent the views of the European Commission and the Commission cannot be held responsible for any use which may be made of the information contained therein. Responsibility for the information and views set out in this document lies entirely with the authors. © C²Learn Consortium, 2013. Reproduction is authorised provided the source is acknowledged.



DOCUMENT IDENTITY

Project category	Details
Deliverable code	D6.3.1
Full title	Annual Dissemination and Awareness Report
Work package	WP6 'Dissemination & Exploitation'
Task	T6.1 'Dissemination & Exploitation Planning and Reporting'
Consortium partner leading	EA
Consortium partners contributing	UEDIN, OU, NCSR-D, UoM, SGI, BMUKK

DOCUMENT HISTORY

Version	Date	Handling partner	Description
1.0	10/09/2013	EA	Initial draft
1.1	25/10/2013	EA	Partner input integrated
2.0	31/10/2013	EA	Final draft

CONTENTS

Abbreviations used	4
Executive summary	6
1 Introduction.....	7
2 Dissemination objectives for the period	7
3 The stakeholders addressed.....	7
4 Dissemination activities.....	7
4.1 Dissemination of the public project deliverables.....	8
4.2 Scientific publications and events.....	8
4.2.1 scientific publications	8
4.2.2 Edited special issue planned.....	13
4.2.3 Conferences, workshops, exhibitions	13
4.3 Dissemination aiming at community building	20
4.4 Dissemination materials	22
4.5 Exploiting the internet	23
4.5.1 The website of the project.....	23
4.5.2 Other websites	24
4.5.3 Social networking	24
4.6 EU's support for dissemination.....	25
5 Next steps.....	25
Appendix I: Samples of printed dissemination materials.....	26

Abbreviations used

A) Abbreviated names of the project consortium partners

Abbreviation	Explanation
EA	Ellinogermaniki Agogi, Greece (coordinator)
UEDIN	The University Of Edinburgh, UK
OU	The Open University, UK
NCSR-D	National Centre For Scientific Research "Demokritos", Greece
UoM	Universita ta Malta, Malta
SGI	Serious Games Interactive, Denmark
BMUKK	Bundesministerium Für Unterricht, Kunst Und Kultur, Austria

B) Other abbreviations

Abbreviation	Explanation
C²Learn	Acronym of the project (full title: Creative Emotional Reasoning Computational Tools Fostering Co-Creativity in Learning Processes)
DAP	Dissemination and Awareness Plan
DoW	Description of Work of the project (Annex I of the Grant agreement no. 318480)
EC	European Commission
FP7	The Seventh Framework Programme for Research and Technological Development (2007-2013)
ICT	Information and Communications Technologies

Abbreviation	Explanation
M#	# th month of the project (M1=November 2012)
TEL	Technology-Enhanced Learning
WP	Work Package

Executive summary

C²Learn at a glance

C²Learn (www.c2learn.eu) is a three-year research project supported by the European Commission (EC) through the Seventh Framework Programme (FP7), in the theme of Information and Communications Technologies (ICT) and particularly in the area of Technology-Enhanced Learning (TEL) (FP7 grant agreement no 318480). The project started on 1st November 2012 with the aim to shed new light on, and propose and test concrete ways in which our current understanding of creativity in education and creative thinking, on the one hand, and technology-enhanced learning tools and digital games, on the other hand, can be fruitfully combined to provide young learners and their teachers with innovative opportunities for creative learning. The project designs an innovative digital gaming and social networking environment incorporating diverse computational tools, the use of which can foster co-creativity in learning processes in the context of both formal and informal educational settings. The C²Learn environment is envisioned as an open-world 'sandbox' (non-linear) virtual space enabling learners to freely explore ideas, concepts, and the shared knowledge available on the semantic web and the communities that they are part of. This innovation is co-designed, implemented and tested in systematic interaction and exchange with stakeholders following participatory design and participative evaluation principles. This happens in and around school communities covering a learner age spectrum from 10 to 18+ years.

About this document

The present document constitutes Deliverable D6.3.1 'Annual Dissemination and Awareness Report' of the C²Learn project, delivered at the end of the first project year. This report concisely describes the dissemination and awareness-raising work carried out by the consortium in the first twelve months, implementing the Dissemination and Awareness Plan (DAP) of the project (deliverable D6.2). The reported activity recorded is generally within the provisions of the DAP for the first project year and constitute a step towards meeting the overall dissemination and awareness-raising objectives of the project. The next reports of this kind are deliverables D6.3.2 'Report on Dissemination and Exploitation Activities Year 2' (M24), and D6.3.3 'Report on Dissemination and Exploitation Activities Year 3' (M36).

1 Introduction

The present document constitutes Deliverable D6.3.1 'Annual Dissemination and Awareness Report' of the C²Learn project, delivered at the end of the first project year.

This report concisely describes the dissemination and awareness-raising work carried out by the consortium in the first twelve months, implementing the Dissemination and Awareness Plan (DAP) of the project (deliverable D6.2).

The reported activity recorded is within the provisions of the DAP for the first project year and constitutes a step towards meeting the overall dissemination and awareness-raising objectives of the project. The principles and methods defined in the DAP were systematically used in all dissemination activities of the C²Learn project in this period.

The next reports of this kind are deliverables D6.3.2 'Report on Dissemination and Exploitation Activities Year 2' (M24), and D6.3.3 'Report on Dissemination and Exploitation Activities Year 3' (M36).

2 Dissemination objectives for the period

During the first project year, the C²Learn project aimed to bring its messages and first achievements, as these were emerging in this period, to the attention of as a wide audience as possible, addressing several of the stakeholder communities, widely in Europe and beyond.

In addition to informing about the project results, many of the dissemination activities in the first project year aimed at carefully targeting in particular school communities and other stakeholder groups and individuals in order to attract their interest and establish their involvement in the various stages of the participatory field research.

3 The stakeholders addressed

The project has already managed to address almost all of its targeted stakeholder communities defined in the DAP, at various levels up to audiences beyond Europe. This is demonstrated below, through the presentation of the dissemination activities.

4 Dissemination activities

In this section, the dissemination activities of the C²Learn project in the first year are presented in concise tabular form reflecting the stakeholder communities addressed in each case. The activities are grouped into the following subsections: dissemination of the public project deliverables, scientific publications and events; community building; materials; and exploiting the internet.

4.1 DISSEMINATION OF THE PUBLIC PROJECT DELIVERABLES

Dissemination activity	Stakeholders addressed
<p>Each one of the public deliverables of the project produced in the first year became publically available through the project website as soon as they were finally delivered. The relevant web page is the following:</p> <p>http://www.c2learn.eu/?q=node/116</p>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	<input checked="" type="checkbox"/> cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	<input checked="" type="checkbox"/> knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	<input checked="" type="checkbox"/> educational technologies
	Policy makers
	<input checked="" type="checkbox"/> Education
	<input checked="" type="checkbox"/> research and innovation
<input checked="" type="checkbox"/> Media/general public	

4.2 SCIENTIFIC PUBLICATIONS AND EVENTS

Since the early steps of the project, C²Learn has been very actively communicating its messages to the scientific and academic world through publications and events. Relevant details are provided below.

4.2.1 SCIENTIFIC PUBLICATIONS

In the first project year, consortium members produced the following scientific publications relating to the foreground of the project. These which broadly fall within diverse scientific areas including education and pedagogy, cognitive science and philosophy, technology-enhanced learning, game design and game-based learning, as well as knowledge representation. The order of presentation of the publications below is chronological.

Dissemination activity	Stakeholders addressed
<p>A. Liapis, G. N. Yannakakis, and J. Togelius "Limitations of Choice-Based Interactive Evolution for Game Level Design," in Proceedings of the Workshop on Human Computation in Interactive Digital Entertainment, AIIDE, AAAI Press, 2012.</p> <p><i>Partner involved: UoM</i></p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>Koulouris P. & Dimaraki E. (2012). Engaging School Communities in the Design of Game-Based Learning to Foster Creativity, Proceedings of the LD-Skills: The Future of Learning Design Conference (ISBN number: 978-960-473-407-8).</p> <p><i>Partner involved: EA</i></p>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, G. N. Yannakakis, J. Togelius: "Sentient World: Human-Based Procedural Cartography," in Proceedings of Evolutionary and Biologically Inspired Music, Sound, Art and Design (EvoMusArt), vol. 7834, LNCS. Springer, 2013, pp. 180-191.</p> <p><i>Partner involved: UoM</i></p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, G. N. Yannakakis, J. Togelius: "Generating Map Sketches for Strategy Games," in Proceedings of Applications of Evolutionary Computation, vol. 7835, LNCS. Springer, 2013, pp. 264–273.</p> <p><i>Partner involved: UoM</i></p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, G. N. Yannakakis, J. Togelius: "Sentient Sketchbook: Computer-Aided Game Level Authoring," in Proceedings of ACM Conference on Foundations of Digital Games, pp. 213–220, 2013.</p> <p><i>Partner involved: UoM</i></p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, H. P. Martinez, J. Togelius, G. N. Yannakakis: "Adaptive Game Level Creation through Rank-based Interactive Evolution," in Proceedings of the IEEE Conference on Computational Intelligence and Games (CIG), 2013.</p> <p><i>Partner involved: UoM</i></p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, G. N. Yannakakis, J. Togelius: "Designer Modeling for Personalized Game Content Creation Tools," in Proceedings of the AIIDE Workshop on Artificial Intelligence & Game Aesthetics, 2013.</p> <p><i>Partner involved: UoM</i></p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
A. Liapis, G. N. Yannakakis, J. Togelius: "Towards a Generic Method of Evaluating Game Levels," in Proceedings of AAAI Artificial Intelligence and Interactive Digital Entertainment Conference (AIIDE), 2013. <i>Partner involved: UoM</i>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

4.2.1.1 AWARDS RECEIVED

The C²Learn consortium warmly congratulates its UoM members whose scientific papers have received the following awards and nominations:

Best Paper Award (DETA/Self*):

"Enhancements to Constrained Novelty Search: Two-Population Novelty Search for Generating Game Content" by Antonios Liapis, Georgios N. Yannakakis, Julian Togelius, GECCO-2013 Genetic and Evolutionary Computation Conference, Amsterdam, The Netherlands, July 6-10, 2013 (<http://sigevo.org/gecco-2013>)

Best Student Paper Award:

"Towards a Generic Method of Evaluating Game Levels," by A. Liapis, G. N. Yannakakis, J. Togelius. AAAI Artificial Intelligence and Interactive Digital Entertainment Conference (AIIDE), 2013, Boston, Massachusetts, USA, October 14-18, 2013 (<http://www.aiide.org/>)

Best Paper Award Nominee:

"Adaptive Game Level Creation through Rank-based Interactive Evolution" by A. Liapis, H. P. Martinez, J. Togelius, G. N. Yannakakis, IEEE Conference on Computational Intelligence and Games (CIG) 2013, Niagara Falls, ON, Canada 11 - 13 August 2013

(http://www.ieee.org/conferences_events/conferences/conferencedetails/index.html?Conf_ID=30511)

4.2.1.2 FORTHCOMING PUBLICATIONS

In addition to the above, at the time of writing the present report (October 2013), the following scientific publications are being planned.

Dissemination activity	Stakeholders addressed
<p>Theodore Scaltsas and Konstantine Alexopoulos, 'Creativity through Lateral Thinking Techniques', in the forthcoming 23rd World Congress of Philosophy edition.</p> <p><i>Partner involved: UEDIN</i></p>	School communities/education
	Academic communities
	education and pedagogy
	<input checked="" type="checkbox"/> cognitive science and philosophy
	technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>Dimaraki, E.V.; Schmoelz, A.; Koulouris.; P. 'Scenarios as Pedagogical Devices: Designing Activities for Game-Based Learning', Proceedings of the International Conference of Education, Research and Innovation, In Print.</p> <p><i>Partner involved: EA, BMUKK</i></p>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	<input checked="" type="checkbox"/> educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>The OU team is currently preparing an article for a peer reviewed scientific publication about C²Learn with an anticipated submission date of 1st February 2014. Working title: The potential of digital games to foster wise, humanising creativity.</p> <p><i>Partner involved: EA, BMUKK</i></p>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

4.2.2 EDITED SPECIAL ISSUE PLANNED

Edited special issues and books are one of the important means for scientific dissemination foreseen by the DAP. Already at the end of the first year there are concrete plans for the first special issues linked to the project:

Dissemination activity	Stakeholders addressed
Special Issue: 'Games for Learning' Guest Editors: Kostas Karpouzis, Ginevra Castellano, Rilla Khaled, Evangelia Dimaraki, IxD&A, Interactive Design and Architecture(s), forthcoming January 2014 http://www.mifav.uniroma2.it/inevent/events/idea2010/index.php?s=102&link=call19 <i>Partner involved: EA</i>	School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

4.2.3 CONFERENCES, WORKSHOPS, EXHIBITIONS

In the first project year, consortium members presented the research carried out in the project to scientific and stakeholder communities through their participation in several scientific conferences with papers and posters, as well as through the organization of or participation in workshops and panel discussions. These are presented below in chronological order.

Dissemination activity	Stakeholders addressed
Workshop 'Designing Game-Based Learning Activities', Presenters: Evangelia Dimaraki & Pavlos Koulouris, Designing the School of Tomorrow Conference, Athens, 29 November 2012 http://www.schooloftomorrow.gr <i>Partner involved: EA</i>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	<input checked="" type="checkbox"/> educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, G. N. Yannakakis, J. Togelius: "Sentient World: Human-Based Procedural Cartography" Evolutionary and Biologically Inspired Music, Sound, Art and Design EvoMUSART 2013, Vienna, Austria, April 3-5, 2013 (http://www.evostar.org/2013/cfpEvoMUSART.html)</p> <p>Partner involved: UoM</p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, G. N. Yannakakis, J. Togelius: "Generating Map Sketches for Strategy Games", Applications of Evolutionary Computation, Vienna, 3-5 April 2013 (http://www.evostar.org/2013/cfpEvoApplications.html)</p> <p>Partner involved: UoM</p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>Panel 'Creativity in Games', Chairs: Mirjam P. Eladhari, Evangelia Dimaraki, Panelists: Kenneth O. Stanley, Keith Stenning, Anna Craft, Michael Mateas, FDG2013, Foundation of Digital Games Conference, Chania, Greece, 14–17 May 2013 (http://www.fdg2013.org/)</p> <p>Partners involved: EA, UoM, UEDIN, OU</p>	School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	<input checked="" type="checkbox"/> cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
Workshop 'Games for Learning', Organisers: Kostas Karpouzis, Ana Paiva, Evangelia Dimaraki, Pavlos Koulouris, Costas Mourlas, Yannis Skarpelos, FDG2013, Foundation of Digital Games Conference, Chania, Greece, 14–17 May 2013 (http://www.fdg2013.org/) <i>Partners involved: EA</i>	School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
A. Liapis, G. N. Yannakakis, J. Togelius "Sentient Sketchbook: Computer-Aided Game Level Authoring," ACM Conference on Foundations of Digital Games, 14–17 May 2013 Chania, Crete, Greece (http://www.fdg2013.org) <i>Partner involved: UoM</i>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
Tutorial on 'User Community Discovery: the transition from passive site visitors to active content contributors'. Presented at the Conference on User Modeling, Adaptation and Personalization, Rome, Italy, 10 June 2013 (http://www.dia.uniroma3.it/~umap2013/?page_id=838) <i>Partner involved: NCSR-D</i>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	game design and game-based learning
	<input checked="" type="checkbox"/> knowledge representation
	Industries
	gaming and edutainment
	<input checked="" type="checkbox"/> educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, H. P. Martinez, Julian Togelius, G. N. Yannakakis: "Transforming Exploratory Creativity with DeLeNoX", Fourth International Conference on Computational Creativity 2013. Sydney, Australia, June 12 – 14, 2013 (http://www.computationalcreativity.net/iccc2013)</p> <p>Partner involved: UoM</p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	<input checked="" type="checkbox"/> knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, G. N. Yannakakis, J. Togelius: "Enhancements to Constrained Novelty Search: Two-Population Novelty Search for Generating Game Content", Genetic and Evolutionary Computation Conference, Amsterdam, The Netherlands, 6-10 July 2013 (http://www.sigevo.org/gecco-2013/)</p> <p>Partner involved: UoM</p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>Theodore Scaltsas & Lauren Wenden Ware, 'Plato: let emotions do the learning! When the past foreshadows a future of games in learning', 'Be Creative, Play Digitally Creativity. Discovery. Games, Learning' Summer School, Panormo, Crete, Greece, June 30 – July 5, 2013. (http://c2learn.ea.gr/)</p> <p>Partner involved: UEDIN</p>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	<input checked="" type="checkbox"/> cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>Theodore Scaltsas and Konstantine Alexopoulos, 'Creativity through Lateral Thinking Techniques', 23rd World Congress of Philosophy. Athens, 4-10 August 2013 (http://www.wcp2013.gr/)</p> <p>Partner involved: UEDIN</p>	School communities/education
	Academic communities
	education and pedagogy
	<input checked="" type="checkbox"/> cognitive science and philosophy
	technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, H. P. Martinez, J. Togelius, G. N. Yannakakis: "Adaptive Game Level Creation through Rank-based Interactive Evolution," IEEE Conference on Computational Intelligence and Games (CIG) 2013, Niagara Falls, ON, Canada, 11 Aug - 13 Aug 2013</p> <p>(http://www.ieee.org/conferences_events/conferences/conferencedetails/index.html?Conf_ID=30511)</p> <p>Partner involved: UoM</p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>Workshop 'Computational tools fostering Creativity in Learning processes' (CCL), Organizers: Pythagoras Karampiperis, Dimitris Apostolou, Ilona Buchem, Isa Jahnke and Konstantinos Zachos, EC-TEL 2013, Eighth European Conference on Technology Enhanced Learning Paphos, Cyprus, 17 - 21 September 2013 (http://www.ec-tel.eu/)</p> <p>Partner involved: NCSR-D</p>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	game design and game-based learning
	<input checked="" type="checkbox"/> knowledge representation
	Industries
	gaming and edutainment
	<input checked="" type="checkbox"/> educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>"Creativity and Computational Tools", e-Learning Konferenz, Eisenstadt, Austria, 01.10.2013</p> <p><i>Partner involved: BMUKK</i></p>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	<input checked="" type="checkbox"/> educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>A. Liapis, G. N. Yannakakis, J. Togelius: "Designer Modeling for Personalized Game Content Creation Tools," AIIDE Workshop on Artificial Intelligence & Game Aesthetics 2013, Boston, USA, 14th of October, 2013 (http://www.aigaw.org/)</p> <p><i>Partner involved: UoM</i></p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	<input checked="" type="checkbox"/> knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>Discussion of C²Learn at a panel, The Games and Learning Alliance conference (GALA 2013), Paris, 23-25 October 2013. (http://www.sgconf.org/index.php/sgs-exhibition#)</p> <p><i>Partner involved: SGI</i></p>	School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	<input checked="" type="checkbox"/> gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

4.2.3.1 FORTHCOMING PRESENTATIONS

In addition, at the time of writing this report, the following presentations in scientific events are planned:

Dissemination activity	Stakeholders addressed
Presentation of the C ² Learn project through dissemination materials, at Interpädagogica 2103 Exhibition, Graz, 14-16.11.2013 <i>Partner involved: BMUKK</i>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	<input checked="" type="checkbox"/> educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
Dimaraki E.V., Schmoelz A & Koulouris P. 'Scenarios as Pedagogical Devices: Designing Activities for Game-Based Learning' ICERI 2013, the 6th International Conference of Education, Research and Innovation, Seville, Spain, 18-20 November 2013 (http://iated.org/iceri2013) <i>Partners involved: EA, BMUKK</i>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	<input checked="" type="checkbox"/> educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
Poster presentation at conference the Sorbonne, 'Translation as Innovation - Bridging the Sciences and the Humanities', 13-15 Dec 2013 <i>Partners involved: UEDIN</i>	School communities/education
	Academic communities
	education and pedagogy
	<input checked="" type="checkbox"/> cognitive science and philosophy
	technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

4.3 DISSEMINATION AIMING AT COMMUNITY BUILDING

In addition to informing about the project results, dissemination activities in the first project year aimed in particular at carefully targeting school communities and other stakeholder groups and individuals in order to attract their interest and establish their involvement in the various stages of the participatory field research. Generally, consortium partners organised meetings, workshops, and training events in close coordination with the organisation of visionary workshops in WP5. The aim and effect of these activities was double: on the one hand they produced input from stakeholders into the project, and on the other hand they made the project known and accessible to members of important stakeholder communities.

Most part of the relevant effort and the extent of outreach achieved are richly reflected in the reports on work for scenario development (D5.1.1 and D5.1.2) and learning design (D2.2.1), as well as in the report on the first introductory pilot cycle (D5.3.1). Therefore only a summary of these activities is provided here. Also, some further information on additional dissemination activities specifically addressing school communities beyond this community-centred work is provided.

Dissemination activity	Stakeholders addressed
In Austria, BMUKK involved a core group of teachers and educational experts in five visionary and feedback workshops. The group consisted of teachers from lower secondary, higher secondary schools, and higher education. The workshops were carried out mainly in the University of Vienna (January, March, September 2013), as well as in Hall in Tirol in the framework of BildungOnline (May 2013), and in the University of Applied Science in Eisenstadt in the framework of the e-Learning Conference (October 2013). <i>Partner involved: BMUKK</i>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	<input checked="" type="checkbox"/> educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
In Greece, EA carried out several meetings and workshops with twelve teachers in the school of Ellinogermaniki Agogi, involving a group in the primary and one in the secondary sections. The project team has also made contacts and disseminated the project with other school communities in the wider Athens area and in several other regions of the country, making use of EA's extensive network of collaborations in the world of education. <i>Partner involved: EA</i>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>In Greece, EA has also been building a wider community of interest including educators and a range of professional and academic experts. In this context, a milestone event of the visionary phase of the C²Learn participatory process in EA was a full day cumulative workshop held on March 27, 2013. The expert focus group comprised seven professionals and researchers in the areas of learning, games, youth, and creativity together with six C²Learn researchers, as well as several of the EA core group teachers.</p> <p><i>Partners involved: EA, NCSR-D, UEDIN</i></p>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	<input checked="" type="checkbox"/> technology-enhanced learning
	<input checked="" type="checkbox"/> game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>In addition, Greece hosted the bundle of workshops constituting the C²Learn Summer School, which was organised by EA with contributions from UEDIN, OU, NCSR-D, UoM, and BMUKK. A group of 26 teachers from across Europe (including Austria, Croatia, Cyprus, Estonia, Finland, Lithuania, Poland, Portugal, Romania, Slovenia, Sweden, Turkey) gathered in Crete in early July 2013 and tried out aspects of the project including application of the core theory of the project, the scenarios, game options, the tools developed, as well as ways of peer-reviewing co-creativity.</p> <p>(http://c2learn.ea.gr/). <i>Partners involved: EA, BMUKK, OU, UEDIN, NCSR-D, UoM</i></p>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	<input checked="" type="checkbox"/> education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	<input checked="" type="checkbox"/> education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
<p>In the UK, the OU team conducted workshops with four groups spread across South West and South East England (two in SW and two in SE). Two are in primary schools and two in secondary, and the age span of students involved is 10-17 years. Altogether around 45 young people were involved, with 5 teachers. Most of these groups remained the same throughout the first project year; one of the SW groups has been replaced by another allowing a wider age span. The OU team has also begun conversations with a 16-19 College and a University which could provide opportunities to work with students aged 16-24 and staff in both institutions.</p> <p><i>Partner involved: OU</i></p>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
Media/general public	

Dissemination activity	Stakeholders addressed
Lecture on quality content for children and creative use of the Internet, during the Safe Internet seminar, targeting teachers and parents of primary school students. Karditsa, Greece, 2 April 2013. <i>Partner involved: NCSR-D</i>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
	Media/general public

Dissemination activity	Stakeholders addressed
C ² Learn has been disseminated in various networks of educators in Denmark, in the context of discussions on how serious games are and will be used in schools. <i>Partner involved: SGI</i>	<input checked="" type="checkbox"/> School communities/education
	Academic communities
	education and pedagogy
	cognitive science and philosophy
	technology-enhanced learning
	game design and game-based learning
	knowledge representation
	Industries
	gaming and edutainment
	educational technologies
	Policy makers
	education
	research and innovation
	Media/general public

4.4 DISSEMINATION MATERIALS

Dissemination activities in the first project year were supported through the production and circulation of various printed dissemination materials, including leaflets, brochures, booklets, posters, etc. A sample of these is presented in Appendix I. These materials were of particular use in the effort to inform schools and other stakeholders about the project and gain their interest and involvement in the field research. In addition to materials produced by partners to address their local needs and circumstances, the project also developed a project-level leaflet and poster in English, which is available through the project website (<http://www.c2learn.eu/?q=node/149>) in electronic form, and printed to be used in various circumstances for general project promotion (e.g. in conferences, exhibitions, other public events, etc).

As a significant number of important project developments and outcomes which deserve publicity are now accumulating, a project newsletter will be initiated in the second project year. It will first appear in December 2013 and will be issued three times a year up to the end of the project. It will be circulated via email, but some of its issues may be printed, too, for distribution in important events. The newsletter will be informing stakeholders and the public about the project, providing regular

updates on developments and achievements. The consortium is currently building a list of targeted email recipients in accordance with the dissemination and exploitation policy of the project. This list will be kept updated and efforts will be made to enrich it throughout the rest of the project.

4.5 EXPLOITING THE INTERNET

The internet has been providing the project with its major dissemination platform. The project has established its presence in the internet through its dedicated project website, through references to it in other websites, as well as through the exploitation of popular social networks, as presented in the following sections.

4.5.1 THE WEBSITE OF THE PROJECT

The central node of the internet presence of the project is its website, available at www.c2learn.eu (deliverable D6.1 'Project Website'). The website disseminates the project, its messages and outcomes to the wider public, as well as dynamically supporting project work and especially the more social aspects of it involving the stakeholder communities.

The project website has been available since the very first days of the project in November 2012. Since then it has been in a process of continuous development, closely reflecting progress in the project. In particular, it has been gradually developing into the entry point for the communities developing around the project, including links leading into shared collaborative and reflection spaces devoted to use by them. The single access point for this purpose is the 'Community' area of the website and in particular the 'Your entry to C2Learn!' page available at <http://c2learn.eu/?q=node/140>. In addition, in the second project year particular focus will be placed on the 'Blogs' area of the website, which will facilitate the sharing of project-internal discussions of concepts and options with a wider audience of stakeholders, thus keeping both the members of the consortium and all other interest groups on the map of what is going on in the project.

Overall, the project website is being updated regularly, containing information about the project, events, public deliverables, etc. All publishable material and reports of the project are put online as they are produced.

4.5.2 OTHER WEBSITES

In the first project year news on C²Learn has spread significantly in the web. Websites of all project partners include relevant information. Relevant links:

<http://www.ea.gr/ea/main.asp?id=602&proID=20100108133311&lag=en>

<https://www.iit.demokritos.gr/project/c2learn>

<http://www.game.edu.mt/index.php/homepage/research/project>

<http://virtuelleschule.bmukk.gv.at/projekte-international/eu-projekte/c2learn/>

<http://eidyn.ppls.ed.ac.uk/c2learn>

<http://www.open.ac.uk/education-and-languages/main/people/c.s.walsh>

In addition, a dedicated website was developed for the C²Learn Summer School, which was also listed in EC's Comenius and Grundtvig Training database:

<http://c2learn.ea.gr/>

<http://ec.europa.eu/education/trainingdatabase/index.cfm?fuseaction=DisplayCourse&cid=35018>

What is more, the participants of the summer school formed an online community in the portal of ODS (www.opendiscoveryspace.eu), a large-scale EU project fostering school communities active around digital resources across Europe. As part of a developing strategic collaboration with ODS, the project created and has been using an online community in the ODS portal named 'Games, creativity, discovery, learning @ the Crete Summer School 2013'. The direct link to this community is:

<http://ods-portal-dev.intrasoft-intl.com/beta/community/games-creativity-discovery-learning-crete-summer-school-2013-1157>

From its inception, within a few days this virtual space gathered more than 40 members forming a community of educators of diverse backgrounds from more than a dozen of European countries, who have been sharing and exchanging ideas, experiences and visions about uses of digital resources in education with a special focus on games and creativity in learning.

Finally, a number of dissemination references to C²Learn can be found in websites and portals, including:

<http://academy.seriousgamesociety.org/projects/view/87965/c2learn-creative-emotional-reasoning-computational-tools-fostering-co-creativity-in-learning-processes>

http://www.serious-gaming.info/2_-_News

http://www.learningfrontiers.eu/?q=tel_project/C2LEARN

4.5.3 SOCIAL NETWORKING

Interactive communication with the audiences of the project, and especially the stakeholder communities involved in or supporting the research, is also pursued via popular social media such as facebook and twitter.

For the purposes of the C²Learn Summer School community of teachers, a group was created and has since been operating in facebook:

www.facebook.com/groups/c2learn

What is more, all necessary preparations are in place so that from December 2013 onwards the project can operate a C²Learn project page in facebook, too, as well as a project presence in twitter. Links to these will become available through the project website.

4.6 EU'S SUPPORT FOR DISSEMINATION

The project is disseminated on the web by the EC:

http://cordis.europa.eu/projects/rcn/105771_en.html

In the second project year the consortium will actively seek EC's practical support for the dissemination of all important project outcomes, making use of relevant opportunities offered by EC's or other European initiatives. In addition, we will seek a stronger representation of the project in the relevant EC pages (e.g. ICT for Creativity and Learning and in particular TeLearn).

5 Next steps

The dissemination of the C²Learn project concepts and results in the first project year was active and diverse. In the second year, this activity will continue becoming even stronger and richer, as the project is maturing and several tangible outcomes are being delivered, and the development of end-user and stakeholder communities around the project is unfolding.

In addition, as the research is gradually maturing, in the second project year the consortium will actively turn to preparing for the exploitation of the project results, as defined in the DAP. Exploitation activities will aim at informing and encouraging all stakeholder communities to get to know and use the results of the project, thus maximising exploitation chances at the European, national and/or institutional level. The first decisions on specific exploitation activities will be made in the fourth project meeting in M18, in the light of progress of project work and dissemination and exploitation opportunities available by then.

Appendix I: Samples of printed dissemination materials

C²Learn: Adventurous. Creative. Playful. Great Fun.



We are carrying out a three-year EU project in the field of Technology-Enhanced Learning (FP7-ICT).

We are investigating ways in which our current understanding of creativity in education and creative thinking, on the one hand, and technology-enhanced learning tools and digital games, on the other hand, can be fruitfully combined to provide young learners and their teachers with opportunities for creative learning.

We are designing an innovative digital gaming and social networking environment incorporating diverse computational tools, the use of which can foster co-creativity in learning processes in the context of both formal and informal educational settings. In the C²Learn open-world 'sandbox' learners freely explore ideas, concepts, and the 'shared' knowledge available on the semantic web and the communities that they are part of.

We are co-designing in systematic interaction and exchange with stakeholders, following participatory design and participative evaluation principles. The designed innovation is being implemented and tested in and around school communities, covering the spectrum from upper primary education to the end of secondary education and beyond (learner ages from 10 to 18+ years).

We are experts in diverse areas: educational, cognitive and philosophical research with an emphasis on creativity in education and creative thinking; educational practice and educational policy making; learning technologies research and development, knowledge representation and acquisition research and technologies, digital games research and technology; and the digital games industry.



www.c2learn.eu



C²Learn
creative learning

Creativity in learning
through digital games



Supported by the European Commission through the Seventh Framework Programme (FP7) under grant agreement no 318480 (November 2012 – October 2015). The contents of this document do not represent the views of the European Commission and the Commission cannot be held responsible for any use which may be made of the information contained therein. © C²Learn Consortium, 2013. Reproduction is authorised provided the source is acknowledged.

Λίγα λόγια για το έργο C²Learn



Στο έργο C²Learn δημιουργούμε ένα καινοτόμο περιβάλλον ψηφιακού παιχνιδιού και κοινωνικής δικτύωσης, με ποικίλα εργαλεία ενσωματωμένα σε αυτό. Φιλοδοξούμε η χρήση της τεχνολογίας αυτής να μπορεί να προάγει τη συν-δημιουργικότητα στη μαθησιακή διαδικασία, σε συνθήκες τυπικής και άτυπης μάθησης.

Δημιουργικότητα: Προσεγγίζουμε τη «δημιουργικότητα στην εκπαίδευση» από δύο συμπληρωματικές ερευνητικές οπτικές, οι οποίες συνδυάζονται για πρώτη φορά: η μία αφορά στους μηχανισμούς της δημιουργικότητας στο νου, ενώ η άλλη στις ευκαιρίες και προκλήσεις της δημιουργικότητας στο παρόν και το μέλλον της εκπαίδευσης και της μάθησης.

Το παιχνίδι: Το ψηφιακό περιβάλλον παιχνιδιού που δημιουργούμε, είναι ένας «ανοικτός κόσμος», ένα μη γραμμικό «περιβάλλον δοκιμών». Στον εικονικό χώρο οι μαθητές συνεργάζονται, εξερευνούν ιδέες και έννοιες παίζοντας, ασχολούνται με δημιουργικές δραστηριότητες διατύπωσης και επίλυσης προβλημάτων, σε αλληλεπίδραση με τους άλλους παίκτες και με τη «νοημοσύνη» του ψηφιακού συστήματος.

Τα εργαλεία: Αναπτύσσουμε εξειδικευμένα εκπαιδευτικά εργαλεία, τα οποία ενσωματώνονται στο ψηφιακό παιχνίδι, αλλά και μπορούν να χρησιμοποιηθούν ανεξάρτητα από αυτό. Σκοπός τους είναι να υποστηρίξουν τη δημιουργική σκέψη και να βοηθήσουν τους μαθητές να αναπτύξουν σχετικούς νοητικούς μηχανισμούς, υποστηρίζουν το σημασιολογικό, διαγραμματικό και συναισθηματικό συλλογισμό.

Η πρακτική μας: Δίνουμε μεγάλη έμφαση στο συν-σχεδιασμό της καινοτομίας που προτείνουμε, μαζί με τις κοινότητες των τελικών χρηστών (εκπαιδευτικών, μαθητών, κ.α.), καθώς και στην ενεργό συμμετοχή τους στην αξιολόγηση του αποτελέσματος. Η κοινότητα που δημιουργείται, αλληλεπιδρά με τις διαδικασίες και τα προϊόντα του έργου σε όλη τη διάρκεια της δουλειάς μας, στο πλαίσιο τριών κύκλων «εργαστηριακής» συνεργασίας.



Το έργο C²Learn χρηματοδοτείται από της Ευρωπαϊκή Επιτροπή (FP7 – ICT/Technology Enhanced Learning).



Συνάντηση Εργασίας

Ελληνογερμανική Αγωγή, Παλλήνη, 27 Μαρτίου 2013

Καταγραφή σκέψεων

Το όνομά σας: _____

Παρακαλούμε σημειώστε στο έντυπο αυτό τις σκέψεις και απόψεις σας σχετικά με τα θέματα που θα συζητήσουμε σήμερα. Το έντυπο είναι διαρθρωμένο σύμφωνα με το πρόγραμμα της συνάντησης.

Παρακαλούμε επιστρέψτε μας το έντυπο με τις σημειώσεις σας πριν αποχωρήσετε από τη συνάντηση εργασίας.

Σας ευχαριστούμε για τη συνεργασία και την πολύτιμη βοήθειά σας!



Το έργο C2Learn χρηματοδοτείται από της Ευρωπαϊκή Επιτροπή (FP7 – ICT/Technology Enhanced Learning).



Be Creative, Play Digitally
Creativity. Discovery.
Games. Learning.

Summer School Programme
 June 30 – July 5, 2013
 Panormo, Crete, Greece



C2Learn

Creative Emotional Reasoning Computational Tools Fostering Co-Creativity in Learning Processes



The C2Learn project (<http://www.c2learn.eu>) combines our understanding of creativity in education and creative thinking, on the one hand, and technology-enhanced learning tools and digital games, on the other hand, to provide young learners and their teachers with opportunities for creative learning. The project designs an innovative digital gaming and social networking environment incorporating diverse computational tools, the use of which can foster co-creativity in learning processes in the context of both formal and informal educational settings. In this virtual space learners freely explore ideas, concepts, and the 'shared' knowledge available on the semantic web and the communities that they are part of. A diverse project consortium is co-designing and implementing the proposed innovation in systematic interaction and exchange with stakeholders and particularly school communities, following participatory design and participative evaluation principles. The designed innovation covers the spectrum from upper primary education to the end of secondary education and beyond (learner ages from 10 to 18+ years). The C2Learn project is co-funded by the EU under FP7 (ICT-Technology-Enhanced Learning).

PROGRAMME						
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	30 June 2013	1 July 2013	2 July 2013	3 July 2013	4 July 2013	5 July 2013
Morning Sessions	Arrivals	09:00 – 12:00 Workshop 1 Knossos A Teachers as designers: creating educational scenarios Pavlos Koulouris, Lilla Dimaraki & Eleni Chelioti, Ellinogermaniki Agogi, Greece	09:00 – 12:00 Workshop 3 Knossos A Exploring creativity in education: creative learners, creative teachers Christopher Walsh, Open University, UK	09:30 – 16:00 Field trip Knossos archaeological site and Herakleion Archaeological Museum or Natural History Museum of Crete	09:00 – 11:30 Workshop 6 Knossos A Using ICT tools to foster creative thinking in learning contexts Pythagoras Karampiperis, MCSR-Demokritos Greece	09:00 – 11:30 Achievements Knossos A Presentation of the developed scenarios Summer-school participants
					11:30 – 12:00 The future-is-now session Knossos A Computational creativity Georgios Yannakakis, University of Malta, Malta	11:30 – 12:15 Visions and futures Knossos A What comes next? Sofoklia Soriniou & Pavlos Koulouris, Ellinogermaniki Agogi, Greece
Afternoon and Evening Sessions	18:00 – 20:00 Opening session Knossos A Chair: George Neofotistos, University of Crete Shaping dynamics of transformed learning: inclusive education Alan Bruce, Universal Learning Systems, Ireland Enabling creativity and inquiry through science in early years education Erme Clauert, Institute of Education-University of London, UK Strategies for developing scientific literacy Rodge W. Bybee, Biological Sciences Curriculum Study, USA	15:00 – 18:00 Workshop 2 Knossos A Designing educational games: first approaches Ken Hullett, University of Malta, Malta	15:00 – 15:30 Coffee shots in a Cafe Philosophique Knossos A Plato: let emotions do the learning! When the past foreshadows a future of games in Learning Dory Scaltsas & Lauren Wenden Ware, Edinburgh University, UK 15:30 – 18:00 Workshop 4 Knossos A Designing educational games: reflections Mania Sandaki, University of Athens, Greece 18:15 – 02:00 Field Trip Skinakas Observatory	17:00 – 19:00 Workshop 5 Knossos A Focus on creative thinking: creative emotional reasoning techniques in learning contexts Constantine Alexopoulos, Edinburgh University, UK	15:00 – 17:00 Workshop 7a Knossos A Synthesizing experiences, concluding the scenarios Pavlos Koulouris, Lilla Dimaraki & Eleni Chelioti, Ellinogermaniki Agogi, Greece 17:00 – 19:00 Workshop 7b Knossos A Revisiting creativity, challenging the experts Anna Craft & Christopher Walsh, Open University, UK 20:00 Farewell dinner	Departures
				12:15 – 13:00 Closing session Knossos A Taking a stand on creativity Anna Craft, Open University, UK		