JRC Technical Notes

Learning 2.0
Case Database

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Institute for Prospective Technological Studies

The mission of the JRC-IPTS is to provide customer-driven support to the EU policy-making process by developing science-based responses to policy challenges that have both a socio-economic as well as a scientific/technological dimension.

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Preface

This case collection is part of the research project "Learning 2.0 – the Impact of Web 2.0 Innovations on Education and Training in Europe",[1] launched by the Institute for Prospective Technological Studies[2] (IPTS) in collaboration with the European Commission Directorate General Education and Culture (DG EAC) at the beginning of 2008. The project aims to gather evidence on the take up of social computing by European Education and Training (E&T) institutions, to understand the impact of this phenomenon on innovations in educational practice and its potential for a more inclusive European knowledge society, and to identify challenges and bottlenecks so as to devise policy options for European decision makers.

In order to contribute to these overall goals, data was collected on the diversity of Learning 2.0 projects in Europe and the rest of the world. This unreviewed case collection makes these raw data on existing Learning 2.0 practice available to a greater audience, with a view to contributing to building up a solid foundation for further research into Learning 2.0. The projects displayed in this overview are not assessed, clustered or analysed. They were gathered by 1) reviewing the literature on emerging practices in educational contexts, 2) desk research activities to identify relevant initiatives, and 3) a stakeholder consultation. The consultation was carried out by allowing stakeholders to directly feed information into the database via a web-based interface, made available in April 2008.[3] The data collection was advertised on the Learning 2.0 project website, on the eLearning Portal and via the research network of scientists involved in the project. The data thus collected have not been authenticated or cross-checked and may reflect the biased opinion of individual contributers.

These cases are extremely varied with respect to duration, geographical scope, learning setting and, in particular, the ways of employing social computing applications to support learning. As contributions were voluntary and participation varied over different countries and educational settings, the database does not provide a full picture of the current adaption of Learning 2.0 by E&T institutions, nor does it offer a statistically representative sample of initiatives. However, it does give an overview of the richness of Learning 2.0, indicating the multiplicity of ways in which social computing applications may improve learning patterns, give rise to new learning opportunities and transform E&T organisations.

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1 For more information see: http://is.jrc.ec.europa.eu/pages/Learning-2.0.html.

2 The Institute for Prospective Technological Studies (IPTS) is one of the seven research institutes that make up the European Commission's Joint Research Centre.

3 Cf. http://ec.europa.eu/yourvoice/ipm/forms/dispatch?form=Learning2.

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1. Questionnaire Template

Submit a Learning 2.0 project to our database!

IPTS is conducting a research project on the impact of web 2.0 innovations on education and training, in collaboration with the European Commission, DG EAC. As part of this project, IPTS will set up a database comprising examples of initiatives that use social computing for learning. The objective of the case collection is to provide an empirical basis for further research on the impact of social computing on learning. The data will solely be used for scientific purposes.

IPTS is interested in gathering data on all social computing projects and initiatives that have an effect on learning, whether directly or indirectly. If you know a case that might be interesting, please submit it to the database by answering the following questions. If you know several Learning 2.0 projects, please register them all.

All cases registered **by the end of June** will be included in the research. An overview of these cases will be made publicly available soon afterwards on our webpage, http://ipts.jrc.ec.europa.eu/. Additionally, all case contributors will be informed about the research results via email once they are published. Cases submitted after the deadline are welcome and will be added to the database, but will not be included in the research.

You can submit a case by filling in our questionnaire online at
http://ec.europa.eu/yourvoice/ipm/forms/dispatch?form=Learning2

or by **filling in this form** and sending it to: **jrc-ipts-learning-2.0@ec.europa.eu**, **fax: +34 95 44 82 08**

or by giving it to **Kirsti Ala-Mutka (IPTS).**

If you have presentations or articles about your case and its results, please include them in your email.

Register a Learning 2.0 case:

1. Name of the project, course or initiative.

2. Case owner or contact person (including e-mail).

Person submitting the case (including e-mail), if different from case owner.

3. Webpage.
Please provide the website relevant to the project/initiative/course.
If there is no website, please provide the closest possible, or provide the website of the hosting institution.

4. Short description. Please briefly describe the case.

5. Type of learning. Multiple answers are possible, in case the project combines different types of learning and learner groups.

- ☐ Formal
- ☐ Non-formal
- ☐ Informal

6. Institutional framework. Is the project/initiative/course related to one or more of the following institutional frameworks?

- ☐ Primary school
- ☐ General secondary school
- ☐ Vocational secondary school
- ☐ Vocational higher education institute
- ☐ University
- ☐ Adult training centre
- ☐ Other:

7. Age group. Please indicate which age group the users of the social computing application belong to. There are several answers possible.

- ☐ Aged 0-11
- ☐ Aged 12-18
- ☐ Aged 19-24
- ☐ Aged 25-54
- ☐ Aged 55-64
- ☐ Aged 65+

8. User group. Please specify the user group. There are several answers possible.

- ☐ Students and learners in formal education
- ☐ Teachers/Trainers
- ☐ Parents/Third parties
- ☐ Adult learners
- ☐ Workers
- ☐ Unemployed
- ☐ External experts
- ☐ Early school leavers
- ☐ People with learning difficulties
- ☐ People with disabilities
- ☐ Disadvantaged people
- ☐ Ethnic minorities
- ☐ General public
- ☐ Other:

9. Objectives. What are the objectives of using social computing within the case? There are multiple answers possible.

- ☐ Improve accessibility of learning
- ☐ Develop new ways of learning
- ☐ Increase motivation/participation
- ☐ Improve learning results
- ☐ Improve collaboration
- ☐ Provide improved (peer) support for learning
- ☐ Promote computer skills
- ☐ Increase self-directed learning activities/skills
- ☐ Improve personalization of learning
- ☐ Improve management of learning
- ☐ Connecting with society
- ☐ Other:

10. Social computing tools used in the case.

- ☐ Social networking
- ☐ Blogs
- ☐ Wikis
- ☐ Folksonomies/Tagging
- ☐ Photo/video sharing
- ☐ Podcast/vodcast
- ☐ Virtual realities
- ☐ Discussion platforms
- ☐ Other:

11. Social computing activities. Please specify the kind of activities practised in the project/initiative/course. There are several answers possible

- ☐ Accessing information
- ☐ Delivering information (e.g. podcasts, RSS)
- ☐ Creating and sharing knowledge
- ☐ Collaborating and interacting
- ☐ Peer reviewing, commenting
- ☐ Using social computing tools as environment for learning
- ☐ Other:

12. Please give us an idea of the size of the project/initiative/course by indicating the (approximate) number of users, members, subscribers and/or visitors.

13. Please indicate the country/countries, the region or city in which the case and/or the majority of users are based.

14. Please indicate how long the project/initiative/course has been running or, if applicable, the start and end date of the project.

Thank you very much for submitting the case to our database!

If you would like to submit more material on the project, please send it to:
jrc-ipts-learning-2.0@ec.europa.eu.
You can add further information, links or a more detailed project description **here** if you like:

Privacy Statement

1. Description

As part of the Administrative Arrangement with DG EAC, the Institute for Prospective Technological Studies (IPTS) of the Joint Research Centre (JRC) is conducting a research project on the impact of "web 2.0" innovations on education and training. This open consultation allows learning stakeholders in Europe to submit information on innovative Learning 2.0 projects. The cases registered will be included in IPTS research on the impact of "web 2.0" technologies for Education and Training in Europe. The data will be analysed in general terms, complementing them with case descriptions and evidence documented in the literature. They will in particular be used as an indicator for the spread of learning 2.0 initiatives in Europe and for the predominant objectives, tools and activities relevant to Learning 2.0. If supported by the data, conclusions might be drawn concerning good practices for Learning 2.0.. Some case owners might be contacted by IPTS and invited to share the experiences of their Learning 2.0 project with IPTS in subsequent expert interviews.

Your personal data will be collected and further processed for the purposes detailed hereafter under point 2. This processing of personnel data is under the responsibility of the Head of Information society Unit at the JRC, acting as controller.

As this processing collects and further processes personal data, Regulation (EC) 45/2001, of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data, is applicable.

2. What personal information do we collect, what is the legal basis, for what purpose and through which technical means?

Identification Data
The personal data collected and further processed are: Case owner or contact person (including e-mail), Person submitting the case (including e-mail), if different from case owner.

Legal Basis of processing
Administrative Arrangement between DG JRC and DG EAC (JRC ref. No. 30677-2007-12).

Purpose of processing
The objective of the case collection is to provide an empirical basis for this IPTS research. While there are many dedicated research projects documented in the literature, the evidence on the real use of social computing in education and training is scarce. The database will give us a better idea of the state of the art of Learning 2.0 in Europe which is essential for European policy support in this area .

Technical Information
The system uses session "cookies" in order to ensure communication between the client and the server. Therefore, your browser must be configured to accept "cookies". However, it does not collect any personal or confidential information of any kind, nor any IP address from your PC. The cookies disappear once the session has been terminated.

3. Who has access to your information and to whom is it disclosed?
The results will be analysed by the JRC, IPTS, IS Unit. They may be shared with other Commission services, in particular DG EAC. An overview of the results will be published shortly after the end of the consultation on http://ipts.jrc.ec.europa.eu/. The European Commission will not share data with third parties for direct marketing.

4. How do we protect and safeguard your information?
The collected personal data is stored on the servers of JRC and underlie the Commission Decision C (2006) 3602 of 17/08/2006 “concerning the security of information systems used by the European Commission” defines IT security measures in force. It's Annex I defines the security requirements of EC Information Systems. Annex II defines the different actors and their responsibilities. Annex III defines the rules applicable by users. See notification DPO-1946.

5. How can you verify, modify or delete your information?
In case you want to verify which personal data is stored on your behalf by the responsible controller, have it modified, corrected, deleted or blocked, please write an e-mail message to the functional mailbox address mentioned hereafter under "Contact Information", explicitly specifying your request.

6. How long do we keep your data?
The personal data will be held until the end of the Administrative Arrangement with DG EAC, i.e. 18/12/2009. However, the statistical and empirical results will be retained for further evaluation and reference within IPTS.

7. Contact Information
Should you have any queries concerning the processing of your personal data, please address them to the controller under the following mailbox: jrc-ipts-learning-2.0@ec.europa.eu
On questions relating to the protection of personal data, you can contact:
- the DG JRC Data Protection Co-ordinator: jrc-data-protection-coordinator@ec.europa.eu
- the Commission’s Data Protection Officer: data-protection-officer@ec.europa.eu

8. Recourse

In the event of a dispute, you can send a complaint to: the European Data Protection Supervisor: edps@edps.europa.eu

2. Statistical Overview

Total Number of entries: 250

5. Type of learning. Multiple answers are possible, in case the project combines different types of learning and learner groups.		
	Nr. of records	% of records
Formal aiming at degree/certification	201	80.4%
Informal not structured, often with other activities	50	20%
Non-formal	45	18%
6. Institutional framework. Is the project/initiative/course related to one or more of the following institutional frameworks?		
	Nr. of records	% of records
University	103	41.2%
General secondary school	97	38.8%
Primary school	64	25.6%
Vocational secondary school	50	20%
Vocational higher education institute	33	13.2%
Adult training centre	32	12.4%
Other	31	12.8%
7. Age group. Please indicate which age group the users of the social computing application belong to. There are several answers possible.		
	Nr. of records	% of records
Aged 0-11	44	17.6%
Aged 12-18	97	38.8%
Aged 19-24	131	52.4%
Aged 25-54	101	40.4%
Aged 55-64	76	30.4%
Aged 65+	36	14.4%
8. User group. Please specify the user group. There are several answers possible.		
	Nr. of records	% of records
Students and learners in formal education	193	77.2%
Teachers/Trainers	97	38.8%
General public	28	11.2%
Parents/Third parties	24	9.6%
Adult learners	23	9.2%
External experts	23	9.2%
People with disabilities	19	7.6%
Ethnic minorities	18	7.2%
Early school leavers	17	6.8%
People with learning difficulties	17	6.8%
Workers	16	6.4%
Disadvantaged people	15	6%
Unemployed	10	4%
Other	21	8.4%

9. Objectives. What are the objectives of using social computing within the case? There are multiple answers possible.		
	Nr. of records	% of records
Develop new ways of learning	162	64.8%
Improve collaboration	144	57.6%
Increase motivation/participation	130	52%
Provide improved peer support for learning	87	34.8%
Improve learning results	74	29.6%
Improve accessibility of learning	62	24.8%
Promote computer skills	62	24.8%
Increase self-directed learning activities/skills	57	22.8%
Connect with society	50	20%
Improve personalization of learning	49	19.6%
Improve management of learning	45	18%
Other	67	26.8%
10. Social computing tools used in the case.		
	Nr. of records	% of records
Social networking	100	40%
Blogs	94	37.6%
Wikis	67	26.8%
Discussion platforms	63	25.2%
Photo/video sharing	60	24%
Podcast/vodcast	48	19.2%
Folksonomies/Tagging	41	16.4%
Virtual realities	20	8%
Other	58	23.2%
11. Social computing activities. Please specify the kind of activities practised in the project/initiative/course. There are several answers possible		
	Nr. of records	% of records
Creating and sharing knowledge	177	70.8%
Collaborating and interacting	163	65.2%
Peer reviewing, commenting	100	40%
Using social computing tools as environment for learning	77	30.8%
Accessing information	67	26.8%
Delivering information e.g. podcasts, RSS	51	20.4%
Other	10	4%

3. Learning 2.0 Database Content

Name	Website/ Contact	Description	Type of learning	Institution	Age	User group	Objective	Tools	Activities	Size, place, duration
A Bridge for Peace	http://adelguindos.blogspot.com/	A Blog, a useful tool for developing a cross curricular collaborative project between Los Guindos School, Malaga and Adel Primary School, Leeds as part of an etwinning partnership. The aims are to foster understanding and peaceful relationships between different nations, by means of extending children's global and cultural awareness, to enhance foreign language learning and to add a global dimension to other curriculum areas.	Formal	Primary school	0-11	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Connect with society; Cultural Exchange; language skills	Blogs; Discussion platforms	Collaborating and interacting	2 primary schools; Spain, UK
A record of the spread of informal learning amongst the teaching community in the UK	http://www.l4l.co.uk/?p=111 http://www.l4l.co.uk/?p=11 5 http://www.l4l.co.uk/?p=117 http://www.l4l.co.uk/?p=118	This probably sits outside your frame of reference and is an ongoing project to document the use of new social media outside of the school, highlighting and documenting the use new social media tools by teachers and researchers. It's aim is to disseminate the innovative use of these technologies by way of video and audio exemplars and ointerviews with practitioners in the form of an ongoing blog at: http://www.L4L.co.uk This is intended to document and comment on the process of how pedagogy is changing. As I have stated several times before it may fall outsidee your criteria for a "project" but the data may be useful. This really isn't a project it is a series of observations in this area about informal learning for your information. As an educational consultant I use media interviews with practitioners in and outside of education to document new and innovative use of communication technologies. It sits outside your normal frame of reference but it is apt s I have sent it in. This is really a phenomenon I have observed I hope the practitioners send in more information.	Non-Formal; informal	The point of the observation s is that they happen outside of institutions	19-24 25-54 55-64	Teachers / Trainers	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve management of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Social networking Blogs, Discussion platforms	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	UK: It was a record of activity on two days 27th Oct 2008 and 28th Oct 2008
Absolutely Intercultural	http://www.absolutely-intercultural.com/; http://www.absolutely-intercultural.com/?page_id=2.	Welcome to the first ever intercultural podcast. 'absolutely intercultural!' is its name and, as far as we know, this is the first podcast in the world to deal with intercultural issues. We'll be releasing a new episode every second Friday evening, looking at all intercultural aspects of human intercultural communication. For example, we'll be hearing from students on foreign work placements, asking how teachers can make use of intercultural exercises and simulations in their classroom and sharing with you any intercultural gossip we come across. 'absolutely intercultural!' won't be so much about passing on information but more about starting an intercultural dialogue between the makers, and you, the contributors and listeners.	Informal	General Audience	19-24 25-54 55-64 65+	Ethnic minorities; General public	Develop new ways of learning	Podcast/vodcast	Delivering information (e.g. podcasts; RSS)	DE, DK
Age through Teenagers	http://www.etwinning.net/twinspace/index.cfm	This is the third year Escuela2 (Spain) is working on our project with Vaatsa School in Estonia. We have our web page with the description of the project, our students with photos and description about them. Descriptions filmed in their cellular phones, written, podcasted etc etc...There is information about our school and we also have our Blogs where we write information to our Estonian friends to read and write their comments to us. We have also started using videos, and podcasting our blogs and at the same time sending our activities to our e-twinning space. We also are using another communicative tool, the videoconference , firstly on a computer and this year we are also using digital and interactive blackboards. We think that thanks to this project our students, will learn a lot about other European teenagers, Spanish -Estonian, well use communicative tools in the right way, as a working tool with an constructive approach. They will start understanding what collaboration mean, through the contents we work on, and through web2 which makes possible synchronic collaboration and communication. The differences between Estonia and Spain seem to us almost non-	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Cultural Exchange	Social networking; Blogs; Photo/video sharing; Podcast/vodcast	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	2 schoolks; Estonia, Spain

		existent!								
ALISON	http://alison.com	Hi ALISON is a free to access learning platform in the front end but also has a back focused on mapping interactive content to pre=established curricula globally. We are yet to launch this feature but what we intend to do is invite expert in a field to submit their materials online into a framework that we have developed to link this piece of learning into the global certificates and standards. This will be like a wiki for high quality interactive learning and all developed by a small team of IT professionals in Ireland. This will be the Youtube for interactive learning.	Formal; Non-formal; Informal	Vocational higher education institute; General secondary school; University; Vocational secondary school; Adult training centre	12-18 19-24 25-54 55-64 65+	Students and learners in formal education; Early school leavers; Teachers / Trainers; People with learning difficulties; Parents / Third parties; People with disabilities; Adult learners; Disadvantaged people; Workers; Ethnic minorities; Unemployed; General public; External experts	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve management of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Blogs; Discussion platforms; Wikis	Accessing information; Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	175,000 learners worldwide ; UK, Egypt, India, South Africa and Australia are the biggest; Began April 13, 2007
ALPE UNED Spain		Santos & Boticario (2006) present and discuss ALPE (Accessible eLearning Platform for Europe), an accessible, open source, standards based collaborative platform and learning management system developed at the Spanish National University and tailored to support the 3379 students (2% of total number of students) with different types of disabilities studying at the Spanish National University for Distance Education (UNED). The platform allows building accessible virtual communities where users with and without special needs can share common interests, ideas, and feelings, being aware of each other's presence on the web. Moreover, it allows building virtual learning communities including mechanisms to adapt the response to the students needs, so that students with and without special needs can organize themselves in communities of interest and promote dynamics in learning. Source: Santos, Olga C. & Jesús G. Boticario (2006). "Building virtual (learning) communities to support people with special needs upon alpe platform". IADIS International Conference Web Based Communities 2006, 312-316; http://www.iadis.net/dl/final_uploads/200602C016.pdf.	Formal	University; Distance Education	19-24 25-54	Students and learners in formal education; People with disabilities	Improve accessibility of learning; Improve collaboration	Social networking	Using social computing tools as environment for learning	3379 students with special needs; Spain
Artsdidactica	http://www.artsdidactica.info	Pàgines d'Història de l'Art per a estudiants.	Formal; Informal	Vocational higher education institute	12-18	Students and learners in formal education; Teachers / Trainers	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve learning results; Improve collaboration; Provide improved (peer) support for learning	Blogs	Accessing information; Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge	9445 visitors since March 2008; Spain/Catalonia; Since March 2008 in Web 2.0. Since 1999 in html.
Aspects of Religion	http://aspectsofreligion.wikispaces.com/. eTwinning	eTwinning Awards 2008 RUNNER-UP: Age 11-14 This project explores the multiplicity and the variety of religious expression multicultural European society. The jury said, "this project is a brave one in attempting to look at a subject that is often the basis of prejudices, and in doing so provides a variety of ways to encourage students to learn about faith from different viewpoints in a non-judgemental way". In this etwinning project pupils from classes in two different countries with the guidance of teachers, mainly the teacher of RE, will try to know various religions, examining subjects as temples, holy objects, religious feasts, religious way of life, ideas and values. Examining a common subject and exchanging material, the pupils will know sides of	Formal	General secondary school	12-18	Students and learners in formal education	Increase motivation / participation; Improve collaboration	Blogs; Wikis	Creating and sharing knowledge; Collaborating and interacting	3 eTwinning schools ; Greece, Denmark, Belgium

		religion of others and will conceive the variety of religious expression. Finally through a class blog, they will try to express their opinions on religious aspects. Age group: 12-18 Duration: Six months. Model of collaboration: Teachers with team of pupils. Subjects: RE, Native language, Foreign language, Information technology. ICT Tools: Blogs, text processor, web pages, digital camera, e-mail, Internet.								
Assistive Technology Wiki	http://abilitynet.wetpaint.com/?t=anon ; AbilityNet, http://www.abilitynet.org.uk/, ; ePractice case: http://www.epractice.eu/cases/2733.	The AT Wiki is a new initiative from AbilityNet – combining information on a full range of accessible solutions for technology with opinions and comments from users, developers and vendors. This public beta is available at http://abilitynet.wetpaint.com and we welcome contributions to discussions and information. The wiki combines text, graphics, video and audio to share and discuss the latest information about assistive technologies and is based upon the information and opinions of its members. The Assistive Technology Wiki initiated by AbilityNet seeks to provide dynamic information on technolgies that promote access to ICT coupled with opportunities for discussion and contributions from users, developers, vendors and service providers. The Wiki covers access to ICT in its broadest sense, including telecommunications and portable devices, and provides a unique forum for debate. Target Users or Group: People with disability, SMEs, associations and intermediaries, Other Target Group: All those involved in selecting and advising on accessible ICT in eductaion, employment and in the home. The resource is also a valuable support to individuals with a disability or limiting condition themselves. Scope: International Status: Pilot Language(s): Deutsch, English, Français Policy The resource currently includes content in English, German, French and has Slovakian and Slovenian content awaiting upload. Moderators and content providers are subject to approval. All management is dealt with online and integrates with other online services including training and assessment.	Informal		25-54 55-64 65+	Teachers / Trainers; People with disabilities; General public; External experts	share and disseminate knowledge on resources for disabled people	Social networking Wikis	Peer reviewing; commenting; Creating and sharing knowledge	Pilot; UK, pan-European; since May 2008
AulaBlog	http://www.aulablog.com	Aulablog.com es un proyecto impulsado por un grupo de profesores/as de diferentes puntos de España interesados en promover el uso de las TIC en la educación, especialmente de los weblogs .	Formal Non-formal Informal	Primary school, Vocational higher education instituteGeneral secondary school, UniversityVocational secondary schoolAdult training centre	25-54 55-64 65+	Teachers / Trainers, External experts	Improve accessibility of learning; Promote computer skills; Improve collaboration; Provide improved (peer) support for learning; knowledege exchange on web 2.0	Social networking Blogs	Peer reviewing; commenting; Creating and sharing knowledge	2317 users, 763 posts, 434 links ; Spain
Aulablog21	http://aulablog21.wikispaces.com	Uso educativo de la web 2.0. Mi portal es http://www.aula21.net y mi blog http://www.aula21.net/aulablog21 desde el que se accede al wiki.	Non-formal	General secondary school; Adult training centre	12-18 19-24 25-54 55-64 65+	Students and learners in formal education; Teachers / Trainers	Promote computer skills; Increase motivation / participation; Improve personalization of learning; Improve collaboration	Folksonomies/Tagging; Blogs; Photo/video sharing; Wikis; Podcast/vodcast	Creating and sharing knowledge; Collaborating and interacting	10000 por dia; spain; 2005
Aulavirtual.mobi :: cursos on-line para mobil se pueden gestionar	http://www.aulavirtual.mobi; aulavirtualmobi@gmail.com	Sitio web dedicado a la enseñanza on-line que permite la gestión y el trabajo de las asignaturas a través de dispositivos conectados a internet	Formal; Non-formal; Informal	Primary school; Vocational higher education institute;	0-11 12-18 19-24 25-54 55-64 65+	Students and learners in formal education; Early school leavers; Teachers /	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve personalization of learning; Improve learning	Folksonomies/Tagging; Virtual realities; Photo/video sharing;	Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	20 administrators

desde internet				General secondary school; University; Vocational secondary school; Adult training centre		Trainers; People with learning difficulties; Parents / Third parties; People with disabilities; Adult learners; Disadvantaged people; Workers; Ethnic minorities; Unemployed; General public; External experts; Other	results; Improve management of learning	Discussion platforms; Wikis		
aVataR@School	http://www.cineca.it	aVataR@School, Virtual Role plays at School DESCRIPTION: Conflicts in school include problems like social exclusion, school bullying and violence, racism, absenteeism, vandalism, problems with multiracial and gender integration. The present project utilizes the School Peer Mediation approach to deal with school conflicts in a consensual way, by no means of negotiation and communication techniques. The overall objective of the project is to use virtual role plays (VRP) to find a new way of conflict resolutions with a playful and cooperative approach. The aVataR@School project's main target groups are pupils, teachers, mediators and others (such as parents, principals, counsellors, etc.) that are involved in typical conflict situation in secondary schools, with an emphasis on pupils or teachers involved in or trained as mediators within their schools. The main output of the project from the point of view of processes involved is playing VRP to introduce peer mediation techniques on school environments. To reach this objective, different guides and manuals will be available for moderators, players and student-mediators; some of these tools can be utilized independently from the VRPs. The main outcomes and experiences of each scenario's role play will be shortly summarised and published online as part of archive of the project's web site.	Formal	General secondary school; Vocational secondary school	12-18	Students and learners in formal education; Teachers / Trainers; Parents / Third parties	Develop new ways of learning; solving social conflicts	Virtual realities	Games	UK, RO, DE, IT, ES; 24 months
AzubiNet	www.azubi.net ; http://www.creos.de/ccms/content.php?content=12&nav=2&co=4	Interactive portal for and from pupils in Vocational Education & Training (VET) holding information on VET, communities of apprentices, peer production of knowledge through wikis and social networking tools.	Formal	Vocational secondary school	12-18 19-24	Students and learners in formal education	Improve accessibility of learning; Provide improved (peer) support for learning	Social networking, Discussion platformsWikis	Accessing information; Creating and sharing knowledge	Germany
Barth's Wiki		Barth (2007) investigates the role of a wiki as a knowledge management and problem solving tool in the acquisition of competencies in a one-year blended learning interdisciplinary university seminar (presumably in Germany), which is offered as an optional course for students of all disciplines. Several interactive tools were supplied, of which the wiki was the most frequently used with use intensifying over time. While significant quantitative differences between students, both in terms of page views and sessions, could be observed, students' overall perception of the wiki as an instrument for knowledge management was very positive. The ease of building up a substantial knowledge base and the collaborative mode of operation were explicitly emphasised in the questionnaires. The wiki proved especially useful for solving complex problems and for handling different forms of knowledge. It supports the acquisition of competencies by encouraging self-directed processes and enhancing reflection processes. "The programme of study evaluated is an interdisciplinary seminar which is offered as an optional course for students of all disciplines. Over one year, students work together on a concrete problem in the field of sustainable development in a given case study. Starting with a specific problem formulation, students analyse different possibilities,	Formal	University	19-24	Students and learners in formal education	Develop new ways of learning; Increase self-directed learning activities / skills; Improve learning results; Improve management of learning; Improve collaboration; build a knowledge base; problem solving; knowledge acquisition; enhance reflection.	Wikis	Creating and sharing knowledge; Collaborating and interacting; Creating in common knowledge base	20-100; Germany; 1 year.

		develop a shared knowledge base and work on specific projects to find a 'sustainable' solution. The course is offered as a 'blended-learning' seminar, designed for self-directed, problem-oriented and collaborative learning. The moodle-based e-learning platform offers a number of collaboration tools such as a wiki, different discussion forums and tools for file exchange. The participating students are in the second to fourth year of their studies and come from backgrounds in cultural studies, economics, environmental science and education science, with a representative gender balance. According to an ex ante questionnaire they demonstrate average computer skills and experience, both in project and group work." Source: Barth, Matthias (2007). "From e-Learning to the Acquirement of Competencies: Wiki-based Knowledge Management and Complex Problem Solving". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.								
BBC School Report	http://news.bbc.co.uk/1/hi/school_report/default.stm	Self-Description: (Last Updated: Monday, 19 February 2007): BBC News School Report gives students from UK schools the chance to make their own news at school and to "broadcast" it via the internet. Schools can choose to make news on TV, radio or online. The BBC's long-term aim is to give every secondary pupil aged between 11 and 14 the opportunity to take part. However, during the 2006/7 pilot year of the project, School Report is offering this opportunity to 12- and 13-year olds in 100 schools around the UK. Using lesson plans and materials from the School Report website, and with support from BBC staff, teachers are helping students develop their journalistic skills and become School Reporters. On 22 March 2007, 100 schools around the country will take part in a News Day, simultaneously creating news reports by 1400 GMT and publishing them on their school websites by 1600 GMT. The BBC aims to link to school web pages from this website. Students will use reports they have prepared in advance and reports produced on the day, like BBC journalists. They can cover local news stories, including events in their schools and communities, as well as national and international stories. BBC journalists around the country will report on what schools are doing on 22 March. During News Day 2008 students and their work featured on News 24, Breakfast News, the One O'clock and Six O'clock News, Newsround, Radio Five Live, Radio 4, 40 local radio stations, 12 regional TV stations, BBC Wales, Scotland and Northern Ireland, and many local and national BBC websites. The School Report website also became a TV channel and a radio station streaming pupils' news reports and coverage of school-based activities throughout the school day. It was also available on the BBC's red button service. 2008 the aim is to engage a broad range of 500 schools from different parts of the country.	Formal	General secondary school	12-18	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve collaboration	Photo/video sharing; Podcast/vodcast	Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge; Collaborating and interacting	Ca. 300 schools; UK; Since 2007
BEACON (Brazilian European Consortium for DTT Services)	www.beacon-dtt.com; DIDAGROUP	BEACON (Brazilian European Consortium for DTT Services) is a three year innovative research project on Digital Terrestrial Television, in Europe and Brasil, aimed to go ahead in the state of the art of the Digital Terrestrial Television (DTT), with three core objectives: the development of interoperability between the European (DVB) and the Brazilian (SBTVD) Digital Terrestrial Television standards, the study of a methodology for distance learning through digital television the delivery of tLearning services related to social inclusion in Sao Paulo, Brasil. The technological and pedagogical research' issues are followed by in-depth testing (through pilot runs in Sao Paulo). In order to implement innovative t-learning pilot services related to social inclusion in the State of Sao Paulo (Brazil), BEACON will face the interoperability issue on Interactive TV Platforms. On the basis of state-of-the-art technologies in both Europe (DVB-MHP framework) and Brazil(SBTVD-T –GINGA platform) interoperability through a GEM-based solution (Globally Executable MHP) will be created. BEACON intends to achieve the ambitious goal of providing methodologies, process schemas and pilot applications that will run on different Interactive TV platform worldwide (Brazil, Europe, North America, Japan). On the training and learning processes and systems side, the project is aimed to promote pedagogical innovation in training, notably though the use of ICT, by focusing on: designing and implementing tools to support individuals undertaking	Non-formal	General secondary school; University	19-24	Students and learners in formal education; Teachers / Trainers; Disadvantaged people	Improve accessibility of learning; Develop new ways of learning; Increase self-directed learning activities / skills	Other	Accessing information	BEACON develops tLearning services that are interoperable between Europe and Brasil for Digital; Brazil; 1 January 2007 to April 2010

		self-directed learning;strengthening distance learning and language learning through developing new delivery methods. The use of a User-Centred Design (UCD) evaluation methodology during this pilot phase will enable the definition of a sustainable model for t-learning development. As a platform for education, Interactive Digital TV is considered a key system to reach the widest audiences. Over 90% of households own a TV; recent researches suggests that the penetration of internet-enabled computers is unlikely to reach more than 60%. These figures are even more unbalanced when relating to Latin American countries such as Brazil. In Brazil the following scenario is quite acute: 95% of households own TVs with less than 20% owing computers and Internet. T-learning is regarded as: a better methodology with respect to e-learning being easier to use and considering that computer utilisation is still a cause for social exclusion in Brazil; a widespread communication and training medium (TV sets are in all households and they are easier to use); an effective solution for fostering social inclusion (thanks to its accessibility and cost-effectiveness). From a technical point of view, the media on DTT has all the characteristic required: audio and video stream rendering is high quality; it's possible to run presentations with graphic aids synchronised; the user's interface is simple and can be accessed with an ordinary TV remote control. Moreover, t-learning combines TV transmissions with a specific MHP application creating a multimedia programme which is a mixture of television and elearning. The MHP application can provide various performances typologies: graphic support to the audio/video programme; auxiliary information programmes; access control; interactivity. The preliminary data analysis carried out related to the context and needs analysis (interview, focus group, questionnaire) in particular with reference to the utilization of new technologies in the education field has shown several interesting elements that allowed the planning of a prototypical course via DTT ad hoc (in terms of usability, accessibility and interaction issues). Finally, a tutor participation would be also much appreciated not only regarding the services supporting the content understanding but also with regard of motivational aspects (the majority of students and experts show uneasiness towards distant learning, felt as a distracting and very directional tool). Research' group is now focusing in designing tutoring model (and related competencies maps) that can be effectively implemented to support t-learning courses. The two targets identified in the Beacon project are support teachers for people with special needs (i.e. for people with disability) and students accessing the university system. In order to access public University, students need to success in the so called "vestibulario" exam. Pre-vestibular course is actually a social inclusion factor; the hardest subjects are Portuguese and the scientific; experts involved in the research pointed out that Brazilian students find most difficult the interpretation of written tasks. In addition, DTT utilization is valued in that most students own a TV as opposed to internet which is often accessed only from outside the household. Finally, as television is a very well-known medium for the transmission of information, knowledge, etc… the expectation of the target group is to have a pre-determined learning track with a simple and linear methodology. The results of the BEACON project are expected to allow the creation of new interoperable services on different platforms, especially between Europe and Brazil, as well as the development of pedagogically sound, innovative tLearning services related to social inclusion. The definition of a sustainable model for tLearning services related to social inclusion in the BEACON project will allow the development of new tLearning services. Other than current tLearning services, the BEACON services are designed and implemented from an educational, didactical perspective rather than from an exclusive broadcasting perspective. It is therefore expected that the BEACON tLearning services definition will allow the creation of new, pedagogically sound services.								
Bergen Blogs		Baggetun & Wasson (2006) analyse a set of weblogs created by 19 students at the	Formal	Vocational	19-24	Students and	Increase self-directed	Blogs	Creating and sharing	19 students;

		Department of Information Science and Media Studies at the University of Bergen, Norway, who on their own initiative, employ blogs to support their learning activities. They found that blogging supports self-regulated learning in various ways, in particular (1) by reflecting publicly on a topic, (2) as filters for links, using the blog to build a personal knowledge base, (3) as a knowledge repository, where they tested their knowledge, posted solutions to problems they had struggled with and theorised about issues, displaying their knowledge. Baggetun & Wasson (2006: 469) observed that students found blogs to be easy to use and to customize to personal needs, giving them ownership over their learning process. Source: Baggetun, Rune and Barbara Wasson (2006). "Self-Regulated Learning and Open Writing", European Journal of Education 41 (3-4) (2006) , 453–472.		higher education institute		learners in formal education	learning activities / skills; Improve personalization of learning; Improve management of learning		knowledge; personalising knowledge	Norway
BIGnet Finland	www.isoverkosto.fi; www.isoverkosto.fi/pooli/.	Wulff et al. (2007) report on the Finnish BIGnet project, a network of teachers in remote areas, which started in 2004 with 36 institutes and comprised, in 2007, teachers of 67 secondary and 3 vocational schools. The number of teachers involved is approximately 1 400, and that of students in the region of 12 000. The main goals of this project have been 1) to support (small) secondary education institutes in the area, 2) to increase collaboration among eastern Finland secondary education teachers, 3) to provide flexible and high-quality educational services in Eastern Finland, and 4) to support teachers in adapting to a new operational culture. Geographically large area and high number of institutes involved has made the project challenging both in pedagogical and administrative terms. The project maintains its own web page (www.isoverkosto.fi) for sharing general information and uses Moodle (isoverkosto.moodle.fi) as an online learning and communication environment. For sharing digital learning material a material bank, so-called BIGpool (www.isoverkosto.fi/pooli/), has been developed, where individual teachers can store and find platform independent material. BIGpool has served as an updated resource pool for our teachers when they are constructing online courses into Moodle. In February 2007, there were 560 registered users and 3500 classified learning objects in the BIGpool. All material in the material pool has been evaluated by colleague teachers. In addition, colleague teachers can give comments on each other's material, and the comments are automatically forwarded to the producers' email. Source: Wulff, Anu, Merja Juntunen , Eila Kaijärvi-Pekkola and Leena Suonio (2007). “The Eastern Finland Educational Network – Activating Secondary Education Teachers to Utilize ICT in Teaching and Sharing Expertise”. Proceedings of the EDEN Annual Conference 2007, Naples, Italy.	Formal	General secondary school; Vocational secondary school	25-54 55-64	Teachers / Trainers	Improve accessibility of learning; Improve collaboration; Provide improved (peer) support for learning	Moodle	Peer reviewing; commenting; Creating and sharing knowledge	in 2007: approximately 1400 teachers in 67 secondary and 3 vocational schools, teaching in total 12 000. BIGpool: 560 registered users; 3500 classified learning objects; Finland; 2004-2007: Continuation envisaged
BildungsBlog	http://bildung.twoday.net/	A blog on education and teaching to which anybody can contribute postings (once registered). Themes mainly cover information and opinions on secondary education in Germany. While there are many recent posts, indicating that the blog is frequently used, some areas (like "about") have not been updated since 2005.	Formal	Primary school, Vocational higher education instituteGeneral secondary school, UniversityVocational secondary schoolAdult training centre	25-54 55-64 65+	Teachers / Trainers; General public; External experts	Improve collaboration; Provide improved (peer) support for learning ; knowledge exchange on education issues	Social networking Blogs	Accessing information; Peer reviewing; commenting; Creating and sharing knowledge	Germany; since 2003
BildungsWiki	http://wiki.bildungsserver.de/index.php/Hauptseite	Ein Wikipedia-Fork mit Fokus auf die Bereiche Bildung und Pädagogik. Das Wiki-Lexikon wendet sich an alle Akteure des Bildungswesens und an die an Bildungsthemen interessierte Öffentlichkeit. Mit dem BildungsWiki bietet das	Informal	Primary school, Vocational	25-54 55-64 65+	Teachers / Trainers; General public;	Improve knowledge dissemination in education issues	Wikis	Accessing information; Creating and sharing knowledge	Germany; since 2007

		Bildungsportal Deutscher Bildungsserver als zusätzlichen Service ein Lexikon zu Bildungsthemen auf der Basis einer Wiki-Plattform an, die allen an Bildung interessierten Nutzern die Mitarbeit an diesem Lexikon ermöglicht. Insbesondere professionelle Communities aus dem Bildungsbereich, aber auch die an Bildungsthemen interessierte Öffentlichkeit, sind daher eingeladen, dieses neue Informationsangebot und die damit verbundenen Möglichkeiten zur Beteiligung intensiv zu nutzen.		higher education instituteGeneral secondary school, UniversityVocational secondary schoolAdult training centre		External experts				
Blinklist	http://www.blinklist.com/mdrechsler/, http://www.formassembly.com/forms/34883	Drechsler (2007) reports on the experimental use of "Blinklist" , a social bookmarking tool, by some “Enquête teachers” in France. Drechsler proposes that tagging should respect certain conventions on the use of tags to facilitate group collaboration: ""Blinklist" (is) a tool of social bookmarking of the Web 2.0. This new type of service of Web 2.0 makes it possible to record favourite sites, to divide them on the Web, to "tag" them to find them more easily. (...) An experimentation is currently carried out aiming at the measurement of the impact of socialbookmarking in Web2.0 by the Enquête teachers put on line with a tool of Web2.0 with survey carried out by Michele Drechsler (Doctorat en sciences de l'information et de la communication) Some rules of good indexing by tags can already be enacted and could be at the base of the first education to the indexing for a "Tag literacy"." Source: Drechsler, Michèle (2007). “Teaching Resources On-Line and Web 2.0 – Ontology, Indexing, Bookmarking and Folksonomie. Which Contributions and which Limits for the Users, the Actors of the Educational Web?”. Proceedings of the EDEN Annual Conference 2007, Naples, Italy.	Formal	Primary school; Other; General secondary school; University; unclear	0-11 12-18 19-24	Students and learners in formal education; Teachers / Trainers	Develop new ways of learning; Improve collaboration; unclear	Folksonomies/Tagging	Creating and sharing knowledge	France
Blog de Pedagogía Comunitaria	http://pcomunitaria.wordpress.com/	The aim has been to facilitate learning exchanges between students by promoting the use the Information and Communication Technologies. Project is based in the use of blog (wordpress), wiki (wikispaces) and other tools as Youtube, Slideshare or chat Meebo. In this Blog teacher store and manage materials and information relevant to the subject (class schemes including essential links, images, etc.) which is published periodically, promoting their continuous access to the blog. Also teacher inform them about related announcements as courses or conferences (agenda). It was provided the RSS feed in order to students were subscribed to the information published. Students consult the information, upload their practices -turn it into public for other students and for any online user (so, considerations about what means to be author in the Internet were tackle), and comment with other students their answers, improving their interactions, apart form their writing skills. Through the Wiki students developed a collaboratively glossary with the most relevant terms of the discipline, guided by the teacher and according to basic rules for participation and collaborative writing. It was appreciated the continuity in the activity and their participatory approach. It is necessary to say that the discipline for which it is developed this space, Community Pedagogy, is was very favorable for discussing and debates, solving problems, case studies and other activities which are extremely supported by the collaborative technologies. Preliminary results are very positive in terms of motivation and participation of the students. About contributions for teachers these techlogies 2.0 have made possible new communication channels, and a new medium for distributing information, as well as collaborative mentoring using the forum and chat of the blog to answer questions about the activities between peers. Also it is important to emphasize how the blog increase the relationships between students (face to face ones, and those workers who follow the classes only by the blog) thoughtout the comments of the posts.	Formal	University	19-24	Students and learners in formal education; Workers	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve collaboration; Provide improved (peer) support for learning	Blogs; Photo/video sharing; Wikis	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge; Collaborating and interacting	19 students, both members and subscribers. Spreading with peers and amog other professors in the same University, and with another national Universities; Spain (Salamanca); one academic year (2007-2008)

Blog Failure		Divitini, Haugaløkken and Morken (2005) were unsuccessful in motivating university students to set up collaborative working via blogs. Only 6 of their 31 students created content. The failure can partly be attributed to technical problems and a lack of time and effort on part of the students. However, additionally the following factors for failure could be determined: (1) The chronological order of the blog did not meet the structural and organizational needs of the participants; (2) uncontrolled accessibility might have limited the students' freedom to express their thoughts; (3) requirements of student mobility were not met; (4) the system did not allow users to open or close their blogs to other users or individuals; (5) the objectives of using the system were not introduced appropriately to the students; (6) students were not given enough time to adapt to the new task, transforming from passive reader to active creator of content. Kim (2008: 4) suggests, that failure might be linked to two factors, (1) using a communal blog, instead of individual blogs, and (2) availability of traditional communication systems, like e-mail and the institute's CMC tool, which student had been better accustomed to. Source: Divitini, M, O. K. Haugaløkken & E. M. Morken (2005). "Blog to support learning in the field: Lessons learnt from a fiasco". ICALT 2005, 119-121.	Formal	University	19-24	Students and learners in formal education	Increase motivation / participation; Improve collaboration	Blogs	Collaborating and interacting	
blog lettura	http://comeniuslettura.blog.tiscali.it/; ISTITUTO COMPRENSIVO VIA GIOVANNI PALOMBINI	It is a blog where children can leave their comments about the stories they read within the Comenius Project "I libri accendono i sogni"	Formal	Primary school	0-11	Students and learners in formal education	Develop new ways of learning	Blogs	Peer reviewing; commenting; Creating and sharing knowledge	
Blog perceptions		Ellison & Wu (2008) conducted a study among 52 US college students, investigating student perceptions of the advantages and disadvantages of blogs over traditional assignments and communication means. Their study revealed that student considered reading other students' blogs to be more helpful in understanding course concepts than writing their own entries or commenting on others' entries. Students enjoyed the novelty and convenience of the medium, the less formal writing voice it encouraged and the interactivity. Students appreciated that blogging exposed them to more diverse viewpoints from their peers. However, they disliked being forced to critique others' blogs and struggled with the technology (e.g. remembering passwords). Ellison & Wu (2008) conclude that students needed more guidance regarding the process of reviewing and critiquing the work of peers. Source: Ellison, Nicole and Wu, Yuehua (2008). "Blogging in the Classroom: A Preliminary Exploration of Student Attitudes and Impact on Comprehension", Journal of Educational Multimedia and Hypermedia 17(2008), 99-122.	Formal	University	19-24	Students and learners in formal education	Improve learning results; Provide improved (peer) support for learning; reflection and understanding of course concepts	Blogs	Peer reviewing; commenting; Creating and sharing knowledge	52 students; USA
Blog-based learning map		Wang et al (2007) designed a novel learning device, a blog-based dynamic learning map, which employs both information retrieval and automated scheduling techniques, to enable lecturers to provide students with a more focused view on course requirements. In an experimental trial of the learning map they surveyed 43 instructors and 59 learners. They conclude that lecturers, supported by the blog-based dynamic learning map, can readily engage learners in a problem-solving setting. The data further suggests that through the learning map learners gain access to useful supplementary materials, that their learning time is shortened and that the map supplied them with expanded alternative viewpoints assisting in the solution of problems assigned: "Integrating blogs in an intelligent tutoring system means that learners can better regulate and enhance their own learning. In this study, a novel learning device, a blog-based dynamic learning map, which employs both information retrieval and automated scheduling techniques, is designed to provide useful blog articles to help learning. The relevant articles in blogs are used to promote learner engagement in their interactions with the learning map and hence achieve their goals more easily. An experimental course has been implemented and the results show that learners make use of the blog-based learning aid in a very positive way and can	Formal	University	19-24 25-54 55-64	Students and learners in formal education; Teachers / Trainers	Improve accessibility of learning; Improve management of learning	Blogs; Course Platform	Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning	43 instructors and 59 learners; Taiwan

		eventually cross the specified threshold in a test. The proposed approach can encapsulate the dynamic learning principles in cohesive and supportive ways. Thus it can lead learners to gain useful supplementary materials, shorten the learning time and offering expanded alternative viewpoints to use in the solution of assigned problems. Our results show that both the learners and lectures are very positive to the design of our blog-based dynamic learning map." Source: Wang, Kun Te, Yueh-Min Huang, Yu-Lin Jeng and Tzone-I Wang (2007). "A blog-based dynamic learning map", Computers & Education, In Press, Corrected Proof; available online 21 August 2007.								
BlogER	http://blog.scuolaer.it/	BlogER project has been developed as a means for promoting Learning tools for students attending the schools of the region Emilia-Romagna. The project is promoted ad financed by the Regional Government of Emilia-Romagna, as part of a major project involving the use of educational technologies and strategies to improve building online school communities for exchange of information, documentation and learning: ScuolaER, the gateway of the education community in Emilia-Romagna (www.scuolaer.it) Aims of BlogER project are: a) Improve building online communities, through interaction and collaboration in the classrooms, among different schools and different areas and countries; b)Promote interaction between teachers, students and parents, both within the classroom and between classroom activities and home activities; c) Improve use of creativity, writing and communication skills as a means of motivation d) Enhance Learning environments BlogER project started in november 2003 as a tool to support a learning project about creative writing for students promoted by the Piacenza children library. The popularity and the success of BlogER amongst the students and the teachers who were experimenting the new tool, led to the opening of the project to schools both in Emilia-Romagna and all over Italy. BlogER project has been going on for 5 years. ·More than 1000 are the learning projects on BlogER ·More than 60% are learning projects of schools all over Italy ·6312 are the posts of the first BlogER activated Number of users Average usage of the BlogER platform is 1 project/1 class. Users range can be 5000/7000 students and teachers. 1.report on BlogER http://www.scuolaer.it/page.asp?IDCategoria=139&IDSezione=3329 2.Case study on BlogER http://www.scuolaer.it/page.asp?IDCategoria=139&IDSezione=1399&ID=39030 3.Video on BlogER http://www.scuolaer.it/page.asp?IDCategoria=139&IDSezione=1399&ID=39767	Informal	Primary school; General secondary school	0-11 12-18	Students and learners in formal education; Teachers / Trainers; Parents / Third parties	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve learning results; Improve collaboration; Provide improved (peer) support for learning	Blogs	Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	Emilia-Romagna and Italy; BlogER project started in november 2003 and has been going on for 5 years.It is an open project, no end date planned
Blogs in Californian Teacher Training		Hernández-Ramos implemented weblogs and online discussion forums in a teacher training program (USA). While nearly all participants succeeded in creating a blog on teaching, learning and technology, participants failed to see how to integrate blogs into their teaching in a meaningful way. Hernández-Ramos considers it necessary (even for teachers in training!) to identify and support students with insufficient writing skills, less analytical skills development and of meagre motivation. “A large majority of students reported finding the experience different and rewarding. A few of them have taken to “blogging” with a passion, while others are more reluctant to invest the time and effort in a practice they still perceive as time consuming and selfaggrandizing. The online discussions were also a new experience for about three quarters of the students, but their postings indicate that most of them came to understand the possibilities of the medium as a vehicle for self-expression, access to information, and community building. Only nine students (out of 56) did not fulfill all the requirements for blogging and online discussion postings. Only about 5 of the 56 students expressed the intention of incorporating blogs into their teaching once they are working in their own classrooms. However, the online discussion forum experience did not develop as the intellectual agora that the instructor envisioned for this medium, even when some students glimpsed the possibilities."	Formal	University, Teacher Training	19-24 25-54	Students and learners in formal education	Develop new ways of learning; Improve collaboration; Provide improved (peer) support for learning; Train (future) teachers on web 2.0 tools	Blogs; Discussion platforms	Peer reviewing; commenting; Creating and sharing knowledge	56 students; USA; 1 quarter

		Source: Hernández-Ramos, P. (2004). "web logs and online discussion as tools to promote reflective practice". The Journal of Interactive Online Learning 3(1).								
Bookworms	http://bokaormar.khi.is/	A web tool, designed to help teachers encourage (primarily primary school) students to share their reading experiences. School name: Iceland University of Education / Kennarahaskoli Islands Description: The Bookworms encourage reading and expression among children by providing them and their teachers with an easily accessible new media tool. The worms provide an attractive platform for young readers allowing them to share with others their reading experiences by publishing their own authentic descriptions and opinions of read books. Teachers publish empty worms at our website for groups of students to write. For each read book the student enters a short description of its content and a short comment on its quality. Entries by group members are displayed in a gradually growing column with the graphical appearance of a worm. Worms, titles and authors can be compared statistically and viewed both at random or categorically allowing for interesting inquiries reflecting contributions of readers of different ages and varied abilities. Printable worksheets and drawings to clip out, collect or mount on walls encourage further classroom activities tied to reading and literature. Additions in an upcoming upgrade of the worms include opportunities to write, illustrate and publish an array of assignments on books and reading. Please see further information at http://bokaormar.khi.is/english/bookworms.pdf	Formal	Primary school; General secondary school	0-11 12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation	special tool comparable to blog in functioning, but more basic (for students) with additional features/materials for teachers	Creating and sharing knowledge	Iceland
BREAKOUT	http://www.breakoutproject.odl.org/home	Project developed 'lifeswapping' collaborative learning model – getting range of actors in 'offending scenarios' to step into each others shoes. The project used a holistic inclusion approach aimed at promoting collaborative learning.	Formal, Non-formal	Vocational higher education institute, Vocational secondary school	12-18 19-24 25-54	Students and learners in formal education; Early school leavers	Improve accessibility of learning; Develop new ways of learning; Increase motivation / participation; Improve management of learning; Connect with society; Support offending prevention and re-offending	Social networking Folksonomies/Tagging, Photo/video sharing, Discussion platformsPodcast/vodcast	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	1329 users in UK, Greece, Estonia, Germany; 2 years, finished
Burgess' blogs		Burgess (2006) used Weblogs as formative assessment in two university courses and observed that some of his students "took to blogging like ducks to water, while others were bemused, reluctant, or downright hostile to the idea". Burgess observed further that the use of blogs seemed to amplify the effects of learner engagement: the more motivated the students, the more effective was their learning through blogs. Source: Burgess, J. (2006). "Blogging to learn, learning to blog". In: A. Bruns & J. Jacobs (Eds.), Uses of blogs,. New York: Peter Lang, 2006, 105-114.		University	19-24	Students and learners in formal education	Increase motivation / participation; Improve learning results	Blogs	Peer reviewing; commenting; Creating and sharing knowledge	
CALL Lessons	http://call05-06.motime.com/ (2005-2007); http://fwe3.motime.com/ (current)	School name: Escola EB 2,3 de Sto AntonioParede Language of the entry: English Description: "It's a curricular blog for my 5th & 6th graders (1st-2nd year EFL) for learning English with the help of different Web 2.0 tools. Each lesson has different objectives, activities and a report written by me. Some have follow-up activities. In these two years of CALL lessons (5th and 6th grades) I introduced several ideas that you can use on your own (alone) and/or with friends to continue practicing and studying English. I divided them in three groups: (1) sites to create "your own" pages, (2) sites to study English "autonomously" (alone, on your own), and (3) sites to look at the past, specifically, at the work you did."	Formal	General secondary school	0-11 12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve learning results; Improve English skills; Encourage students to use web 2.0 tools	Blogs; web 2.0 in general	Peer reviewing; commenting	<100; Portugal
Cambio climático: ¿Realidad o ficción?	http://invescambioclimatico.wikispaces.com	El cambio climático está de moda. Los medios de comunicación y los políticos hablan continuamente de este fenómeno. No existe la claridad suficiente en las informaciones científicas para determinar si el hombre es el verdadero responsable de este cambio. A la vista de esto, hemos decidido analizar y escudriñar la Red con detalle en busca de información relevante al respecto (webs, blogs, portales, vídeos, etc.). Los alumnos se han dividido en dos grupos posicionados en dos tesis antitéticas, una a favor de la hipótesis de que el cambio climático se debe al hombre y otra en la que se incide en	Formal	Vocational secondary school	12-18	Students and learners in formal education; Teachers / Trainers	Develop new ways of learning; Increase motivation / participation; Improve collaboration; Connect with society	Wikis	Accessing information; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Collaborating and interacting	

		que no es tan dramática la situación. Además de la consulta de información de la Red hemos contado con la inestimable ayuda del conocido científico y divulgador D. Manuel Toharia que, ante las preguntas formuladas, nos ha contestado y dado luz sobre temas relacionados con el fenómeno (este contacto se realizó mediante el e-mail del profesor responsable). Toda la información se encuentra disponible en un wiki creado al efecto en la dirección http://invescambioclimatico.wikispaces.com. No pretendíamos obtener algo concluyente, nuestra pretensión era que los alumnos utilizaran la Red e Internet en la búsqueda de información científica además de usar herramientas TIC asociadas a la llamada Web 2.0. Al final del proceso hemos realizado un debate en el que han participado los 9 alumnos de Diversificación. En el debate concluimos (por 8 a 1) que existe un cambio climático real y el hombre influye de forma manifiesta en éste.								
CAMPUS – Providing e-learning for employees in the Danish government (in cooperation with governmental LMS-project)	(only in Danish) www.perst.dk (Personalepolitik)/ http://www.perst.dk/visArtikel.asp?artikelID=17054	CAMPUS will provide flexible, efficient as well as greater aceess to learning options for aprox. 90.000 employees across the Danish State. The project is a cooperation between two units of the Ministry of Finance: On one hand the State's Employers Authority (e-learning resources) and on the other the Danish Agency for Governmental Management (LMS). The e-learning resources will cover a wide-range of themes including personal skills, communication skills, law & public policy framework, HR and economy, service, etc. The e-learning will both cover online learning applications, online learning collaborations as well as blended and mobile learning. The LMS will provide digital administrative support of all learning activities. The target group covers all government areas though primarily employees with computer-access. The project has an option for enlargement to cover the entire public sector in Denmarkmin. 300.000 employees.	Formal; Non-formal	Danish State's Employers Authority will provide e-learning for a large group of employees in the Danish State	19-24 25-54 55-64 65+	Teachers / Trainers; Workers	Improve accessibility of learning; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve learning results; Improve management of learning	Discussion platforms	Accessing information; Peer reviewing; commenting; Collaborating and interacting	Aprox. 90.000 employees in the Danish State get access to common e-learning ressources as well as other LMS facilities; Denmark; GO-live wil be January 2009the project was started june 2007.
Canadian wiki stories		Désilets and Paquet (2005) investigate a collaborative web-based storytelling activity among primary level students (grade 4-6) held as an after hours extra-curricular activity at École Côte du-Nord, a French-speaking school in Gatineau, Canada. There were no selection criteria and the students ranged widely in terms of scholastic aptitude and computer literacy. In their analysis, Désilets and Paquet (2005) found that group size did not influence the quality of the work or the efficiency of collaboration. All students collaborated very closely throughout the two project phases, the “story design” phase where team mates collaborated in a co-located synchronous manner, all working at the same time on the same common piece of paper and the story writing phase, when students were working in a more asynchronous manner, editing in parallel different parts of the same story. Students displayed three different strategies in self-organizing the work: the most frequent was the “random walk” strategy. i.e. browsing the story until they found some task that needed to be done and that interested them. Second most frequent was the page-based strategy, where members of a team would split the pages amongst themselves at the start of the Story writing phase, each member being responsible for the complete creation (text, images, proofreading) of the pages that were assigned to her. With the role-based strategy, members of a team would choose a particular type of task that they liked or in which they felt particularly competent (e.g. writing the text, drawing or searching for the images, uploading images, proofreading). The student would then be responsible for carrying out that type of task on all pages of the story. In all three strategies, Désilets and Paquet (2005) observed a strong sense of collective responsibility and ownership for the story. All three strategies seemed equally efficient and successful, with division of labour happening mostly seamlessly and with very little coordination overhead. They conclude that their positive experiences could only be improved by enhancing the wiki through the addition of a graphical, editable electronic map to replace the paper map used.	Formal	Primary school	0-11	Students and learners in formal education	Develop new ways of learning; Improve collaboration	Wikis	Creating and sharing knowledge; Collaborating and interacting	5 courses with 12-25 students each ; Gatineau, Canada; since 2002 in 5 courses (each covering the whole academic year (?))

		Source: Désilets, A. and Paquet, S. (2005). "Wiki as a Tool for Web-based Collaborative Story Telling in Primary School: a Case Study". EdMedia 2005, Montréal, http://iit-iti.nrc-cnrc.gc.ca/iit-publications-iti/docs/NRC-48234.pdf.								
CATIT		Bruce et al. (2007) report Cultural Awareness in Technical and Industrial Training Project (CATIT), an initiative to improve vocational training for immigrants and ethnic minorities with the aid of interactive web-base communication structures (Moodle) to support the training of teachers and tutors. The project was launched in 2005 under the leadership of Adulta, the Finnish national organization for adult learning, and funded under the EU Leonardo da Vinci program. Through the initiative training materials have been produced with the co-operation of four other European countries (Ireland, Germany, Spain and the Czech Republic). The tailored course is designed to enable tutors of specialized technical subjects to use effective tools and methods for the meaningful professional development of immigrants. A focus was put on enhanced technologies to develop and deliver training in remote locations (Lapland, Euzkadi and western Ireland). Unfortunately the impact of the ICT elements in the project are not analysed. Source: Bruce, Alan, Kitte Marttinen & Kristiina Kuparinen (2007). "Innovative Pedagogies to Enhance Technical Skills in Addressing Needs of Immigrant Learners". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.	Formal; Non-formal	Vocational secondary school; Adult training centre; professional development in general	19-24 25-54	Teachers / Trainers; Ethnic minorities; immigrants; especially in remote areas	Improve accessibility of learning; Improve learning results; Train vocational teachers to address the particular needs of immigrants	Moodle	Using social computing tools as environment for learning	Finland, Ireland, Germany, Spain and the Czech Republic, Lapland, Euzkadi and western Ireland
Ciberaula de filosofia	http://www.infofilosofia.info/ciberaula	Aula virtual de filosofia per a alumnes de batxillerat.	Non-formal	Vocational higher education institute	12-18	Students and learners in formal education	Increase motivation / participation; Improve collaboration	Discussion platforms	Accessing information; Peer reviewing; commenting; Collaborating and interacting	
Classroom 2.0	http://www.classroom20.com	Social Networking Site for teachers, offering help and advice with online tools, discussion fora (and other opportunities) to exchange views and experiences, and access to web 2.0 tools for learning.	Formal	Primary school; Vocational higher education institute; General secondary school; University; Vocational secondary school; Adult training centre	25-54 55-64	Teachers / Trainers	Promote computer skills; Develop new ways of learning; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking; Discussion platforms; Wikis	Collaborating and interacting	8520 members; worldwide
Click2Meet	http://www.carmelvayam.org.il/click_f/ School name: matia "carmelvahof"	Description:Click2Meet is a collaborative project between two learning disability classrooms, one in a Jewish school and one in an Arab-Muslim school—via the digital camera. Click2Meet is a collaboration project between different populations in Israel-specifically two learning disability classrooms, one in a Jewish school and one in an Arab-Muslim school—via the digital camera. During the year, the students documented both school and local community events using the digital camera, events that were selected according to shared categories, and then sent the pictures together with an explanation to their partners in the project. The digital album is documented on a shared dual-language (Hebrew/Arabic) website, and is the basis for a continued dialogue between students using an active Internet forum, distance online learning lessons, and face-to-face meetings at each school. The uniqueness of the Click2Meet project was the interesting encounter between very different Israeli populations—Jewish and Muslim—by way of developing patience based on knowledge, and	Formal	Other; General secondary school students with learning disabilities	12-18	Students and learners in formal education; People with learning difficulties; People with disabilities; Ethnic minorities	Develop new ways of learning; Increase motivation / participation; Cultural Understanding	Photo/video sharing; Discussion platforms	Creating and sharing knowledge	Israel

		becoming familiar with both the unique elements as well as the similarities both in ourselves and in others. The work process was very emotional, establishing warm connections between the schools. Connections included the students sending presents to each other during holidays by postal mail, the active online forum, and of course emails and the online shared digital album. Due to this, we succeeded in overcoming Hebrew-Arabic language barriers and even improved the foreign language levels at each school. For example, the Jewish students built computerized tasks to strengthen the Hebrew language skills at the Arabic school and vice versa. The highlight of the project was the face-to-face meetings, held after a year where we became familiar with each other via the pictures and also via voice in distance learning where we could see and cooperate together. The hosting at the schools was excellent and emotional connections were made between Jewish and Arabic school students. The connection that was formed became the basis for continued and expanded cooperative work during the current school year.								
Coalfield Forum	http://www.coalfieldforum.org/	Highly innovative capacity-building initiative to improve the skills base of run down former mining community through combining Web 2.0 with conventional technologies to support digital literacy; training, community development and e-participation.	Formal, Non-formal	Vocational secondary school	19-24 25-54 55-64 65+	Early school leavers; People with learning difficulties; People with disabilities, Disadvant peopleEthnic minorities, External experts	Develop new ways of learning; Improve management of learning	Social networking, Photo/video sharing, Podcast/vodcast	Accessing information; Peer reviewing; commenting; Creating and sharing knowledge	47,000 people; Sunderland, UK; 3 years,running
Colaboration Virtual to produce Knowledge	http://iiiccd.org/WordPress/?p=4	The research is to know what hapened when a group of people participate from diferent country, and to know if its possible to generate knowledge even the distances and diferent time in Latin America. I doing the Thesis to be a Dr. in Managmenet, and i take a course about "knowledge" and we did some homework with friends from Argentina, Chile, Ecuador, D.F. it was amazing. Thanks. Gracias. Im at your services for further information. skype: openseminar.arturob	Formal	University	25-54	Adult learners	Develop new ways of learning; Increase self-directed learning activities / skills; Improve collaboration	Social networking BlogsWikis Podcast/vodcast	Accessing informationDelivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	97; Argentina, Chile, Ecuador, Mexico; Mayo to August.
Collaboration Taiwan		In a study conducted among 178 students at a Taiwanese university Liaw et al. (2008) revealed five attitude factors, which influence the efficient use of Web-based collaborative learning systems and should be taken into account in their construction. These are system functions, system satisfaction, collaborative activities, learners' characteristics, and system acceptance. Their findings further confirm that online group discussions can improve both, the overall individual performance and the quality of the team product. Source: Liaw, Shu-Sheng, Gwo-Dong Chen and Hsiu-Mei Huang (2008). "Users' attitudes toward Web-based collaborative learning systems for knowledge management", Computers & Education, 50 (3) (2008), 950-961.	Formal	University	19-24	Students and learners in formal education	Improve learning results; Improve collaboration	Discussion platforms; Web-based collaborative learning system	Collaborating and interacting	178 students; Taiwan
Community@ Brighton	http://community.brighton.ac.uk/	Community@Brighton is a social networking system for students and staff at the University of Brighton. Feel free to explore the site, and you will be able to view anything the owner has chosen to make publically available. If you need to use this system, please speak to your University of Brighton contact to arrange access. General enquiries should use the feedback form.	Formal	University	19-24 25-54 55-64	Students and learners in formal education, Teachers / Trainers , uni staff	Improve accessibility of learning; Develop new ways of learning	Social networking	Creating and sharing knowledge; Collaborating and interacting	UK
Conecta Joven	http://www.conectajoven.org	Young people are trained to teach adults and older people (60+) e-skills, giving them the opportunity to participate in their community and help to bridge the digital gap	Non-formal	Other	12-18 19-24	Early school leavers; Parents	Increase self-directed learning activities / skills;	Folksonomies/Tagging	Accessing information; Peer reviewing;	4,601 motivators; 814 e-trainers;

		between generations. Trainers and trainees work together to produce new content, etc.				/ Third parties	Improve personalization of learning; Improve management of learningLearning for trainers of e-skills programmes for disadvant groups	Virtual realitiesPodcast/vodcast	commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge	270 trainers in municipal centres, 5700,; Spain, national; 5 years, running
Connecting the online study circle and the online learning community in supporting continuous teacher development.		In our teacher training program we wanted to connect the online study circle (the basic teacher training course) and the online learning community (Our Flexible Learning Plaza for an informal continuous exchange of experiences). In the attached paper I describe how this was actually organized and its successes and shortcomings. I explain the differences and similarities between the online study circle and the online learning community, how they complement each other, the dynamics between the non-formal and informal elementsin this connected learning process and the reasons why this combination has such strong potential. This paper was presented at the online Educa conference in Berlin 2007	Non-formal - Informal	Other - Adult training centre	19-24 25-54 55-64	Teachers / Trainers	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve collaboration; Provide improved (peer) support for learning	Discussion platforms - Wikis - Other	Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	300 users; Sweden; Running, started september 2006
Contro il Bullismo a scuola (Against Bullying at school)	www.corfad.it/didactica	At ITC Pio La Torre, Palermo, Italy, an e-learning platform was created to fight against bullying in the school in cooperation with Technosystem.(Palermo, Italy). Student could read and learn about the problem and exchanged ideas and experiences. Communication through Internet helped them to express concern and to elaborate strategies agains bullying, through sharing messages, getting to know each other in a social network, writing their progress on a blog, etc. The project ended with the creation by the students of Guidelines to fight bullying	Informal	General secondary school	12-18	Students and learners in formal education	Improve accessibility of learning; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration; Connect with society	Social networking; Blogs; Discussion platforms	Accessing information; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	Number of users: 80 students aged 14-16; Palermo, Sicily, Italy; February to April 2008
Corresponda nce Scolaire	Schools: Sint-Janscollege, Belgium; Escola Secundária Carlos Amarante, Portugal;; eTwinning	Projet de Correspondance Scolaire Age of Pupils: 16-18 Duration: 2 years or more Themes: Foreign Languages, History/Traditions, Language and Literature Language: French Tools: Email, chat, forum, PowerPoint, video, pictures and drawings, video conferencing, web publishing URL: http://www.sint-janscollege.be Description We started this project of correspondence between our pupils in 2004-2005, and we have continued it in 2005-2006 with a different group of pupils. We use ICT a lot in our French course for different types of communication. In 2004-2005, the pupils used PowerPoint to present their towns. The website created in Portugal was where we put all the texts and photos, both for the Belgian pupils as well as the for the Portuguese. We also used a blog, and on the forum, the pupils were able to voice their opinions on different subjects, e.g., their daily meals. All these tools were used in 2005-2006, and in addition, we used a Wiki, to take part in the FIPF competition, (Fédération Internationale des Professeurs de français), and a podcast where the pupils could present themselves orally. More info: http://www.etwinning.net/shared/data/etwinning/booklet/etwinning_handbook_2007/etwinning_en.pdf	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Cultural Exchange	Blogs; Photo/video sharing; Wikis; Podcast/vodcast	Creating and sharing knowledge	2 eTwinning schools; Belgium, Portugal
Coursefeed	http://www.coursefeed.com/	Coursefeed is an application that can be purchased by schools as a "web 2.0" enhanced learning management system. Here the product description: "Leading online learning management systems (LMS) are siloed e-learning tools with no student community and few tools to allow or encourage social learning. These systems don't alert students when the instructor posts new content or announcements leaving a major communication gap between instructors posting assignments and students knowing about them. Consequently students are required to consistently log in and search for new items. While students may spend as little time as possible on their school's LMS, many spend as much time as possible on Facebook. CourseFeed is therefore a "mash-up" between online school content and Facebook. CourseFeed's	Formal	Vocational higher education institute; General secondary school; University; Vocational secondary	12-18 19-24	Students and learners in formal education; Teachers / Trainers; School Administration and Management	Increase motivation / participation; Improve management of learning	Social networking; Facebook	Accessing information; Using social computing tools as environment for learning	USA (?)

		seamless integration with a school's LMS ensures classmates displayed in a CourseFeed course are the same students enrolled in corresponding LMS course. Users see names and photos of their classmates and are given tools to interact – making online course work social and collaborative. CourseFeed's alerts let students know when a change is made in the LMS course and provide single-click access to course content (no more hunting around). CourseFeed recognizes the role social interaction plays in learning and lets schools extend the classroom experience into the social networks students already thrive in. CourseFeed makes the online learning management system social, interesting, and engaging by pairing learning content with social connections – how classrooms really work. CourseFeed Features -Automated setup of courses in less than a minute. -Network and see everyone in your course – guaranteed accurate course roster. -Course Wall: File storage for course notes, etc. -Profile display to let friends know when you're in class. -View all online course materials without leaving Facebook -Course feed shows when instructors posts announcements, files, etc. to your course. -View all announcements, new or old, in the announcements area. -One-click access into your school's online content system and auto-navigation that takes you right to the item. [http://www.coursefeed.com/index.html] [http://www.coursefeed.com/theapp.html] [http://www.coursefeed.com/social_learning.html]		school						
Coursework Journal Taiwan		Chang et al. (2008) conducted a study among fifty-one first-year undergraduate computer science students enrolled in a mandatory course entitled "Basic Computer Concepts" at the National Central University, Taiwan, implementing web-based coursework environment ("Coursework Journal"), meant to support the construction of an online journal-publishing community. Coursework Journal supported students in learning how to share valuable knowledge by submitting and reviewing. Teachers could assign students different roles in a situated assignment environment. The results of the data analysis and questionnaires indicate that the collaborative environment of Coursework Journal promoted knowledge sharing effectively, improved the quality of students' coursework, and advanced learning performance. Source: Chang, C.K., G.D. Chen and L.Y. Li (2008)."Constructing a community of practice to improve coursework activity", Computers & Education, 50 (1) (2008), 235-247.	Formal	University	19-24	Students and learners in formal education	Improve learning results; Improve collaboration	Online Journals	Peer reviewing; commenting; Creating and sharing knowledge	51 undergrad students; Taiwan;
CSCL Engeneers US		Using social network analysis (SNA) and longitudinal survey data, Cho et al. (2007) analyzed how 31 senior and graduate engineering students, enrolled in two different US universities, collaborated using online tools on the design of aerospace systems. The results showed that both individual and structural factors (i.e., communication styles and a pre-existing friendship network) significantly affected the way the learners developed collaborative learning social networks. More specifically, learners who possessed high willingness to communicate or occupied initially peripheral network positions were more likely to explore new network linkages. They also found that the resultant social network properties significantly influenced learners' performance to the extent that central actors in the emergent collaborative social network tended to get higher final grades. Source: Cho, Hichang, Geri Gay, Barry Davidson and Anthony Ingraffea (2007). "Social networks, communication styles, and learning performance in a CSCL community", Computers & Education 49 (2) (2007), 309-329.	Formal	University	19-24	Students and learners in formal education	Improve collaboration	Social networking; Online collaboration	Collaborating and interacting	31 students; USA
Designing elearning materials through a WIKI	http://eapc.continguts.net/doku.php	The Public Administration School of Catalonia has chosen a WIKI for the design of elearning materials. The goal is to provide teachers, trainers, and course editors from different backgrounds with an evironment on the Internet that allows them to place their knowledege and ideas into a common structured and shareable space with the result of unified criteria and clear styles courseware. This is particulary necessary in a context where courses may suffer variations due to frequent changes in administraive regulations. This tool is based on a DokuWiki open source application internally	Formal; Non-formal	Adult training centre; Public Administration School	19-24 25-54 55-64	Teachers / Trainers; Adult learners; Workers; External experts	Improve accessibility of learning; Develop new ways of learning; Increase self-directed learning activities / skills; Improve personalization of learning; Improve learning results;	Folksonomies/Tagging; Discussion platforms; Wikis	Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	Around 50 people at the beginning; Catalunya; It has been going on for three months

		developed. So far it is improving several aspects related to teaching and learning processes.					Improve management of learning; Improve collaboration; Provide improved (peer) support for learning			
DigiSkills	www.e-digiskills.eu	The eTwinning project DigiSkills focuses on digital teaching methods like wikis, blogs, podcasting based on Web 2.0 Students and teachers are working together on different topics in ICT, e.g. MagazineFactory eZine (students from all partners added content about "A guide to my city") http://www2.edu.fi/magazinefactory/magazines/e_digiskills/ e-digiskills Blog http://e-competences.blogspot.com e-digiskills wiki http://e-digiskills.wikispaces.com eTwinning DigiSkills podcast http://edigiskills.podomatic.com eTwinning DigiSkills Squidoo http://www.squidoo.com/sixapart..digiskills/ Search Engine DigiSwicki http://digiswicki-swicki.eurekster.com Google group e-digiskills http://groups.google.com/group/e-digiskills Moreover we are working with Voicethread, Slideroll, Mindmeister, online-presentations, eyejot E-mail Video and much more Web 2.0 tools like slideshows. Social Networking: Admin Hans Feldmeier had created the biggest international group on Classroom 2.0 about digital teaching methods with now 334 members on Network Ning.com http://classroom20.ning.com/group/digiskills	Formal	General secondary school	12-18	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve learning results; Connect with society; Cultural Exchange	Social networking; Blogs; Photo/video sharing; Wikis; Podcast/vodcast	Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	10 schools; Belgium, Czech Republic, Denmark, France, Germany, Greece, Sweden and Spain
Digital Manipulatives	http://digitalmanipulatives.890m.com/blog/	"Digital Manipulatives" is a student project developed during the course 'Design of Learning Technology' held by Prof. Patrizia Marti and Leonardo Giusti in the period March-June 2008 – degree in Communication Science, University of Siena (Italy). The course have been experimented and discussed 2.0 tools and services to support the learning activities. The students in different team-works produced several learning objects about the content of the course, each one exploiting the opportunities offered by web 2.0 technologies. The students in different team-works produced a learning object about one of the contents that were discussed during the course; each learning object was created exploiting web 2.0 technologies. "Digital Manipulatives" is one of the resulting projects and it has been developed by Jacopo Mugnaini e Francesco De Faveri. In this project, a web site about Digital Manipulatives has been created. The site discusses a new generation computationally-enhanced manipulative materials, called "digital manipulatives," designed to radically change this traditional progression. These new manipulatives (such as programmable building bricks and communicating beads) aim to enable children to continue to learn with a "kindergarten approach" even as they grow older – and also to enable young children to learn concepts (in particular, "systems concepts" such as feedback and emergence) that were previously considered "too advanced" for them. The site is enriched with several plug-in for sharing resources and for the social construction and manipulation of different kind of contents: documents and videos.	Formal	University	19-24	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve collaboration; Connect with society	Social networking BlogsPhoto /video sharing	Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	The group was composed of 2 students. The learning object is open for all. Italy, Siena. March-June 2008
Distributed Cognition	http://it.youtube.com/watch?v=W0B2J8me1mY	"Distributed Cognition" is a student project developed during the course 'Design of Learning Technology' held by Prof. Patrizia Marti and Leonardo Giusti in the period March-June 2008 – degree in Communication Science, University of Siena (Italy). The course have been experimented and discussed 2.0 tools and services to support the learning activities. The students in different team-works produced several learning objects about the content of the course, each one exploiting the opportunities offered by web 2.0 technologies. The students in different team-works produced a learning object about one of the contents that were discussed during the course; each learning object was created exploiting web 2.0 technologies. "Distributed Cognition" is one of the resulting projects and it has been developed by Simona Conti e Lorenzo Cacelli. In this project, three video have been created to illustrate different concepts related to the distributed cognition. Two videos presented two shorts introductions about cognitive and situated cognition; the third video was about the Norman and Zhang experiment: the students illustrated the main phases of the experiment and discussed the results. THe video has been published on YouTube and it has been commented and linked to	Formal	University	19-24	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration	Photo/video sharing	Accessing informationDelivering information (e.g. podcasts; RSS)	I The group was composed of two students. The Learning Object has been published on YouTube and it is open for all. Italy, Siena; MarchJune 2008

		different kind of blogs. http://it.youtube.com/watch?v=EsBOJA8fWb4&feature=related http://it.youtube.com/watch?v=wwqNyWjZp-8&feature=related								
Douspuntocero	http://douspuntocero.blogspot.com									
drops4eso	http://drops4eso.pbwiki.com/	The students create a wiki to work in a collaborative way in order to involve the whole High School shooting of a film about "Water and Ecology" to participate in an international Video Contest.	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Improve collaboration	Photo/video sharing; Wikis	Creating and sharing knowledge; Collaborating and interacting	Spain
Duck Diaries	http://duckdiaries.edublogs.org/ ; http://www.mcdsblogs.org/trou t	A blog about a duck who decided to build her nest on our school playground. Barbara Cohen wirtes: "I am thrilled and delighted to accept this exciting award on behalf of the students, faculty and parents at Marin Country Day School in Corte Madera, CA. The Duck Diaries blog was the end result of one of those serendipitous "teachable moments" that educators always dream about, and we had a great time putting it together. I had been looking for a way to introduce blogging to our lower school students and teachers, and when Daisy the Duck decided to lay an egg on our school playground, we seized the opportunity to write, reflect and share the story. Our school's website boasts that "our unique location allows us to use areas of our campus as outdoor classrooms and to offer students an environmental education that is integrated into the curriculum," and the blog allowed us to provide others with a glimpse of what this actually looks and feels like for our students. After the resounding success of the Duck Diaries, we will continue to explore new ways to use blogs in the early elementary classroom." If 2005-2006 was the Year of the Duck Blog at Marin Country Day School, we're calling 2006-2007 the Year of the Trout Blog. Come visit our latest blogging efforts at http://www.mcdsblogs.org/trout. We're halfway through our 2007-08 Trout in the Classroom unit. This year we're using Voicethread to help kindergarten students wonder aloud about their trout, and the 6th Graders are answering questions wherever they can.	Formal	Primary school	0-11	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration	Blogs; Photo/video sharing	Creating and sharing knowledge; Collaborating and interacting	Some classes in a US Primary School; USA; Since 2006
Dunhill (Ireland)		Dunhill Multi-Education Centre is a community-based adult learning facility located in rural southeast Ireland. The mission of the centre is to "provide opportunities for learning for all sections of the community" and to be inclusive of individuals from disadvantaged groups. Based in a village of 300 individuals, Dunhill serves the needs of approximately 25,000 people within a 50 kilometre radius. Since its inception, the centre has worked to foster relationships with postsecondary educational institutions to address niche education gaps using a learner-centred approach, develop working partnerships with a range of education & training providers, conduct research & training programmes to meet evolving needs of the community/society. Through the use of videoconferencing technology and online education platforms (e.g., Blackboard.com; Desire2Learn.com), students are able to participate in training programmes that are unavailable locally due to lack of expertise or opportunity. Installation of videoconference equipment in tandem with broadband Internet access allows Dunhill Multi-Education Centre to connect with university professors in situ. Learning takes place through multiple formats, depending on specific needs of the group. Learners in rural areas are then able to avail of the rich array of programmes that would otherwise be unavailable to them. Source: Kathleen M. Deery. "Promotion of University Collaboration with Rural Education Centres via Distance Education". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.	Formal; Non-formal; Informal	Adult training centre	19-24 25-54 55-64	Adult learners; Disadvantaged people; General public	Improve accessibility of learning; Inclusion	teleconferencing, online education platforms	Accessing information; Using social computing tools as environment for learning	25000 people addressed; Ireland; since 2003
Dyslexia in HE (UK)		Woodfine et al. (2008) emphasize that the use of online learning activities raises problems for higher education students with dyslexia far beyond accessibility and web design. They argue that social computing tools, while supporting different learning paces and cognitive styles in some cases, are at the same time producing close to insurmountable barriers to students with cognitive disabilities in general, and dyslexia	Formal	University	19-24	Students and learners in formal education; People with		text-based synchronous learning environment	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	UK

		specifically. They present the results of a research project in which several groups of (UK) higher education students engaged in online authentic text-based synchronous learning activities. Their results indicate that text-based synchronous learning environments can marginalise, demotivate and disappoint students with dyslexia, who have difficulties in reading, spelling, word order and argumentation. As additional impeding factors deficiencies in transposition, memory; organization and time management and a lack of confidence, were uncovered. Woodfine et al. (2008) conclude that students with dyslexia require specialized support and adjustments (technological or tutor support), otherwise they will feel excluded, ignored or even withdraw themselves away from the learning activity. Source: Woodfine, B. P., M. Baptista Nunes and D.J. Wright (2008). "Text-based synchronous e-learning and dyslexia: Not necessarily the perfect match!", Computers & Education, 50 (3) (2008), 703-717.				learning difficulties				
e-CLIL	http://community.eun.org/entry_page.cfm?area=1912	The aim of our e, CLIL is working in a European virtual CLIL community involving other teachers to share ideas and materials, exchange experiences and promote the use of English as a medium language. The aim of this community is to exchange experiences in teaching science subjects using English as a working language, or language of instruction. Teachers will develop CLIL materials and lesson plans, share them with the other colleges, and have them tried and tested with their own students then.	Formal	Primary school; Vocational higher education institute; General secondary school; Vocational secondary school	25-54 55-64	Teachers / Trainers	Improve learning results; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking; Discussion platforms; Knowledge sharing, sharing teaching material and experiences	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	Italy, Austria
E-Art – developed during the course 'Design of Technological Environments for Communication'– Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy).	http://eart20.wordpress.com/	E-Art is a student project developed during the course 'Design of Technological Environments for Communication' held by Prof. Patrizia Marti and Alessia Rullo in the period March-June 2008 – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy). The course experimented 2.0 tools and services to support the learning activities of the students. One of the outcomes of this activity has been the construction of an Exploratorium of 2.0 phenomena. The students in different teamworks produced a demo of a web application focusing on specific aspects of web 2.0 concepts and using 2.0 tools. E-Art is one of the resulting projects and it has been developed by the E-Art teamwork: Francesca Sanna, Elisabetta Cecaro and Debora Marogna. E-Art project aims at creating a web platform to allow an interaction among artists, travellers and European art's professionals. Through the use of the e-art's web site artists will be able to obtain visibility, with the promotion and the chance to sell their artworks. They also will be able to advertise their exhibition and events. Travellers will find their favourite cultural events and travel mates. People who's working in artistic field will find ideas and useful information for their profession (for example, details about Cultural Programme, Call for Proposal, CCP European). Furthermore, the e-Art's web site provides a Web Tv service thorugh which artists can document the making of their artworks and report on the events they took part in. The e-Art contents basically concern the art's world and the European culture, addressing different perspectives (artists, travellers, professionals). E-Art in this way promote the creation of a network of people, events and contents that would contribute to the construction of an European cultural community.	Formal	University	19-24	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration; Connect with society	Social networking Folksonomies/Tagging BlogsPhoto /video sharing	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	The teamwork is formed by three people. The demo of the project published on the web is open for all.; Sardinia (Italy); March, 11 2008 - June, 11 2008
EDU3.cat	http://www.edu3.cat; edu3@xtec.cat	A new media concept for elearning and teaching in the 21st era. A new educational media portal, edu3.cat and media and educational ressources, that will open soon, aimed at offering audiovisual material for educational use The resource section of the portal consists of a catalogue of interesting web educational references that cover webtv, radio, cinema, photography and other new formats, to disseminate rellevant and interesting experiences as well as foster the meaningful use of ICT in the teaching	Non-formal	Primary school; Vocational higher education institute;	0-11 12-18 19-24	Students and learners in formal education; Teachers / Trainers;	Improve accessibility of learning; Develop new ways of learning; Increase self-directed learning activities / skills; Teaching experiences	Social networking; Blogs; Photo/video sharing; Podcast/vo	Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge; Collaborating and interacting	45.000 users for month; Catalonia and the catalan countries(Spain); 9 months

		practice. These resources, as stated in the web, can only be used for educational purposes. Url blog: http://blocs.xtec.cat/edu3cat		Other; General secondary school; Vocational secondary school; Adult training centre; Ministry of Education (Generalitat Catalunya)		Parents / Third parties; Adult learners; Ethnic minorities; General public; No formal education		dcast; Other		
Edublog Community Work	http://tik-tak.co.il//web/project/project.asp?id=12973&modul=40&codeclient=1067&codesubweb=0	webpage in Hebrew. Description: An Educational Blog involving the Community. School name: Alon Junior High School, Ra'anana Description: Rationale of the working Process Our school believes in the development of a literate person who is able to be part of a changing society. Our school planned and put into action the "Blog Program" which enables social practice in the community. Our program enhanced the 3 top priorities of our school: 1. An improvement in writing skills (pedagogical learning aspect) 2. Enforcing literacy of information and computers by using new technology – web2 (social and learning aspect) 3. Enforcing values of donating and giving to others by involvement and active practice in the community. (the social values aspect) Our students have been doing voluntary work over the last 13 years. In the beginning of the project, each pupil chose a field he proposed to volunteer in within the community. The pupils divided into groups according a common voluntary field. They consistently recorded their meetings, work in the community and experiences in a digital diary. Literature and language teachers taught the students the different styles of writing and over the year opened the student's blogs in order to correct writing styles and remark on their progress. At the beginning of the process, the students were given a lecture on ethics of the net in order to open blogs and use the correct ethics codes in writing them. Thereafter they were divided into groups according to the topics they had chosen to deal with and opened their own blogs. The teachers opened personal blogs in order to give instructions. This program will continue this year too and 6 to7 classes will take part in the project. In the past pupils were expected to hand in a written project. Over the last two years all documentation has been done on the net.	Formal	General secondary school	12-18	Students and learners in formal education	Promote computer skills; improve writing skills	Blogs	Creating and sharing knowledge	Israel
El blog com a eina d'autoregulació del procés d'aprenentatge	http://uok-ie.blogspot.com/	Introducció del bloc com a eina d'organització, d'autoregulació de l'aprenentatge i avaluació continuada dels estudiants. Un bloc general gestionat pel professor permetrà orientar el procés de treball i fer visibles les aportacions més interessants realitzades pels estudiants als respectius blocs personals. El valor de la innovació radica en la dinàmica generada a través de la interrelació entre els diferents blocs. Seria interessant veure l'impacte que això té en relació als usos de la resta d'eines i espais tradicionals de l'aula.	Formal	University	19-24 25-54 55-64	Students and learners in formal education, Teachers / Trainers; Adult learners	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve learning results	BlogsPhoto /video sharing	Using social computing tools as environment for learning; Creating and sharing knowledge	100; Barcelona (Spain); 1 year; 30 – 40 studients (aprox.); 2 professors; September 2007September 2008 (continued)
ELDORADO	http://zope.reu.pub.ro/eldorado ; http://zope.reu.pub.ro/eldorado/collaborative-learning-area; http://www.eldorado-project.eu. www.scienter.es	Self-description: "ELDORADO aims at creating a European Learning Community for persons responsible for or experts involved in Regional Development (RD). The project aim is to help them address their main regional development issues, their main learning needs and familiarize them with the use of ICT for learning, as an approach with a high unexplored potential to accompany the main RD programmes and initiatives. The emerging community of professionals that will be created during the project is intended, not only to support their own learning, but also to serve as a potential instrument to stimulate regional innovation and socio-economic development programmes and initiatives." Project description (Project 229582-CP-1-2006-1-ES-	Informal	CoP	25-54 55-64	External experts; Experts in Regional Development	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Improve learning results; Improve collaboration; Provide improved (peer) support for learning	Social networking; Discussion platforms; Wikis	Collaborating and interacting	n.a FR, IT, RO DE, ES, HU, FI NO; 24 months in total; starting in 2006/07

		MINERVA-M): The main goal of ELDORADO is to establish a user-friendly- European Learning Community for Regional Development responsibles and agents, addressing their main learning needs and aiming at familiarizing them with the use of ICT for learning. The Community is intended to become, not only an approach to support their own learning as a professional community, but also as a high potential instrument to accompany and accelerate regional innovation and socio-economic development programmes/initiatives. The objectives of ELDORADO are:To establish a Continuing Professional Development model (CPD model) for Regional Development Agents (RDA) based on an integrated and contextualised use of ICT for learning;To increase awareness and confidence of Regional Development Agents community and related policy makers on the potential of ICT for learning through promoting a direct experience of learning embedded in relevant project work;To explore and collect evidence of the potential of ICT for learning to accompany and support regional development initiatives/programmes;To validate the model and plan its dissemination and sustainable development, upgrading and updating the model on a basis of a continuing flow of improvement. ELDORADO mainly addresses the Regional Development Responsibles and Agents which will be supported by means of a collaborative learning approach influencing the level of attention of regional and local policy makers towards the innovative use of ICT to support learning. It will also imply the active involvement of the research community and will aim at influencing the regional and local policy makers. More info: http://www.eldorado-project.eu/page.php?src=public/index&id_nod=0&from=1&view=0&lang=4 http://eacea.ec.europa.eu/static/Bots/docbots/TCP/Compendia/documents/Compendium_Minerva_2006_EN.pdf								
E-leodav	www.unidav.it	Social Network for University Leonardo da Vinci a case study for my phd thesis in E-learning Claudia Panico	Formal (aiming at degree/certification)	University	19-24 25-54 55-64	Students and learners in formal education - Teachers / Trainers	Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration; Provide improved (peer) support for learning	Social networking - Folksonomies/Tagging - Virtual realities - Blogs - Photo/video sharing - Discussion platforms	Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge	Italy
eLSA	http://elsa20.schule.at/ ; http://elsa.schule.at; http://elsa.schule.at/evaluation-ergebnisse/schratz-kurzbericht.htm	Stemmer & Hummer (2007) present the first results of the “eLSA” project, a pilot project for students aged 10-14 years in 65 primary and secondary schools in all nine Austrian provinces, aimed at promoting e-learning and e-teaching. The project started with "blackboard" and is currently using "moodle" and other web 2.0 platforms and tools. Additionally peer-support among teachers is encouraged addressing the training needs of in particular older teachers. Stemmer & Hummer (2007) conclude their presentation by observing that the strategy has been very successful. eLearning has become more and more "usual business", not only for a small number of schools, but a large number of different players. Source: Stemmer, Helmut & Erika Hummer (2007). “E-Learning – A Driving Force for an Innovative Education: Three Austrian Best Practice Examples”. Proceedings of the EDEN Annual Conference 2007, Naples, Italy.	Formal	Primary school; General secondary school	0-11 12-18 25-54 55-64	Students and learners in formal education; Teachers / Trainers	Develop new ways of learning; Improve personalization of learning; Improve collaboration; Provide improved (peer) support for learning	Folksonomies/Tagging; Blogs; Wikis; Moodle	Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	currently 85 primary and secondary schools; Austria; several years ongoing
emathforall	http://mathcasts.org/mtwiki (en) http://emathforall.com/wiki (mk)	Purpose is to provide free, freely adaptable, well-documented with metadata, available online and offline, translatable interactive resources for learning mathematics. See also: http://mathcasts.org/janita/stuff/ciit2008_Technology_Teaching_Math_LFS.pdf	Informal			Students and learners in formal education; People with	Improve accessibility of learning; Develop new ways of learning; Increase motivation / participation; Improve learning results	Wikis; Podcast/vodcast	Collaborating and interacting	english siteworld wide; macedonian site – mk; 2 years in this format

						disabilities; Disadvantaged people				
E-Nov@s – developed during the course 'Design of Technological Environments for Communication' – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy).	http://enovas.wordpress.com/	E-Nov@s is a student project developed during the course 'Design of Technological Environments for Communication' held by Prof. Patrizia Marti and Alessia Rullo in the period March-June 2008 – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy). The course experimented 2.0 tools and services to support the learning activities of the students. One of the outcomes of this activity has been the construction of an Exploratorium of 2.0 phenomena. The students in different teamworks produced a demo of a web application focusing on specific aspects of web 2.0 concepts and using 2.0 tools. E-Nov@s is one of the resulting projects and it has been developed by the E-Nov@s teamwork: Stefano Chessa, Flavio Cosseddu, Lorenzo Mattana, Francesca Pala, Deborah Succa, Valentina Ventroni. E-Nov@s is a project which would want Journalism to be a communication instrument between blog-users and areas of Sardinia by using the potentialities of web 2.0 The project is founded on two main assets: users as sources of information and territories as news. On one hand, it tries to favour the participation of the users relying on their necessity-opportunity to communicate and to express opinions in the new way of "popular journalism", on the other hand it tries to bring to light the richness and the value of the news of each small reality of Sardinia. We will pursue our goals through two instruments: blogs aggregator and maps. All the blogs of all the realities of Sardinia could sign in into our web-site would be a meeting point where it is possible to communicate and compare common initiatives; in this way blogs and their territories will find a window which will act as a launching pad from which to emerge and to obtain more visibility. The second important instrument is the map: Sardinia and its territories will be in the foreground, it will be possible to virtually journey through the island funding information, articles and geo-localized contents. The users will be able to get in touch with the territories by using the blogs and the territories will be the root of our news	Formal	University	19-24	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration; Connect with society	Social networking Folksonomies/Tagging BlogsPhoto /video sharing	Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge; Collaborating and interacting	The teamwork is formed by six people. The demo of the project published on the web is open for all.; Sardinia (Italy); March, 11 2008June, 11 2008
ESL listserv (USA)		Hirvela (2007) investigated the use of an asynchronous writing environment to enhance collaboration among 108 undergraduate students in an ESL ("English as a second language") writing course at a Midwestern research university in the United States. Students were encouraged to co-consruct an understanding of an assigned novel and to exchange views with the author. In purely numerical terms, it had been hoped that students had posted more messages than they did, especially in response to each others' comments and to the author of the novel. Likewise, longer postings had been hoped for. While the computer mediated collaboration allowed the students to engage in some useful pre-writing about the novel, students did not seize the unique and presumably enticing opportunity to discuss a literary work with its author. Source: Hirvela, Alan (2007). "Computer-mediated communication and the linking of students, text, and author on an ESL writing course listserv", Computers and Composition 24 (2007) 36–55.	Formal	University	19-24	Students and learners in formal education	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve learning results; Improve collaboration; Connect with society	asynchronous writing environment	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	108 undergrad students; USA; 1 semester (?)
eTTcampus 2.0	http://www.ettcampus.org/modules/content/index.php?id=1; http://www.ettcampus.org/elearning/; www.upc.edu/cudu.	A project promoting teacher knowledge exchange and ICT training, using web 2.0 tools. Still in pilot phase. Project description: "The eTTCampus project aims at setting up, developing and consolidating a European Virtual Campus for teachers and trainers. On the virtual campus, teachers and trainers can directly compare experiences on the pedagogical use of ICT and learn through context-based work. This virtual agora and learning space will develop teachers' and trainers' knowledge, skills and understanding of the pedagogical, critical and responsible use of ICT for learning purpose. http://www.ettcampus.org/ hosts the following learning events: Supporting your teaching with eLearning -Getting Started (available also in Spanish and Italian); ePedagogyImplementing eLearning concepts through the use of different learning theories; eTechnologies for learning; Open Source, e, Competencies for European	Formal	Primary school; Vocational higher education institute; General secondary school; University; Vocational	25-54 55-64	Teachers / Trainers	Promote computer skills; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking; Blogs; Discussion platforms	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	12 registered teachers, 602 students; Italy, Finland, Spain, Estonia, Hungary, Malta; since 2007

		Teachers and Trainers and Equal communication and materials in eLearning and e, Competencies. We hope to provide a collaborative platform that will "live on" after the project has finished, providing teachers and trainers with a resource that encourages the exchange of knowledge and experiences between peers. By contributing to the resources of this campus, we can together identify key questions and make recommendations. It is estimated to be completed and running at the beginning of 2007."		secondary school; Adult training centre						
eTwinning Teacher Blog	http://blog.eun.org/etwinning/	The platform for teachers in Europe to discuss their experience in eTwinning. For moderation purposes, postings are in English, French, Italian, Spanish and German only.	Formal	Primary school; General secondary school; Vocational secondary school	25-54 55-64	Teachers / Trainers	Improve accessibility of learning; Promote computer skills; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking; Blogs	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	All EU plus eTwinning partner countries
europe4kids	www.europe4kids.it; http://www.europe4kids.it/paginaprincipale.htm	Not really web 2.0, but in spirit. An international project for education by schools from Denmark, Germany, Holland, Italy and Romania. Students are collaborating, by telling each other stories, on projects which mainly address landscape features. eLearning Awards info: Project name: Living in Europe: on highlands and lowlands Pupil age group: 9 to 11 years Lo stimolo a collaborare con altre istituzioni scolastiche europee è giunto dal dirigente scolastico, che ha accolto l'invito di una scuola olandese, per realizzare un progetto scolastico internazionale avente come tema di fondo l'acqua. Il progetto ha raccolto l'adesione di altre tre scuole olandesi, di una scuola tedesca, di una danese e di una rumena. Tutte le attività sono documentate nel sito www.europe4kids.it, un sito in lingua inglese con un valore aggiunto: il rispetto dei requisiti individuati dalla Legge Stanca del gennaio 2004 che ha sancito l'abbattimento delle barriere telematiche. Si riassumono i punti salienti del percorso formativo:Analisi del tragitto dell'acqua, dalla fonte al mare, evidenziando i fattori di inquinamento idrico.Elaborazione di un semplice racconto fantastico, a sfondo ecologico, da parte di ciascun alunno.Realizzazione di un libro gigante pop-up con tutti i racconti.Realizzazione di un CD con i lavori svolti da tutte le scuole partners. Esso costituisce il nucleo centrale del sito web, tasto Water project.Corrispondenza fra alunni.Realizzazione di una question list sui paesi partners (semplici domande e risposte su aspetti geopolitici e culturali di ciascuna nazione), tasto Question lists. Ricerca di leggende locali sull'acqua per realizzare un libro. Le classi hanno lavorato alla realizzazione di due testi corredati da illustrazioni in b/n per consentirne la coloritura ai più piccoli. I racconti hanno dato origine ad un libro di leggende europee intitolato "European Fairy and Water Tales". Una versione bilingue è presente anche sul sito europeo, tasto Tales.Realizzazione di un prodotto, legato al tema dell'acqua. Le attività sono documentate da fotografie, tasto Events 2006.Question of the month. A turno, ciascuna delle otto scuole coinvolte, esprime una domanda che stimoli la conoscenza reciproca tra i partners. Ogni scuola fornisce la propria risposta, in inglese. Il sito offre anche informazioni generali sulle nazioni e sulle città delle scuole partecipanti.Il sito racconta anche gli incontri fra i docenti coinvolti nel progetto e le decisioni prese nei meetings (tasto report of the visits). Il progetto è stato illustrato dai docenti coinvolti all'Università Statale di Milano in data 10 giugno 2005. Summary of benefits and transferability (in English, German, Spanish, French or Italian) Il progetto ha offerto l'opportunità di rendere vivace e motivante l'apprendimento di molte discipline scolastiche, infatti l'entusiasmo ha reso più facile il superamento delle difficoltà, soprattutto nello studio di una lingua straniera. La motivazione ad apprendere è stato il fattore determinante per il conseguimento di esiti formativi di qualità, soprattutto in ambito linguistico. Il poter parlare di se stessi, dei propri interessi e del proprio ambiente, condividendo queste informazioni con ragazzi di altri Paesi europei,	Formal	Primary school	0-11	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; inter-cultural exchange	Social networking; Discussion platforms; sharing stories and drawings, discussing favourites	Creating and sharing knowledge; Collaborating and interacting	Denmark, Germany, Holland, Italy and Romania

		ha stimolato il coinvolgimento emotivo e l'interesse nel conoscere altri contesti socio-ambientali e le lingue, per superare stereotipi e preconcetti, in un'ottica di integrazione. Al termine del progetto gli alunni sono riusciti a descrivere in termini semplici aspetti del proprio vissuto e del proprio ambiente, con particolare riguardo alla propria famiglia, ai propri interessi, al proprio paese. Sono state incrementate le competenze su aspetti culturali, storici, geografici dei Paesi partners. E' stata rafforzata la dimensione europea, attraverso l'abbattimento di stereotipi e la maggior confidenza acquisita nella comunicazione in lingua straniera.								
EUROTRAINERS Virtual Community	http://community.eurotrainers.net/	Trainers, tutors, coaches and other VET professionals… Welcome to the Eurotrainer Virtual Community. The Eurotrainers virtual community is set up to create a virtual learning network for VET professionals. In this virtual learning network we offer you the possibility to share experiences, capitalize knowledge, to give your opinion and to work in partnership on common documents in the field of competence management of VET professionals. For example, in the EVC we will contribute to answers of the following questions: • How to identify competences of VET professionals? • How to get a diagnose of the competences of VET professionals? • How to train in the most flexible way VET professionals in the perspective of Life Long Learning? • ... The Virtual Community Platform was created for "e3European Centre of Excellence for eLearning" EU projectE/02/P/PP-115755Leonardo da Vinci II The present version has been customized for "Eurotrainer" EU projectPT/05/B/F/PP- 159153Leonardo da Vinci II		Vocational higher education institute, Vocational secondary school	25-54 55-64 65+	Teachers / Trainers	Develop new ways of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking, Discussion platforms	Creating and sharing knowledge; Collaborating and interacting	ca. 80-100 users; Forum: 475 users, 45 posts; Spain, Portugal, Romania, France, Sweden, Hungary, Belgium, Netherlands, Finland, Greece, UK, Bulgaria, Austria; 2006-07/2007
EUROVOLT via VLE	http://eurovolt.net	- Certified VOLL Teacher Training Programme, Various VOLL CoursesGood Practice Models in Europe, Various Materials freely availablehttp://www.eurovolt.net/products/publications/. http://www.eurovolt.net/projectdescription/ http://www.eurovolt.net/projectdescription/workpackages/ http://www.eurovolt.net/products/ http://www.eurovolt.net/products/volt/ http://www.eurovolt.net/products/voll/ http://www.eurovolt.net/products/goodpractice07/ http://www.eurovolt.net/products/publications/ http://www.eurovolt.net/downloads/ http://www.eurovolt.net/downloads/eurovoltmaterials / http://www.eurovolt.net/downloads/links/ http://www.eurovolt.net/partners/	Formal; Non-formal	Vocational higher education institute; University; Vocational secondary school; Adult training centre	12-18 19-24 25-54	Students and learners in formal education; Teachers / Trainers; Adult learners	Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Improve personalization of learning; Improve learning results; Improve collaboration; Provide improved (peer) support for learning	Social networking; Virtual realities; Blogs; Discussion platforms; Podcast/vodcast	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	Eleven European institutions (upper secondary, adult, and university); Seven European Countries, pl. refer to project partners; 20052007 and beyond, new TT course will start in October 2008
Facciamoci noi lezione!	http://www.etwinning-noi.blogspot.com/ ; eTwinning	eTwinning Awards 2008 RUNNER-UP: Age 15-19 The Italian and German students in this project used blogs and video to share their opinions on issues such as Cyberbullying. The jury said, "this is a good use of modern technologies which utilised the tools of social networking while at the same time exploring the issues surrounding that use".	Formal	General secondary school	12-18	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve collaboration; Cultural Exchange	Social networking; Blogs; Photo/video sharing	Creating and sharing knowledge; Collaborating and interacting	2 eTwinning schools; Germany, Italy
Finnish Tax Authority	http://www.vero.fi/default.asp?language=ENG&domain=VERO_ENGLISH ; http://www.vero.fi/nc/doc/download.asp?id=6169;1863506	The Finnish Tax Administration has produced through peer production mechanisms more than 50 e-Learning courses. An important element of the Technology Enhanced Learning is the collection of good practices, which are saved in the online library	Informal	Other - Vocational secondary school	19-24 25-54 55-64 65+	People with learning difficulties - Ethnic minorities - External experts	Improve accessibility of learning; Increase motivation / participation; Improve learning results; Improve management of learning; Connect with society	Folksonomies/Tagging - Virtual realities - Podcast/vodcast	Accessing information; Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	Finland, national; running
Finnish Arguments		Laurinen &Marttunen (2007) examined the quality of argumentation and collaboration in students' chat debates, among a group of twenty-four students (aged 16–17 years) engaged in two different debates as part of a course in argumentation. They found that	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Improve learning results; Improve	Discussion platforms; chat	Peer reviewing; commenting; Creating and sharing knowledge;	24 students; Finland

		the chat environment supported a high level of collaboration, irrespective of the quality of argumentation. Analysis and categorization of the contributions revealed that in the first debate 67.2% and in the second 47.8% of the speech acts were argumentative (explore and deepen; arguments; opinions). Furthermore, they discovered four different debating styles, from oral-like debates (with low argumentative quality) to sophisticated argumentative debates (where written code of language was used). Source: Laurinen, Leena I. and Miika J. Marttunen (2007). "Written arguments and collaborative speech acts in practising the argumentative power of language through chat debates", Computers and Composition 24 (2007) 230–246.					collaboration; argumentation skills		Collaborating and interacting	
Finnish vocational Edugames		Hamalainen (2008) investigated the use of a virtual game environment which supported collaboration among 20 Finnish vocational students. This study indicates that, at their best, epistemic scripts have potential to make learning more efficacious in virtual game environments. In the light of this study a major benefit of the virtual environment was the possibility to visualise the design process in a manner that would have been impossible in a traditional classroom setting. The findings indicated that this game environment, supporting visual communication, offered a setting for different modes of interactions and encouraged teams to collaboration. Yet, collaboration was dependent on the learners' willingness to work together, so that in one team, whose members preferred working alone, collaboration took place only when absolutely necessary. Despite this fact, the learning results of this group were excellent. He therefore concludes that collaboration in itself should not be considered an intrinsic value in all situations. In vocational education where learning is based on authentic tasks, better ways to visualise such learning tasks are needed to address motivational challenges. Edugames have potential in this respect, but there are still technological challenges to be addressed. Source: Hamalainen, Raija (2008). "Designing and evaluating collaboration in a virtual game environment for vocational learning", Computers & Education, 50 (1) (2008), 98-109.	Formal	Vocational secondary school	12-18 19-24	Students and learners in formal education	Develop new ways of learning; Improve collaboration; provide more realistic learning opportunities	Edugames	Collaborating and interacting; computer games	20 students; Finland
Flatclassroom	http://flatclassroomproject2006.wikispaces.com/ ; http://flatclassroomproject.wikispaces.com/	Self-description: The Flat Classroom Project is a global Hands-on working together project for middle and senior high school students. It was founded by Vicki Davis (Westwood Schools, USA) and Julie Lindsay (Qatar Academy, Qatar) in 2006. The Project uses Web 2.0 tools to make communication and interaction between students and teachers from all participating classrooms easier. The topics studied and discussed are real-world scenarios based on 'The World is Flat' by Thomas Friedman. The Flat Classroom Project 2006 is featured in the latest edition of Friedman's book in Chapter 13, 'If it's not happening it's because you're not doing it', page 501-503. One of the main goals of the project is to 'flatten' or lower the classroom walls so that instead of each class working isolated and alone, 2 or more classes are joined virtually to become one large classroom. This will be done through the Internet through Wikispaces and Ning. Using a joint wiki, we paired students with a global partner to explain the trend, give their viewpoints, and create interaca video including footage "outsourced" from the partner. To start the project, every student posted a podcast introduction. We intentionally chose voice communications to prevent students from having preconceived notions about each other. After "meeting" their partners, students planned their topic using asynchronous tools such as the discussion tabs on the wiki pages, My, Space, and e-mail, and synchronous tools such as Skype and instant messaging. This level of student autonomy had its difficulties— students who were absent or slow to communicate would frustrate their overseas partner. As teachers, we had to monitor this closely and adjust groups so that project deadlines could be met and we could be fair to everyone. More info: http://flatclassroomproject.wikispaces.com/space/showimage/Flat_Classroom_LL_August07.pdf http://flatclassroomproject2006.wikispaces.com/space/showimage/Flat_Classroom_Ha	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Social networking; Wikis; Podcast/vodcast	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	US, China, UK, Australia, Bangladesh, Canada; Since 2006

		ndout_June07.pdf								
Foreign Blogs		Ducate & Lomicka (2008) conducted an empirical study on blog use to enhance foreign language learning. Over the period of one semester, they monitored the 29 German and French university students in their effort to understand a blog they read weekly and in the subsequent semester 21 German and French students in their efforts to maintain their own blog in the foreign language. They observed that, while not all students enjoyed using blogs and the insights into the foreign language culture were less intense than had been hoped for, the blogs were successful in promoting ownership and creativity, students progressed to higher levels of engagement, and the blogs offered them the opportunity to express themselves in a more personal manner in a foreign language. Source: Ducate, Lara C. and Lomicka, Lara L. (2008). "Adventures in the Blogosphere: From Blog Readers to Blog Writers", Computer Assisted Language Learning 21 (2008), 9-28.	Formal	University	19-24	Students and learners in formal education	Develop new ways of learning; Improve learning results; improve language skills; cultural insight	Blogs	Accessing information; Creating and sharing knowledge	50 students; USA, 2 semester
Game in Learning	http://emapps.com/folder_HU2/; http://emapps.com/emapps_inf/index.php?user=12	School: Báthory István Általános Iskola Description: By transforming different curricular subjects (history, local history, literature, visual culture, IT) to an exciting game makes the students more enthusiastic to learn. The target was to develop a game, using different kind of game genres and components and allow the children to play the game in real time, outside the classroom, equipped with modern technological tools, such as 3G mobile phone, PDA and use these equipments for learning content creation by learning in an experimental way. The game base is a story, which has characters and the children play these roles in real time, as avatars of the game. By following the story line the players are learning, creating learning content and upload this content to the web, where the teacher can control them. More information, the game in details can be found: http://emapps.com/emapps_inf/index.php?user=12	Formal	Primary school	0-11	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation	Virtual realities; Photo/video sharing; Computer Games; mobile technologies, 3D	Creating and sharing knowledge; Collaborating and interacting	Hungary
Glasgow Education Network	http://www.glasgow.daneo.org	Teaching for Effective Learning Network Site for Primary, Secondary and SEN teachers The Glasgow Education Network site is for the professional development and training for all Glasgow teachers. It contains a variety of innovative ICT formats encouraging teachers to collaborate in the promotion and development of teaching for effective learning strategiesactive, cognitive and collaborative learning in the classroom. Working towards A Curriculum of Excellence in Sotland.	Formal	Primary school; General secondary school; Vocational secondary school	25-54 55-64	Teachers / Trainers	Improve collaboration; Provide improved (peer) support for learning	Social networking	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	UK
Greek maths teachers' blogs		Makri & Kynios (2007) integrate and use a weblog both as a medium for asynchronous communication, and as a mechanism for provoking professional reflection in a six-month academic (MA) course with 48 mathematics teachers (presumably in Greece). Their results indicate that blogs successfully enabled a structured cognitive presence, with teachers enriching the discussion with a combination of factual, conceptual and theoretical knowledge. They further observe three different blogging profiles: the “blog enthusiast”, the “blog frequent visitor” and the “blog sceptic”. Source: Makri, K., & Kynigos, C. (2007). “The Role of Blogs In Studying The Discourse And Social Practices of Mathematics Teachers”, Educational Technology & Society 10 (1), 73-84; available at: http://www.ifets.info/journals/10_1/8.pdf.	Formal	University; pre-service (mathematics) teachers	19-24 25-54	Students and learners in formal education	Develop new ways of learning; Improve learning results; Improve collaboration; reflection; cognitive presence	Blogs	Creating and sharing knowledge; Collaborating and interacting	48 learners; Greece
GSGTGS Saarlouis Blog	http://tagebuch.gsgtgssaarlouis.de/; Grundschule GSGTGS Saarlouis	Blog in der Grundschule GSGTGS Saarlouis. School name: GSGTGS Saarlouis "Im Vogelsang" Description: Die Autoren sind die Schüler des 4. Schuljahrs der Grund- und Ganztagsgrundschule Saarlouis „Im Vogelsang“. Die Klasse besteht aus 27 SchülerInnen, die seit dem ersten Schuljahr stundenweise im Umgang mit dem Computer unterrichtet werden. Für das Schreiben in das Tagebuch wird im Moment eine Stunde pro Woche verwendet. Blog in der Schule Das Schreiben im Blog kann man sehr gut mit dem Deutschunterricht verbinden. In einem Online Tagebuch kann man Aufsatzerziehung für das Fach Deutsch betreiben. Die Kinder schreiben Ihre Geschichten und Erlebnisse auf. Nach dem Aufschreiben kann auf die einzelnen	Formal	Primary school	0-11	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve personalization of learning; Improve writing skills	Blogs	Creating and sharing knowledge	27 students, DE

		Beiträge eingegangen werden. Der Lehrer kann vor der Veröffentlichung des Beitrags Anmerkungen im Blog an jeden Schüler richten, so dass dieser sein Geschriebenes verbessern kann. Durch das Aufschreiben der eigenen Geschichten wird einer Individualisierung des Unterrichts Rechnung getragen. Die Motivation der Schüler steigt, da sie sich nicht an Themen halten müssen, die vom Lehrer vorgegeben werden, sondern jeder Schüler seine eigene Geschichte schreiben kann. Auch der öffentliche Zugang des Blogs wirkt auf die Schüler sehr motivierend. Sie sind sich der Tatsache bewusst, dass die Beiträge von einer breiten Öffentlichkeit gelesen werden können. Dadurch gewinnt Ihr Beitrag an Bedeutung. Durch das freie Schreiben wird auch die Rechtschreibkompetenz der Schüler erhöht. Behandelte Regeln der Rechtschreibung können an bestimmten Wörtern aufgegriffen werden. So erhält der Schüler Rechtschreibförderung am lebenden Objekt und wendet die gelernten Regeln später sicherer an.								
Guía de orientación académica e profesional	http://orientacion.blogia.com		Non-formal	Vocational higher education institute; General secondary school	12-18	Students and learners in formal education; Teachers / Trainers; Parents / Third parties	Develop new ways of learning; Increase motivation / participation; Improve collaboration	Blogs	Accessing information; Creating and sharing knowledge	
Handicap compensation with MP3 players	http://www.epractice.eu/cases/mp3players	Encourages student collaboration to promote positive learning outcomes for marginalised groups. The example is low tech but the collaboration model is unusual and innovative. Learning content is mediated through interactivity.	Formal	Vocational higher education institute	12-18	Students and learners in formal educationAdult learners	Connect with society	MP3 players	Peer reviewing; commenting; Using social computing tools as environment for learning	Around 50 students; French Pyrnees; 2 years, running
Historic book blog (US)		Langhorst (2006) employed blogs in two school projects with junior high school students, where a historic novel was read, commented by their students in a (collective) book blog, involving parents, other community members and the author of the novel. He records the involvement of the author and the parents as most rewarding, as they significantly enhanced student motivation. Source: Langhorst, Eric (2006). "The Dixie Clicks: How a Blog about the Civil War Turned into a Runaway Hit", School Library Journal 52 (2006), 46-48.	Formal	General secondary school	12-18	Students and learners in formal education; Parents / Third parties; External experts	Develop new ways of learning; Increase motivation / participation; Improve learning results; Improve collaboration; Connect with society	Blogs	Creating and sharing knowledge; Collaborating and interacting	2 courses; USA
HiStory	http://www.history-project.eu	Learning processes of senior citizens are of high priority in the framework of the ageing society in Europe. Psychological findings show that learning in higher ages is possible and desirable, when some particularities of the target group are taken into account.	Informal	General secondary school, University, Vocational secondary school, Adult training centre	12-18 19-24 25-54 55-64 65+	Students and learners in formal education; Early school leavers; People with learning difficulties; Parents / Third parties; People with disabilities, Disadvant people; Workers, Ethnic minorities; Unemployed; General public; External experts	Improve accessibility of learning; Develop new ways of learning; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve management of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Folksonomies/Tagging, Photo/video sharing, Podcast/vodcast	Accessing information; Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	201-1000; European, multinational; since 2007, running
Hong Kong		Lui & Choy (2006) investigate student perception towards the purpose of blogging,	Formal	University	19-24	Students and	Develop new ways of	Blogs	Creating and sharing	22 students;

Blogs		comparing the experiences of third year computing (university, Hong Kong) students, comparing 22 students who used blogs over one academic year with 18 students, who followed the same course without employing blogs. They conclude that from the student perspective, the three main aspects of blogging purposes were personal, communication and pedagogical. While students responded positively to the use of blogs, their weblogs were deserted as soon as the course ended. They conclude with Williams and Jacobs (2004) that while the mandatory use of blogs is beneficial for introducing students to this tool, it was a mistake to force the participation of students to blog with assessment, because it appears to reduce the learning experience. Source: Lui, Andrew K. and Sheung-On Choy (2006). "A Study on the Perception of Students towards Educational Weblogs", Informatics in Education 5 (2) (2006), 233–254; available at: http://www.mii.lt/informatics_in_education/pdf/INFE087.pdf				learners in formal education	learning		knowledge	Hong Kong; 1 academis year
Horizon Project	http://horizonproject.wikispaces.com; http://horizonproject.wikispaces.com/About+Us	The Horizon Project is the follow up project to the Flat Classroom Project conducted in December 2006. This is a joint project between five classes ranging from grades 10-12 at the International School Dhaka, Bangladesh, Westwood Schools in Camilla, Georgia, Presbyterian Ladies College in Melbourne, Australia, the Vienna International School in Vienna, Austria and the Shanghai American School in Shanghai, China to research, discuss, and envision the education and society of the future according to the six trends outlined in the Horizon Report 2007 Edition. The project uses Twitter to connect students from 5 classrooms around the world. In this instance students created a wiki page dedicated to their twitter badges and they could see what group members were working on. While the majority of the work is going on in the 5 classrooms that are creating the wikis, many people are involved to promote the discussions that today's educators must engage in.	Formal	General secondary school	12-18 25-54 55-64	Students and learners in formal education, Teachers / Trainers	Promote computer skills; Develop new ways of learning; Improve collaboration; Develop a vision of future learning	Social networking WikisTwitter	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	Bangladesh, Georgia, Australia, Austria, China; since 12/2006
HSH@Network	http://hsh.istruzione.it/portal/home.jsp	HSH@Network (Hospital-School-Home) is a project of the Italian Ministry of Education, University and Research in collaboration with Ugo Bordoni Foundation (FUB), and other University and R&D Centres (ITD, METID, CASPURI, GARR).A specific telematic infrastructure has been created for the project, to interconnect about 150 paediatric hospital departments with primary and secondary schools, adequate number of PC, webcam and Internet access, portal for videoconferencing between pupils in classroom and those who are long-term, day-hospitalized or out patients. HSH@Network highly values the role of technologies and multimedia communication to assure 2 constitutional rights: the rights to study and right to be cured, taking care of each child from medical as well as from educational points of view.	Formal	Primary school; General secondary school	0-11 12-18	Students and learners in formal education; Disadvantaged people; Hospitalized children	Improve accessibility of learning; Develop new ways of learning; Provide improved (peer) support for learning	Social networking	Accessing information; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	150 hospitals; Italy
IBM Internal Knowledge Management	http://www.ibm.com/blogs/zz/en/guidelines.html	Web 2.0 based internal knowledge management, learning and communication tools and methods used at IBM containing Blogs, wikis, content and bookmark sharing, social networks, virtual worlds, social media, meeting software for internal knowledge management.	Non-formal - Informal	Vocational secondary school	12-18 19-24 25-54 55-64	People with learning difficulties - General public	Improve accessibility of learning; Promote computer skills; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve collaboration; Provide improved (peer) support for learning	Social networking - Folksonomies/Tagging - Virtual realities - Blogs - Wikis - Podcast/vodcast - Other	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	> 600.000 active participants; Germany, Multinational; from 2002, running
iCamp	http://www.icamp.eu/learnmore/project/ ; http://www.icamp.eu/watchwork/models/.	Kuru et al. (2007) report on the first of three validation trials of a cross-border collaborative problem-based learning experiment, in which a total of 36 (graduate and post-graduate) students from four different partner universities (IŞIK, Istanbul (Turkey), AGH, Krakow (Poland), TLU, Tallinn (Estonia), and KTU, Kaunas (Lithuania)) participated. The case study took place within the scope of the FP6 project called iCamp, in which an open virtual learning environment was created, focusing on self-	Formal	University	19-24	Students and learners in formal education; Teachers / Trainers	Develop new ways of learning; Improve collaboration; Provide improved (peer) support for learning; promote culteral exchange and	Social networking; Folksonomies/Tagging; Blogs; Photo/video	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	36 students; Turkey, Poland, Estonia, Lithuania

		directed and self-organized learning, social networking, and collaboration. Eight cross-cultural groups of four or five students were formed encompassing members from all 4 participating countries. The collaborative task given to the groups was to develop a questionnaire with reference to the key concepts "cross-cultural comparisons" and "e-learning", with teachers acting as facilitators. The trial relied on extensive use of software tools, mostly open source social software products, i.e. Wordpress for individual blogs of all participants, group blogs and pedagogical support blogs, Flickr used (but only marginally) for image sharing, delicious (for bookmarking blogs, reading lists and questionnaire delivery addresses), Flashmeeting (Teleconferencing), Nextspace (shared workspaces for projects and facilitators), Google docs (Shared document production in the questionnaire development) and MSN (for Email, chat, and teleconferencing). The results of the exploratory study indicate the importance of planning, transparency of tasks, familiarity with the tools used (by students and facilitators), a supportive technological infrastructure and similar levels of self-direction at all sites. Essential for the success of the project is the collaboration of facilitators among each other and with students as well as student motivation, which should be increased by incentive measures such as grading. Since student-student interaction is a critical element of cross-cultural collaborative learning, necessary measures should be taken to encourage and increase participation and collaboration. Source: Kuru, Selahattin, Maria Nawojczyk, Katrin Niglas, Egle Butkeviciene & Ahmet Soylu (2007). "Facilitating Cross-Border Self-directed Collaborative Learning: The iCamp Case". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.					understanding	sharing; Discussion platforms		
Icebreaker		Augar et al. (2005) investigate wikis as a potential tool for building web based learning communities. At Deakin University (Australia), they used a wiki to host an icebreaker exercise for fifty groups of approx. 10 students in information technologies, a subject which was taught entirely online. The icebreaker exercise encouraged students to build an online identity and get to know their fellow group members in the wiki environment. It was envisaged that this process would enhance their interaction with their group members, and their online learning experience. The exercise was adapted from an exercise used previously in a classroom situated environment. All active students completed the icebreaker successfully. The School of IT at Deakin University has a very culturally diverse student body, so icebreaker questions relating to culture were devised bearing this in mind. The students were very candid in disclosing information about their cultural background, such as where they were born, what languages they spoke and what countries they had lived in. Survey results showed that the majority of students edited the wiki either once, or at most weekly, during the icebreaker exercise. However, half of the students surveyed indicated they checked the wiki on a daily basis to review the input of their group members. A further 35 per cent indicated they viewed the wiki on a weekly basis. Encouragingly, 87 per cent of students felt that the exercise enabled them to get to know their group members at least slightly better. Eighty three per cent of students felt that the exercise helped them get to know their tutor at least slightly better. Source: Augar, Naomi, Ruth Raitman , Wanlei Zhou (2005). 'Towards building web based learning communities with wikis". IADIS International Conference Web Based Communities 2005, 207-214, http://www.iadis.net/dl/final_uploads/200502L023.pdf.	Formal	University; Online	19-24	Students and learners in formal education	Increase motivation / participation; Community building	Wikis	Collaborating and interacting	Australia; 1 year
iClass	http://www.iclass.info/iclass01.asp;	(not web 2.0 in the strict sense, but ínnovative platform for self-regulated personalised learning). "Intelligent Distributed Cognitive-Based Open Learning System for Schools" More info: http://insight.eun.org/ww/en/pub/insight/school_innovation/learnenv/iclass.htm; http://iclass.wikispaces.com; http://www.iclass.info/docs/IClasbrochurepages.pdf. iClass is a project initiated to develop an intelligent cognitive-based open learning system and environment, adapted to individual learners' needs and ensuring their take-up in the education sector at a European level. iClass Project is funded under the FP6,	Formal	Primary school, General secondary school, Vocational secondary school	0-11 12-18	Students and learners in formal education	Develop new ways of learning; Increase self-directed learning activities / skills; Improve personalization of learning	personalised learning tool	Reflection	Europe

		the European Community Framework Programme for Research, Technological Development and Demonstration. iClass Project was initiated in January 1, 2004. United under a consortium lead by Siemens Business Services, 22 partners from 11 different countries are working to develop an intelligent cognitive-based open learning system and environment, adapted to individual learners' needs at a European level. The efforts will, by envisioning the educational process of the future, involve the following: (1) extensive research for the definition and design of next generation products and services, (2) the creation and testing of prototypes, (3) and the measurement of the impact to ensure effective utilization of technology in pre-university education. "iClass is not just yet another learning platform," explained the developers at a recent conference in Munich where the project was presented to a pool of experts. "It plugs in to other virtual learning environment such as Moodle or Blackboard as it is built on common international standards. It is an add-on which helps pupils reflect on the way they learn, an adaptive intelligent system designed to help learners sustain motivation." The underlining theory behind iClass is called Self Regulated Personalised Learning (SRPL).								
ICOVET	http://www.icovet.eu	(not strictly web 2.0, but in spirit) ICOVET: Informal Competences and their Validation. Young people tend to acquire a range and variety of skills and competences through processes of non-formal and informal learning. These skills may be developed when they take on certain responsibilities within their own family, when they meet up with friends, or when they get involved in sport, music-making, through involvement in employment or indeed as a result of voluntary or community work. These skills may be related to being able to work in a team, being able to organise things, being flexible, and being reliable. Young people are often not even aware of this themselves. These competences that have been acquired therefore may well be extremely relevant in terms of the formal arena of vocational education and training. These skills and competences however cannot be used systematically, because these competences tend to be invisible. This is especially the case for disadvant young people, for whom the experience of engaging with the formal environment of the school or training centre has not been successful. The ICOVET project examined strategies to make these informally or non-formally gained competences visible in order to enable disadvant young people to better understand their own competences and to learn how to use them in engaging with the formal world of vocational education and training, give teachers in schools of general education a better understanding of pupils` competences acquired outside schools and enable teachers to systematically use these competences in preparing for VET, give disadvant young people better access to training and employment in companies, likewise enable companies or training institutions to systematically use these competences in VET. This site offers information, materials, methodologies and tools developed in the framework of the Leonardo da Vinci pilot project ICOVET.	Informal		12-18 19-24	Students and learners in formal education; Early school leavers; People with learning difficulties, Disadvant people	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning		Reflection	Germany, UK, Greece, Spain, Romania, Ireland; 10/2004-10/2006
ICThelpt	http://www.klascement.net/icthelpt/alles ; epractice case: http://www.epractice.eu/cases/2711	ICThelptintegrating youngsters with disabilities in education (not strictly web 2.0, but in spirit: teachers sharing good practices in integrating students with disabilities using ICT) ICThelpt (ICT helps) is a meeting point for those looking for and sharing information on the use of adopted ICT, software, hardware and tools that support the integration of youngsters with disabilities in education. ICThelpt started off with a team of about 10 experts, bringing together information on the topic in a searchable website. Today, the project is moving to a larger scale: on the 5th of May 08 the project integrates into Klascement, (www.klascement.net) the largest portal for education in Flanders. With over 40000 members, Klascement will open up ICThelpt to the majority of teachers in Flanders. Teachers will be able to share good practice through the website where quality of inputs are monitored by experts. Target Users or Group: Families and children at risk, Authorities dealing with groups at risk Target GroupTeachers, coaches and parents who are looking for and sharing relevant	Formal	Primary school, General secondary school	25-54 55-64	Teachers / Trainers; People with disabilities; General public	Improve accessibility of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking	Creating and sharing knowledge	Flanders, Belgium; since 01/2006

		information on successful ICT support for youngsters with disabilities. The project first was driven by existing well established organisations in Flanders (Belgium) that were specialised in supporting different target groups with visual, auditive, physical, intellectual handicap: KOC (knowledge and support centre for people with disabilities of the Flemish community), Blindenzorg Licht en Liefde (services for people with visual impairment), Fevlado (federation of Flemish deaf associations), Modem (support and advise centre for people with a handicap), WAI-NOT (foundation supporting ICT for people with intellectual disabilities), Die-s-lekti-kus (learning disabilities). The project was coordinated by K-point, the research center of KHKempen, and supported by CERA, a cooperative association that funds social initiatives in Belgium. Lessons learnt Lesson 1 : Teachers in standard education are often not familiar yet with the use of ICT to support integration of youngsters with disabilities. Lesson 2A lot of ICT supporting tools exist but did not find their way to the classroom.								
IDENTITY	http://iesc.unitbv.ro/identity/	This EU financed project, funded by the Socrates- Minerva, has the main objective to produce a high level quality learning environment in an academic European network ensuring open access to improved educational resources, as well as to best practices. As specific objectives the IDENTITY project aims to: implementing an innovative learning scheme for enhancing the individualized learning using Virtual Reality (VR); improving learning performances at higher education level; assuring an efficient professional insertion; encouraging the introduction of VR experiences in personalised learning to better prepare electrical engineering students for life long learning. The primary target group, which will benefit directly from the outputs / products and activities of the project, is composed of tutors and students enrolled in educational process at university level, in electrical engineering domain. The primary target group includes also working people and/or unemployed people involved in lifelong training and re-qualification processes. The IDENTITY project gives learners a free access to advanced user-friendly software for simulation and virtual reality enabling interactive investigation and analysis. The outputs will create an innovative, prototype training environment which is adaptive to the learnerstheir style, knowledge level etc., and provide support where and when required. It includes new learning environment for complex, high-tech situations using advanced simulation and VR. There are two innovative tools foreseen to be developed and experienced by an EU public/private partnership, with the purpose of giving support for students to learn certain technical disciplines to the fullness of their individual ability: The Enhanced Individualized Learning Environment (EILE) aimed to provide the learning frame in which tutor and student can interact across the barriers of time and distance in order to support and guide the student in the individualized learning required by the educational process. VR-Learning Resources Centre, (VR-LRC) a structured, compliant and expandable learning resource repository populated with appropriate VR applications and e-learning products to be provided by the EU public/private project partnership.	Formal	Vocational higher education institute; University	19-24	Students and learners in formal education	Develop new ways of learning; Improve personalization of learning; Improve learning results	Virtual realities	Using social computing tools as environment for learning	Romania, Finland, Germany, Italy, Portugal, Slovak Republic, Sweden
IES JOANOT MARTORELL	http://cat.bloctum.com/isajoanot, http://drops4eso.pbwiki.com, http://cat.bloctum.com/isajoanot, http://drops4eso.pbwiki.com, http://drops4eso.pbwiki.com	Information only available in Catalan. Title of your text: SOCIAL NETWORKING FOR COLLABORATIVE LEARNING School name: IES JOANOT MARTORELL Description: work to develop young people's digital literacy and to motivate them by making a video about water an d ecology in a cross-curricular approach to raising awareness of climate change.	Formal	General secondary school	12-18	Students and learners in formal education	Promote computer skills; Increase motivation / participation	Blogs; Photo/video sharing; Wikis	Creating and sharing knowledge; Collaborating and interacting	Spain
IMPALA (UK)		Edirisingha & Salmon (2007) report on the results of a pilot study among 24	Formal	University	19-24	Students and	Improve accessibility of	Podcast/vo	Delivering information	24 students;

		undergraduate engineering students at the University of Leicester (UK), examining the use of podcasting as part of a UK national study on the impact of podcasting on higher education called IMPALA. Impala examines how podcasts can bring together the advantages of audio (both tutor- and student-generated) and mobile learning to facilitate learning in higher education. They found that listening patterns demonstrated the podcasts' potential to reach students on the move and for making academic content available beyond the formal institution. 21 students downloaded the audio files; only 3 students said they preferred to use their MP3 players for music only. Students reported that podcasts helped their learning by providing a good introduction to the online material; helping to organise weekly learning activities; helping to stay focused on the course; developing positive attitudes towards the lecturer; making formal learning more fun and informal; supporting independent learning; enabling deep engagement with learning material; enabling access while being mobile. The study also emphasised that listening to educational material was different from listening for entertainment; the authors conclude that podcasts must therefore be integrated with other learning activities. Source: Edirisingha, Palitha & Gilly Salmon (2007). "Pedagogical Models for Podcasts in Higher Education". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.				learners in formal education	learning; Develop new ways of learning	dcast	(e.g. podcasts; RSS)	Leicester, UK;
INNOVA project, Spain	http://innova.usal.es/	Diseñado específicamente para que docentes u organizaciones puedan intercambiar experiencias y propuestas innovadoras en materia de educación. El sitio proporciona herramientas como foros, 'chats', conferencias en línea o 'wikis' (sitios en los que los internautas pueden construir conceptos en equipo), y los conocimientos informáticos exigidos para su manejo son mínimos.	Formal	University	25-54 55-64 65+	Teachers / Trainers, University administrators	Promote computer skills; Develop new ways of learning; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking	Collaborating and interacting	Spain
InQuizitor (UK)		Mackenzie (2007) investigates whether it is possible to use game-based learning techniques to re-engage teenagers in learning, particularly boys between the ages of 12-15, who are alienated from the learning process in schools. He implemented the "InQuizitor" software in UK secondary schools. The primary aim to re-engage children in study and give them confidence in their ability to remember and learn key information, could be attained in the experimental setting. Mackenzie (2007) observed a steady increase in scores, demonstrating the gradual assimilation of information as the quizzes were played repeatedly. Additionally he found, that contrary to expectations, girls seem to be just as engaged with the product as boys. However, the first children to disengage (after around 80 minutes play) were high achieving girls aged 16 to 17. They asked for the game rewards to be switched off so that they could concentrate purely on answering questions on the subject content. This behaviour and reaction is consistent with the observation that getting a high mark in the academic content seemed to supersede the reward implemented through the mini-games as being the prime motivator in repeat the game. Source: Mackenzie, Euan (2007). "How Gaming Software can Re-engage the Lost Digital Native". Proceedings of the Annual Eden Conference 2007, Naples, Italy.	Formal	General secondary school	12-18	Students and learners in formal education; Early school leavers; People with learning difficulties; Boys, 12-15, alienated from school	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve learning results	Computer game	Using social computing tools as environment for learning	UK
INTERACTIC 2.0	http://interactic.ning.com/	The INTERACTiC 2.0 School With Social ICT takes the potential of multiple Web 2.0 collaborative tools available on the Internet to join people able to reflect on Education, teaching methodologies and learning using ICT. We want to demonstrate how you can create projects, looking for integrating the Information and Communication Technologies in several educational contexts. Presenting proposals for tuition plans, methodologies and activities that promote the critical, constructive and collaborative among students and teachers, to promote new approaches to learning and the culture of a new school. Your contribution is very important. You can join us. "Information that will need to be used in a lot of different ways needs to be taught in lots of different ways. "(Spiro, et al, 1996) Created on November, 4th 2007	Formal Non-formal	Primary school, Vocational higher education instituteGeneral secondary school, UniversityV	19-24 25-54 55-64 65+	Teachers / Trainers	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking	Creating and sharing knowledge; Collaborating and interacting	Portugal; since 2007 (?)

				ocational secondary schoolAdult training centre						
Intercultural Podcasting	http://www.andeducation.co.uk/etwinpodcast.htm, http://www.andeducation.co.uk/blog/	An eTwinning project Age of students: 1118 Theme(s): Cross-curriculum, Foreign Languages,Informatics/ICT,Mathematic and Science Languages: English, français Duration: a school year Type of school: Secondary Education This is an ambitious project that explores how podcasts can be used as a learning tool. Our students are producing the podcasts which are shared by RSS feed and other communication technologies. Four schools are in the partnership: Sackville School(UK), Lycée Paul Moreau, Reunion Island (France), Ies Alonso de Madrigal (Spain), Liceo Scientifico G Berto (Italy). Aims: Share cultural experiences using podcasts as a communication medium. Using podcasts to explore each others environment. Motivating and excite students with the idea of becoming Internet broadcasters. Exploring the use of podcasts as a learning tool. Pedagogical value: The podcasts produced by the students so far directly support science and history in the curriculum and are a record of historic experiences and cultures. Students are able to explore a variety of leaning styles in preparation of the material. These experiences are being shared with our wider communities by the use of RSS feeds. Pedagogical use of ICT tools Students and teachers can access a course on how to create and publish podcasts which can be found on our virtual leaning environment: http://andeducation.co.uk/moodle/ . A blog has been use to initiate and share project ideas http://www.andeducation.co.uk/blog/ . In addition online chats within the VLE and video conferencing have been used to reinforce the relationship. A shared web based whiteboard has been used as a collaborative environment. All material is posted here for discussion prior to publication. Outcome: http://www.andeducation.co.uk/etwinpodcast.htm .Impacts: We are using technology to dissolve boundaries not only between countries but those that separate our schools form our local communities. Extend learning beyond the limitations of the school day and the walls of the school establishment. Motivation levels are so high that this is now truly a student project; they generate ideas, identify the new skills required and produce the final product. Our students have their on area on the iTunes podcast directory.	Formal	General secondary school	12-18	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve collaboration; Connect with society; Provide improved (peer) support for learning; Cultural Exchange	Social networking; Blogs; Photo/video sharing; Podcast/vodcast; Moodle	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	4 eTwinning schools; Spain, UK, France, Italy
Internet Upper Secondary School (nettilukio)	http://www.nettilukio.fi/fi/sisalto/nettilukio/06_in_english?n:selres=765612	The Internet Upper Secondary School is part of Otava Folk High School and provides blended studies to qualify for the Finnish Matriculation Examination for Upper Secondary Level. The blended study system is web based combining Learning Management Systems	Formal (aiming at degree/certification)	Other	19-24 25-54 55-64 65+	Students and learners in formal education - People with learning difficulties - Disadvant people - Ethnic minorities - External experts	Improve accessibility of learning; Develop new ways of learning; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve management of learning	Folksonomies/Tagging - Virtual realities - Photo/video sharing - Podcast/vodcast	Accessing information; Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	Finland, national; running
Italy-Israel literature project	http://www.nelliemuller.com/building_relationship.htm;	Italy and Israel partnering in an online collaborative learning project. Two grade 10 classes from Galilie School in Italy and Ort Guttman School in Israel are collaborating and sharing each other's literature. Both classes read stories by Savyon Liebknecht (Isrealian) and Calvino (Italian), tanslated into English, and exchanged their impressions: First the Israeli and Italian students joined the Moodle site and introduced themselves. Then they got enrolled in the “Apples from the desert forum” and discussed the meanings of the story written by Savyon Liebrecht They got to know something more about each other in the “Student Introduction and Discussion Forum”. The discussions went on in the “Mushroom in the city” and “Winter: The City Lost in the Snow” forums, where they discussed Calvino’s stories. The teacher, Nellie, kept a	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation	Social networking; Discussion platforms; Moodle	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	2 classes; Italy, Israel

		journal of the works and constantly assigned new tasks. Students started discussing non literary topics like festivals in their own countries. The Italian students did not know much about the Hebrew religion so Maria highlighted the common monotheistic origins of both Christendom and Hebraism. In particular the Israeli students told the story and customs of Channuka The Italian students answered describing Christian Easter. And then the Israeli students explained that also in their religion they celebrate Easter, even if it has a different meaning! The discussions involved descriptions of traditional dishes… ;-) Plans for the future: In May Israeli and Italian students will be chatting on line in a videoconference Communication will include the German, Spanish and Scottish students as well Next school year Nellie and Maria want to get on with the project as they have learned a lot about how to manage a collaborative project work with annexed technical problems The project will include songs and pop culture besides literature Maria and Nellie are thinking of making a video with the Israeli and Italian kids starring. How? Maybe a bit of video editing will help since a real (non virtual) meeting is not on schedule (even if it would be warmly welcome!) But this is another story we hope we will be able to tell next year on a new Mootle video conference session!!!								
iTunes University (USA)		Reid (2008) reports on the incorporation of "iTunes University" in combinations with other web 2.0 tools, into writing and new media composition instruction at the State University of New York College at Cortland, USA, in 2006. iTunes University is an Internet service offered by Apple, Inc. that allows colleges and universities to share media files among students and faculty, as well as with the general public, through a customized, institution-specific version of the familiar iTunes Music Store interface. Reid complements the iTunes service with individual student blogs connected through a central course blog. Working in groups, each week the students identified key terms or concepts for which they then created wiki pages. Following each major section of the course, the students produced audio podcasts, either in groups or individually, short videos and wrote two magazine articles on course-related topics for a student-produced web magazine. While the contract with iTunes University severely limited students' ability to use copyrighted music to create their own audio content, there was a great deal of music available in the public domain or for use through a Creative Commons license, which was used in one learning community assignment, where students created enhanced podcasts, combining a slideshow of images with an audio track. In the learning community nexus of audio podcasts, videos, wikis, and personal and course blogs, both students and faculty found themselves in ongoing negotiation over the status of authorship and composition, reflecting traditional attitudes towards ownerships that are challenged by the new tools used. Source: Reid, Alex (2008). "Portable Composition: iTunes University and Networked Pedagogies", Computers and Composition 25 (2008) 61–78.	Formal	University	19-24	Students and learners in formal education	Develop new ways of learning	Blogs; Wikis; Podcast/vodcast	Creating and sharing knowledge; Collaborating and interacting	USA
iVocalize Canada		A study by Hogan-Royle (2006) underlines the potential of digital technologies to facilitate the inclusion of disabled people and in particular their access to learning opportunities. In a pilot study "iVocalize", a web based, voice based assistive tool was employed to support 100 blind and visually impaired people in Canada by making learning opportunities on the internet accessible to them and by establishing, among others, an online community of blind learners. First results indicate that the project increased self-esteem and community building among participants. Unmet social, learning and employments needs were identified, which can now be addressed by policy makers and implemented through "iVocalize". Source: Hogan-Royle, Therese (2006). "For the blind and invisible: a guiding site out of darkness". IADIS International Conference Web Based Communities 2006, 307-311; http://www.iadis.net/dl/final_uploads/200602C015.pdf.	Non-formal; Informal	none in particular		People with disabilities	Improve accessibility of learning; Provide improved (peer) support for learning	Social networking	networking	Canada
JEMJoining Educational	http://www.jem-thematic.net	A e, ContentPlus thematic network to aggregate stakeholders in eLearning for mathematics. The goal of the JEM thematic network is to pool together the required	Informal	Vocational higher	12-18 19-24	Students and learners in	Improve accessibility of learning; Develop new ways	Folksonomies/Tagging;	Peer reviewing; commenting; Delivering	20 nodes, 160 registered

Mathematics		expertise and to contribute to the coordination of content enrichment activities in the area of mathematics, to the maintenance of agreed standards and to the delivery of powerful synoptic high-quality user information and support pages, invoked in e-learning platforms operated by the partners.		education institute; General secondary school; University		formal education; Teachers / Trainers; External experts	of learning; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning	Blogs; Discussion platforms; Wikis; Podcast/vodcast	information (e.g. podcasts; RSS); Creating and sharing knowledge; Collaborating and interacting	members; Europe, US, India; 2006 August2009 August
Journalearning, developed during the course 'Design of Technological Environments for Communication'– Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy).	http://journalearning.wordpress.com/	Journalearning is a student project developed during the course 'Design of Technological Environments for Communication' held by Prof. Patrizia Marti and Alessia Rullo in the period March-June 2008 – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy). The course experimented 2.0 tools and services to support the learning activities of the students. One of the outcomes of this activity has been the construction of an Exploratorium of 2.0 phenomena. The students in different teamworks produced a demo of a web application focusing on specific aspects of web 2.0 concepts and using 2.0 tools. Journalearning is one of the resulting projects and it has been developed by the Linus 2.0 teamwork: Biddau Giovanna, Caggiari Laura, Marras Martina, Pala Laura, Puggioni Michele. Journalearning is a personal learning environment where students can access, share and exchange learning materials, e.g. videos, summaries, notes, etc. The Journalearning platform allows the students to enrich their knowledge in the context of a collective learning experience. The students can share materials, links, pointers to external resources, opinions and suggestions. Journalearning aims at creating a specific support for the learning activities providing a repository of different typologies of contents which are tailored on students' necessities and in this way addressing the needs of the students that cannot attend the lessons. The platform has been inspired by the social network Plaxo and it has been customized in order to better respond to the needs of this learning community. Plaxo (http://www.plaxo.com/) allows users to share contents, contacts, videos and to manage and organize events and appointments using calendars widgets and synchronizing the different agendas. Contents provided by the users can be shared and continuously updated. Stemming from the utilities offered by Plaxo the Linus 2.0 teamwork explored the potentialities of this social network to create a personal learning environment (PLE). Journalearning wants to support students in the management of the contents supporting the interaction among the platform users. For instance, using the calendar function students can synchronize the material linked to a specific events, e.g. the date of an examination, in a way to offer the users a complete overview of the necessary resources for preparing an exam. Furthermore, a specific tool called "journalearning" has been envisioned with the aim of allowing the students to publish longer articles, to experiment their writing skills and get feedback from their peers. These articles can be as well synchronized to the events reported on the calendar, in order to be shared with the rest of students community. Journalearning sustains a concept of collaboration based on the sharing of works and ideas, the creation of groups of discussion and p2p dynamics, the exchange of information, stuff and methods. Journalearning promotes the intergroup collaboration and supports the sense of being part of a learning community in which the users are both the authors and the receivers of the contents.	Formal	University	19-24	Students and learners in formal education	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking Folksonomies/Tagging, Photo/video sharing, Discussion platforms	Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	The teamwork is formed by five people. The demo of the project published on the web is open for all ; Sardinia (Italy); March, 11 2008June, 11 2008
KEY SKILLS TROUTH ICT	folieslaalbuera.blogspot.com		Formal	Vocational higher education institute	12-18 19-24 25-54	Students and learners in formal education		Social networking; Blogs		
Kingswear Ning Network	http://kingswear.ning.com/ (not available)	Kingswear Ning NetworkLearning to use social networking in a safe environment Private social network for remote rural school. All KS2 & staff have own blog pages; homework, links, letters etc and comments used for communication between home, school & students.	Formal	Primary school	0-11	Students and learners in formal education; Teachers /	Develop new ways of learning; Improve management of learning; Connect with society	Social networking; Blogs	Creating and sharing knowledge	UK

						Trainers; Parents / Third parties				
KMIKY (Knowing Me Is Knowing You)	www.geocities.com/optionalcourse7a191; Department of English, School No. 191, Bucharest, Romania	Not strictly "web 2.0", but in spirit. Pupil age group: 9 to 11 years, 12 to 15 years, 16 to 18 years (on webpage: 5-18) Language of the project: English. Knowing Me Is Knowing You (KMIKY) is a safe web-based collaborative project focused on cultural awareness and intercultural learning. It helps pupils from all over the world to learn about each other via the Internet and become well-informed global citizens. The project website enables pupils worldwide (assisted by their teachers) to engage in the following cross-cultural activities: Not-to-Be-Missed Places, Famous Stories Travel around the World, Customs and Traditions, Celebrations, My Souvenir etc. Each activity provides teachers with practical guidance on helping learners to make the most of it. The participating classes are encouraged to collect the information they need for this project by: visiting different places (together with their teachers and parents), interviewing people, sending and receiving e-mails, reading brochures, leaflets, newspapers, magazines, books and searching the Internet. A lot of pupils (including children with special needs) have submitted us their contributions (texts and photos related to the above mentioned activities), thus creating a global archive (of personal accounts about different cultures) that aims to increase cultural awareness and foster tolerance and understanding among the peoples of the world. A set of online interactive exercises has been designed to help pupils reinforce the information learned in the project. This web-based collaborative project provides a safe learning environment that celebrates cultural diversity and prepares pupils to be well-informed global citizens. It is very much in tune with the modern views about the purpose and nature of education as it focuses on cultural awareness and intercultural learning. As we all know, an increasing number of countries have started to include the above-mentioned topics as part of their educational and language teaching policies to promote international understanding and world peace. This project encourages the development of co-operation, communicative skills, initiative and research skills. Knowing Me Is Knowing You (KMIKY) also requires pupils to use their knowledge of Geography, History, Social Studies, foreign languages and of course Computer Science. For your information, modern curricula for different school subjects encourage this cross-curricular approach. Moreover, thanks to this project pupils assisted by their teachers can practise complex communication and computer skills, demonstrating how cooperative learning can be part of their lives. The completed students' work contributes to the building of a rich archive (of personal accounts about different cultures) for the young and the old alike that can serve as a great source of information about different cultures in many fields of education and training for all ages. Knowing Me Is Knowing You (KMIKY) is a good model for demonstrating how cultural diversity is brought into the classroom via the Internet. It also illustrates how new technologies help pupils break through communication and language barriers, learning together by sharing. I believe that, by taking part in the activities provided by the KMIKY project, our pupils have started to understand and respect other cultures and their own and also to discover their neighbours and the worldwide community.	Formal	Primary school; General secondary school	0-11 12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve collaboration; Connect with society; Cultural Exchange	Social networking; Photo/video sharing; Discussion platforms	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	Romania, Italy, Greece, Poland, Ireland, UK, Finland, Czech Republic, Argentina, South Africa, Australia, USA, Uzbekistan,
Knowcat (Spain)		Cobos & Pifarré (2008) carried out a research study among 31 students at the Universitat de Lleida, Spain, on collaborative knowledge construction in the Web, supported by a CSCL system called KnowCat, which supports the sharing, rating and commenting (by adding "notes") of documents. The frequent comments students left on each others' documents – categorized as "addition" notes (50% of all notes), "correction", "delete" and "explanation" notes – indicate according to Cobos & Pifarré (2008) external regulation processes in which students' plan and monitor the other's work. The revision of documents, in 68% of cases explicitly addressing peer comments, significantly improved quality, with "add" and "correction" notes being most	Formal	University	19-24	Students and learners in formal education	Improve learning results; Improve collaboration	Knowcat, knowledge exchange platform	Peer reviewing; commenting	31 students; Lleida, Spain

		useful for improving a document. Source: Cobos, Ruth and Manoli Pifarré (2008). "Collaborative knowledge construction in the web supported by the KnowCat system", Computers & Education50 (3) (2008), 962-978								
KOOL (English for Glass Professionals, Glass Compendium WIKI)	http://www.rheinfit.de/GlassProfessionals.htm	KooL: "Kooperatives Lernen in web-basierten Lernumgebungen in der Dualen Ausbildung" (Cooperative Learning in web-based learning environments within the dual systems of vocational training), initiated by the Ministry for School and Further Education.	Formal (aiming at degree/certification)	Adult training centre	12-18	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve collaboration	Folksonomies/Tagging - Virtual realities - Photo/video sharing - Discussion platforms - Podcast/vodcast	Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	51-200; Germany, national; from 2006, running
Kortodile Production, developed during the course 'Design of Technological Environments for Communication'– Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy).	http://www.kortodile.altervista.org/	Kortodile Production is a student project developed during the course 'Design of Technological Environments for Communication' held by Prof. Patrizia Marti and Alessia Rullo in the period March-June 2008 – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy). The course experimented 2.0 tools and services to support the learning activities of the students. One of the outcomes of this activity has been the construction of an Exploratorium of 2.0 phenomena. The students in different teamworks produced a demo of a web application focusing on specific aspects of web 2.0 concepts and using 2.0 tools. Kortodile Production is one of the resulting projects and it has been developed by the Kortodile Production teamwork: Paola Cherosu, Marta Manconi, Alessandra Corda and Francesca Salariu. The Kortodile Production team designed a video-tutorial that allows non professional users to learn basic skills on video shooting and editing. The tutorial is deliberately inspired by the commoncraft video (see http://www.commoncraft.com/) and can be used in many 2.0 web platforms with e-learning purposes. Using video and paper supports our tutorial explains simply and effectively the main steps of the movie shooting and editing, from the production to the publication on the web. The tutorial is completed by a test, consisting of multiple choices questions and guided simulations. The test allows users to evaluate their learning achievements and provides pointers to more advances 2.0 e-learning resources.	Formal	University	19-24	Students and learners in formal education	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration; Connect with society	Social networking Folksonomies/Tagging, Photo/video sharing	Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	The teamwork is formed by four people. The demo of the project published on the web is open for all.; Sardinia (Italy); March, 11 2008June, 11 2008
La Prestatgeria	http://phobos.xtec.cat/llibres	La Prestatgeria (The Bookshelf, in Catalan) is a public service provided by the Ministry of Education of Catalonia. Schools can create "virtual books" and invite pupils to write pages on if. The pages can have rich content and multimedia elements. The platform provides connection between the books, done by means of "tags". Books with common tags (like poetry, history, tales...) "live" in the same bookshelf. The platform is based on the open-source project "OurScrapBook" (http://sourceforge.net/projects/ourscrapbook).	Formal	Primary school; General secondary school	0-11 12-18	Students and learners in formal education; Teachers / Trainers	Develop new ways of learning; Increase motivation / participation; Improve collaboration	OurScrapBook" (http://sourceforge.net/projects/ourscrapbook)	Creating and sharing knowledge; Collaborating and interacting	436 schools and 1.832 registered users (but non-registered users can contribute). Around 10.000 visits each month; Catalonia (Spain); 2007 -->
LAMS		Aliyev (2007) discusses the advantages (and drawbacks) of a (UK) learning activity management system (LAMS), which provides several web 2.0 like activities through a collection of tools. "Learning Activity Management System (or LAMS) is a revolutionary new tool that was designed by James Dalziel at Macquaire University in Sydney and WebMCQ Ltd, for designing, managing and delivering online collaborative learning activities. It provides teachers with a highly intuitive visual authoring environment for creating sequences of learning activities. These activities can include a range of individual tasks, small group work and whole class activities based on both	Formal	University	19-24	Students and learners in formal education; Teachers / Trainers	Virtual Learning Envirnoment	Social networking; Discussion platforms; Virtual Learning Environment	Using social computing tools as environment for learning	n.a.

		content and collaboration. (LAMS Foundation definition) (…) There are three parts of LAMS:Authoring where the author/ teacher has rights to create, update or delete tool content. Monitoring – where the author or teacher monitors the learner's real-time progress separately. Learner – where the learner or student can access to previously designed activities by authors/ teachers. There are 16 components of LAMS: Chat Chat & scribe Chat & scribe + journal Forum Voting + journal Html noticeboard Grouping Multiple choice Resources & forum Journal Q & A + journal Share resources Q & A Survey Voting Noticeboard; It has focus on activity rather than content. Some other benefits of LAMS are re-usability (but limited) that other teachers can use each others learning designs, they can modify (not easily) and adapt to their own learning design. It also promotes autonomous learning. Also, LAMS is usable and has user-friendly interface. Designers (professional as well as novice) can drag-and-drop the tasks easily to design their own learning workflow and it stimulates practitioners to think about the structure of their courses/ lessons, and reflect on their pedagogy. Furthermore, LAMS has some technical benefits as well. It is interoperable, there is single sign-on in this system and also you can integrate with mobile technologies which are the future devices of e-learning. Source: Aliyev, Tural (2007). "Evaluation of LAMS from the Perspective of Activity System Triangle". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.								
Languages from the Cradle (The Lullabies of Europe)	http://lullabiesofeurope.wetpaint.com/ and http://www.lullabies-of-europe.org/	The EU funded project is to collect lullabies in 7 European languages. The website http://www.lullabies-of-europe.org/ will be the formal repository of the lullabies in the 7 languages. The project is also producing, books, CDs and DVDs. We decided to widen the scope of the project to additional languages and many more partners by building a Wiki at http://lullabiesofeurope.wetpaint.com We are in the process of announcing this to schools in every country in Europe. Already we are having postings from languages outside of the project and additional lullabies in the target languages as well. The Wiki enables the project to directly engage users in the project and greatly enlarge the scope of the project.	Informal	Primary school	0-11 25-54 55-64 65+	Students and learners in formal education; Teachers / Trainers; Parents / Third parties; General public	Increase motivation / participation; Improve personalization of learning; Improve collaboration	Wikis	Creating and sharing knowledge; Collaborating and interacting	Visitors are from every country in Europe and Rest of the World (currently 71 countries)
Latin Blog	http://blogs.ac-amiens.fr/etablissements/0801439E_blog_latin_moreuil/; School: collège jean moulin	Correspondance en latin et blog latin Description: Afin de dynamiser l'enseignement des langues anciennes, une correspondance en latin a été entreprise entre un collège français et un lycée italien. Des lettes en latin ont été envoyées et un blog a été crée dans lequel les élèves présentent en latin leur région.	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; promote the latin language	Blogs	Creating and sharing knowledge; Collaborating and interacting	2 schools; France, Italy
Learning 2.0 for Pakistan	www.edlinks.us	With the ED-LINKS Learning 2.0 Platform, teachers and students from Pakistan have a national education platform of user-generated content employing collaborative next generation Web 2.0 concepts and technologies. This Learning 2.0 project showcases how denizens from the developing world, employing next generation internet technologies, can become tech literate and compete in an increasingly "flat world" global economy. We would welcome your joining the EDLINKS Social Network (ed-links.ning.com) and share your comments on Learning 2.0 in Pakistan.	Informal	General secondary school	12-18	Students and learners in formal education - Teachers / Trainers	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve management of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Social networking - Virtual realities - Blogs - Photo/video sharing - Discussion platforms	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	300 users – goal is 100000; Islamic Republic of Pakistan; 6 months
Learning and Sharing	http://www.orivedenkoulut.net/moodle/	"Learning & Sharing. A Virtual Street Corner" Age of students: 1013 Theme(s): Foreign Languages; Languages: English; Duration: a school year; Type of school: Primary Education, Secondary Education. The goal of our partnership is to create real	Formal	Primary school; General	0-11 12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation;	Social networking; Discussion	Collaborating and interacting	2 eTwinning schools; Finland, Norway

	eTwinning	connection and twinning between the students. They write letters on different topics following “The Image of the Other” project. Communication takes place in forums and chats in their own learning environment. At the same time our goal is to enhance and strengthen the students' English communication and ICT skills. “What still amazes me is the way the students very quickly took the eTwinning platform and started to consider it as their own place. For many of the students it is a ‘virtual street corner’, where they can hang out with their friends, have a chat, do exercises and read and write messages at the same time. From an educator’s point of view, it is really fantastic. The students willingly spend time in a completely English environment studying and learning English in their free time.” More info: http://www.etwinning.net/shared/data/etwinning/booklet/booklet_final_en.pdf		secondary school			Cultural Exchange; improving language skills	platforms		
Learning Design	http://e-learningdesign.ma voir sections News et section téléchargements	SmartE learning est la première plateforme e-learning à exploiter les technologies web 2.0. Divers documents sont disponibles sur le site web en anglais et en français. Documents accessible sur le	Formal; Non-formal; Informal	University; Adult training centre	19-24 25-54	Students and learners in formal education; Adult learners	Develop new ways of learning; Increase motivation / participation; Improve personalization of learning; Improve collaboration; Connect with society	Social networking; Discussion platforms; Other	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	6 men.year development; Morocco; SmartE a été fini en 2007 et utilisé depuis Fin 2007
Learning Net Sweden	http://webnews.textalk.com/se/view.php?id=1954	Learning Net är ett samarbetsprojekt mellan flera högskolor i Sverige. Projektet stöds av Myndigheten för nätverk och samarbete i högre utbildning, nshu. Redaktionen startade sitt arbete i januari 2006. Learning Net har idag ca 9000 unika besökare per månad och avsikten är att Learning Net ska vara ett välbesökt och interaktivt forum för högskolans lärare kring allehanda frågor om nätbaserat lärande.	Formal	University		Teachers / Trainers	Improve collaboration	Social networking	Collaborating and interacting	9000 singele users per month; Sweden; since 2006
LearnLand		Ebner et al. (2007) present their exploratory study of LearnLand, an application designed and developed at the Graz University of Technology, which has been running since October 2006. It is based on the Open Source Software ELGG, which combines several web 2.0 tools, placing the user at the hub of the activities. LearnLand supplies every user with a personal weblog, individual RSS feeds, tagging tools, tools for community building and with the opportunity to upload and store data. Ebner et al. (2007) tested LearnLand on 15 users to validate the program settings and improve accessibility. No real life test was conducted; no user group specified. Source: Ebner, M., Holzinger, A., Maurer, H. (2007). “Web 2.0 technology: Future interfaces for technology enhanced learning?”, Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics) 4556 LNCS (PART 3), 559-568.	Formal; Non-formal	University; all; open	19-24	Students and learners in formal education	Improve accessibility of learning; Develop new ways of learning	Folksonomies/Tagging; Blogs	Accessing information; Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge	Graz, Austria
Lehrerforum (=Teachers' Forum)	www.lehrerforum.de	Open internetforum for teachers moderated by professional counsellors. Teachers can write problems of their daily work (i.e. mobbing, hyperactivity, disciplinary problems, burn-out, questins about law and administration...) into the forum. They can be read by everyone. A thematical administrator cares for the first response (hints for solution, own opinion, inviting others to contribute...) normally within 24 h. The 2.0 character may be justified by the ongoing peer counselling where other teachers with own experiences, opinions or sugestions can contribute in the process of problem solving. There is a small group of users (about 10-30) that participate in a lot of different discussions and are reffering to other cases.	Non-formal	University	19-24 25-54 55-64 65+	Students and learners in formal education, Teachers / Trainers, External experts	Improve accessibility of learning; Develop new ways of learning; Increase motivation / participation; Improve collaboration; Provide improved (peer) support for learning	Discussion platforms	Accessing information; Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	about 2400 users, 8000 contributions, ca. 20 active counsellors; Germany (it was also exported to Norway but there are some differences); Start in 2005
LeMill	http://lemill.net/ ; Calibrate Project,	Web community for finding, authoring and sharing learning resources. LeMill is the learning toolbox for teachers at lemill.net. It contains open and free learning resources that anyone can freely use, adapt, modify, improve, translate, and redistribute. The	Formal	Primary school, General	25-54 55-64	Teachers / Trainers	Improve accessibility of learning; Develop new ways of learning; Improve	Social networking	Creating and sharing knowledge; Collaborating and interacting	700 members (teachers); international

	http://calibrate.eun.org	community is growing steadily and now over 700 teachers and content creators collaboratively improve learning material and discuss in various national and thematic groups. Estonians are by far the most enthusiastic users of LeMill, with Hungary and Austria being the two runners-up. In addition to many European countries, LeMill also has members from Columbia, Canada, China, Georgia, Russia and many other nations. LeMill contains over 3,000 learning resources and assets, much of it in English, but some content is in other languages as well. In addition to content, methods, and tools there are teaching and learning stories. A story is a description of how some content, methods, and tools have been used together in a single learning event, such as a study course. Stories loosely join the other resources together.		secondary school, Vocational secondary school			collaboration; Provide improved (peer) support for learning; exchange and improve teaching material			(Estonia, Hungary, Austria, other European countries, Columbia, Canada, China, Georgia, Russia); language mostly English, but also: cs | de | en | es | et | fi | fr | hu | ka | lt | pl | ru | se; since 2006
Library students' blogs		Hall & Davidson (2007) conducted an empirical study among library and information science students at a UK university, with a particular reference to educational settings, to investigate the potential of blog technology for encouraging interaction between students, and its consequences in terms of peer learning and peer support. Their analysis reveals that students used blogs predominantly as an environment to offer mutual support, including peer aid targeted at the course work. However, the study "has not generated evidence to mathc the levels of enthusiasm of previous publications which champion the value of blogs as mechanisms to boost levels of reflective learning (e.g. Clyde 2005; Downes 2004)". Source: Hall, Hazel and Brian Davison (2007). "Social software as support in hybrid learning environments: The value of the blog as a tool for reflective learning and peer support", Library & Information Science Research 29 (2007) 163–187.	Formal	University	19-24	Students and learners in formal education	Improve collaboration; Provide improved (peer) support for learning	Blogs	Peer reviewing; commenting; Collaborating and interacting; peer support	UK
Lifelong E-Learning	www.itcilo.org/lifelongelearning	Lifelong E-Learning, innovative solutions, a training event for professionals of developing countries focuses on interactive technologies and communication systems that enhance the learning experience and stimulate the potential to transform and innovate the way we learn and train. This course stimulates a community of practice where participants with distinct interests meet each other across the world with the aim of improving their knowledge and efficient practice in the field of LifeLong E-Learning. During the course, participants will have the opportunity to discuss and experience issues and concepts of contemporary e-learning (virtual learning environments, e-moderation, free and open source software, social learning, knowledge management, learning as a network phenomenon, learning (content) management systems, social software, e-learning 2.0 and e-pedagogy).	Formal	Adult training centre	25-54	Teachers / Trainers; Adult learners; Workers	Improve accessibility of learning; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve learning results; Improve collaboration; Provide improved (peer) support for learning	Social networking Folksonomies/Tagging BlogsPhoto /video sharing, Discussion platformsWikisPodcast/ vodcast	Accessing informationDelivering information (e.g. podcasts; RSS); Creating and sharing knowledge; Collaborating and interacting	30 participations per edition (so far the second edition) ; worldwide, face-to-face training in Italy; Started in april 2008
Linkua.com	http://www.linkua.com	Introducció del bloc com a eina d'organització, d'autoregulació de l'aprenentatge i avaluació continuada dels estudiants. Un bloc general gestionat pel professor permetrà orientar el procés de treball i fer visibles les aportacions més interessants realitzades pels estudiants als respectius blocs personals. El valor de la innovació radica en la dinàmica generada a través de la interrelació entre els diferents blocs. Seria interessant veure l'impacte que això té en relació als usos de la resta d'eines i espais tradicionals de l'aula.	Non-Formal		19-24 25-54 55-64 65+	Students and learners in formal education, Teachers / Trainers; People with disabilities; Adult learners, Disadvantaged people; Workers, Ethnic minorities; Unemployed; General public; External experts	Improve accessibility of learning; Develop new ways of learning; Improve personalization of learning; Improve learning results; Improve management of learning; Connect with society; Provide improved (peer) support for learning	Social networking, Photo/video sharing, Discussion platformsPodcast/vodcast	Accessing informationDelivering information (e.g. podcasts; RSS); Creating and sharing knowledge; Collaborating and interacting	1000 registered members (500 students, 500 teachers); worldwide; start Oct2007
LTEver		Calvani et al. (2007) report on the Italian initiative "LTEver", which started in January	Formal;	University	19-24	Students and	Develop new ways of	Social	Using social computing	Florence, Italy

		2007 with a virtual community based on Elgg joining students and alumni of courses interested in continuing self-training within an online community, in which also collaborators and teachers of the courses themselves, besides the staff, take part. The initiative is organized overseen and managed by the Laboratory of Education Technologies of the University of Florence (Laboratorio di Tecnologie dell'Educazione dell'Università di Firenze – LTE). LTE comprises a system of blog management, a file repository and a marked bent for the support and development of social relationships, through the definition of internal communities and the definition of detailed user profiles, usable to "discover" people with the same interests and objectives, and importable and exportable from and to other social networking sites through the FOAF standard. Students, alumni, teachers and collaborators of LTE can have their own personal space for free, they can create a blog, subscribe to pages (e.g. of their friends) and build communities. Source: Calvani, Antonio, Giovanni Bonaiuti, Antonio Fini & Maria Ranieri (2007).“Towards e-Learning 2.0: New Paths for Informal Learning and Lifelong Learning – an Application with Personal Learning Environments”. Proceedings of the EDEN Annual Conference 2007, Naples, Italy.	Non-formal		25-54 55-64	learners in formal education; Teachers / Trainers; Alumni, university staff	learning; Increase self-directed learning activities / skills; Improve personalization of learning	networking; Blogs; Elgg	tools as environment for learning; Collaborating and interacting	
LunaQ, developed during the course ‘Design of Technological Environments for Communication’ – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy).	http://lunaq.wordpress.com/2008/06/23/redesign-of-dopplrcom/	DopplRoad is a student project developed during the course ‘Design of Technological Environments for Communication’ held by Prof. Patrizia Marti and Alessia Rullo in the period March-June 2008 – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy). The course experimented 2.0 tools and services to support the learning activities of the students. One of the outcomes of this activity has been the construction of an Exploratorium of 2.0 phenomena. The students in different teamworks produced a demo of a web application focusing on specific aspects of web 2.0 concepts and using 2.0 tools. DopplRoad is one of the resulting projects and it has been developed by the LunaQ teamwork: Marilena Colombu, Enrica Cubeddu, Daniele Dettori, Claudia Milia. Exploring web 2.0 opportunities LunaQ teamwork redesigned the web application dopplr (http://www.dopplr.com/) adding a new service called “dopplroad”. Dopplr is a social travel tool that allows frequent travellers to share future travel plans with friends and colleagues. The application enables a network of travellers by providing a continuous update on the travels of friends and colleagues, who can track their transfers using the network, matching the different travel plans and informing about who is/is going to be in the cities that you are going to visit. Dopplroad rises from the idea that the mobility of young people is particularly important in European countries in order to improve the knowledge about local cultures, to encourage trust in people and reciprocal exchange and support the creation of a common ground for the European identity. In this perspective LunaQ developed the idea of a travellers community based on the interplay between technology and human relationships. In this sense, “on the road” trips are considered as an original way to visit a country. The use of web 2.0 tools can support the organization and planning of this kind of trips in order to encourage a different way to discover new places which are faraway from mass tourism locations. The first implementation of Dopplroad service aims at supporting the community of on the road tourists, providing new functionalities that enrich the possibilities offered by the traditional dopplr. For instance, users can create an hospitality network to find places for sleeping along the trip or make available an extra room for "on-the-road" travellers. Furthermore dopplroad allows to manage the needs of the community using mobile devices and integrating twitter functionalities tailored on the specific need of on the road travellers. The first implementation of the prototype focus on the community of on the road travellers visiting Sardinia.	Formal	University	19-24	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Connect with society	Social networking Folksonomies/Tagging Blogs	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	The teamwork is formed by four people. The demo of the project published on the web is open for all.; Sardinia (Italy); March, 11 2008June, 11 2008
Matemáticas 2.0 (Mathematics	www.iesvalsequillo.org	I teach mathematics to 15-16 years old pupils. I have changed the way I teach and the way they learn by making Math Projects. And I use Moodle to work with forums and wikis in order to improve cooperative work and individual skills improvement. We	Formal	General secondary school	12-18	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase	Discussion platforms; Wikis;	Peer reviewing; commenting; Using social computing tools as	30; Spain; 1 year

2.0)		always focus on key skills such as Linguistic, Social, Mathematics... And we work with interdisciplinary ideas.					motivation / participation; Improve learning results; Improve management of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Moodle	environment for learning; Creating and sharing knowledge; Collaborating and interacting	
MediaPLAYINGcommunities	http://www.mediaplaying.net; www.ibaf.de	Not web 2.0 in the strict sense, but in attitude, and with the promise to become internet based (networking different communities; exchanging media productions) in the future. Project Description: "The mediaPLAYINGcommunities project aims to establish experiments of community coherence and interaction, based on and centred around the pre-school pedagogical environments and involving and reaching out to networks of pedagogical staff, children, parents and local companies. The project intends to let the media playing training and activities be the focus point of this learning, working and producing communitythus the focus of the project is not one or the other of the involved target groups, but on the interaction between these target groups. The mediaPLAYINGcommunities project faces the challenges of community based and collaborative lifelong learning. The project builds on the basic assumption, that lifelong learning cannot take place in isolated environments but only within meaningful cross-sectorial community activities. The project has decided that bottom-up collaborative activities should be based on experimenting and training with media and ICT, as these are expected to be the very core activities in the future local ICT based infrastructures,in the form of media playing activities and learning, and rooted in and organised around the pre-school environments, as they are the intersection points of many citizen groups in the community: children, school systems, pedagogical learning environments, parents, families, health systems, etc. The mediaPLAYINGcommunities will also be able to link to the cultural institutions and private companies in the communities, because the media activities will involve these community players in the different European media projects and in the European mobility of groups of children, teachers and parents. The mediaPLAYINGcommunities focuses on the potentials of ICT and media as catalysts of social change and community coherence and to reformulate the Motto of the German Presidency of the European Union: Education unites, we would also say media playing unites. The ultimate goal of the project is to develop and test a Model for bottom-up community activities on which the future ICT infrastructures can be build. The ultimate contribution to a bottom-up basis for building ICT infrastructures in the local communities will be reflected in the transformation of the project's ICT community web environment from the www.mediaPLAYING.com (project web environment) to the www.mediaPLAYINGcommunities.net (Model for web and media based communities) to be disseminated, exploited and implemented in other communities through the post-project network." More info: http://www.mediaplaying.net/doc/mPcGUIDE.pdf	Formal; Non-formal; Informal	Pre-primary	0-11 25-54 55-64 65+	Students and learners in formal education; Teachers / Trainers; Parents / Third parties; General public	Develop new ways of learning	Photo/video sharing	Creating and sharing knowledge	DE, DK, RO, HU, IT, ES, AU, UK; 1.11.2007 – 31.10.2009
Medical Narratives		Giani (2007) describes a project in which 270 and 60 first year students enrolled in the courses of Medical and Nursing Statistics and Informatics of the Faculty of Medicine of the University of the Naples "Federico II" were involved in an Illness Narrative Evidence Based e-learning project. The project aimed to involve the students of different courses and a multi-disciplinary team of health professionals in a blended online educational process of qualitative and quantitative knowledge co-construction and discovery. Source: Giani, Umberto (2007). "Collaborative Multi-professional Narrative Based e-learning. An application to teaching Medical Statistics", Proceedings of the International Conference of "Interactive computer aided learning" ICL2007: EPortofolio and Quality in e-Learning (2007); available at: http://telearn.noe-kaleidoscope.org/warehouse/170_Final_Paper_(001687v1).pdf	Formal	University	19-24	Students and learners in formal education	Develop new ways of learning	online cooperation in knowledge co-construction and discovery	Collaborating and interacting	330 students; Naples, Italy
Mein Europa-	http://mein-eu-	www.mein-europa-blog.de is an online community for young people worldwidehere you	Informal		0-11	General public	Develop new ways of	Social	Accessing information;	Germany

Blog	blog.de ; http://mein-eu-blog.de/index.php4?p_id=1&lang=2	can exchange views about Europe! Just register and join the fun !			12-18 19-24 25-54 55-64 65+		learning; Increase motivation / participation; intercultural exchange; knowledge of EU	networking Blogs	Peer reviewing; commenting; Creating and sharing knowledge	(initiator), Europe; since 2007
Melbourne Blogs		Farmer et al. (2008) conducted a study among 225 first year university students enrolled in cultural studies at the University of Melbourne (Australia), who were asked to maintain a blog throughout the semester for 30% of their final assessment grade. Their results indicate a striking difference in tone, style and approach between the various learners participating in the exercise. Most students indicated that one of the most valuable aspects of the program was that in enabled them to connect with their peers. Source: Farmer, Brett, Audrey Yue and Claire Brooks (2008)."Using blogging for higher order learning in large cohort university teaching: A case study", Australasian Journal of Educational Technology 2008, 24(2), 123-136.	Formal	University	19-24	Students and learners in formal education	Develop new ways of learning; Improve collaboration; Provide improved (peer) support for learning	Blogs	Creating and sharing knowledge; Collaborating and interacting	225 students; Melbourne, Australia; 1 semester
MELT (Metadata Ecology for Learning and Teaching)	http://info.melt-project.eu; European Schoolnet	MELT (a Metadata Ecology for Learning and Teaching) is a 27-month Content Enrichment project supported by the European Commission's e, Contentplus Programme. Starting in October 2006, it brings together 17 public and private sector content partners. The project's coordinator is European Schoolnet (EUN), a unique non-profit consortium of 28 Ministries of Education in Europe, which provides major European education portals for teaching, learning and collaboration and which leads the way in bringing about change in schooling through the use of new technology. A key aim in MELT is particularly to use new Web 2.0 'social tagging' approaches to enrich educational content with metadata that reflects the actual use of each resource by teachers and pupils in a variety of learning contexts. The MELT project is also designed to both raise the awareness of teachers across Europe on the need for accurate tagging of resources and to provide a user-friendly system that motivates teachers to quickly and easily add metadata to resources that they have both used and created.	Formal Informal	Primary school, General secondary school, Vocational secondary school	0-11 12-18	Students and learners in formal education, Teachers / Trainers	Improve accessibility of learning; Increase motivation / participation; Improve collaboration	Social networking Folksonomies/Tagging	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge	40 schools in 4 countries involved in pilot phase leading to the launch of a publicly available Learning Resource Exchange Service (LRE) before the end of the project; Austria, Belgium (Flemish Community), Hungary, Finland; October 2006December 2008
Migrantales 2.0, developed during the course 'Design of Technological Environments for Communication' – Master program in Publishing, Journalism and Communication, Sassari University	http://4ourcommunication.wordpress.com/	Migrantales 2.0 is a student project developed during the course 'Design of Technological Environments for Communication' held by Prof. Patrizia Marti and Alessia Rullo in the period March-June 2008 – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy). The course experimented 2.0 tools and services to support the learning activities of the students. One of the outcomes of this activity has been the construction of an Exploratorium of 2.0 phenomena. The students in different teamworks produced a demo of a web application focusing on specific aspects of web 2.0 concepts and using 2.0 tools. Migrantales 2.0 is one of the resulting projects and it has been developed by the 4ourcommunication teamwork: Angela Piredda, Mauro Barbato, Mario Sini, Francesco Ruiu 4ourcommunication developed a demo of a web platform, called Migrantales 2.0, where immigrants living in Italy can tell their stories and express their ideas on specific topics. The main objective of the project is to offer an opportunity of self expression and visibility for those points of view that are usually not considered in the news agendas. The topics of discussion can either be decided by the Migrantales 2.0 editorial board, either proposed and then voted by the users of this platform. Each topic represents a web call to which users can apply submitting different typologies of contents. Users can post videos, photos or, more simply, write and upload their stories. These contents will be available on Migrantales 2.0 and geo-referenced on the basis of	Formal	University	19-24	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Connect with society	Social networking Folksonomies/Tagging, Photo/video sharing, Discussion platforms	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	The teamwork is formed by four people. The demo of the project published on the web is open for all.; Sardinia (Italy); March, 11 2008June, 11 2008

(Sardinia, Italy).		country where the migrants come from. In this way, the network enabled by Migrantales 2.0 aims at reinforcing the value of the identity of migrant people, visually showing the route of the different contributions. Indeed, by the use of maps the users can position their contribution in respect to the origin country but they can also track their transfers until the arrival in Italy. Migrantales 2.0 is not just intended as a standalone web application but it can be used as a service running on existing websites dedicated to immigrants (e.g. stranieriitalia.it). By sharing immigrant experiences on targeted topics the Migrantales 2.0 project wants to create a networked community in order to support interaction and exchange among the users, to stimulate an interest on the addressed topics and to share knowledge about immigrants everyday lives.								
Mille modi per un mondo:3d per costruire conoscenza	www.scuola3d.eu	Wirtual World for pupil and teachers, reserchers and parents. All together build the own school. There are also a Blog, wiki, podcast, Youtube video, geographic tags in virtual world. More examle and documentation on site www.scuola3d.eu	Formal Non-formal Informal	Primary school; University; Other: Istituto Pedagogico Bolzano-www.ipbz.it	0-11 12-18 19-24 25-54 55-64 65+	Students and learners in formal education, Teachers / Trainers; Parents / Third parties; Adult learners, External experts	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve collaboration; Connect with society	Folksonomies/Tagging Virtual realitiesBlogsPhoto/video sharing, Discussion platformsWikisPodcast/vodcast – Other: jaiku, twitter, ning	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	700 members, all Italy, from 2005
MobiBlog	http://mobi-blog.eu	Mobi-Blog is developing a weblog service for European mobile students. It enables students to tell their story and read about others' experiences during their exchange programme. The collection of stories of students' experiences tell about the great time	Non-formal Informal	General secondary school, UniversityVocational secondary schoolAdult training centre	12-18 19-24 25-54	Students and learners in formal education, People with learning difficulties; Parents / Third parties; People with disabilities; Workers	Improve accessibility of learning; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Social networking Folksonomies/Tagging, Photo/video sharing, Discussion platformsPodcast/vodcast	Accessing information; Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	201-1000; European, multinational; running
Mobile Primary school (Chile)		Zurita & Nussbaum (2004) report on a collaborative learning project with 6- and 7-year old students in a primary school in Chile, where a mobile computer supported collaborative learning environment with Handhelds interconnected by a wireless network was used. The learning environment was employed to support math and language activities. According to Zurita & Nussbaum (2004), the system was successful in overcoming the weaknesses usually encountered in collaborative projects, such as coordination, communication, organization of materials, negotiation, interactivity and lack of mobility. Source: Zurita, Gustavo and Miguel Nussbaum (2004). "Computer supported collaborative learning using wirelessly interconnected handheld computers", Computers & Education 42(3) (2004), 289-314.	Formal	Primary school	0-11	Students and learners in formal education	Develop new ways of learning; Improve collaboration	mobile computer supported collaborative learning environment	Using social computing tools as environment for learning; Collaborating and interacting	1 class Chile
MOSEP	http://www.mosep.org	Uses collaborative content development platform to provide resources to enable teachers and trainers to develop customised learning plans and modules for hard to reach young people and those who have dropped out of the formal education system.	Formal	General secondary school	19-24	Students and learners in formal education; Early school leavers	Improve accessibility of learning; Improve personalization of learning; Connect with society	Discussion platformsPodcast/vodcast	Peer reviewing; commenting; Using social computing tools as environment for learning	300 students and trainers; pan-European; 3 years, running
Mostra de	http://blocs.xtec.	Every school has a specific blog linked to others named Mostra de Fotofilosofia or	Formal	Vocational	12-18	Students and	Develop new ways of	Blogs;	Creating and sharing	700; Catalonia.

fotofilosofia	cat/filoconvocatoria	Fotografia Filosofica (see as example http://filoangeletaferrer.blogspot.com/) In the context of philosophy class, students post a philosophic question ilustrated by a picture. They can comment one each other, and take inspiratin from other blogs. At the deadline, they choose the best posts making explicit the criteria. Al class, questions are used to introduce themes. Every year at Philosophy Day they make a presentation with the best picture questions. IES Angeleta Ferrer i Sensat (Sant Cugat del Vallès) IES Damià Campeny (Matarò) IES Antoni Pous i Argila (Manlleu) IES Bosc de la Coma (Olot) IES Blanxart (Terrassa) First participants schools (they are linked at the cited blog) IES Puig i Cadafalch (Mataró) Col·legi Sant Andreu (Badalona) IES Pedraforca, (l'Hospitalet de Llobregat) IES del CAR, (Sant Cugat del Vallès) IES Costa i Llobera (Barcelona) IES Ferran Casablancas (Sabadell) IES Joan Ramon Benaprès (Sitges) EASD Pau Gargallo (Badalona) l'IES Guillem de Berguedà (Berga)		secondary school		learners in formal education	learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration	Photo/video sharing	knowledge	Can spread; Start: November 07. Runs by cicles
Mundo de Estrellas	http://www.juntadeandalucia.es/servicioandaluzdesalud/principal/documentosAcc.asp?pagina=%20qr_sabermas_yademas1	The technologies combine interactive games, for example using avatars to depict situations of chronic health conditions that enable children and teens to relate to similar situations, and so learn how to manage their illness.	Non-formal	Vocational secondary school	0-11 12-18	Students and learners in formal education – hospitalised children	Improve accessibility of learning; Improve management of learning; Support chronically ill young people	Social networking, Photo/video sharingWikis	Peer reviewing; commenting; Using social computing tools as environment for learning; Collaborating and interacting	1.4 million in 32 hospitals in Andalucia; 11,307 used service in 2007, 1400200, >10000; Andaluvia, Spain, regional; 2 years, running
My Zone	www.my-zone.be ; ePractice case: http://www.epractice.eu/cases/2446	(project not itself web 2.0, but enabling and supporting the use of social networking and other web 2.0 applications by hospitalized children to connect them with their schools). Telenet started My Zone in co-operation with Simon&Odil, the interactive platform for sick children, the Belgian Kids' Fund, Cliniclowns and Fujitsu Siemens. Via the My Zone project, laptops and wireless internet are made available to sick children who are in hospital for short or long periods. This project addresses two fields; on the one hand there is an individual social factor: children will feel more at ease in a hospital and trough interactive media the physical, psychological and social functioning of these sick children is improved. The project ensures that children with long-term illness do not get isolated from society or their homes. The children can also learn and develop their learning skills trough the project. The My Zone project also addresses the so-called eAccessibility problems. Our targets for 2007 were: 7 hospitals by the end of 2007, 120 PCs in the hospitals, 150 pediatric beds. Current status (Oct 2007): 6 hospitals, 109 PCs, 230 pediatric beds. We hope to connect two extra hospitals before the end of 2007, thus achieving and rather exceeding our goals. Track record of sharing: We are referenced on www.hospichild.be a portal for parents with terminally ill children. The coming year we need to focus on communication to make the initiative better known. Language(s): Français, Nederlands.	Formal	Primary school, General secondary school	0-11 12-18	Students and learners in formal education, Children with long-term illness, who often have to remain in hospital for long periods	Improve accessibility of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Social networking	Collaborating and interacting	6 hospitals, 109 PCs, 230 pediatric beds (as of 10/2007); Belgium; since 09/2006
MyMoodle, developed during the course 'Design of Technological Environments for Communication'– Master program in Publishing,	http://www.tvoodle.altervista.org/	MyMoodle is a student project developed during the course 'Design of Technological Environments for Communication' held by Prof. Patrizia Marti and Alessia Rullo in the period March-June 2008 – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy). The course experimented 2.0 tools and services to support the learning activities of the students. One of the outcomes of this activity has been the construction of an Exploratorium of 2.0 phenomena. The students in different teamworks produced a demo of a web application focusing on specific aspects of web 2.0 concepts and using 2.0 tools. MyMoodle is one of the resulting projects and it has been developed by the T-Voodle teamwork: Antonio Ruzzoli, Fabrizio Nuvoli, Marzia Flores, Maria Isabella Sogos, Paola Piredda and Paolo Finetti. What is MyMoodle. MyMoodle is a platform created to respond to the different needs of the students that currently use the moodle learning environment adopted by the Faculty of Political Sciences at Sassari University (http://sdco.uniss.it/moodle/). By	Formal	University	19-24	Students and learners in formal education	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Connect with society; Provide improved (peer) support for learning	Social networking, Photo/video sharing, Podcast/vodcast	Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	The teamwork is formed by six people. The demo of the project published on the web is open for all.; Sardinia (Italy); March, 11 2008-June, 11 2008

Journalism and Communication, Sassari University (Sardinia, Italy).		using this application students can:Create their own portfolioCreate a Profile in order to personalize the content of their learning environments and reinforce the friendship with other studentsPublish and share their work.Learning by sharing materials between students, Establishing new relationships between students part of the MyMoodle social networkContact or be contacted by private companies and by other students interested in their work. Stay up to date. Thanks to MyMoodlE students can stay continually updated simply by consulting the Homepage in which it is possible to visualize:the posts published in the forum,new success stories,job vacancies,chats of students and group works,updates of profiles and portfolios,the new available teaching materials,who is on line at the moment,a personalized schedule of works/appointments/lessons. Learning. Using MyMoodlE students can not only make new friendships and maintaining contact with others, but they can also study more easily and quickly, publishing, sharing and downloading notes, summaries, papers produced by students and made available for the MyMoodlecommunity. The p2p system will allow students to download teaching materials, made available by other students and share this stuff with them. Keep in touch. MyMoodlE allows to interact easily with the other members of the community:through the general forumprivate messagescomments on the works and files published Eventually, MyMoodle provides a section dedicated to companies. Companies can contact the students and the students can be informed about the job and stages opportunities. Companies through MyMoodlE may insert recommendations on students who have worked for them and students can view the ranking of most talented and most voted students.								
19th century wiki	http://edu-wiki.net/rogozina/index.php/עמוד_ראשי	Inventions and discoveries in the 19th century by use of Educational-wiki. School name: Rogozin Aleph Junior High Language of the entry: English Description: By means of online technology students were taught how to create a shared knowledge website by using the wiki platform. The content is written and edited by all students which results in combined responsibility and involvement. Promethean award for collaborative learning (Information on webpage only available in Hebrew)	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve collaboration	Wikis	Collaborating and interacting	Israel
Notschool	http://www.notschool.net	Notschool.net is a national, Internet based 'Virtual Online Community' offering an alternative to traditional education for young people who, for a variety of reasons, can no longer cope with school or with complementary provisions such as home tutoring or specialist units. Notschool.net is a last resort for young people diseng from classroom learning because of illness, pregnancy, bullying, phobia, travelling, reluctance to learn, disaffection, exclusion, statemented. With over seven years solid performance, Notschool.net is a mainstream provision; successfully demonstrating that young people for whom 'school does not fit' can renew their confidence in learning and gain certificates that recognise their progress.	Formal	General secondary school	12-18	Students and learners in formal education	Improve accessibility of learning; Develop new ways of learning; Increase motivation / participation; Improve personalization of learning; Improve learning results	Social networking	Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	UK, since 2001
Nurses abroad blog		Keegan (2007) reports on the EU funded Socrates-Minerva ESMOS project, where a group blog was employed among a group of students from the BSc Adult Nursing degree at the University of Salford during their practical internship (ten weeks from June-August 2006), in the UK and abroad. The aim of the blog was to nurture an online community of practice which would enable geographically dispersed students to discuss and reflect on their placement learning experiences, offering one another feedback and sharing key observations. Keegan's preliminary qualitative evaluation indicates that the student-tutor and peer-to-peer communication via the blogs is an effective way of enhancing academic, practical, social and psychological support, particularly for those students who travelled abroad for their clinical placement. The students who were on placement overseas not only experienced culture shock on a day to day level and missed their families, but also had experienced some psychological discomfort as a result of the differences in the healthcare systems between the two countries. An interesting finding was that as these students became more psychologically stressed, their regularity of posting increased. As students were encouraged to regularly search for and post links to articles and sites they found	Formal	Vocational higher education institute	19-24	Students and learners in formal education; Teachers / Trainers	Develop new ways of learning; Increase motivation / participation; Provide improved (peer) support for learning; emotional support	Blogs	Collaborating and interacting	UK; 10 weeks

		interesting and relevant, the blog became a kind of collaborative bibliography. The blog became a reflective 'space' for the group, who also uploaded their final seminar presentations so that other members of the group could ask questions and provide feedback. As a result of the collaborative bibliography, individual/group reflections and final seminar presentations the blog itself became a rich educational resource for all of the students with the added benefit of social and psychological support. Source: Keegan, Helen (2007). "Social Software for Virtual Mobility: An Online Community of Practice-Based Learners". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.								
Once Upon a Blog	http://slua.com/gallery2; eTwinning	eTwinning Prize 2007 Runner-up Schools: Saint Attracta's Senior National School, Ireland, St. Joseph, Mater Boni Consilii School, Malta, Teachers: Joseph Molloy (Ireland), Jacqueline Vanhear (Malta) Age of pupils: 411 Duration: 1 school year Themes: Cross Curricular Language: English Tools: Windows Live Messenger and Skype Description This project involves an exchange of national myths and legends using Blog and Podcast technologies. The project also compares and contrasts the lifestyles and attitudes of Maltese and Irish children using ICT. Aims: To broaden the experiential and cultural horizons of the pupils and staff. To promote language skills, using a Blog and Podcasting site. To encourage and foster the European dimension in primary education. To support the intercultural exchange of ideas and values. To develop an enriched multicultural European identity. To enrich and diversify teaching and learning through ICT. To establish ICT as a creative method of communication and pedagogy. Pedagogical Value: The greatest benefit experienced by the pupils is a marked increase in self-worth. Their new level of self-esteem is reflected in their enthusiasm for the task at hand and their reluctance to hand over the project to the other third classes. The participating teachers have reported a value added dimension to their work and an increase in their skills base. They also expressed a deep sense of satisfaction in a job well done. Pedagogical Use of ICT tools: The school benefited from an overall rise in technical expertise and a more cohesive approach to the implementation of ICT on the whole-school basis. For example, in order to set up the blog site and RSS feeds several models were tried and tested. Teachers found free sites such as Blogger, which employed random advertising (often inappropriate), popup windows and dull colour schemes to be the major obstacles to learning. As a result, it was decided by consensus last June, to host the project on our own dedicated blog site. Impact: The project was designed along constructivist principals. The site was tested by other teachers during the summer holidays. Then the participating teachers and children in Dublin and Paola were consulted concerning the final design and content of the site. The weekly live link is the cause of great excitement and the school timetable has to be altered to facilitate the different third classes. Teachers: have learned to use studio equipment and webcams. The eTwinning project has resulted in the setting up of a permanent podcast studio. More info: http://www.etwinning.net/shared/data/etwinning/booklet/etwinning_handbook_2007/etwinning_en.pdf	Formal	Primary school	0-11	Students and learners in formal education; Teachers / Trainers	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Connect with society; Cultural Exchange; promote language skills	Blogs; Podcast/vodcast; Windows Live Messenger and Skype	Creating and sharing knowledge; Collaborating and interacting	2 schools, Malta, Ireland
Online Journals, Physical Education Greece (HE)		Antoniou & Siskos (2007) tried to improve the quality of a distance education postgraduate programme in Physical Education Departments of the Democritus University of Thrace and the University of Thessaly (Greece), with the aid of students' reflective online journals. The 26 students were required to submit a weekly online journal on an asynchronous electronic system responding to pre-determined questions reflecting on their study; collaboration was not supported or examined. The findings suggest that online writing encourages active participation, meta-cognition and critical thinking. Additionally, it contributed to beating isolation and promoting communication and interaction between tutor and students thus generating the necessary feedback for both the learning process and the quality of the lesson. Source: Antoniou, Panagiotis & Apostolos Siskos (2007). "The Use of Online Journals	Formal	University; Distance Education (University)	19-24	Students and learners in formal education	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve reflection & feedback	Online Journals	Reflecting; critical thinking	26; Democritus University of Thrace and the University of Thessaly (Greece); 12 weeks

		in a Distance Education Course". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.								
Open, Campus		"Open, Campus" is a blended learning project which is been implementing at the SSIG in Bellinzona (State School of Applied Computer Sciences and Economics, http://www.ssig.ch) – a Business Information Technology post-diploma school. Cattaneo addresses in particular the distinct didactical, organizational, training of trainers and training policy implications related to the fact that the project takes place in the (small) Italian speaking part of Switzerland. The project was implemented among 14 teachers engaged with the blended training offer and 10-11 classrooms, with more or less 160 total students. Evaluation is pending. Foreseen results are a deepened relationship between learning and teaching, methodological innovations, especially as concerns monitoring, an increase in interactivity, and a complementary use of different software tools. "The project aims to introduce – for some subjects in the two different curricula offered by this school – a modality of teaching/learning centred on the blended learning model – using and exploiting an open source online learning environment (OLE) developed and customized inside the school. Implementing such a project let us glimpse at least three orders of spin-offs: for teachers, for whom the project is a basic opportunity for one's own lifelong learning and pedagogical and didactical updating on the use of ICTs in training contexts; for the school-seat, which submits itself as a best practice example on the theme of didactics and new technologies, and is confronted with a structural organizational change; for students, to whom more flexibility is allowed in comparison to the physical presence required for classroom lectures, but for whom the project also constitutes an interesting educational and formative challenge as regards responsibility, work organization, place and time learning management." Source: Cattaneo, Alberto (2007). "Monitoring Innovative School Projects: An Answer to the Need of Developing Competences". ". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.	Formal	Vocational higher education institute; Blended learning	19-24 25-54 55-64	Students and learners in formal education; Teachers / Trainers	Develop new ways of learning; Increase motivation / participation	Online Learning Environment		14 teachers, 160 students; Italian speaking part of Switzerland
OpenLearn	http://www.open.ac.uk/openlearn/home.php	OpenLearn is a large repository of online courses and learning resources with a special aim of user's remixing, modify and re-upload content and materials. Especially interesting is the LabSpace area where groups can work on materials in a collaborative way.	Formal - Non-formal - Informal	University	19-24 25-54 55-64	Students and learners in formal education - Parents / Third parties - General public	Improve accessibility of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve management of learning	Social networking - Folksonomies/Tagging - Virtual realities - Blogs - Photo/video sharing - Podcast/vodcast	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	1001-10000; UK, International; running
OU blogs		Kerawella et al (2008) conducted a study on 108 students, aged 30-60, participating in an online distance learning Master course ("The e-Learning professional") at the UK Open University (OU), which used individual blogs for assignments and assessment. The blogs were only visible to tutors and other students enrolled in the course. Through interviews and in-depth analysis of some of the students' work and attitudes, Kerawella et al (2008) were able to identify five blogging behaviours: (1) Blogging avoidance; (2) Resource network building, where the audience is regarded as a valuable resource of ideas, constructive criticism and resource links. Consequently, students aimed to be part of as large a group as possible to have maximum access to resources. (3) Support network building, where extremely sociable students used their blogs to reach out to other members of a small (6-8 members), exclusive, emotionally close community of other students that evolved over time. Students blogged for academic purposes as much as for emotional support. (4) Self-sufficient blogging, where	Formal	University	25-54 55-64	Students and learners in formal education	Develop new ways of learning	Blogs	Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	108 particpants; UK

		students made no conscious effort to build relationships, but used the blog as a means of self-reflection; and (5) Anxious, self-conscious blogging just to complete the suggested activities: students displayed a lack of familiarity and confidence with the technology; they conceived of their blog as something private and consequently did not read other students' blog, in order not to invade into their space. Source: Kerawalla, L., Minocha, S., Kirkup, G. and Conole, G. (2008). Characterising the Different Blogging Behaviours of Students on an Online Distance Learning Course, Learning, Media and Technology (33:1), 2008, pp. 21-33.								
PbyP	http://www.camb-ed.net/pbyp/ ; pbyp@camb-ed.com	PbyP - Personalisation by Pieces. Online service which helps users to structure their way of learning and record their learning progress. Promotes community of practice in which they can be experts themselves and help others. "In April 2007 we released web tools specifically to provide the infrastructure for P-route personalisation. By October 2007 we had 3000 users with a further 6000 wishing to join in. This offers further evidence that schools and colleges are ready to start personalisation BY learners rather than FOR learners. PbyP structures learning in a radically new way. It empowers learners of all ages to keep ownership of what, when and how they learn. It achieves accurate assessment of 'hard to measure' skills and competencies by enlisting the help of every learner in a community of peer assessment, mentoring and inspiration. It is available anytime and anywhere on any device that can reach the internet, including PCs Macs and even mobile phones. PbyP is the only system currently available that both addresses all of the requirements of the Gilbert review AND addresses the needs of the new QCA recording of competencies requirments." "The online community of children mentoring each other and assessing each other's work is currently well over 2000. Most schools have started small with a group of 15 or 30 children. But there are some trail blazers who are set to implement across whole secondary year groups and even one in a whole primary school. (...) After an initial period of disbelief on the part of pupils and staff the work submitted by primary age children is now assessed by another child in 90% of cases and in secondary settings 60%. (...) The most popular type of work submitted is a document file. This obviously encompasses a range of types of written work and as such is likely to be the largest type. However, plenty of users are thinking 'outside the document', and using other forms of presentation. Video is being used in 90% of schools as a type of work submitted to Pby, P. Sound files have been submitted as a work–type for the first time. (Primary School, July 07) For one school, 20% of all work submitted is animation. 11 different subjects use Pby, P as a learning tool with English, Maths and Technology being the most popular. The most popular hour to submit work in Pby, P is 2-3 p.m. – nearly 40% of all work, across all schools is submitted at this time." "	Formal	Primary school, General secondary school	0-11 12-18	Students and learners in formal education	Increase self-directed learning activities / skills; Improve personalization of learning; Improve learning results; Provide improved (peer) support for learning	platform for the exchange of work	Peer reviewing; commenting; Creating and sharing knowledge	3000 users, UK, since 04/2007
Peer - feedback failure		Xie et al. (2008) used an empirical design to investigate the interaction effects of peer-feedback and blogging on 44 US first and second year undergraduate college students' reflective thinking skills and their learning approaches. They found that over the period of one semester, in which the students had to update their individual blogs on a weekly basis, the students' reflective thinking levels had increased significantly. However, peer feedback was found to negatively affect students' reflective thinking skills. Source: Xie, Ying, Fengfeng Ke and Priya Sharma (2008). "The effect of peer feedback for blogging on college students' reflective learning processes", The Internet and Higher Education, 11 (2008), 18-25.		University	19-24	Students and learners in formal education	Improve learning results; Provide improved (peer) support for learning; improve reflective thinking and learning approaches	Blogs	Peer reviewing; commenting; Creating and sharing knowledge	44 students; USA; 1 semester
Peer interaction Taiwan		Liu & Tsai (2008) analyzed peer interaction patterns, gathering data on the peer learning interactions in on-line discussion forums of 57 undergraduate computer science students at a university in Taiwan, who were randomly assigned into 14 small groups for solving programming problems. An analysis of students' knowledge exchange patterns revealed that peer students' abilities played an important role in the evolvement of knowledge exchange. Certain configurations of students' background abilities tended to lead to a particular communication pattern. For example, groups with	Formal	University	19-24	Students and learners in formal education	Improve learning results; Improve collaboration; Provide improved (peer) support for learning; problem solving	Discussion platforms	Collaborating and interacting	57 students; Taiwan; 1 semester (?)

		peer members of high achievement or heterogeneous abilities needed teacher support to scaffold the process of peer interactions and learning. On the whole, their research revealed five distinct peer interaction patterns: (1) Centralized knowledge exchange, where one student, who usually has well-established abilities to solve related problems, became the centre of knowledge exchange; (2) Distributive knowledge exchange, the optimal form of peer interaction, where all of the students exchanged knowledge with each other, usually having average or above average abilities; (3) Group development impediment, characterized by little group development, provision of responses, and acceptance of responses among group members; no convergence on a common approach. In such a group, most students had above average background abilities; (4) Ability impediment, displayed when students had limited background abilities. Conflicts are frequent, in general occurring when a student was unable to obtain support from others. The lack of knowledge exchange mainly stems from the deficiency of their background knowledge and abilities; (5) Partial knowledge exchange, occurring when student background abilities are diverse. Problem solving process and knowledge exchange occurred only between selected students, while some lower achievers did not actively join the activity. Source: Liu, Chen-Chung, and Chin-Chung Tsai (2008). "An analysis of peer interaction patterns as discoursed by on-line small group problem-solving activity", Computers & Education 50 (3) (2008), 627-639.								
Peer Mentoring Singapore		Cavallaro & Tan (2006) conducted an online collaborative writing project among two first year university report writing classes (with 23 and 20 students respectively) from separate higher education institutions, Nanyang Technological University (NTU) and Singapore Polytechnic (SP). The results show that students were extremely motivated and produced high quality work. This leads the authors to conclude that well planned and implemented mentoring projects are possible through the electronic medium and can be quite effective. Source: Cavallaro, Francesco, and Kenneth Tan (2006). "Computer-Mediated Peer-to-Peer Mentoring", AACE Journal 14(2), 129-138	Formal	University	19-24	Students and learners in formal education	Improve learning results; Improve collaboration; Provide improved (peer) support for learning	Online Collaboration	Peer reviewing; commenting; Collaborating and interacting	43 students; Singapore
Planete @dos	http://users.skynet.be/rdw/3iemecorrespondance.htm#2006-2007:%20Plan%E8te%20@dos; http://motdepassecyberespace.blogspot.com/; http://cyberespace.wiki.zoho.com/HomePage.html eTwinning	eTwinning Awards 2008 WINNER: Age 15-19. The young people in this project may come from different cultures, but they discover that their common roots are entwined through the history, the traditions and the life of people living on the coasts of the Mediterranean and the North Sea. The jury said, "This is a very rich project where the young people not only learned a great deal from each other, but creatively expressed their opinions in a variety of media including cartoon, blogging and podcasts". Les élèves en Italie, en République tchèque et en Belgique flamande sont débutants. On s'amusera à apprendre le français en travaillant à partir des mêmes parcours pédagogiques.. en produisant de petits films, des textes, des B.D. numériques..., un journal web.... Le fait de devoir utiliser le français dans une situation concrète et réelle motivera les élèves à apprendre le français. L'utilisation des TICES est également un élément de motivation. Dans leur vie privée les jeunes d'aujourd'hui utilisent beaucoup l'ordinateur pour entrer en contact avec des amis. Le contact avec d'autres Européens ouvrira une fenêtre sur le monde. Le but final c'est intégrer la matière obligatoire des différents programmes nationaux dans un projet européen. Le projet sera basé sur le même manuel: Branché 3 ASO, utilisé en Belgique (de la maison d'édition Van In). Et parfois on utilise un article du magazine Déclic de la maison d'édition Pelckmans. On remercie ces maisons d'édition de nous laisser mettre une partie de leur matériel en ligne. Dans le blog trois lycées : en Belgique, en Italie et l'un en République tchèque,essayeront de travailler ensemble en utilisant les TIC pour apprendre le français les uns et "l'enseigner" à leurs copains , les autres, dans le cadre d'une pédagogie constructiviste et d'une didactique peer to peer.	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve collaboration; Connect with society; Cultural Exchange; language skills	Blogs; Wikis; Podcast/vodcast	Creating and sharing knowledge; Collaborating and interacting	3 eTwinning schools ; BE, IT, FR
PLEOPoretfólios	http://www.pleo.ebisjl.pt/	O PLEO é parte integrante da concretização de um projecto apresentado à CRIE (Equipa Computadores, Redes e Internet na Escola) no âmbito da "Iniciativa Escolas,	Formal	Primary school	0-11	Students and learners in	Promote computer skills; Develop new ways of	Social networking	Accessing information; Peer reviewing;	2007.2008Studentes 76Teachers

eLEctrónicos Online		Professores e Computadores Portáteis". O desafio consiste na criação de portefólios, em formato electrónico e acessíveis via Internet. Concluído o primeiro ano de implementação do projecto e tendo em consideração os resultados obtidos, prosseguimos no presente ano lectivo (2007/2008) para a implementação de um sistema de construção e gestão de portefólios que conceda ainda mais autonomia aos alunos. We can tanslate the information if that is required. Thanks.				formal education, Teachers / Trainers	learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve learning results; Improve collaboration; Provide improved (peer) support for learning	Folksonomies/Tagging Blogs	commenting; Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge	14Others 5; S. João de LoureAveiro – Portugal; Start Sept07, to continue next year (2008.2009)
Podcampus	http://www.podcampus.de	A podcasting platform for publishing science and research (video/audio) contributions. Participating universities are in Germany, Austria and Switzerland. The material published includes mainly lectures and scientific presentations/speeches. Some of the podcasts are directed at a broader (general) audience, others supplement university courses. Podcampus ist eine Podcasting-Plattform für Beiträge aus Wissenschaft und Forschung. Vorlesungen und interessante Einzelveranstaltungen werden aufgezeichnet und als Audio- und Videodateien veröffentlicht. Ebenso gibt es eigens für Podcampus produzierte Bildungsbeiträge. Produzenten sind Hochschulen, Forschungs- und Bildungseinrichtungen aus ganz Deutschland, Österreich und der Schweiz. Das Themenspektrum reicht von Einführungsvorlesungen in verschiedene Studienfächer über Präsentations- und Kommunikationstechniken, von naturwissenschaftlichen Fragestellungen bis hin zum Snowboard-Videopodcast. Podcampus bietet als „Schaufenster der Wissenschaft“ Beiträge, die auch für eine breitere Öffentlichkeit außerhalb der Hochschulen von Interesse sind. Aber auch für die klassische Lehre wird Podcampus weiter ausgebaut. So können die traditionellen Präsenzangebote der Hochschulen ergänzt und der Service für Studierende verbessert werden. Jeder Hochschuldozent, jeder Fachbereich, sowie Forschungs- und andere Bildungseinrichtungen haben die Möglichkeit, Seminare oder Vorträge bei Podcampus einzustellen. Auf Podcampus können Inhalte sowohl thematisch als auch geographisch und nach weiteren Auswahlkriterien sortiert werden. Das Projekt Podcampus ist eine Initiative des Multimedia Kontor Hamburg, einem Unternehmen der Hamburger Hochschulen.	Formal	University	19-24 25-54 55-64	Students and learners in formal education, Teachers / Trainers	Improve accessibility of learning	Podcast/vodcast	Accessing informationDelivering information (e.g. podcasts; RSS)	Germany, Switzerland, Austria
podcast de radios scolaires	http://podcast.ac-rouen.fr	Central website for sharing podcasts that are produced by school radio projects. Pupil age group: 6 to 8 years, 9 to 11 years Language of the project : French Nous créons avec l'école Courbet du Havre un site web pour mutualiser et diffuser les émissions de radios scolaires. Les projets de radios scolaires étaient limités par les problèmes techniques de diffusion. Avec cet outil les émissions de toute école intéressée peuvent être écoutées sur le web ou par podcast. Le projet va permettre de faciliter la création d'émissions de radios scolaires, avec ce que ça implique de projets pédagogiques liés à la langue écrite ou parlée.	Formal	Primary school	0-11	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation	Podcast/vodcast	Creating and sharing knowledge; Collaborating and interacting	304 émissions enregistrées; France
Podcast Revision Lectures		Evans (2008) reports on a study on the effectiveness of podcasting in assisting exam revision, conducted among 196 first-year undergraduates in Business and Management at a university in London, UK. Statistical analysis of the results of the subsequent questionnaire indicates that students believe podcasts to be a more effective revision tools than their textbooks and more efficient than their own notes in helping them to learn. They also indicate that they are more receptive to the learning material in the form of a podcast than a traditional lecture or textbook. The results suggests additional benefits as perceived by undergraduate students in terms of the time they take to revise, how much they feel they can learn and the flexibility in when, where and how to learn. Source: Evans, Chris (2008). "The effectiveness of m-learning in the form of podcast revision lectures in higher education", Computers & Education, 50 (2) (2008), 491-498.	Formal	University	19-24	Students and learners in formal education	Improve learning results; Support Revision	Podcast/vodcast	Delivering information (e.g. podcasts; RSS)	196 students ; London, UK
Programa ATALANTA	www.atalantaprogramas.es; atalanta@atalan	ATALANTA project uses Information and Comunication Tecnologies (TIC) in order to provide learning system and employment data base to people who live in rural environment, principally those who are excluded socially and giving priority to the rural	Formal; Non-formal	Adult training centre;	19-24 25-54 55-64	People with disabilities; Adult learners;	Improve accessibility of learning; Promote computer skills; Develop new ways of	Social networking; Discussion	Accessing information; Peer reviewing; commenting; Delivering	200.000 users/visitors; Region: Zamora /

	taprogramas.es	woman insertion in the working world. Alternative link: www.diputaciondezamora.es		County CouncilZamora (Spain)		Disadvantaged people; Workers; Ethnic minorities; Unemployed; General public	learning; Increase motivation / participation; Improve learning results; Improve collaboration; Connect with society; Equal Opportunity Policy	platforms	information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	Country: Spain; 6 years
Projectseminar e-learning	Wiki of the Seminar: http://elearn.jku.at/wiki/index.php/Projektseminar_eLearning	I will send an article in which the case is described in german to Christine Redecker.	Formal	University	19-24 25-54	Students and learners in formal education	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration	Blogs, wikis; Students used Wiki an an e-Portfolio Tool (Elgg). In Elgg they used their personal blog as a learning diary.	Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	33 students; Linz, Austria, summer term 2006.
Protovoulia	www.protovoulia.org	'Umbrella' of sites and services for teachers and learners. Provides content sharing services and online training. Divided in different sites for different uses: i) thematic presentations of various issues. Visitors can contribute on the content and use the services provided (blog, wiki) and ii) Open Educational Repository with blogs and comments. Provides online teacher training platform (moodle).	Formal Non-formal Informal		19-24 25-54 55-64 65+	Students and learners in formal education, Teachers / Trainers	Improve collaboration; Provide improved (peer) support for learning; Share learning material	BlogsWikis Moodle	Creating and sharing knowledge; Collaborating and interacting	Greece
Protovoulia Action A. Diadiktyako Paixnidi 'Lysis' (Online Game 'Lysis')	http://www.protovoulia.org/en/draseis.htm, http://game.protovoulia.org/	A multi-user online game aimed for students of ages 10-15 that aims in the promotion of computer skills, cooperation and alternative methods of learning.	Informal	Primary school, General secondary school	0-11 12-18	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration	Virtual realities, Discussion platforms	Collaborating and interacting	The online game can currently support up to 200 simultaneous users. Further developments would increase; Greecedifferent regions; Phase II (preparation and beta testing) has just been completed. Phase III (application) starts september 2008
Protovoulia Action B Thematikes Parousiaseis (Thematic Presentations)	http://www.protovoulia.org/en/morfotiko.htm, http://themes.protovoulia.org/	A presentation of educational material for two (for now) thematic areas, "development of scientific thought" and "European culture", that includes texts, pictures, videos, web links and two 2.0 tools, a blog (themesblog.protovopulia.org) and a wiki (wikignosi.protovoulia.org) that are used to comment and further develop existing material.	Informal	Primary school, General secondary school, Vocational secondary school	0-11 12-18 25-54 55-64	Students and learners in formal education, Teachers / Trainers; Parents / Third parties; General public	Promote computer skills; Increase self-directed learning activities / skills	Folksonomies/Tagging BlogsPhoto/video sharingWikis	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	Greecedifferent regions; Phase II (preparation and beta testing) has just been completed. Phase III (application) starts september 2008

Protovoulia Action C Diktyo Sxolikis Kainotomias (School Network of Innovation)	http://www.protovoulia.org/en/diktyo2.htm, http://schoolnet.protovoulia.org/	A network of primary and middle school units that share and present innovative practices and material. The training of the teachers who are members of the network takes place in a 2.0 moodle environment (http://epimorfosi.protovoulia.org) and utilize a blog (http://schoolnetblog.protovoulia.org)	Informal	Primary school, General secondary school, Vocational secondary school	0-11 19-24 12-18 25-54 55-64	Students and learners in formal education; Early school leaversTeachers / Trainers; People with learning difficulties; Parents / Third parties; People with disabilities, Ethnic minorities; General public	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve management of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	BlogsPhoto /video sharing, Discussion platforms	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	62 school units, 200 collaborating teachers ; Greecedifferent regions; Phase II (training and pilot phase) will be completed by September. Phase III (participants' Conference and expansion of the network) starts september 2008
Protovoulia Action D Odigos Spoudon kai Apasholisis (Studies and Employment Guide)	http://www.protovoulia.org/en/odigos2.htm, http://studies.protovoulia.org/	A website dedicated in presenting all the necessary information for higher level studies in Greece (including the relevant and updated information for all university degrees) and also a presentation of several professional profiles and their relevant required skills and abilities.	Informal	Vocational higher education instituteGeneral secondary school, UniversityVocational secondary schoolAdult training centre	19-24 12-18 25-54 55-64	Students and learners in formal education; Early school leaversTeachers / Trainers; Parents / Third parties; Adult learners; Workers; Unemployed; General public	Increase self-directed learning activities / skills; Increase motivation / participation; Improve management of learning; Connect with society		Accessing information	Greecedifferent regions; Phase II (pilot phase) was completed May 2008. Phase III (promotion and upkeep) has already begun
Proyecto en Educación y nuevas tecnologías PENT-Flacso	http://www.educant.org/beta/home.php	Aunque nuestro proyecto no es de Europa, pensamos que era bueno incluirlo para así poder contribuir con los propositos de comparacion que estan considerando en la investigación, asi como para que por favor consideren nuestro caso para ser analizado y para recibir la información resultante. El PENT de la Flacso Argentina es un proyecto que incluye formación de postgraduados, investigación, consultoría e intercambio de conocimiento alrededor de la inserción de tecnologías Web 2.0 en la educación, tanto a nivel primario como secundario y universitario. Nuestro modelo pedagógico apunta, desde sus inicios, al intercambio en línea y a la generación de reales vínculos entre los participantes que cursan el postgrado y de interacción concreta con el contenido, especialistas y tutores. Proponemos que el medio es el mensaje en nuestro caso, por lo cual, la propuesta propone un ambiente de aprendizaje en línea, herramientas colaborativas, moderación que acompaña desde el lado del participante, pero siempre presente y generadora de andamiajes, y trabajos activos y grupales durante todo el recorrido. Los participantes tienen blogfolios personales, hacen trabajos grupales sobre wikis, generan webquests colaborativamente, guiones y cortos aplicados a la educación, podcasts, etc., durante el ambito del curso y culminan la experiencia con un real sentido del trabajo colaborativo en red y mediado totalmente por tecnología. Nuestros estudios sobre la experiencia avalan esta afirmación. El uso de herramientas Web 2.0 durante todo el proceso, integradas al proceso de aprendizaje, son otra de las características en las cuales ya llevamos más de 4 años de experiencia de implementación. El diseño que sostenemos lo vamos adaptando permanentemente, de acuerdo a las necesidades que plantean los grupos.	Formal; Non-formal; Informal	Primary school; General secondary school; University	25-54	Teachers / Trainers; Adult learners; Workers; External experts	Develop new ways of learning; Increase self-directed learning activities / skills; Improve personalization of learning; Improve learning results; Improve collaboration; Connect with society	Social networking; Folksonomies/Tagging; Virtual realities; Blogs; Photo/video sharing; Discussion platforms; Wikis; Podcast/vodcast	Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	aprox. 300 activos, más unos 150 en comunidad de ex-participantes en el portal que nos nuclea; Argentina, todo el país, todas las provincias. También tenemos participantes de otros países de América Latina y de Italia; Inicia en el 2004. Continúa, no tiene fecha de finalización.
RedGloo Project	https://redgloo.sse.reading.ac.uk	A network for School of Systems Engineering students who want to meet other people on their course. Anybody from other Schools are welcome to join in, especially if you're	Formal	University	19-24	Students and learners in	Provide improved (peer) support for learning	Social networking	Collaborating and interacting	770 active users , UK

	/	interested in the exciting things that we get up to over here!				formal education		Folksonomies/Tagging		
ResearchGATE	https://www.researchgate.net/	Self-description: ResearchGATE is a new free of charge web 2.0 platform designed for the need of researchers. With this new platform we want to change the world of science by providing a global and powerful scientific web-based environment, in which scientists can interact, exchange knowledge and collaborate with researchers of different fields. Source: EurActiv: http://www.euractiv.com/en/science/researchers-facebook-launched/article-173037: ResearchGATE is an online social network for scientists provided by the German company ResearchGATE GmbH. It was founded and developed by a group of natural and computer scientists as well as economists from Hannover and Harvard Medical Schools and the University of Leeds. Launched on 23 May 2008, it gives registered users a free-of-charge platform where they "can present their research work in a personal profile, exchange messages and build individual groups for peer-to-peer discussions". The online service is equipped with search engines that allow access to specific topics and conversations and identification of "researchers from around the world with similar interests. "These type of initiatives already exist on a small scale, but they are mainly focused on document management, whereas we focus on collaboration among people," a ResearchGATE representative told Euractiv. This international networking technology will allow cross-sectoral linking of researchers and scientists, helping, for example, a biologist to find a statistician for high-class data analysis, as well as "instant peer reviewing" of the research process, according to ResearchGATE.	Formal; Non-formal; Informal	University; Research	25-54 55-64 65+	Researchers	Develop new ways of learning; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	worldwide; initiated in DE, UK, USA; since 23/05/2008
(R)evolution in ICT Infrastructures	http://twiki.e-merge.nu/bin/view/TuDelftSPM9618/WebHome	Master students in the Systems Engineering, Policy Analysis and Management programma at our Faculty at Delft University of Technology use a Twiki for collaboration and knowledge sharing. Within 14 weeks they have to work towards a framework for the transition from R&D towards implementation of innovations in ICT-infrastructures. They do so via a Grounded Theory approach. The TWiki serves as a platform for collaboration, as a memory of the Grounded Theory process and for preparing case studies and writing a communal report.	Formal	University	19-24	Students and learners in formal education; Teachers / Trainers	Develop new ways of learning; Increase motivation / participation; Improve collaboration; Provide improved (peer) support for learning	Discussion platforms; Wikis	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	About 20-25 participants each study year; The Netherlands; Second year that we use the Twiki, normally runs February till June each year
SAMENET	http://same.net/julev/	SameNet is a communication platform for the Sámi people; this platform is beneficial for Sámi democracy, identity, information, debate and education. Organizations can establish conferences for their members.	Informal	Vocational secondary school	12-18 19-24 25-54 55-64 65+	Early school leavers; People with disabilities	Improve personalization of learning; Improve management of learning; Protect and support cultural identity of Sami people	Podcast/vodcast	Peer reviewing; commenting; Using social computing tools as environment for learning	Sami population in Sweden and Finland, >10000; Sweden/Finland; 3 years, running
SCHOME	http://www.schome.ac.uk/	Uses Second Life as educational platform to give people a lived experience of radically different modes of education.	Informal	Vocational secondary school	12-18	Students and learners in formal education; Early school leavers; People with disabilities	Increase motivation / participation; Improve collaboration; Connect with society	Social networking Folksonomies/Tagging Virtual realitiesPodcast/vodcast – Second Life	Peer reviewing; commenting; Using social computing tools as environment for learning; Collaborating and interacting	149 13-17 year old students; UK; 2 years, running
School+		Müller et al (2007) report on the “School+” project, a 3-year long research project, partially funded by the 5th Framework Programme under the Information Society Technology priority, with 20 secondary schools throughout Europe participating. They analyzed the social, human, professional, institutional, and economic costs for building the school of tomorrow in close alliance with ICT. Their research reveals the importance of “network building” for successful change to become sustainable. They	Formal	General secondary school	12-18	Students and learners in formal education; Teachers / Trainers;	Develop new ways of learning; Network building	none, but check continuation		20 secondary schools throughout Europe; 3 years

		maintain that, for changes initiated in a single school or in pilot projects to last, it is essential to network and bring together a critical mass of participants (2007: 1186). The bigger the community of teachers, students and parents taking part in the process, the more dynamic and diverse a network will become, thus nourishing its capacity for self-sustaining activities and continuous endeavour towards educational improvements. Networking applies equally to the school's internal relations between teachers as it does to the wider educational community including school and parents, other teachers, or schools from other countries. While the study took no account of web 2.0 (which were not developed enough at the time), it can easily be seen, how social computing can support this apparently vital process of network building and make ICT supported change in schools sustainable. Source: Müller, Jörg, Juana M. Sancho Gil, Fernando Hernández, Xavier Giró and Alejandra Bosco (2007). "The socio-economic dimensions of ICT-driven educational change", Computers & Education 49(4) (2007), 1175-1188.				Parents / Third parties				
Schoolbox 2.-4.	http://www.sofresh.ch/school/index.php	"Die Webseite ist eine Klassenwebseite einer altersdurchmischten Lerngruppe. 2.-4. Mischklasse Hergiswil. Mit Lernjobs, Podcast und alles rund ums miteinander Lernen."	Formal	Primary school	0-11	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation	Photo/video sharing; Podcast/vodcast	Creating and sharing knowledge; Collaborating and interacting	<40; Switzerland
schoolhost	www.ao-umbertoprimo.marche.it ; http://www.epractice.eu/cases/2252	(not strictly web 2.0, but in spirit) "A School for Friend" provides children in Italian hospitals tools to continue their school activities by video communication, studying with the aid of a teacher and integrated in a remote class. Since its implementation, the initiative has developed learning procedures, video communication links to the schools involved and training for teachers and students in the hosting classrooms. The project's target is to improve the quality of life to children constrained to stay in hospital beds, away from their normal life. The first trial started in 2001. Proposed by the G. Salesi Children hospital, it is supported by local schools, the Italian Minister of Education, Minister of Health, associations of volunteers (A.Ge. AMBALT, IRRE), diverse technology partners and several bodies of the Regione Marche. Project Size: €1-5,000; Implementation and Management Approach: The project management is lead by the hospital psychologist, who identifies the students suitable to participate in the remote lessons, fixes the lessons schedule with the school and assists the patient/student during the lesson. The project has involved 681 students in the 2001-2006 time frame in the Salesi Children Hospital of Ancona, 73 classes of primary and secondary schools and 81 teachers. It is foreseen that for the very next future their will be no major changes, except for the possibility to involve also high school classes. In terms of ROI, the average number of student per year is about 136. The project has inspired new services now being offered by schools and hospitals in all Italy promoted by the Minister of Education under the name of HSH @ Network. It intends to extend to homes, 65 schools and 18 hospitals. It is easy to show that the cost for each student is about 183 € in an average hospital stay of 7 days, and they can receive 3/4 lessons. HSH@Network project launched by the Ministry of Education.	Formal	Primary school, General secondary school	0-11 12-18	Students and learners in formal education	Improve accessibility of learning	Video conferencing	Accessing informationDelivering information (e.g. podcasts; RSS)	681 students, 73 classes, 81 teachers over 7 years ; Italy; since 2001, ongoing
Schoolnet global	http://www.schoolnetglobal.com/	Over half a million young people in 34 countries have worked together in School, Net Global projects. While being creative and learning to understand people of other cultures, they've created a huge treasure chest of 55,000 unique and individual pages on their lives, families, communities. Here in the world's biggest children's collaborative project, we can see the world through the eyes of our children. We invite you to explore the children's work. Teachers can subscribe FREE to become a contributing school member. After six years as the world's largest school-based project, School, Net Global is now giving children better opportunities to learn at home. Now Families Members have your own Family Home Page and you can easily set up Student Pages for your children. Then you can take part in all 14 School, Net Global Home & School Projectseven if your schools are not registered. There's plenty of advice on how to run the projects. In the members area you'll find everything you need to know. In the Home	Formal	Primary school, General secondary school	0-11 12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve personalization of learning; Improve collaboration; Connect with society; creativity; cultural understanding	Social networking	Creating and sharing knowledge; Collaborating and interacting	>500,000 students, 34 countries, 55000 pages ; international

		& School section, you'll find: How to get your children started. How to choose something to find out or write about about. How to organise the practicalities. How to ensure your children's online safety. Then there's the 5 Steps to Cyberspace which helps children understand how to find out information, sort it, create their pages, check that they are ok, and then publish on the site for the whole world to see. If your kids are keen to do more, there's also advice on Extension Activities and special Online Investigations, where they search the treasure chest and learn by comparing other children's experiences.								
Schule2.0	http://schulezwonull.de	Not itself web 2.0 but a website where teachers can learn about web 2.0 tools and how to use them in class. Die angegebene Website wendet sich an Lehrerinnen und Lehrer, die bereit sind, sich mit neuen Web-Technologien (Web 2.0) auseinanderzusetzen, diese kennnen zu lernen und im schulischen Bereich einzusetzen. Soweit Lehrer sich in diesem Bereich auskennen, werden sie ihre Kenntnisse in ihren Unterricht, in die Projektarbeit und weitere schulische Bereiche einfließen lassen. Auf diesem Weg gelangen wichtige Informationen und Kenntnisse über die neuen Web-Technologien zu den Schülern, die in informierten und für Neue Technologien aufgeschlossenen LehrerInnen geeignete Ansprechpartner finden Die erstellte Website dient dazu, LehrerInnen über neue Web-Tools zu informieren, ihnen an Hand authentischer Schulsituationen Einsatzmöglichkeiten der Webwerkzeuge aufzuzeigen und sie mit Hilfe von Screencasts in die Handhabung der vorgestellten Tools einzuweisen. Die Internetsite www.schulezwonull.de ist als eLearning-Angebot zu sehen, mit dem sich Lehrer selbständig fort- und weiterbilden können. In Zeiten, in denen Lehrern in Deutschland Fortbildungen im Bereich Neuer Medien kaum noch angeboten werden, sehe ich in einem solchen Angebot einen wichtigen Beitrag, um der Bildungsmisere in unserem Land vielleicht ein klein wenig entgegenzuwirken. Die angegebene Website wird laufend weiterentwickelt.	Formal	Primary school; General secondary school; Vocational secondary school	25-54 55-64	Teachers / Trainers	Promote computer skills			Germany
Second Life y otros metaversos: aplicaciones educativas den los mundos virtuales	http://cprpalma.caib.es/convo07_08/M199_complement.pdf	El principal objetivo de este curso, organizado por el Centro de Profesorado de Palma y la Fundación Sa Nostra, es descubrir Second Life cómo una herramienta educativa, así cómo las posibilidades educativas que ofrece la Web 2.0. La metodología que se aplica esta basada en la práctica y el descubrimento de Second Life y herramientas de la web 2.0 para definir y desarrollar actividades didácticas de aprendizaje, experimentarlas y valorarlas. Second Life (SL) nos ofrece, como Mundo Virtual 3D, la posibilidad de llevar a cabo una experiencia de aprendizaje inmersiva, en la que la representación virtual de un individuo, su avatar, puede relacionarse con otros avatares. En combinación con herramientas colaborativas de la Web 2.0, la forma de relacionarse, aprender, colaborar, acceder a la información y publicar esta, aumentan. A nivel educativo, las oportunidades de aprendizaje online ya no residen unicamente en plataformas e-learning (LMS) si no que se ha trasladado al espacio abierto que ofrece Internet. Diversas herramientas de la web 2.0, como wikis, podcasts, videocast y slideshare, tienen una clara aplicación didáctica en los Mundos Virtuales. Los Mundos Virtuales 3D, como Second Life, ofrecen la posibilidad de llevar a cabo diseño de actividades formativas individuales y en grupo. Los participantes, profesorado de secundaria y bachillerato, asimilan los conceptos, y descubren el potencial didáctico de estas herramientas desde la práctica, utilizando una red social para configurar un grupo y diseñar una actividad de aprendizaje basada en Second Life a través de herramientas de la web 2.0. Programa del curso http://cprpalma.caib.es/convo07_08/M199_complement.pdf Fundación SA NOSTRA http://www.sanostra.es/homeweb.nsf/fwHome?ReadForm&lang=01	Formal; Informal	Primary school; Adult training centre	25-54	Teachers / Trainers; Adult learners	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve collaboration; Build a social network	Social networking; Blogs; Photo/video sharing; Wikis; 2nd Life	Accessing information; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	36 users; Baleares, Palma de Mallorca, Spain; Del 1 al 30 de abril de 2008
SecondReiff (WISE)	http://www.w-i-s-e.net	WISE is a SecondLife project space of the RWTH Aachen School of Architecture, SecondReiff is a first pilot project in a series of planned projects using the space for combining and using real and virtual world learning in studies of architecture.	Formal (aiming at degree/certificatio	University	19-24 25-54	Students and learners in formal education	Promote computer skills; Increase motivation / participation; Improve personalization of learning; Improve learning results;	Social networking - Blogs - Photo/video sharing -	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using	

			n)				Improve collaboration; Provide improved (peer) support for learning	Wikis	social computing tools as environment for learning; Collaborating and interacting	
Secretos de Argos	http://sogradargos.blogspot.com	In this blog (http://sogradargos.blogspot.com) students from three different schools in different towns work together searching, writing and sharing knowledge about the classical tradition and the influence of Greek and Roman culture on the European world. They have to search and explain to the colleagues the trace that classical world have left in our culture: in films, in literature, in music, in architecture, in painting, etc.	Formal	Vocational higher education institute	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve learning results; Improve collaboration; Connect with society	Folksonomies/Tagging; Blogs; Wikis	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge; Collaborating and interacting	users: 40 students/3 teachers; visitors: 9.5oo visits in april '08; Spain (Comunidad Valenciana: Elx, Benicàssim and Almassora); This is the second year running.
SELF platform	http://beta.selfplatform.eu/SELF ; http://selfproject.eu/;	SELF aims to be a community- driven platform for producing and distributing educational materials. Its sustainability depends on buildinga strong community of users and participants of this platform. Our first step on building a community is to set up different teams where people can get involved and contribute in different ways.So far, these teams are: Quality Assessment The SELF Platform also provides a Quality Assessment system for Learning Materials. Several quality assessment mechanisms will provide the users with several quality indicators, such as the popularity of the material, review and quality feedback loops. Platform campaign Help us spread the word about the exciting SELF Platform. Material Creation This team contributes by providing learning materials, checking existing ones and working to improve them. Members can also build learning trajectories with existing materials, providing new ones or sharing their own experience on using them in pedagogical activities with one other. Self Testers We ask people from different communities and expertise groups to become SELF Testers, share their experiences and test the platform in order to provide the development team with enough feedback to readjust, refine and improve the Platform Localization SELF aims to be a global platform, useful in a wide range of places and cultures. That goal is only achievable if their users localise the available free materials and adapt them to their own requirements. A strong localisation community will help us spread the benefits of the SELF Platform. Translation Web site, press releases, announces and Learning Objects need to be available in different languages. The translation team works closely with the localisation team to provide materials in different languages.	Formal Non-formal Informal	Primary school, Vocational higher education instituteGeneral secondary school, UniversityVocational secondary schoolAdult training centre	19-24 25-54 55-64 65+	Teachers / Trainers; General public	Improve accessibility of learning; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning; share and improve learning materials	Social networking	Creating and sharing knowledge; Collaborating and interacting	Global; since 2008, only beta-version
Seniorkom.at	www.seniorkom.at ; ePractice case: http://www.epractice.eu/cases/2769	The Seniorkom.at initiative integrates different generations and facilitates access to the Internet for elderly people. The politically independent initiative works against the digital divide in Austria and is supported by all the senior citizens organisations and the Austrian Senior Council. The web platform www.seniorkom.at provides relevant information on different themes for older people. Users can create their own content, communicate via weblogs, chats and participate in creativity contests. Seniorkom.at tries to interconnect people young and elderly contributing to the mutual understanding between the generations. Target Users or Group: Any citizen, Older people (60+), People with no or poor digital literacy. www.seniorkom.at is the biggest Internet platform for the elderly generation and catches the interest of more than 4 million visitors a year. Steadily the use of new technologies is being considered. Lately new Web 2.0 features have been incoorporated.	Informal		65+	Adult learners	Improve accessibility of learning; Promote computer skillsConnect with society	Social networking, Discussion platforms	Accessing information; Creating and sharing knowledge; Collaborating and interacting	Austria; since 10/2003
Share	http://www.share.uni-koeln.de/; share-info@uni-	Designing learning content is an ambitious and time-consuming task, especially if you are a trainee teacher. And while you are working on a lesson plan for hours and hours, it might be that you could get something comparable from one of your colleagues or	Formal	Primary school; General	25-54 55-64	Teachers / Trainers; Teachers in	Improve collaboration; Provide improved (peer) support for learning	Discussion platforms	Creating and sharing knowledge	Germany, France, Italy, Poland

	koeln.de	from the internet. So why not share lesson plans and course materials? Why not produce learning materials collaboratively? And why not re-use content found on the internet Within the SHARE project, we seek to promote several freely available tools that teachers can use for producing, sharing and re-using learning content. Our selection includes tools and resources for: Teamworking Collaborative writing Copyright handling Open Content We have also set up a document repository , open to all interested teachers. Create your own working group and share your materials online. And last but not least, we provide some introductory material on underlying concepts such as Open Content, Copyleft, Web 2.0 and Social Software.		secondary school; Vocational secondary school		Training				
Share IT wich friends 2..0	http://blog.eun.org/film2/; http://blog.eun.org/film2/	In the project Make film and share IT with friends 2.0! primary school pupils from Knockaclarig NS, Ireland and Vindängen, Sweden collaborate and build knowledge together by producing media material, publish it on our blog http://blog.eun.org/film2/ and give feedback. Keystones for project are: *Produce film and other media material, share it with project partner and others on blog and give feed back. *Use ICT tools at its best. Self produced films are used as a didactic tool when pupils work with themes chosen from syllabus. *A great level of flexibility. When a blog theme develops well we can easily adjust focus to follow a new interesting thread. Two main themes, chosen from our syllabuses, have been running on the blog, since spring 2007. “Wild Flowers of the Countryside” and “A study on small animals in a pond next to school.” These two themes have certainly come out well, regarding didactic innovation pedagogical benefits. But, as always the thing that engages pupils most are not the themes that we serve them as main dishes, it is the small threads popping on coincidence. As the Irish pupils played a district final in Irish football they uploaded some film clips from their match. This film inspired the Swedish pupils to, to do further research on Wikipedia and learn the roles of the game. The game is now also trained in Swedish PE classes. Another important object in the project is to expand the concept share. Tutorials on how our work is done are prepared and more are to come. Teacher students from University are connected to the project, a lecture are to be held at the learning and communication department, Skövde University in November. The theme for the lecture are ICT, international collaboration and practical use of www.eTwinning.net mirrored through the project Make film and share IT with friends 2.0!	Formal	Primary school	0-11	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve collaboration	Blogs; Photo/video sharing	Creating and sharing knowledge; Collaborating and interacting	Sweden, Ireland
SJCS Book Review Wiki	http://childrenreviewingbooks.wikispaces.com/	The purpose of the site is to enable children to write reviews of books that they have read. The intended audience for the reviews are the children's peers to help them with their choice of books to read and for parents wishing to purchase or borrow books for their children. The use of a Wiki makes the reviews available to the children in the library and at home.	Non-formal; Informal	Primary school; General secondary school	0-11 12-18	Students and learners in formal education; Parents / Third parties	Improve accessibility of learning; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve collaboration; Provide improved (peer) support for learning	Wikis	Accessing information; Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge	200 children; UK; since September 2007
SmartBoard lesson podcast	http://pdtogo.com/smart/?page_id=2	Website promoting the sharing of podcasts of SMARTboard lessons among teachers. Self-description: "The purpose of this site is to accompany a free podcast that focuses on using SMART Boards in the classroom. Each episode will feature a lesson, a podcast, and user comments. The hosts, Joan Badger and Ben Hazzard, have been recognized as Canadian & International Innovative Teachers by Microsoft, SMART Exemplary Educators, Peer Educators, Tradeshow Teachers, and Conference Presenters on the use of SMARTBoards in the classroom. Joan teaches Grade 6 and provides professional development for teachers in Winnipeg, Manitoba, Canada. Ben has taught from Grades 4 through 7 in Brampton, Ontario, Canada and then Sarnia, Ontario, Canada. The goal of this podcast to share lesson ideas that use technology to engage students in learning with a focus on SMARTBoard Interactive Whiteboards between educators. Teachers can listen on lunch breaks or recesses as they mark	Formal	Primary school; General secondary school	25-54 55-64	Teachers / Trainers	Improve accessibility of learning; Develop new ways of learning; Increase motivation / participation; Improve collaboration; Promote SmartBoard usage; access and exchange learning material	Social networking; Podcast/vodcast	Accessing information; Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge	worldwide, including many EU countries, but mainly Canada, USA, Australia, UK

		papers or on their way to school in the morning via their iPod. We are always looking for other educators who would like to share their lesson ideas with others. Email Ben (ben @ mrhazzard.com) or Joan (jbadger @ pembinatrails.ca) with your ideas!"								
Social NetPortal	http://2epalamaroous.gr	"Social NetPortal" is a Social Networking Portal of our school which provides (in greek) the following educational tools: 1) a "discussion forum" for asynchronous text-based communication between learning communities (schools, students, teachers) about topics such as environment and social relations 2) a "chat room" which is an instant messenger using a web browser for text-based communication 3) a "fan site" appropriate for students of different schools to share experiences about summer schools or other educational programs teens participate in. 4) a "webRadio" for broadcasting music from all over the world supported by the chat room in order students organize web-radio parties and 5) an "educational upload tool" for teachers and students to upload educational material and collaboratively contribute to a data base which can be accessed by teachers and students from other schools.	Formal	General secondary school	12-18	Students and learners in formal education; Teachers / Trainers	Develop new ways of learning	Social networking; Discussion platforms; Podcast/vodcast; IM, chat	Delivering information (e.g. podcasts; RSS); Creating and sharing knowledge; Collaborating and interacting	Greece
Soziologische Klassiker	http://de.wikibooks.org/wiki/Soziologische_Klassiker	A group of aprox. 70 students worked on a "Wikibook" about important sociologists. A year later a second group (this time of about 60 students) tried to improve the quality and quantity of the articles to be found on http://de.wikibooks.org/wiki/Soziologische_Klassiker.	Formal	University	19-24 25-54 55-64 65+	Students and learners in formal education	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve learning results; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Social networking; Discussion platforms; Wikis	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	aprox. 120 people actively involved; nr of users unknown, but very high rank in google and other search engines ; Universität Salzburg, Salzburg, Austria; two summer terms (2006 and 2007)
Spanish & Australian wiki as Institution-Free Learning Environment	http://littlenet.adfa.edu.au/wiki/index.php/Main_Page	Wiki designed for the first edition of a joint activitiy between Spanish and Australian Computer Science students. Spanish students are enrolled in a Computer English. It is pretended to make both types of students interact in small groups, so that Spanish have the opportunity to practice English with native users, and Australian have the chance to increase the intercultural understanding when faced with foreign students using English	Formal	University	19-24	Students and learners in formal education	Develop new ways of learning; Improve learning results; Improve collaboration	wikis	Peer reviewing; commenting; Using social computing tools as environment for learning; Collaborating and interacting	60-70 students; Spain and Australia; one year, beginning in June 2007
Taiwanese teacher teams		Lin et al. (2008) conducted an experimental study on a teacher's virtual community, investigating several teams of 3-6 teachers for primary and secondary high school in Taiwan. Their findings reveal six types of interaction patterns, which portray how teachers in a professional virtual community use ICT to help them to facilitate their professional development activities. In Type I teams, interaction-oriented behaviours, an attitude to cooperate and the propensity to share prevailed, the atmosphere of collaboration was "easy and energetic"; strategies for team maintenance are employed. In Type II teams, habits of cooperation and the propensity to share were relatively low. ICT are used in a more formal way, mainly for information exchange. However, encouraging and gate-keeping strategies were employed. The leadership style was democratic, and a team leader kept members informed of the team progressive status. Type III teams viewed the system's function as a coordination platform, and used ICT primarily for classroom management and acknowledgement. Not everyone was willing to share information, members preferred to solve problems on their own, and felt uneasy to ask for help from colleagues. They did not collaborate until it became imperative for finishing tasks. Type IV teams were mixed with senior and junior teachers. The senior teacher initiated most knowledge flows with which junior members complied. The leadership style was laissez-faire, and team members worked	Formal	Primary school; General secondary school	25-54 55-64	Teachers / Trainers	Improve collaboration; Provide improved (peer) support for learning	Social networking; Discussion platforms; virtual community	Collaborating and interacting	Twice 6 teams of 3-6 participants (=ca. 40-70); Taiwan; twice two months

		independently with many free riders. They also viewed the system as a coordinating mechanism and executed their own works without deep interactions. Moreover, team members waited for others to initiate the sharing. Although there were some idea providers, due to the lack of task performers, codified knowledge was not implemented, which obstructed knowledge flows. Finally, there was one Type VI team with many free riders and less frequent online interactions. Even worse, team members spread negative messages which caused an uneasy and ambiguous atmosphere within the team. Group norms were not established and members had no idea of how to collaborate. It is obvious that the team's cohesiveness was low. Due to the lack of enthusiastic members and task performers, members mainly provided ideas, but no actions followed up. Source: Lin, Fu-ren, Sheng-cheng Lin and Tzu-ping Huang (2008). "Knowledge sharing and creation in a teachers' professional virtual community", Computers & Education, Volume 50, Issue 3, April 2008, Pages 742-756.								
TALE	http://www.tale-net.org	The main objective of the TALE project is to encourage people to learn by telling them stories about successful learning. TALE transfers the philosophy and methodology of "story telling cafés" to the Web.	Informal	Vocational higher education instituteOtherGeneral secondary school, UniversityVocational secondary schoolAdult training centre	12-18 19-24 25-54 55-64 65+	Students and learners in formal education; Early school leaversTeachers / Trainers; People with learning difficulties; Parents / Third parties; People with disabilities; Adult learners, Disadvant people; Workers, Ethnic minorities; Unemployed; General public; External experts	Improve accessibility of learning; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning	Folksonomies/Tagging, Podcast/vodcast	Peer reviewing; commenting; Using social computing tools as environment for learning; Collaborating and interacting	51-200; European, multinational; 2004-2006, finished
Talkback Project		Witte (2007) reports on a blog project in which middle school students (USA) collaborated with pre-service teachers (university) on reading a novel through blogging. While in the first trial collaboration was disappointing, mainly due to communication problems between the two groups. The project was re-launched with major modifications, including a focus on blog collaboration and conversation (rather than literature), more guidance of pre-service teachers in how to interact with middle school students, face-to-face meetings between the two groups and enhanced technology, e.g. including videos. With these corrections, the project became a huge success and role model for similar projects in the US. Source: Witte, Shelbie (2007). "'That's Online Writing, Not Boring School Writing': Writing with Blogs and the Talkback Project", Journal of Adolescent & Adult Literacy 51 (2) (2007), 92-96.	Formal	Vocational higher education institute; General secondary school	12-18 19-24	Students and learners in formal education; Teachers / Trainers; Pre-service teachers	Develop new ways of learning; Increase motivation / participation; Improve collaboration; Provide improved (peer) support for learning	Blogs; Photo/video sharing	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	USA
TappedIn	http://tappedin.org/tappedin/ ; SRI International: http://www.sri.com/	A community of education professionals. An online workplace of an international community of education professionals. K-12 teachers, librarians, administrators, and professional development staff, as well as university faculty, students, and researchers gather here to learn, collaborate, share, and support one another. Vision: Transforming teacher professional development online Research has shown that student	Formal	Primary school, General secondary school, University	25-54 55-64	Teachers / Trainers	Improve collaboration; Provide improved (peer) support for learning - professional development for teachers	online community	Accessing information; Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and	mainly US; since 1997

		achievement is directly linked to teacher quality. State and national teaching standards provide a framework for teachers' professional growth that requires teachers to engage in ongoing professional development throughout their careers. The increasing demand for continuous professional development means that providers must expand face-to-face programs to include online activities and content that engage teachers anytime, anywhere. The growing recognition that no single organization can satisfy teachers' ongoing professional development needs requires that educators and providers form communities to share strategies, resources, and support. Tapped In was developed to support this vision. Tapped In is a Web-based learning environment created by SRI International to transform teacher professional development (TPD) for professional development providers and educators. Tapped In enables providers to offer high-quality online professional development experiences and support to more teachers cost-effectively. Through Tapped In, educators can extend their professional growth beyond courses or workshops with the online tools, resources, colleagues, and support they need to implement effective, classroom-centered learning activities. Tenant Services: Tapped In enables TPD providers to meet their goals Tapped In offers TPD providers and other organizations the latest in online technology, along with the online learning strategies and support needed to use online technology effectively. Through Tapped In, organizations can develop, implement, and manage online courses, workshops, seminars, mentoring programs, and other collaborative activities that supplement, or function in lieu of, face-to-face activities. Tapped In experts work with organization staff to design and facilitate online activities that are motivating, standards based, and attuned to the learning styles and technical facility of participating teachers. We help organizations address the dual challenges of sustained follow-up support and scaling-up services to reach all who need them. Organizations also benefit from the resources and expertise of other tenant partners that participate in the Tapped In community. Online activities take place within custom virtual buildings within the Tapped In environment. Each organization gets their own building, which typically has 3 floors: A ground floor with a reception (where members find help desk staff and news) and other public rooms (conference rooms, etc.). A second floor with group rooms, which can be open to the public, moderated, or totally private. Group owners can assign moderators and permissions to group members. A third floor with personal offices for members affiliated with the organization. Tapped In brings educators together both locally and worldwide to cultivate a community that supports each teacher as a professional. We build the capacity of teachers to support one another through peer networks supported by the Tapped In community. Educators Plan and conduct learning projects with colleagues and students. Participate in or lead topical discussion and groups. Manage and attend online courses offered by TPD providers. Mentor other educators. Try out new ideas in a safe, supportive environment. Resources, experts, mentors, and new colleagues are available to all. Collectively, these elements of Tapped In form a uniquely supportive, career-long online home for education professionals.								interacting	
Teachers at UOC (Spain)		Guitert et al. (2007) investigate the collaboration and coordination of two groups of approximately 80 teachers each, teaching two cross-curricular subjects, English and Digital Literacy at the online Open University of Catalonia (UOC), Spain. They found that teachers interacted frequently with one another in the various virtual spaces, helped each other with problems, and worked collaboratively on activities which improved the courses and contributed to the collective knowledge of the group. They observed that in the forums of both subjects most of the queries posted by teachers were not answered by the coordinators, but by their peers, thus shifting the responsibility for learning from the coordinators to the teachers. Apart from issues directly related to the courses, there is also a great deal of socializing in the forums of both subjects, which appears to strengthen interpersonal bonds and increase the	Formal	University; Online Education	25-54 55-64	Teachers / Trainers	Improve management of learning; Improve collaboration; Provide improved (peer) support for learning; promote professional development and sense of community	Social networking; Discussion platforms	Collaborating and interacting	160 uni teachers; Catalonia, Spain;

		positive working atmosphere. Three key elements in the successful management of courses which have large numbers of students and teachers are highlighted, all of which aim primarily at supporting professional development and to promoting a sense of community among the groups of online teachers: 1) coordination of teaching and online networking of teachers by means of virtual staffrooms, 2) monitoring of teaching and provision of relevant feedback, and 3) pre- and in-service teacher development. The authors believe that all of these elements contribute to continuing professional development and to promoting a sense of community among the groups of online teachers. Source: Guitert, Montse, Pauline Ernest, Joseph Hopkins, Teresa Romeu, Ariadna Padrós & María Pérez-Mateo (2007). "Key Issues in the Coordination of 150 Online Teachers in a Fully Virtual University". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.								
Telelink 2 U	www.community-network.org	Teleconferencing-based social networking initiative run by charity called Community Network. The Tele Link Up 2 U service is offered to a group of individuals and a volunteer facilitator.	Informal	Vocational secondary school	19-24 25-54 55-64 65+	Early school leavers, Ethnic minorities, External experts	Increase motivation / participation; Improve personalization of learning; Improve management of learning	Social telephony	peer reviewing; commenting; Using social computing tools as environment for learning; Collaborating and interacting	Residents of Hackney, London, >10000; 10 years,running
Telling Lives	Schools: Kotimäen koulu, Finland; Charlottenlund ungdomsskole, Norway; eTwinning	Age of pupils: 13-16; Duration: 2 years or more; Themes: Cross Curricular; Language: English Tools: Digital cameras, video editing, sound recording, word processing Description This project is meant to be a long-term project (1-2 years) and is based on the concept of digital storytelling. We let our pupils produce their own digital stories made of personal photos, drawings or other media clips or private archives, and personal English voice-over based on a written manuscript. The digital stories are based on agreed topics between the twinned schools. The digital story/film is then uploaded on the project's Twin Space at the European eTwinning website. All the pupils have been invited as members to the TwinSpace, and have received their personal user id and password. They are encouraged to log on to the TwinSpace, download films from their partner pupils, watch these, and comment (in English) on the films by using the Forum and the Bulletin Board available on the Twin Space. Aims The primary aim is to see the pupils "at the top of the learning pyramide", i.e., in a situation where he or she presents his/her knowledge to others through the production of digital stories. We also aim to develop the pupils' English communication and ICT skills. Pedagogical Value: This project enables the pupils to authentically use their second language. The fact that they also have a "target" group, someone they can share their final products with, is something that encourages them to do their very best. Uploading the films to a common website is for some pupils a bit "frightening", but the overall impression is the one of pride: "Something in my life might be of interest to others. I have stories to share from my own life". This is both of pedagogical and personal value to all pupils involved. Making your own personal digital stories is a way to build your own self-awareness, and is thus something valuable in life itself. More info: http://www.etwinning.net/shared/data/etwinning/booklet/etwinning_handbook_2007/etwinning_en.pdf	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation	Photo/video sharing	Creating and sharing knowledge	2 eTwinning schools; Finland, Norway
The appropiation of Wikies in higher education	http://www.aprendovirtual.com/moodle/course/view.php?id=7	Towards overcome the conventional use of navigation,personal communication, studying, etc of university students of Education and to increase the use of collaborative environments for conceptual discussions and deepening their comprehenssion in Educational Technology field in an interdesiplinity perspective , we have decided to work with wikies in the course , in order to appropriate/adjust this web2.0 tool to facilitate the recreation of this knowledge area. The selection of qualitative methods such etnographic observation and participative inclusion in the discussion work -beyond the quantitative regiter given by the technological system, shows the tranformation of attitudes, a metacognitive work and changes in their	Formal	University	25-54	Students and learners in formal education	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve learning results; Improve management of learning;	Social networking; Wikis	Accessing information; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	65 students; Educational technology Course, Nat. Univer.of La Plata, Bs Aires Argentina; 3 years

		mentalities by the interactiviy within the collective network with commitment. Wikies works notonly deeping concepts but also and mainly in the spirit of this virtual university experience.					Improve collaboration; Provide improved (peer) support for learning			
The Sausage Machine	http://janien.wordpress.com, http://janien.wikispaces.com and http://project07.wikispaces.com.	The Sausage Machine: 1 Blog + 2 Wikis = 3 Classrooms 2.0 The Sausage Machine is a learning blog of a group of 27 young adults and their teacher of Dutch and German. It focusses on language and literature learning, 2.0 education, creativity and personality consolidation. The blog has two wikis: 1. Het Scriptorium is for writing exercises and paper writing, 2. project07 is for reading and writing art.	Formal; Non-formal	Adult training centre	19-24	Students and learners in formal education; Adult learners	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve personalization of learning; Improve learning results; Language & literature learning; creativity	Blogs; Wikis	Creating and sharing knowledge; Collaborating and interacting	27 students; Belgium
Tools and symbols in human development, Course in Design of Learning Technologies, Degree in Communication Science, University of Siena, Italy	http://www.slideshare.net/creativecaos/uso-di-strumenti-e-simboli-nello-sviluppo-umano	Tools and symbols in HUman Development is a student project developed during the course 'Design of Learning Technologies' held by Prof. Patrizia Marti and Leonardo Giusti in the period March-June 2008 – degree in Communication Science, University of Siena (Italy). The course has been experimented and discussed 2.0 tools and services to support the learning activities. The students in different team-works produced several learning objects about the content of the course, each one exploiting the opportunities offered by web 2.0 technologies. Tools and symbols in HUman Development is one of the resulting projects and it has been developed by Antonio Dell'Ava e Stefano Paolessi. In this project, a learning object about the study of Vygotskij on the use of tools and symbols in human development has been developed. A network of digital resources have been created exploiting different media: a My, Space page, a Yahoo Pipes profile, a Wikipedia article, a YouTube video and a SlideShare presentation. People can access to these contents, share and modify them, by connecting new resources and adding new materials and comments. http://profile.myspace.com/index.cfm?fuseaction=user.viewprofile&friendid=368210522 http://pipes.yahoo.com/pipes/pipe.info?_id=KhQ_tNQG3RG4bZV2ouNLYQ http://it.wikipedia.org/wiki/Uso_di_strumenti_e_simboli_nello_sviluppo_umano http://www.slideshare.net/creativecaos/uso-di-strumenti-e-simboli-nello-sviluppo-umano http://it.youtube.com/watch?v=EBFYOYRbjGU	Formal	University	19-24	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Social networking Folksonomies/Tagging BlogsWikis	Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	The group was composed of two students. The Learning Object was open for all having access to the web ;Siena, Italy. March-July 2008
TotubaThe Knowledge Market	http://www.totuba.com; Totuba (founders@totuba.com)	Build the world's Knowledge Market, connecting and leveraging education stakeholders: Learners, service providers, educators, institutions by providing a tailored suite of online services that facilitate lifelong learning. ScopeMarketplace (search, compare, buy, rate, review)Network (expose education portfolio and demands, view targeted content, contribute to communities)Online Collaborative Learning Tools (research, compose, organize, store, and share knowledge)	Non-formal; Informal	Vocational higher education institute; General secondary school; University; Vocational secondary school; Adult training centre	0-11 12-18 19-24 25-54 55-64 65+	Students and learners in formal education; Early school leavers; Teachers / Trainers; People with learning difficulties; Parents / Third parties; Adult learners; Disadvantaged people; Workers; Ethnic minorities; Unemployed; General public; External experts	Improve accessibility of learning; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve management of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Social networking; Folksonomies/Tagging; Blogs; Discussion platforms	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	Global; start date: January 2008
Twitterasmus, developed during the course	http://elisaorru82.wordpress.com/	Twitterasmus is a student project developed during the course 'Design of Technological Environments for Communication' held by Prof. Patrizia Marti and Alessia Rullo in the period March-June 2008 – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy). The course	Formal	University	19-24	Students and learners in formal education	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation /	Social networking Folksonomies/Tagging	Accessing information; Creating and sharing knowledge; Collaborating and interacting	The orignal teamwork was formed by four people. The

'Design of Technological Environments for Communication'– Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy).		experimented 2.0 tools and services to support the learning activities of the students. One of the outcomes of this activity has been the construction of an Exploratorium of 2.0 phenomena. The students in different teamworks produced a demo of a web application focusing on specific aspects of web 2.0 concepts and using 2.0 tools. Twitterasmus is one of the resulting projects and it has been developed by the PinkPanther teamwork: Elisa Orrù in collaboration with Valeria Sechi, Francesca Steri and Ivana Budroni. Twitterasmus is an application prototype that investigates the content design for the mash up between the Twitter application and google maps. The main inspiration for this work has been twittervision (http://twittervision.com/), in which the short messages produced by twitter members are geo-referenced on a google map and continuously updated. In this project twittervision has been adapted in order to support the specific needs of the Erasmus students community. The objective of this work was that of creating ad hoc solutions for the Erasmus students concentrating on specific assets: the mobility of the students, the temporal dimension of the experience (before the Erasmus, during the Erasmus and after the Erasmus), the need of maintaining as well as establishing relationships, the chance to deal with and solve concrete everyday problems (such as communicate in a new language) and to share the experiences with the others. In order to address these aspects, twitterasmus has been designed as a multichannel application. Each channel faces specific topic (e.g. find a house, university practicalities, trips, etc.) and it offers a specific view on the twits produced depending on the topicin this way supporting a more focused management of the information. Twitterasmus also provides an archive based on the different topics and diachronically structured to easily recall the information previously produced. The application allows each user to build their personal view on the twits world tailored on the basis of the geographical area of the Erasmus experience. The integration of these different aspects would enable the creation and the growth of the community based on the sharing of personal experiences.					participation; Improve collaboration; Connect with society	BlogsPhoto /video sharing		demo of the project published on the web is open for all.; Sardinia (Italy); March, 11 2008 - June, 11 2008
Učiteljska.net /Menjalnica gradiv, mnenj in idej/ (Repository and exchange of learning material, opinions and ideas)	http://www.uciteljska.net/index.php	Učiteljska.net is a collection of learning and teaching material, links and exchangerepository for primary school teachers. Membership is free of charge.	Formal; Non-formal	Primary school	19-24 25-54 55-64	Teachers / Trainers; Parents / Third parties; General public	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Improve personalization of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Social networking; Discussion platforms	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	520 authors, 3000 contributions, 1900 teaching materials; Slovenia; from 2003
Uni Michigan Blogs		Gibson (2004) developed a distributed learning blogosphere for 31 non-technical students at the University of Michigan, USA, who contributed a total of 845 posts. Ninety-five percent of participants felt blogging improved their learning. Quantitative analysis of posting volumes and patterns (Gibson 2005) indicates that the Learning Blogosphere succeeded in opening up the potential for student participation. Gibson (2005) sees the reasons for the positive take up in a combination of technical efficiencies and online social facilitation. Source: Gibson, Bud (2004). "A Learning Blogosphere (1): Into the Deep". The Community Engine, 2004, http://thecommunityengine.com/home/archives/2005/03/a_learning_blog.html.	Formal	University	19-24	Students and learners in formal education	Increase motivation / participation; Improve learning results	Blogs	Peer reviewing; commenting; Collaborating and interacting	31 students, 845 posts; USA
Uni Plymouth	http://www.plymouth.ac.uk/education ; http://sketchpad.wikispaces.com/	A set of Web 2.0 applications developed by the e-Learning unit at the Faculty of Education at the University of Plymouth for Teacher Training at undergraduate level: Wikispaces: a collaborative online learning environment reflected in a epedagogy wiki sit.	Formal - Non-formal	University	19-24 25-54	Students and learners in formal education	Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve collaboration;	Folksonomies/Tagging - Virtual realities - Photo/video	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using	51-200; UK, local; from 2006, running

	Work+in+Progress ; http://epedagogy.wikispaces.com ; http://www.placementlearning.org						Provide improved (peer) support for learning	sharing - Podcast/vodcast	social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	
Universidad 2.0	http://universidad20.wikispaces.com/	Espacio para la colaboración y debate en torno al concepto de Universidad 2.0 (looks rather rudimentary, if not abandoned) El Wiki universidad20 pretende el intercambio de ideas, opiniones y experiencias relativas a la Universidad 2.0, planteando una serie de mejores prácticas a seguir fruto de la experiencia y aplicaciones de dicho concepto en el entorno académico, docente, equipo de gobierno y alumnos que conforman el conjunto de la Universidad en toda su extensión. Este wiki se organiza en diferentes páginas de acuerdo a la temática de las mismas, posibilitando la participación de todas aquellas personas que quieran contribuir con sus conocimientos y experiencias. Así mismo deseamos potenciar la divulgación del concepto Universidad 2.0 en todos los ámbitos, estableciendo un punto de encuentro para toda la comunidad universitaria y aquellas personas interesadas en la Web 2.0 Disfruten de la visita!.	Formal	University	19-24 25-54 55-64 65+	Teachers / Trainers; General public	Develop new ways of learning; Improve collaboration; Provide improved (peer) support for learning	Wikis	Accessing information; Creating and sharing knowledge	Spain, since 2007
University of Brighton		The University of Brighton implemented the social networking application Elgg (http://elgg.org/) across the University in September 2006, integrating it with their existing systems, so that the same automated procedures can be used to register students and course communities for all university systems. Elgg is used formally within courses and modules and less formally to bring together people with similar interests. Students and staff are using it as an online social community, for shared academic interest, for personal development planning and for the creation of e-Portfolios. Students are also able to incorporate material from elsewhere, such as My, Space (25% of students have My, Space accounts). All course cohorts are automatically added as communities, though students and staff are free to create their own communities, which many of the student societies have done. Examples of use in learning include media students who are using in their learning, where they upload videos that they have created, and then use the system to critique each others videos. Elgg is also providing new forms of student support, by students or student services responding to students who blog about certain problems with their studies. While all staff and students have accounts only a small proportion of accounts are active: These have grown from around 0.2% of all accounts by the end of November 2006 (soon after implementation), to about 4.5% in May 2007. There are currently approximately 13,700 posts with about 3,500 comments, and about 1,500 files uploaded into the system. Problems encountered include the slow take-up of by external experts who could contribute to learning and teaching programmes, initial occurrences of inappropriate use, including, in one case inappropriate sales activity. However, inappropriate posts usually disappear within minutes due to peer pressure. The University of Brighton found that take up can be slow, but having an institutional system can be extremely helpful in building a community. Integrating the services into the environment raises their visibility and makes them easier to use. Source: Franklin, Tom & Mark van Harmelen (2007). "Web 2.0 for Content for Learning and Teaching in Higher Education".	Formal	University	19-24	Students and learners in formal education; Teachers / Trainers; staff	Improve collaboration; Provide improved (peer) support for learning; community building	Social networking; Elgg	Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	All students and staff have accounts, 4.5% of them are active; there are 13,700 posts with about 3,500 comments, and about 1,500 files uploaded; Brighton, UK; Since 09/2006 (at least until 05/2007)
University of Leeds	http://www.lts.leeds.ac.uk/elgg/ ; https://elgg.leeds.ac.uk/	In the process of developing a new virtual learning environment (VLE), the University of Leeds installed MediaWiki as a wiki and Elgg for blogging as stand alone systems for staff experimentation. The University of Leeds found that offering the services via staff encourages take up beyond learning and teaching, to support research and management as well. They also found that that providing services via staff means that students see the services as part of their learning and teaching and are therefore less likely to abuse them. In addition to use in learning and teaching there are many	Formal	University	19-24 25-54	Students and learners in formal education; Teachers / Trainers; uni staff	Improve accessibility of learning; Develop new ways of learning; Improve collaboration	Blogs; Wikis	Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	2000 accounts; Leeds, UK; Since 10/2005 (at least until 04/2007)

		examples of University of Leeds staff making use of the blogging tools to support staff groups, to share information across campus and to reflect or record progress in their own work. Advantages of the system over the previous VLE, lie in the fact that staff who want to use the systems in their teaching can enrol their students into the wiki or blog (or both); and that blogs and wikis are flexible tools for openness, creativity and community to be used as and when appropriate beyond application in learning and teaching. Source: Franklin, Tom & Mark van Harmelen (2007). "Web 2.0 for Content for Learning and Teaching in Higher Education".								
University of Warwick	http://blogs.warwick.ac.uk/	Franklin & van Harmelen (2007) report on the University of Warwick's (UK) service offering all its students personal blogs on their in-house blogging system, since October 2004. The blog is widely used, and current statistics give an indication of the take up: 4,540 blogs, 88,619 entries, 13,255 tags, 190,859 comments, 111,803 images. The blogging system has changed social context for students, but uptake for teaching has not followed through, in part because teaching staff do not incorporating their students' practice into their teaching. While there are some inappropriate and offensive posts on the system, experience shows that these lead to comments from other bloggers which render the posting more positive. Source: Franklin, Tom & Mark van Harmelen (2007). "Web 2.0 for Content for Learning and Teaching in Higher Education". "Warwick University is playing a pioneering role with its Warwick Blogs project, which is available to all students, teachers and staff. The idea behind it, says John Dale, head of IT services at Warwick, was "self-publishing for all". Students were allowed to create homepages on the university's network, he says, but few bothered because it was too difficult. In contrast, setting up a Warwick Blog is easy. The hope is that once students start blogging, says Dale, it could build a community, foster collaboration and perhaps help with the personal development planning that students and tutors have to work on. Warwick Blogs went live in October. Dale and his team created their own software, mainly because they didn't see an adequate commercial package. (…) Warwick Blogs now hosts more than 3,000 weblogsbut with 15,000 students at the university, at least 12,000 therefore remain unconvinced. (…) Less surprising, perhaps, has been the attempts to push boundariesby using inappropriate and offensive language, copyrighted material or by "gaming" the system. For example, students have faked comments to certain posts so they are identified as hot topics and highlighted on the main Warwick Blogs page. "There's a kind of a self-correcting element to the system," says Dale. "If someone says something inappropriate or offensive, there are often comments and debate appended to the original post which serve to change its effect from something unhelpful. The collective intelligence and insight of the community is impressive." (According to Dale:) "There are a few cases where tutors are using blogs to track what their students are doing, but that is a really new idea, and I expect it will take years before we know whether this is a valuable way of supporting learning." Source: http://www.guardian.co.uk/technology/2005/may/05/students.elearning:	Formal	University	19-24 25-54	Students and learners in formal education; Teachers / Trainers; uni staff	Increase motivation / participation; community building	Blogs; Podcast/vodcast	Delivering information (e.g. podcasts; RSS); social networking	4,540 blogs, 88,619 entries, 13,255 tags, 190,859 comments, 111,803 images; UK; since 10/2004 (at least until 04/2007)
UPI Onslow	http://www3.ac-clermont.fr/etabliss/upi-college-lezoux/index.html	Not really "web 2.0", but in spirit. The pedagogical unit for integration (UPI) aims to empower handicapped (pre-)adolescent youth to participate in mainstream schooling while offering personalized learning opportunities, adapted to their capacities and needs. In this case, the 11 students participating are encouraged to share their ideas and learning outcomes on private webpages. The pages contain mainly personal presentations and poems produced in class. Self-description: "L'UPI du collège Onslow accueille, cette année, onze élèves orientés par la Commission des Droits et de l'Autonomie de la Maison Départementale des Personnes Handicapées. Dans l'UPI, l'organisation de la scolarité et les enseignements sont adaptés à chaque élève. Pour conserver une unité de classe, des projets sont mis en oeuvre. Chaque élève peut participer à son rythme et en fonction de ses compétences à ces réalisations	Formal	General secondary school	12-18	Students and learners in formal education; People with learning difficulties; People with disabilities	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve personalization of learning	student's websites (like blogs, but without the commenting and interacting features)	Creating and sharing knowledge	11 students each year; France

		communes. Ainsi, les collégiens de l'UPI de Lezoux ont mené à bien le projet de création du site de leur classe pour vous présenter leurs travaux personnels et leurs réalisations collectives... Bonne visite ! Les Unités Pédagogiques d'Intégration ont été créées dans certains collèges pour accueillir des pré-adolescents ou des adolescents handicapés « qui peuvent tirer profit, en milieu scolaire ordinaire, d'une scolarité adaptée à leur âge et à leurs capacités». Les objectifs des UPI sont d'une part, « de scolariser ces élèves, même très partiellement, dans des classes ordinaires, d'autre part de les faire participer le plus possible à la vie de la communauté scolaire ». En offrant aux élèves la possibilité de poursuivre des apprentissages adaptés à leurs possibilités, les UPI peuvent accueillir des collégiens dont « les acquis strictement scolaires sont très réduits et cela quelle que soit l'origine des difficultés ». D'autre part, les élèves doivent être capables « d'assumer les contraintes et les exigences minimales de comportement qu'implique la vie au collège, et disposer d'une capacité de communication compatible avec les enseignements scolaires, les situations de vie et d'éducation collectives ».								
Use of weblogs at Higher Education	http://www.blocdeblocs.net	We want to analyse this tool (weblogs), which was not initially designed for use in educational environments, and explore its potential for higher education. As a collaborative learning tool, it lets student interact with other students or with professors, so it offers many possibilities. For example, PhD students can use it as a bibliography and quotes manager or as a personal research diary, professors can use weblogs to give complementary information and foster online discussion outside the class, and degree students, can use weblogs to write reflections about their own learning process and share them with others.	Formal	University	19-24 25-54 55-64 65+	Students and learners in formal education, Teachers / Trainers	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve personalization of learning; Improve learning results; Improve management of learning; Provide improved (peer) support for learning	Blogs	Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge	100; Barcelona (Spain); 1 year
Use of wikis in learning english and translation practice	filwit.wikispaces.com	FILWIT is a Research Group on Education Technology from Alcala University (UAH), Spain. Our interest is related to know and spread good and sound pedagogical practice in wiki implementation in our subjects. During 2007-08 we have implemented the tool in our subjects, take some results, and we are ready to publish them during this 2nd part of 2008. In May 12, a international seminar was held at UAH about the use and creation of wiki spaces at University level. (http://jornada-wiki-uah-es.wikispaces.com/)	Formal	University	19-24	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase motivation / participation; Improve learning results; Improve collaboration	Wikis	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	13 wikis were created ad each had around 15-20 users; Spain; Septembre 2007-May 2008
Verwaltungs-kooperation	www.verwaltungskooperation.at ; ePractice: http://www.epractice.eu/cases/2589	Sharing knowledge about collaboration projects is the aim of the Web portal Verwaltungskooperation.at, where a wiki approach has been used to facilitate best practice documentation with Semantic Web and Web 2.0 technology. Target Group: Employees of public administrations, research institutions. Verwaltungskooperation is a wiki based on MediaWiki software (used e. g. by Wikipedia) with some semantic extensions including Semantic MediaWiki. Everybody can read the content, so modify and add users have to sign in. More info: http://www.verwaltungskooperation.at/index.php/Pla. Lessons learnt Lesson 1The use of a semantic wiki combines the power of semantic technologies with the ease of use of wikis. Lesson 2The used software components, though mainly being in a beta stadium, show a sufficient stability for the aimed tasks. Lesson 3 The platform aims to become the leading source on cooperation in public administration in Austria and other German speaking countries and is an example of the use of wikis for public administrations.	Informal		25-54 55-64	External experts, Administrations, Research Institutions	Develop new ways of learning; Improve collaboration	Wikis	Accessing information; Creating and sharing knowledge	currently 337 entries ("pages") and 53 registered users; Austria; since 12/2007
Videopoesia	http://www.cyberscuola.it/podcast/wordpress/?page_id=10	VideopoetryVideopoesia Can you teach poetry to young people today? Making You tube videos as a technological tool to motivate students, to enhance comprehension and metacognition: a "learning by doing" path.	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation	Photo/video sharing; Podcast/vodcast	Creating and sharing knowledge	Italy
VINDEE	http://www.vindee.info	VINDEE (Virtual Network and Database for E-Teaching and E-Learning) The aim of the Comenius school project is that international virtual groups of students of the partner	Formal	Vocational secondary	12-18 19-24	Students and learners in	Develop new ways of learning; Improve	Social networking	Creating and sharing knowledge; Collaborating	Berufsbildende Schulen 1,

		schools create interactive Learning Units connected to the economic field. The idea of project is the construction and the care of an international teaching and studying portal (lessons database of the European partner schools) is aim of the project. To this an international common database pool of E Learning units of studying countries fan spreading for various subjects, courses, studying areas, shall together with the partners inclusively performance test be developed into the attainment of common education-/ quality standards within 3 years. This happens by cooperation: Teachers with teachers, Teachers with pupils, Pupils with pupils. A limit exceeding, fan obtained, fan connecting, fan general, studying country oriented lesson shall (E Learning, E Teaching) take place as well as common studying test with these common lessons units. Besides the official completions of the schools the possibility shall be given to issue additional certificates to pupils about competences and qualifications which are achieved over the individual lessons tools. This increases the professional and studies chances in Europe. A common platform for a common education server set up and a virtual communication structure accompanying is built up. Aims of the project: Development of a common database pool of E-learning units for diverse subjects, courses, fields, of learning and similar things inclusive tests (among other things also for the giving of marks) in order to reach common European standards of education and quality by cooperation of: teachers with teachers, teachers with students, students with students. Making lessons related to subjects, lessons combining subjects, lessons involving several subjects and lessons orientated to fields of learning possible(E-learning, E-teaching, teamteaching) by means of common learning units provided by an educational server (for example "blackboard") motto " teachers and students work together in lessons" (students also try to play the role of teachers) Setting up European standards of education/ quality by cooperation of teaching and learning between European partner schools Awarding additional certificates ("certificates of education", for example certificates of participation, descriptions of competence, certificates of key qualifications, "soft skills") in addition to the official diplomas Increase of chances for occupation and university in Europe by means of a common frame of teaching and learning of the European partner schools Comparing the systems of teaching and learning		school		formal education; Teachers / Trainers	management of learning; Improve collaboration; Provide improved (peer) support for learning; jointly develop learning material; set European standards		and interacting	Magdeburg, Germany; COLLEGE Konig Wilhelm I, s'Hertogenbosh, Netherlands; Colegiul Economic TRANSILVANIA, Targu Mures, Rumania; Istituto Statale Istruzione Secondaria Superiore PIETRO GIORDANI, Parma, Italy; Obchodná Akademia, Dolny Kubin, Slovakia; Robert Bosch Fachoberschule, Munich, Germany
VITA - Virtual Learning for the managment of sucessfull SMEs in Europe	www.eseb.ipbeja.pt / project website under construction	VITA – Virtual Learning for the management of successful SMEs - presents an innovative approach to learn and practice entrepreneurship and business management competence, based on the results of different projects, concerning web 2.0 based and virtualization strategies. VITA will be developed during 24 months and aims to increase the capability of SMEs to adapt to European contexts, resorting to a specific training, and increase adults employability, mobility and multicultural awareness, by: • Defining the European entrepreneur profile in terms SME's management competences on the basis of needs analyses in collaboration with employees; • Defining courses, pedagogical approaches and evaluation tools addressing identified needs, upon the results of different projects, adapted to the characteristics of a virtual learning campus; • Conceiving a 3D virtual learning environment where learners will participate in collaborative learning experience, located in Second Life platform and will have the opportunity to test their competences in safe context of application by generating and managing a virtual SME. • Certify eLearners in the basis of EQF and ECVT systems and other national qualification systems. VITA will target directly adults qualified with secondary school level and employers in the scope of SMEs' sector, and have an indirect impact in Education and Training professionals, all the users of Second Life, SMEs owners, SMEs employees and managers. As main results, VITA will produce: an excellence training model and curricula for SME's management; a virtual campus; e-learner and e-tutor handbooks and guides; a guide of good practices; and certified cases. Project's consortium is representative of all target sectors and is composed by: Escola Superior de Educação de Beja/ Beja's Higher School of Education (promoter -	Non-formal	Adult training centre	19-24 25-54	Adult learners - Workers - Unemployed	Develop new ways of learning; Improve learning results; Improve management of learning; Improve collaboration; Connect with society; Provide improved (peer) support for learning	Virtual realities - Discussion platforms	Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	950; 6 countries, 7 regions; 24 months (start: 02/01/2009 - 31/12/2010)

		Portugal), from diversified European contexts: University of Trás-os-Montes e Alto Douro (Portugal), Bucharest Chamber of Commerce (Romania), bitmedia e-Learning solution GmbH & Co KG (Austria); Hyvinkää-Riihimäki Vocational Adult Education Centre (Finland), IDEC S.A. (Greece), Dida Network Srl (Italy).								
Vocational Taiwanese mobility		In two empirical studies, respectively involving 176 and 46 vocational high school students in Taiwan, Rau et al. (2008) investigated the impact of new communication technologies and in particular mobile communication on encouraging interaction and improving learning efficiency. Their results indicate that instant messaging effectively helps bonding the two roles of student and instructor. When combined with Internet communication media, it can significantly increase student extrinsic motivation without causing higher pressure. Their findings also suggest, however, that communication media demanding public expression rather than private dialogue, like online discussion for a, may raise student pressure. Source: Rau, Pei-Luen Patrick, Qin Gao and Li-Mei Wu (2008). "Using mobile communication technology in high school education: Motivation, pressure, and learning performance", Computers & Education, 50 (1) (2008), 1-22.	Formal	Vocational secondary school	12-18	Students and learners in formal education; Teachers / Trainers	Improve learning results; Improve understanding between students and teachers	Discussion platforms; IM	Collaborating and interacting	222 students; Taiwan
Waver, developed during the course 'Design of Technological Environments for Communication'– Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy).	http://map2music.wordpress.com/	Waver is a student project developed during the course 'Design of Technological Environments for Communication' held by Prof. Patrizia Marti and Alessia Rullo in the period March-June 2008 – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy). The course experimented 2.0 tools and services to support the learning activities of the students. One of the outcomes of this activity has been the construction of an Exploratorium of 2.0 phenomena. The students in different teamworks produced a demo of a web application focusing on specific aspects of web 2.0 concepts and using 2.0 tools. Waver is one of the resulting projects and it has been developed by the Map2Music teamwork: Francesca Camboni, Diego Deidda, Alessandro Kamel Hassan, Raffaela Roggio, Paola Spano, Mario Virdis. Waver is the network that supports the dialogue and the interaction between musicians and talent scouts. Using comments and feedback the fans decide musicians popularity. Waver addresses the needs of three main users profiles: musician, talent scout and fan, who are identified by three icons that appear on the home page. Musician can edit their musical portfolio uploading the mp3 file of their pieces, presenting their work, their collaborations, their next concerts and performances. Fans can comment and vote the musicians of the Waver community, in this way contributing to their popularity and visibility. Talent scout can access the musicians portfolios, check the musician popularity and decide to directly contact the musician via the messaging system powered by the Waver platform. A helpful Waver utilities is the recommendation service that allows musicians to transform the comments collected from the fans into recommendations that can contribute to the musician portfolio. When a comment is inserted in the forum by fans, the musician can decide to move that comment in the recommendation section. This service is particularly useful if the comments are from well known musicians/artists or music experts. Waver enables novel modalities of contact between musicians and talent scout. This is a fan based network where the fans can support their favourite musician with comments and rating. The support from the fans determines the popularity of the musicians and their reputation within the Waver network.	Formal	University	19-24	Students and learners in formal education	Promote computer skills; Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration	Social networking Folksonomies/Tagging, Discussion platforms	Peer reviewing; commenting; Creating and sharing knowledge; Collaborating and interacting	The teamwork is formed by six people. The demo of the project published on the web is open for all.; Sardinia (Italy); March, 11 2008June, 11 2008
We collaborate – we learn	http://proiecteonline.org	Title of your text: "We collaborate – we learn" Educational projects are being held on the site http://www.proiecteonline.org where children from Romania and other European countries take part under the motto: "We collaborate – we learn" . The project SEASONS SEEN THROUGH CHILDREN'S EYES teaches students to discover and love nature, to acknowledge beauty in the natural environment and to appreciate it. The students express their feelings through literary and plastic works thus becoming reporters for the environment. Another educational activity dedicated to the day of January 1st 2007 took form on the site through a virtual post-card exhibition sent to	Formal	Primary school	0-11	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Cultural Exchange	Photo/video sharing	Creating and sharing knowledge	Belgium, Bulgaria, Italy, Portugal, Poland, Romania, Serbia, Spain, Sweden, UK, Slovenia, Malta, Greece.

		Romania and Bulgaria by students and teachers from Belgium, Bulgaria, Italy, Portugal, Poland, Romania, Serbia, Spain, Sweden, UK, Slovenia, Malta, Greece.								
Web 2.0 Klasse	http://web20klasse.weblife.at/; http://www.web20klasse.at/schoolwiki/index.php/Hauptseite	In 9 Austrian schools ("Hauptschulen), weblogs (for students) and blogs (for teachers) were used to investigate the topic "National Parcs in Austria". The project ran from 14.05.2007 to 05.07.2007. The students were 11-15. The evaluation report (in German) (http://web20klasse.weblife.at/static/web20klasse/media/Evalutationsbericht-Web-2-0-online.pdf) notes that the tools used were positively received by teachers and learners. The majority of participants would like to use these tools in the future and showed interest in participating in similar projects in the future. The assessment revealed that the success of a student wiki depends to a large extend on the attitude and encouragement of the teachers. Web tools were shown to improve the motivation and performance of weak students. The projuct supported the critical use of the internet.	Formal	General secondary school	12-18	Students and learners in formal education, Teachers / Trainers	Develop new ways of learning; Increase motivation / participation; Improve learning results; Improve collaboration; Connect with society	BlogsWikis	Creating and sharing knowledge; Collaborating and interacting	9 schools, Austria, 14.05.2007 to 05.07.2007
Web in the Neighbourhood	www.webindewijk.nl	A tool box to enable all inhabitants to build their own websites, aimed at non-motivated ICT users; unemployed; immigrants and other disadvant groups	Informal	OtherVocational secondary school	12-18 19-24 25-54 55-64 65+	Early school leavers; People with learning difficulties; People with disabilities, Disadvant peopleEthnic minorities, External experts	Improve accessibility of learning; Develop new ways of learning; Improve learning results; Improve management of learning	Folksonomies/Tagging, Podcast/vodcast	Accessing information; Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge	Around 200,000 in 10 municipalities; Netherlands, 9 years, running
WebCEF	http://www.webcef.eu/	collaborative assessment of oral language skills through the web. Self-description: "As a language teacher or language learner you will be able to evaluate your own video and audio samples together with colleagues and peers across Europe. The assessment is based on the descriptors of the Common European Framework of Reference (CEF). As a registered member of the WebCEF community you can create, upload, rate and comment on video and audio samples. You will have access to a showroom of WebCEF validated samples,: examples of assessments and training material. With low-threshold technology, you can create your own video and audio samples to be assessed by a community of language learners across Europe. WebCEF explores the use of Web 2.0 concepts and tools in language learning. Communities of practice and collaborative learning are key concepts in this project. The WebCEF project runs from October 2006 till September 2009 and is funded under the SocratesMinerva programme of the European Commission (Directorate-General for Education and Culture). A showroom of assessed video samples is being assembled as examples and training materials for participants in the community. An electronic environment has been developed and is currently being tested for full-fledged use in communities of practice. National communities of practice in the partner countries are being set-up. The communities are expected to launch in January 2008. Benchmark your skills with peers: Get access to video samples from all over Europe. Language teachers have the opportunity to collaborate with colleagues across Europe and to improve their skills in the use of the CEF scales. Language learners have the opportunity to let their language skills assessed by teachers and peers all over Europe. Language researchers will have access to a vast database of samples and assessments. More info: http://www.webcef.eu/files/FlyerA5_final.pdf	Formal	Primary school; Other; General secondary school; University; Adult training centre; language schools	12-18 19-24 25-54 55-64 65+	Students and learners in formal education; Teachers / Trainers; Language teachers and learners	Improve collaboration; Provide improved (peer) support for learning; Promote standardisation of assessment	Social networking; Photo/video sharing	Peer reviewing; commenting	Project partners: BE DE FR FI NL PL UK; planned for 01/2008 but delayed
webcommunitylab	http://www.profscaglione.it/modules.php?name=Progetto_EI_Awards2 ;	No information in English available. Description: Creazione di una comunità aperta e di un ambiente virtuale di apprendimento collaborativo on line, in linea con gli stili di apprendimento degli adolescenti, mediante l'utilizzo di tecnologia open source e software freeware. School name: IPSSAR Nembro Language of the entry: italiano Description: WebcommunitylabLaboratorio Didattico di Scienza degli Alimenti.	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve collaboration	Social networking; Discussion platforms; Virtual	Collaborating and interacting	ITALIANembro (BG) regione Lombardia

	webmaster@profscaglione.it	Integrazione tra un insegnamento tradizionale e l'utilizzo di un ambiente di apprendimento on line, in grado di consentire la costruzione della conoscenza in modo collaborativo all'interno di una realtà virtuale, in maniera tale da consentire la trasformazione della formazione tradizionale in un processo inteso come metodologia, che diventa scoperta ed acquisizione di metodo. Un ambiente di apprendimento innovativo che potesse tradurre l'interattività in una potenzialità sia ludica che educativa in grado di innescare nuove relazioni, all'interno del quale vi potessero essere continue interazioni tra i componenti, ed in grado di far superare lo sterile nozionismo attraverso la rete e l'integrazione del saper fare. (N.B.: per visitare il sito è necessario loggarsi: Nickname: ospite99 Password: T2bHsaKFgLE5).						Learning Environment; IM, chat		
Welker's Wikonomics	http://welkerswikinomics.wetpaint.com/?t=anon	Wikinomics started out as an experiment in collaborative learning less than one year ago. Thanks to my bright and enthusiastic students, it took off and quickly grew into a huge online resource for economics students and teachers, covering nearly every topic of the macro and microeconomics AP syllabus. As the months passed, more new features were dreamed up and added to the wiki, such as the "Student Thought Forum", the "AP Econ in the News" pages, the "Test Review Center" (where we host live chats the nights before tests), and many other interactive and engaging features aimed at enhancing and extending the learning that goes on in the economics classroom at Shanghai American School. In addition to my students, who of course deserve the greatest congratulations, I would also like to thank the folks at Wetpaint, most notably Michael Bolognino, for working with me and other educators to help develop Wetpaint into an unparalleled free (and ad-free) online resource for educators. My direct communication with Wetpaint's programmers has helped develop this product into one of the best wiki options available for educators. Thanks to their commitment to education, Wetpaint has begun offering their product ad-free to teachers, which along with the customizability and user-friendly interface has made Wetpaint a powerful, unmatched tool for teachers who want to extend student learning beyond the realms of textbooks and into the world of Web 2.0. I also owe a big thanks to Shanghai American School's tech guru, Jeff Utecht, whose visionary understanding of technology in education inspired me to explore wikis and blogs in the first place. Again, congratulations and thanks to everyone who pitched in to help make Welker's Wikinomics the best educational wiki in the world! Source: http://edublogawards.com/and-the-winners-are/. Self-description: "Currently there are 195 pages covering every topic from micro and macroeconomics. Next year the wiki will expand to inlcude units on International and Development Economics. An economics forum for discussing and debating controversial economic issues, A "graph gallery" including every graph you need to know for your AP or IB Economics class. Quiz, test and exam review materials for any principles of economics course. Online chat rooms where students can meet to study for Economics tests."	Formal	General secondary school	12-18	Students and learners in formal education; Teachers / Trainers	Develop new ways of learning; Increase motivation / participation; Improve learning results; Improve collaboration	Discussion platforms; Wikis	Accessing information; Creating and sharing knowledge	216 members; Switzerland, China
Weoc. Web de Edificación y Obra Civil	http://www.weoc.eu	This is a web based on e-learning using moodle and it uses wordpress to comunicate news. It brings to the Profesional Education comunity a point to share educational information, resources to use in class, etc.	Non-formal Informal	Vocational higher education institute, Vocational secondary school	19-24	Students and learners in formal education, Teachers / Trainers; Parents / Third parties; Workers; General public	Increase motivation / participation; Improve collaboration	Social networking BlogsPhoto /video sharing	Creating and sharing knowledge; Collaborating and interacting	We are beginners, Spain, 1 year
West meets East in Second Life	http://wmesecondlife.ning.com	In the project West meets East in Second Life, students from Lund University, Sweden, will meet, interact and collaborate in Second Life (SL) with Chinese students at Fudan university, Shanghai, China, in activities and assignments designed to help the students to learn more about each others' cultures and languages. Between September 2008 and May 2009, engineering students from Lund University Faculty of	Formal	University	19-24 25-54	Students and learners in formal education, Teachers /	Improve accessibility of learning; Promote computer skills; Develop new ways of learning; Increase motivation / participation;	Social networking Virtual realitiesBlogsPhoto/vid	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using	Around 30-40; Sweden and China; from september 2008 to

		Engineering (LTH), all enrolled in a programme with special focus on China, will meet in Second Life with Chinese students studing Swedish at Fudan university or Shanghai International Studies University, Shanghai. They will interact and collaborate in various activities and assignments. The LTH students will be studying Chinese at the Lund University Centre for Languages and Literature (SOL) during the spring of 2009 while the Nordic Studies students are already enrolled in courses in Swedish at different levels. The activities during the spring '09 should be designed so as to strengthen the cultural, social as well as linguistic competence of the students, making them more familiar with the two cultures, languages and social systems. It is expected that this project will give the teachers at the Centre for Languages and Literature and the staff at Lund University Centre for Educational Development (CED) a unique opportunity to study immersive and networked learning in virtual worlds. Prior to these more subject-oriented main activitites in Second Life during the spring, the students will go through a set of activitites designed to help them become more at ease in the new environment, acquire necessary skills for interacting in the world and getting to know each other. These activitites should involve all students and promote collaboration between the students from the two different countries. This project is a joint project between the Centre for Languages and Literature, Faculty of Engineering and the Centre for Educational Development, all Lund University. The project was presented an the SLEDcc (Second Life Educators' Community Conference) Sep 5-7 2008 as an inworld poster presentation				Trainers	Improve learning results; Improve collaboration; Provide improved (peer) support for learning	eo sharing, Discussion platformsPodcast/vodcast	social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	september 2009 (approx.)
wiki "LUULEMAAILM"	http://luulemaailm.pbwiki.com	Art and literature of the neighbours on the 21st century The objectives of the project: 1. To familiarize students with Estonian and Finnish art. 2. To find and make connections between art and literature. 3. To visit art-museums – KUMU in Tallinn and Ateneum and Kiasma in Helsinki. 4. To familiarize students with Estonian and Finnish modern literature. 5. To participate in different events about literature in Estonia and Finland and the review-competition called the Virtuaalkass.	Formal	Primary school; General secondary school	0-11 12-18	Students and learners in formal education	Develop new ways of learning	Wikis	Creating and sharing knowledge	Estonia, Finland
Wiki for teachers (Spain)		Higueras (2007) presents the case of the course "Values and ICT in education: practical proposals" conducted in the Institute of Educational Science of the University of Barcelona from October 2006 to January 2007. This course aimed to introduce primary and secondary school teachers to the use of ICT for educational purposes. To achieve the course goal, a weblog and a wiki were implemented to create a cooperative classroom setting in a blended-learning approach. All of the 14 participating teachers, aged 30-60, had low ICT skills. To achieve the course goal, a weblog (used mainly as a news board) and a wiki (used to build up a resource data base) were implemented to create a cooperative classroom setting in a blended-learning approach. Although participation in the discussions initiated through the blog was lower than expected, participants appreciated it as an information resource. The wiki, on the other hand, was as successful as had been expected. Teachers' participation led to a growth from the initial 21 to 63 resources, still increasing. This technology was considered highly and some teachers planned to use it to language subjects to write a collaborative text and in sciences to build up a glossary of terms. Participants underlined their strong feeling of contributing to a real collaborative task, building up a valuable data base that can share with their colleagues. Source: Higueras, Elisabet (2007). "Lifelong Learning Through 2.0 Web Technologies: The Combination of Weblog and Wiki to Train Teachers in the Use of ICT in Education". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.	Formal; Non-formal	Primary school; General secondary school; teacher training (in service)	25-54 55-64	Teachers / Trainers	Promote computer skills; Improve collaboration; Provide improved (peer) support for learning; generate a resource database for teaching with ICT	Blogs; Wikis	Accessing information; Collaborating and interacting	14 participants; Barcelona, Spain; 1 semester, 10/200601/2007
Wiki knowledge management		Barth (2007) investigates the role of a wiki as a knowledge management and problem solving tool in the acquisition of competencies in a one-year blended learning interdisciplinary university seminar (presumably in Germany), which is offered as an	Formal	University	19-24	Students and learners in formal education	Increase self-directed learning activities / skills; Improve learning results;	Wikis	Accessing information; Creating and sharing knowledge; Collaborating	Germany (?); 1 year

		optional course for students of all disciplines. Several interactive tools were supplied, of which the wiki was the most frequently used with use intensifying over time. While significant quantitative differences between students, both in terms of page views and sessions, could be observed, students' overall perception of the wiki as an instrument for knowledge management was very positive. The ease of building up a substantial knowledge base and the collaborative mode of operation were explicitly emphasised in the questionnaires. The wiki proved especially useful for solving complex problems and for handling different forms of knowledge. It supports the acquisition of competencies by encouraging self-directed processes and enhancing reflection processes. Source: Barth, Matthias (2007). "From e-Learning to the Acquirement of Competencies: Wiki-based Knowledge Management and Complex Problem Solving". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.					Improve management of learning; Improve collaboration; increase reflection and knowledge management; assist in solving complex problems		and interacting	
Wiki meets youtube	http://wiki.e-merge.nu/bin/view/TUDelftET4285; Delft University of Technology	The main goal was to create a wiki environment for students. On this environment students have to explain the teaching material of the course (Advances in Networking) more lively to each other. The purpose is to make the teaching material of this course more interactive and attractive by using movies, graphics etc. By explaining the learning material to each other, the students can get a better (deeply) understanding of the material. The wiki was intended to promote the use of visual information (e.g. movies and graphics) by the students, when they are explaining the learning material. Students found it difficult to find/use visual information. But the students are satisfied about using the wiki as a collaboration environment. Also the instructor of the course is satisfied; with the wiki he was able to monitor (follow) the learning process of his students.	Formal	University	19-24 25-54	Students and learners in formal education	Improve accessibility of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve learning results; Improve collaboration	Wikis	Creating and sharing knowledge; Collaborating and interacting	The wiki is used in two courses: course 1 Measuring and Simulating the Internet: 30-40 students and course 2 Advances in Networking: 60-70 students ; The Netherlands; at Delft University of Technology; Start: august 2007 and end: may 2008
Wiki-based course material	http://dutlvcb.lr.tudelft.nl/wiki/index.php/AE2-521N_Aircraft_Stress_Analysis_and_Structural_Design	The lecture material covered in this course is very extensive and contains a lot of new information for the students. The majority of the topics is interrelated, and different items require knowledge obtained earlier during the course. Therefore the use of a Wiki in this case is twofold. First of all, to structure the lecture material in an orderly fashion such that it becomes more accessible for the students. Another advantage of using a Wiki environment over a classical reader is that if students are searching for certain topics, they can find all links related to that particular topic in the different lectures. An additional goal that comes inherently with the wiki concept, is the fact that students can edit the course material to their own understanding. It is often difficult for lecturers to imagine how the students experience the reader. Certain things might not be explained well enough. Therefore students can change the course material for a better understanding, and students can help their fellow students by putting examples in the wiki etc. The feedback from the students, and the number of hits shows that this project was well received, and that the students liked the Wiki approach. The reaction from the students were positive, although not examined officially in a sensor questionnaire. They indicated that it was much more convenient to work with a wiki than with a classical reader.	Formal	University	19-24 25-54	Students and learners in formal education, Teachers / Trainers	Improve accessibility of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration	Wikis	Accessing information; Creating and sharing knowledge	a course of 400 students; The Netherlands (Delft University of Technology); start: september 2007 end: december 2007
Wikilessons	http://is.wikibooks.org/wiki/Námsefni	WikilessonsMentors in Open Learning Environments This Icelandic project is a collection of over 100 finished wikilessons written by teacher education students and their instructor in spring semester 2007 and around 30 wikilessons in process along with instructions and learning material about wikis for the students. The goal of this project is to train the education students to use open content and be mentors in open learning environments. The teacher education students were trained in using wikis as a	Formal	General secondary school	19-24 25-54 55-64	Teachers / Trainers; Teachers in Training	Promote computer skills	Wikis	Creating and sharing knowledge	Iceland

		easy tool to present educational content on the web and to work in open environment were everyone can edit all content. More importantly the students were trained in including and linking to content in wikipedia and wikimedia commons, that is trained in using learning objects from huge online databases whenever they needed to define (wikipedia) or describe in pictures (commons) .								
Wikipedia Addie (Spain)		Mancho (2007) presents a project, conducted in during the first semester (15 weeks) of the 2006/07 academic year, at the Polytechnic School of UAH, Spain, where 54 and 60 engineering and computer science students, enrolled in the blended learning courses "Comprehension and Production of Technical Texts in English" and "English for Computer Science", were encouraged to collaboratively edit Wkipedia entries, working in small groups, coordinating their collaborative efforts in a discussion forum. Mancho (2007) observes that only 50% of the students in any of the two subjects completed the exercise. While motivation was high among those participating and the quality of contributions good, since the wikipedia community had not immediately modified the students' entries, the lack of participation might have been due to the fact that the activity was not assessed. The discussion forums while considered useful by students were not used extensively, rather other means of communication were employed. Mancho (2007) concludes that the Wikipedia activity can be improved by (1) assessing the learning process and the learning outcome; (2) offering more guidance to students on how to handle and solve problems of organization and about the benefits of using their private forums; and (3) the private forums become a crucial tool in the students' collaborative learning process. Source: Mancho, Guzman (2007). "Practising ESP with Wikipedia: Implementing Collaborative Learning with Addie". Proceedings of the EDEN Annual Conference 2007, Naples, Italy.	Formal	Vocational higher education institute	19-24	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve collaboration	Wikis	Creating and sharing knowledge; Collaborating and interacting	114 students; Spain; 1 semester
Wikis for writing	http://wiki.storage-space.org/wiki/index.php/Hauptseite	Using wikis to engender enjoyment in reading and writing in school. I want to show how new media can be used as an incentive for writing and reading in a classroom context. In this project pupils are writing different criminal stories by using new media. Das "KrimiWiki" ist ein von 25 Schülerinnen und Schülern geschriebener Krimi, der als Fortsetzungsgeschichte ähnlich wie ein Schneeballsystem angeordnet ist. Von der 4-er Gruppe über die 2-er Gruppe zur Einzelarbeit sind die jeweiligen Textteile in eine Gesamtgeschichte eingebettet und durch Hyperlinks miteinander verbunden. Der Wechsel in immer wieder neue Kleingruppen macht eine inhaltliche Auseinandersetzung mit den Vorgeschichten notwendig. Ausgehend von einer gemeinsamen Einleitung kann sich die interessierte Leserin und der interessierte Leser durch alle Geschichtenteile vorklicken und viele unterschiedliche Krimivariationen erleben.	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve learning results; promote reading and writing skills	Wikis	Creating and sharing knowledge	Austria
Wikis in The Open university of israel		link to the wiki site: http://wiki-openu.openu.ac.il/courses/wikiop/index.php/%D7%A2%D7%9E%D7%95%D7%93_%D7%A8%D7%90%D7%A9%D7%99			19-24 25-54	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve learning results; Improve collaboration; Provide improved (peer) support for learning	Wikis	Peer reviewing; commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	50 courses, +1500 students ; Israel; 3 years
Wikispace for English	http://amaldi-english-corner.wikispaces.com	Wikispace for learning English online and fostering tandem projects. This wikispace has been created to give our students a better opportunity to learn English online and to promote Tandem Projects with schools from all over the world.	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve learning results; Improve collaboration; Provide improved (peer) support for learning	Social networking; Wikis	Creating and sharing knowledge; Collaborating and interacting	Italy
WildHeart,	http://wildheart8	Wildheart is a student project developed during the course 'Design of Technological	Formal	University	19-24	Students and	Promote computer skills;	Social	Peer reviewing;	The teamwork is

developed during the course 'Design of Technological Environments for Communication' – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy).	3.wordpress.com/	Environments for Communication' held by Prof. Patrizia Marti and Alessia Rullo in the period March-June 2008 – Master program in Publishing, Journalism and Communication, Sassari University (Sardinia, Italy). The course experimented 2.0 tools and services to support the learning activities of the students. One of the outcomes of this activity has been the construction of an Exploratorium of 2.0 phenomena. The students in different teamworks produced a demo of a web application focusing on specific aspects of web 2.0 concepts and using 2.0 tools. Wildheart is one of the resulting projects and it has been developed by the Wildheart teamwork: M.Gabriela Loi, Daniele Frogheri, Giuseppe Capitani, Stefano Fiore, Antonella Contini The Wildheart web platform offers a virtual space where everyone have the possibility to create music online thanks to the software of the virtual recording studio; furthermore the Wildheart members can broadcast their songs and have a personal page in the community. In each virtual recording studio four musicians can share musical experiences going beyond the limitation of a physical space. A simple software allows to choose easily the favourite instrument and to enrich every creation with an instrumental loop and solos generated in real time by the users. The other members of the virtual band can participate using the instruments from their computers, contributing to the tracks production and managing the work using the virtual recording studios chat room. The best tracks realized in the recording studio and licensed under the creative commons will have the chance to be broadcasted on the web radio of the site.				learners in formal education	Develop new ways of learning; Increase self-directed learning activities / skills; Increase motivation / participation; Improve collaboration; Connect with society; Provide improved (peer) support for learning	networking Folksonomies/Tagging, Discussion platforms	commenting; Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	formed by five people. The demo of the project published on the web is open for all.; Sardinia (Italy); March, 11 2008June, 11 2008
WIMPS	http://www.wimps.org.uk/index.cfm/go/home	This example addresses long-standing problems associated with the sectarian divide in Northern Ireland. Its main objective is to use ICTs to firstly engage young people with their politicians in developing understandings of issues that affect young people.	Formal, Non-formal Informal	Primary school, General secondary school, Vocational secondary school	12-18	Students and learners in formal educationOther	Improve personalization of learning; Improve management of learning; Improve collaboration	Social networking, Photo/video sharing, Podcast/vodcastCommunity broadband	Peer reviewing; commenting; Using social computing tools as environment for learning; Collaborating and interacting	Schools and community groups and politicians all over N. Ireland, 1001-10000; Northern Ireland; 3 years ,running
Wir, die Jugendlichen von heute	http://daf.eduprojects.net/deleddaf/; eTwinning	eTwinning Prize 2007 Runner-up. Age of pupils: 14-19; Duration: 2 years or more; Themes: Foreign Languages Language: German Description Pupils meet through an online journal after having introduced themselves (me, my school, my city, my culture). The discussion themes focus on topics such as: Me: my dreams & expectations; Me and Others; and Around Me. Assigning roles within work teams, the pupils produce articles dealing with each of the three themes to compare their lives to those of their partners. A literary corner (Litera-Café) is also available for pupils to publish poems, short stories, critical essays, etc. Aims The project has several aims. The first aim is to develop pupils' research, organisational and collaboration skills. Also, we try to develop their respect for different opinions and wider inter-personal understanding. This should improve their tolerance towards others and also their values by expanding their knowledge of different cultures and civilisations. Pedagogical value Pupils are given the opportunity to write about their values and future expectations, which they then explore further with their partners. In this way, they are able to discover what young people think and wish for their future, not only through their schoolmates' opinions but also through those of their partners who come from a different cultural background. Pedagogical use of ICT tools Pupils write articles and use the Internet to search for information. Once they have completed and uploaded their articles, they then evaluate and comment on what their schoolmates and partners have written. Impact The discussions among pupils on topics such as "Media, Becoming Adults, Youth and Mobiles, Love and Friendship" were increasingly interesting as they developed because it was not simply an exchange of opinions but, due to the format of the ejournal, a dynamic and innovative way of exploring and learning about various topics. More info: http://www.etwinning.net/shared/data/etwinning/booklet/etwinning_handbook_2007/etw	Formal	General secondary school	12-18	Students and learners in formal education	Develop new ways of learning; Increase motivation / participation; Improve learning results; Connect with society; Improve German language skills; cultural exchange; self-development	Social networking; Discussion platforms; online journal	Peer reviewing; commenting; Creating and sharing knowledge	2 eTwinning schools; Finland, Italy

		inning_en.pdf								
XenoCLIPSe	www.xenoclipse.net; http://www.xenoclipse.net/all_videos.php ePractice case: http://www.epractice.eu/cases/2489	Digital Video Clips by Ethnic Minorities. XenoCLIPse is an action-research, a project about race, media and empowerment. After the successful experience of the consortium's first collaboration, e, CLIPse, this new project envis empowerment through creating access to new technologies for immigrants and minorities. Our main tool is digital video and its distribution on the net. The idea is to allow people who have difficulties accessing new media and technologies to make and distribute their own information in an easy way and to pass on this knowledge and skills to their peers. To achieve this we opted for a double approach: 1. Face-to-face and on-line training for target group In this project, an on-line course and a face-to-face workshop on digital video were developed by the partners in each country. The on-line part of the course can be accessed in 7 languages at: www.xenoclipse.net/online_course.php. Participants produce video clips and distribute them on the net through a streaming server. The results can be watched at: http://www.xenoclipse.net/all_videos.php. 2. Development of a directory/address book A data base of contacts between journalists and people from minority groups or different ethno-cultural backgrounds. This 'address book' aims to improve the visibility of minorities in the media on one hand, and promote the involvement of minority groups as media makers on the other. A directory for each participating country is being created thanks to the involvement of associations and non-governmental organisations, who have been working on these issues for the last few years. Participants can subscribe at: http://www.xenoclipse.net/address_book.php. Language(s)Deutsch, English, Español, Nederlands, Norsk Other: Catalan, Basque.	Informal		19-24 12-18 25-54 55-64	Ethnic minorities	Promote computer skills; media skills; empowerment	Photo/video sharing	Creating and sharing knowledge	initiatior: Barcelona, Spain; target group: international; 06/2005-05/2006
XTEC-Blocs	http://blocs.xtec.cat	XTEC-Blocs is a public service of blog-hosting provided by the Ministry of Education of Catalonia. Schools and teachers can create educational blogs and invite pupils and other teachers to post contents on it. Since its opening, in November 2007, more than 10,000 blogs have been created. There are different types of educational blogs: school news, classroom diaries, project blogs, literary notebooks... The platform provides connection between blogs by means of tags, and cross-search capabilities. It has also a user's forum and several tutorials. It is based on the open-source project "WordPress Multiple".	Formal	Primary school; General secondary school; Adult training centre	0-11 12-18	Students and learners in formal education; Teachers / Trainers; Adult learners	Develop new ways of learning; Increase motivation / participation; Improve collaboration; Provide improved (peer) support for learning	Blogs	Accessing information; Peer reviewing; commenting; Delivering information (e.g. podcasts; RSS); Using social computing tools as environment for learning; Creating and sharing knowledge; Collaborating and interacting	12.000 blogs created; Catalonia (Spain); 2007 --->
ZUM-wiki	http://www.prowiki2.org/glarnerschulen/wiki.cgi?TourBusHaltestelle , http://wiki.zum.de/ZUM-Wiki:WikiNode, http://wiki.zum.de/ZUM-Wiki:Tourbus-Haltestelle, http://www.prowiki2.org/glarnerschulen/wiki.cgi,	Welcome to the ZUM-Wiki. It's a wiki for teachers and othe people interested and allows the collection of ideas, materials and links for education that is permanently kept up-to-date and easily can be extended. The working language here is German. Glarnerschulen wiki is a collection of learning material and ideas, edited in form of a wiki, to which anybody can contribute. Among others, school and classprojects, didactic material, and student's work are shared.	Formal	Primary school; General secondary school; Vocational secondary school	19-24 12-18 25-54 55-64	Students and learners in formal education; Teachers / Trainers; General public	Promote computer skills; Develop new ways of learning; Improve management of learning; Improve collaboration; Provide improved (peer) support for learning	Social networking; Wikis	Accessing information; Creating and sharing knowledge	Switzerland

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Technical Note

Abstract

Over the last few years, “web 2.0” or “social computing” applications like blogs, wikis, photo- and video-sharing sites, as well as online social networking sites and virtual worlds, have seen an unprecedented take up. This has changed the way people access, manage and exchange knowledge, and the way they connect and interact. This trend is accompanied by the emergence of structurally different learning styles, especially among young people.

Due to the novelty of social computing, take up in education and training is still in an experimental phase. There are various small-scale projects and initiatives all over Europe, which try to exploit social computing for a multitude of learning purposes. However, data and scientific evidence on these Learning 2.0 projects is scarce. The present Case Database collects together some 250 Learning 2.0 initiatives in Europe and the rest of the world, in order to outline the scope and potential of social computing applications for education and training (E&T) organisations. While the collection is not a representative sample, it does provide an overview of the richness of Learning 2.0, indicating the multiplicity of ways in which social computing applications may improve learning patterns, give rise to new learning opportunities and transform E&T organisations.

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