

ICT-20-2015: Technologies for better human learning and teaching

Selected proposals

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Introduction

Specific Challenge: The development and integration of robust and fit-for-purpose digital technologies for learning are crucial to boost the market for and innovation in educational technologies. This requires an industry-led approach in close cooperation with academia to defining the frameworks and interoperability requirements for the building blocks of a digital ecosystem for learning (including informal learning) that develops and integrates tools and systems that apply e.g. adaptive learning, augmented cognition technologies, affective learning, microlearning, game-based learning and/or virtual environments/virtual worlds to real-life learning situations. This challenge also encourages public procurement of innovative solutions to address the needs of the digital learning ecosystem in making better use of educational cloud solutions, mobile technology, learning analytics and big data, and to facilitate the use, re-use and creation of learning material and new ways to educate and learn online.

Scope: Activities will focus on innovative technologies for learning, on the underpinning interoperability standards and on the integration of different components into smart learning environments. They should combine different technologies (e.g. mobile, augmented reality, natural interaction technologies) and support composing, re-using and distributing interactive educational content and services, with assessment and feedback functionalities. Based on technological advances enabled by research carried out so far, activities will support networking, capacity building and experimentations in methodologies and tools for data-driven, (including automated measurement of human-system interaction) non-linear approaches to adaptive learning and remediation technologies and cognitive artefacts (including toys) for effective and efficient human learning. Gender differences in ICT-based learning attitudes should be considered.

a. Research & Innovation actions

Research experimentations on smart learning environments providing students with adaptive and personalised learning and assessment, including through multi-modal/multi-sensory interaction technologies and advanced interfaces. Activities should facilitate networking and capacity building. Research must be inherently multidisciplinary, building on advances on neuroscience, pedagogical and learning theories, educational psychology as well as artificial intelligence. Application scenarios include formal and informal education, including workplace learning.

b. Research & Innovation actions

Establishing a technology platform to provide a framework and roadmap for stakeholders, led by industry in collaboration with academia, to develop innovative technologies for learning (adaptive solutions, learning analytics, augmented reality, mobile learning, etc.), address standards for interactive content (covering its composition, re-use and distribution) and its adaptations into learning scenarios.

c. Innovation actions

Support to large scale pilots (in real settings) that develop and integrate innovative digital educational tools, solutions and services for learning and teaching, and supporting engagement of teachers, learners and parents. They should aim at reducing the current restrictions of time and physical space in learning and teaching. They should foster greater connection between formal, non-formal and informal learning and remove obstacles for ubiquitous learning. The pilots should link all relevant stakeholders in educational technology. As part of piloting scenarios, a specific target group to address are children and adults with mental or physical disabilities who undergo general education, lifelong learning or vocational training. Activities for the latter could include work on skills recognition/validation through smart and business intelligence applications.

TELMi

Project reference: 688269

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

Technology Enhanced Learning of Musical Instrument Performance

From 2016-02-01 **to** 2019-01-31, ongoing project

Project details

Total cost: EUR 2 617 425	Topic(s): ICT-20-2015 - Technologies for better human learning and teaching
EU contribution: EUR 2 617 425	Call for proposal: H2020-ICT-2015 See other projects for this call
Coordinated in: Spain	Funding scheme: RIA - Research and Innovation action

Objective

Learning to play a musical instrument is mostly based on the master-apprentice model in which the student's interaction and socialization is often restricted to short and punctual contact with the teacher followed by long periods of self-study resulting in high abandonment rates. In such a learning model, modern technologies are rarely employed and almost never go beyond audio and video recording.

The main aim of the TELMi project is to study how we learn musical instruments, taking the violin as a case study, from a pedagogical and scientific perspective and to create new interactive, assistive, self-learning, augmented-feedback, and social-aware systems complementary to traditional teaching. As a result of a tightly coupled interaction between technical and pedagogical partners, the project will attempt to answer questions such as "How will the musical instrument learning environments be in 5-10 years time?" and "What impact will these new musical environments have in instrument learning as a whole?" The general objectives of the TELMi project are: (1) to design and implement new interaction paradigms for music learning and training based on state-of-the-art multi-modal (audio, image, video and motion) technologies, (2) to evaluate from a pedagogical point of view the effectiveness of such new paradigms, (3) based on the evaluation results, to develop new multi-modal interactive music learning prototypes for student-teacher, student only, and collaborative learning scenarios, and (4) to create a publicly available reference database of multimodal recordings for online learning and social interaction among students. The results of the project will serve as a basis for the development of next generation music learning systems, thereby improving on current student-teacher interaction, student-only practice, and furthermore providing the potential to make music education and its benefits accessible to a substantially wider public.

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Last updated on 2015-11-11

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/199137_en.html

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L2TOR

Project reference: 688014

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

Second Language Tutoring using Social Robots

From 2016-01-01 **to** 2018-12-31, ongoing project

Project details

Total cost: EUR 3 042 565	Topic(s): ICT-20-2015 - Technologies for better human learning and teaching
EU contribution: EUR 3 042 562	Call for proposal: H2020-ICT-2015 See other projects for this call
Coordinated in: United Kingdom	Funding scheme: RIA - Research and Innovation action

Objective

The L2TOR project capitalises on recent developments in human-robot interaction in which the use of social robots is explored in the context of teaching and tutoring. Social robots have been shown to have marked benefits over screen-based tutoring technologies, and have demonstrable positive impacts on motivation in learners and their learning outcomes. L2TOR focuses on the domain of second language learning in early childhood: due to increased mobility of European citizens and increasing internationalisation, most children in Europe will be required to fluently use two or more languages. As language acquisition benefits from early, personalised and interactive tutoring, current language tutoring delivery is often ill-equipped to deal with this. As resources are insufficient to offer one-to-one tutoring with (near) native speakers in educational and home contexts, L2TOR will further the science and technology of language tutoring robots, with a strong focus on multimodal interactive tutoring for young children (4 years of age). L2TOR will focus on native speaking Dutch, German and Turkish children learning English. In addition, Turkish immigrant children in the Netherlands and Germany will be supported by a robot in acquiring Dutch and German. To realise this ambition L2TOR needs to address both technical aspects -such as multimodal interaction, human-robot interaction management and social signal processing-, pedagogical aspects -such as exploring the pedagogy of social robots and the use of social robot to assist in language tutoring- and developmental psychology aspects -such as understanding how children learn a first and second language from others and how this can be transposed to learning from robots.

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Last updated on 2015-11-13

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/199158_en.html

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WhoLoDanceE

Project reference: 688865

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

Whole-Body Interaction Learning for Dance Education

From 2016-01-01 **to** 2018-12-31, ongoing project

Project details

<p>Total cost: EUR 3 332 585</p> <p>EU contribution: EUR 3 332 585</p> <p>Coordinated in: Italy</p>	<p>Topic(s): ICT-20-2015 - Technologies for better human learning and teaching</p> <p>Call for proposal: H2020-ICT-2015 See other projects for this call</p> <p>Funding scheme: RIA - Research and Innovation action</p>
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Objective

Whole-Body Interaction Learning for Dance Education

WhoLoDance is aiming at both researching and innovating contemporary learning theories of embodied cognition and dance education, building on advances on neuroscience, pedagogical and learning theories, educational psychology together with new technologies in artificial intelligence and knowledge management.

Dance is a diverse and heterogeneous practice and WhoLoDance will develop a protocol for the creation and/or selection of dance sequences drawn from different dance styles and appropriate for different teaching and learning modalities that can provide the base content for the capture, cataloguing and analysis of dance movement for the creation of different interactive and immersive learning tools.

WhoLoDance will support learning the essential components of dance, enhancing movement skills, and creating solutions for supporting the composition, re-use, and distribution of interactive educational content and services, with assessment and feedback functionalities making use of immersive real-time tools to learn dance choreographies. WhoLoDance will explore smart learning environments for providing dance students with adaptive and personalised learning and assessment, through multi-modal/multi-sensory interaction technologies and advanced immersive real-time training interfaces.

WhoLoDance will create and deliver the proof-of-concept of a motion capture repository of dance motions built in a method allowing interpolations, extrapolations and synthesis through similarity search to enable new and powerful dance teaching paradigms.

Finally WhoLoDance aim is to create a digital environment that will provide dance educators and students, as well as creators (choreographers) the opportunity for capacity building and networking, bringing together practitioners from different physical spaces, and will allow them to communicate chorographical ideas and movement concepts online and work collaboratively.

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Retrieved on 2016-06-14

Last updated on 2015-10-29

Permalink: http://cordis.europa.eu/project/rcn/199097_en.html

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DEVELOP

Project reference: 688127

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

Developing Careers through Social Networks and Transversal Competencies

From 2016-02-01 **to** 2019-01-31, ongoing project

Project details

<p>Total cost:</p> <p>EUR 2 994 297,5</p> <p>EU contribution:</p> <p>EUR 2 994 297,5</p> <p>Coordinated in:</p> <p>Ireland</p>	<p>Topic(s):</p> <p>ICT-20-2015 - Technologies for better human learning and teaching</p> <p>Call for proposal:</p> <p>H2020-ICT-2015 See other projects for this call</p> <p>Funding scheme:</p> <p>RIA - Research and Innovation action</p>
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Objective

A key challenge in improving life-long learning, employee flexibility, and skill-matching is the assessment of workplace relevant competencies and the planning of individual learning paths for career development. The aim of this project is to develop a personalised learning environment for career development. The environment will provide assessment of transversal competencies and social capital to highlight learning opportunities for career development. It will combine this with personalised visualisations of potential career paths to inform and guide learners towards realistic and attainable careers. DEVELOP will:

- Use social network analysis to assess social capital that has been built among colleagues
- Assess transversal competencies such as leadership and collaboration, using game-based assessment techniques combined with social network analysis evidence
- Apply AI planning techniques to recommend learning opportunities for career development
- Create interfaces for employees and HR to aid both career awareness and talent management within an organisation
- Support internal mobility of employees and better skill-matching to increase employee engagement and reduce attrition rates
- Consider diverse sources of social network evidence including enterprise social networks, email, and self-reporting tools
- Gain end-user trust by providing clear informed consent and transparent data privacy

DEVELOP will deliver an adaptive learning environment that dynamically tailors the exploration, comprehension, and planning of learning opportunities and career paths in medium and large companies. It will aid employee learning through reflection on transversal competencies and social capital, as key enablers of career development. DEVELOP will use a close academic-industry collaboration to deliver new tools and methods for learning technology vendors. These tools and methods will be informed by, and evaluated with end-users across ICT and Financial Services.

Coordinator

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Last updated on 2016-02-03

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/200142_en.html

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DE-ENIGMA

Project reference: 688835

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

DE-ENIGMA: Multi-Modal Human-Robot Interaction for Teaching and Expanding Social Imagination in Autistic Children

From 2016-02-01 to 2019-07-31, ongoing project

Project details

<p>Total cost:</p> <p>EUR 3 904 188</p> <p>EU contribution:</p> <p>EUR 3 904 187,75</p> <p>Coordinated in:</p> <p>Netherlands</p>	<p>Topic(s):</p> <p>ICT-20-2015 - Technologies for better human learning and teaching</p> <p>Call for proposal:</p> <p>H2020-ICT-2015 See other projects for this call</p> <p>Funding scheme:</p> <p>RIA - Research and Innovation action</p>
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Objective

Autism Spectrum Conditions (ASC, frequently defined as ASD - Autism Spectrum Disorders) are neurodevelopmental conditions, characterized by social communication difficulties and restricted and repetitive behaviour patterns. There are over 5 million people with autism in Europe - around 1 in every 100 people, affecting lives of over 20 million people each day. Alongside their difficulties, individuals with ASC tend to have intact and sometimes superior abilities to comprehend and manipulate closed, rule-based, predictable systems, such as robot-based technology.

Over the last couple of years, this has led to several attempts to teach emotion recognition and expression to individuals with ASC, using humanoid robots. This has been shown to be very effective as an integral part of the psychoeducational therapy for children with ASC. The main reason for this is that humanoid robots are perceived by children with autism as being more predictable, less complicated, less threatening, and more comfortable to communicate with than humans, with all their complex and frightening subtleties and nuances.

The proposed project aims to create and evaluate the effectiveness of such a robot-based technology, directed for children with ASC. This technology will enable to realise robust, context-sensitive (such as user- and culture-specific), multimodal (including facial, bodily, vocal and verbal cues) and naturalistic human-robot interaction (HRI) aimed at enhancing the social imagination skills of children with autism. The proposed will include the design of effective and user-adaptable robot behaviours for the target user group, leading to more personalised and effective therapies than previously realised. Carers will be offered their own supportive environment, including professional information, reports of child's progress and use of the system and forums for parents and therapists.

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Last updated on 2015-11-11

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/199140_en.html

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WEKIT

Project reference: 687669

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

Wearable Experience for Knowledge Intensive Training

From 2015-12-01 **to** 2018-11-30, ongoing project

Project details

<p>Total cost: EUR 2 753 143,75</p> <p>EU contribution: EUR 2 753 143,75</p> <p>Coordinated in: Italy</p>	<p>Topic(s): ICT-20-2015 - Technologies for better human learning and teaching</p> <p>Call for proposal: H2020-ICT-2015 See other projects for this call</p> <p>Funding scheme: RIA - Research and Innovation action</p>
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Objective

OBJECTIVES: Build on multi-discipline research (e.g., human-centred methodology integrates cognitive models, ergonomics, understanding of worker's well being) to accelerate how we identify, acquire and exploit skills valued by industry. Get high take-up by early adopters (e.g., in manufacturing). Augment training in situ with live expert guidance, a tacit learning experience and a re-enactment of the expert, in knowledge-intensive environments where effective decision making, often in new situations, has high impact on effectiveness in production. Bring learning content and technical documentation to life via task-sensitive Augmented Reality (AR). Make final products flexible for workplace integration via industry-standard repositories and toolkits.

HOW: Wearable TEL platform enhances human abilities to acquire procedural knowledge by providing a smart system that directs attention to where it is most needed. An extensive audit of industry procedures, policies and participatory design methods will define the main facets of the platform. User test cycles will refine prototypes and deliverables. Existing wearable smart devices and sensors will be tailored to provide an innovative solution for content delivery and measurement of user performance. Comparative tests, stakeholders' review and leading the IEEE AR group will secure high-standard academic and industrial outputs.

RELEVANCE to work programme: WEKIT is strongly aligned with EU job/training policies (e.g., Grand Coalition for Digital Jobs). It enhances the industrial value chain, reduces fragmentation/cost and improves efficiencies with impact regarding speed and scale in production. Looking ahead: roadmap shows safe skill pathways for use of TEL in changing industrial landscapes (e.g. smart machine-to-machine (M2M) knowledge-sharing). Smarter products and services will improve workflows, enhancing (re)training of workers whose skill sets need upgrading after 'Industry 4.0'.

Coordinator

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Last updated on 2016-02-19

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/200491_en.html

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AFEL

Project reference: 687916

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

AFEL - Analytics For Everyday Learning

From 2015-12-01 **to** 2018-11-30, ongoing project

Project details

Total cost: EUR 2 581 940	Topic(s): ICT-20-2015 - Technologies for better human learning and teaching
EU contribution: EUR 2 581 940	Call for proposal: H2020-ICT-2015 See other projects for this call
Coordinated in: United Kingdom	Funding scheme: RIA - Research and Innovation action

Objective

The goal of AFEL (Analytics for Everyday Learning) is to develop, pilot and evaluate methods and applications, which advance informal/collective learning as it surfaces implicitly in online social environments. The project is following a multi-disciplinary, industry-driven approach to the analysis and understanding of learner data in order to personalize, accelerate and improve informal learning processes. Learning Analytics and Educational Data Mining traditionally relate to the analysis and exploration of data coming from learning environments, especially to understand learners' behaviours. However, studies have for a long time demonstrated that learning activities happen outside of formal educational platforms, also. This includes informal and collective learning usually associated, as a side effect, with other (social) environments and activities. Relying on real data from a commercially available platform, the aim of AFEL is to provide and validate the technological grounding and tools for exploiting learning analytics on such learning activities. This will be achieved in relation to cognitive models of learning and collaboration, which are necessary to the understanding of loosely defined learning processes in online social environments. Applying the skills available in the consortium to a concrete set of live, industrial online social environments, AFEL will tackle the main challenges of informal learning analytics through 1) developing the tools and techniques necessary to capture information about learning activities from (not necessarily educational) online social environments; 2) creating methods for the analysis of such informal learning data, based on combining visual analytics with cognitive models of learning and collaboration; and 3) demonstrating the potential of the approach in improving the understanding of informal learning, and the way it is better supported; 4) evaluate all the former items in real world large scale applications and platforms.

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Last updated on 2015-11-05

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/199117_en.html

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SlideWiki

Project reference: 688095

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

Large-scale pilots for collaborative OpenCourseWare authoring, multiplatform delivery and Learning Analytics

From 2016-01-01 to 2018-12-31, ongoing project

Project details

<p>Total cost: EUR 7 088 065</p> <p>EU contribution: EUR 6 879 040</p> <p>Coordinated in: Germany</p>	<p>Topic(s): ICT-20-2015 - Technologies for better human learning and teaching</p> <p>Call for proposal: H2020-ICT-2015 See other projects for this call</p> <p>Funding scheme: IA - Innovation action</p>
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Objective

A major obstacle to increase the efficiency, effectiveness and quality of education in Europe is the lack of widely available, accessible, multilingual, timely, engaging and high-quality educational material (i.e. OpenCourseWare). The creation of comprehensive OpenCourseWare (OCW) is tedious, time-consuming and expensive, with the effect, that often courseware employed by teachers, instructors and professors is incomplete, outdated, inaccessible to those with disabilities and dull. With the open-source SlideWiki platform (available at SlideWiki.org) the effort of the creation, translation and evolution of highly-structured remixable OCW can be widely shared (i.e. crowdsourced). Similarly to Wikipedia for encyclopaedic content, SlideWiki allows (1) to collaboratively create comprehensive OCW (curricula, slide presentations, self-assessment tests, illustrations etc.) online in a crowdsourcing manner, (2) to semi-automatically translate this content into more than 50 different languages and to improve the translations in a collaborative manner and (3) to support engagement and social networking of educators and learners around that content. SlideWiki is already used by hundreds of educators, thousands of learners. Several hundred comprehensive course materials are available in SlideWiki in dozens of languages.

In this large-scale trial project, we will further mature the SlideWiki technology platform, integrate it with a state-of-the-art MOOC delivery platform and perform four large-scale trials in (1) secondary education, (2) vocational and professional training, (3) higher education and (4) community-driven open-education. Each of these large-scale trials will be performed with hundreds of educators and thousands of learners in countries all over Europe. A particular focus of the technology development and testing in the trials will be the suitability for academics, teachers and learners with disabilities.

Coordinator

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EU contribution: EUR 96 425

Last updated on 2016-04-14

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/199854_en.html

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TeSLA

Project reference: 688520

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

An Adaptive Trust-based e-assessment System for Learning

From 2016-01-01 **to** 2018-12-31, ongoing project

Project details

Total cost: EUR 7 283 092,5	Topic(s): ICT-20-2015 - Technologies for better human learning and teaching
EU contribution: EUR 5 916 028,5	Call for proposal: H2020-ICT-2015 See other projects for this call
Coordinated in: Spain	Funding scheme: IA - Innovation action

Objective

Although online education is a paramount pillar of formal, non-formal and informal learning, institutions may still be reluctant to wager for a fully online educational model. As such, there is still a reliance on face-to-face assessment, since online alternatives do not have the deserved expected social recognition and reliability. Thus, the creation of an e-assessment system that will be able to provide effective proof of student identity, authorship within the integration of selected technologies in current learning activities in a scalable and cost efficient manner would be very advantageous.

The TeSLA project provides to educational institutions, an adaptive trust e-assessment system for assuring e-assessment processes in online and blended environments. It will support both continuous and final assessment to improve the trust level across students, teachers and institutions.

The system will be developed taking into account quality assurance agencies in education, privacy and ethical issues and educational and technological requirements throughout Europe. It will follow the interoperability standards for integration into different learning environment systems providing a scalable and adaptive solution. The TeSLA system will be developed to reduce the current restrictions of time and physical space in teaching and learning, which opens up new opportunities for learners with physical or mental disabilities as well as respecting social and cultural differences.

Given the innovative action of the project, the current gap in e-assessment and the growing number of institutions interested in offering online education, the project will conduct large scale pilots to evaluate and assure the reliability of the TeSLA system. By the nature of the product, dissemination will be performed across schools, higher education institutions and vocational training centres. A free version will be distributed, although a commercial-premium version will be launched on the market.

Coordinator

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Last updated on 2015-10-30

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/199103_en.html

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NEWTON

Project reference: 688503

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

Networked Labs for Training in Sciences and Technologies for Information and Communication

From 2016-03-01 **to** 2019-02-28, ongoing project

Project details

Total cost: EUR 6 425 187,5	Topic(s): ICT-20-2015 - Technologies for better human learning and teaching
EU contribution: EUR 5 618 771,75	Call for proposal: H2020-ICT-2015 See other projects for this call
Coordinated in: Ireland	Funding scheme: IA - Innovation action

Objective

NEWTON is a large scale initiative to develop, integrate and disseminate innovative technology-enhanced learning (TEL) methods and tools, to create new or inter-connect existing state-of-the art teaching labs and to build a pan-European learning network platform that supports fast dissemination of learning content to a wide audience in a ubiquitous manner. NEWTON focuses on employing novel technologies in order to increase learner quality of experience, improve learning process and increase learning outcome. The NEWTON project goals are to:

- 1) develop and deploy a set of new TEL mechanisms involving multi-modal and multi-sensorial media distribution.
- 2) develop, integrate, deploy and disseminate state of the art technology-enhanced teaching methodologies including augmented reality, gamification and self-directed learning addressed to users from secondary and vocational schools, third level and further education, including students with physical disabilities,
- 3) build a large platform that links all stakeholders in education, enables content reuse, supports generation of new content, increases content exchange in diverse forms, develops and disseminates new teaching scenarios, and encourages new innovative businesses.
- 4) perform personalisation and adaptation for content, delivery and presentation in order to increase learner quality of experience and to improve learning process, and
- 5) validate the platform impact and the effectiveness of the teaching scenarios in terms of user satisfaction, improvement of the learning and teaching experience, etc. and the underlying technology through an European-wide real-life pilot with 4 different scenarios.

The real-life validation will involve all major stakeholders in TEL area, from content providers, innovative idea creators, technology developers, regulators, associations, schools and teachers in a large-scale pilot covering 26 institutions (14 funded from the NEWTON project + 12 a partners) in 7 European countries.

Coordinator

DUBLIN CITY UNIVERSITY
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EU contribution: EUR 1 274 851,25

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Apierian Limited Greenhills Road D24 Tallaght Ireland	Ireland EU contribution: EUR 216 480,25
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Last updated on 2015-11-16

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/199183_en.html

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BEACONING

Project reference: 687676

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

Breaking Educational Barriers with Contextualised, Pervasive and Gameful Learning (BEACONING)

From 2016-01-01 to 2018-12-31, ongoing project

Project details

Total cost: EUR 7 047 298,75	Topic(s): ICT-20-2015 - Technologies for better human learning and teaching
EU contribution: EUR 5 902 772,13	Call for proposal: H2020-ICT-2015 See other projects for this call
Coordinated in: United Kingdom	Funding scheme: IA - Innovation action

Objective

BEACONING sets a forefront in multifaceted education technologies through large-scale piloting of a digital learning platform that blend physical and digital spaces. As innovation action strategies, pilots combine opportunities for new ICTs in multiple ways that merge learning acquired in formal, non-formal and informal means, developing the skills for today's abled and disabled learners and workforce. The BEACONING platform will be a ubiquitous solution that exploits advances in user experience design, mobile communication, location-based and context aware systems, procedural content generation, pedagogy-driven gamification, learning analytics and cloud technology through innovative integration towards a blended learning space. The BEACONING demonstrator will facilitate, assess and author gamified learning activities, integrating existing educational tools and services of the participating organisations. Focusing on STEM (Science, Technology, Engineering and Mathematics), the cross-subject approach embedded in a Problem-Based Learning model will contextualise learning within real world problem solving and applications. The role of learners is amplified in the process of filtering and connecting concepts framed under practical, investigative and exploratory scenarios. Large-scale pilots will validate and inform the development of the BEACONING ecosystem that democratises learning across and among fully abled and those with mild to moderate physical and mental impairments (age 15 to 24), undergoing general and vocational training. BEACONING anticipates the benefits of making cross-subject matter more understandable, fostering the application of subject specialism to other domains. The pilot substantiates the technical and economic viability and the impact of the innovative platform to strategise market adoption and replication. By integrating experiences in a highly engaging, contextualized and personalised manner, learning can beyond the barriers of space and time.

Coordinator

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EU contribution: EUR 784 987,5

Participants

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EU contribution: EUR 400 771,88

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EU contribution: EUR 291 375

Last updated on 2015-11-19

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/199217_en.html

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MATHISIS

Project reference: 687772

Funded under:

H2020-EU.2.1.1. - INDUSTRIAL LEADERSHIP - Leadership in enabling and industrial technologies - Information and Communication Technologies (ICT)

Managing Affective-learning THrough Intelligent atoms and Smart InteractionsS

From 2016-01-01 **to** 2018-12-31, ongoing project

Project details

<p>Total cost:</p> <p>EUR 7 621 085</p> <p>EU contribution:</p> <p>EUR 6 531 895</p> <p>Coordinated in:</p> <p>Spain</p>	<p>Topic(s):</p> <p>ICT-20-2015 - Technologies for better human learning and teaching</p> <p>Call for proposal:</p> <p>H2020-ICT-2015 See other projects for this call</p> <p>Funding scheme:</p> <p>IA - Innovation action</p>
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Objective

The MaTHiSiS learning vision is to provide a product-system for vocational training and mainstream education for both individuals with an intellectual disability and non-diagnosed ones. This product-system consists of an integrated platform, along with a set of re-usable learning components (educational material, digital educational artefacts etc.), which will respond to the needs of a future educational framework, as drawn by the call, and provide capabilities for: i) adaptive learning, ii) automatic feedback, iii) automatic assessment of learner's progress and behavioural state, iv) affective learning and v) game-based learning. To achieve these educational innovative goals, the MaTHiSiS project will introduce a novel methodology in the education process. The so-called learning graphs which, acting as a novel educational structural tool and associated with specific learning goals, will foster novel ways to guide how the different learning material and artefacts can be deployed throughout a prespecified learning scenario. The building materials of these graphs are drawn from a set of Smart Learning Atoms (SLAs) which will constitute the vertices of the graphs. SLAs are learning elements that carry stand-alone pieces of learning materials, targeting certain problems. More than one SLAs, working together on the same graph, will be able to help individuals reach their learning/training goals. The learning goals as well as the SLAs involved will be decided and pre-agreed based on common practices, goals derived from formal and non-formal education (general education, vocational training, lifelong training or specific skills learning) as well as learner's own goals (so as to equally serve in-formal education contexts).

Coordinator

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EU contribution: EUR 813 750

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EU contribution: EUR 349 125

Last updated on 2016-03-21

Retrieved on 2016-06-14

Permalink: http://cordis.europa.eu/project/rcn/200053_en.html

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