Workshop on Pervasive Pervasive eLearning
(PerEL 2006)

Message from the Workshop Chair

The 2nd IEEE International Workshop on Pervasive Learning (PerEL 2006) continues a series successfully started one year ago at the IEEE PerCom conference. Based on a road-map turned out in high-producing discussions during PerEL 2005, again, issues of pervasive computing in combination with new types of learning, teaching and working are addressed. This comprises both technical as well as non-technical aspects. Pervasive learning is to be seen as a key technology for tomorrow’s e-knowledge society. Here, content, context, and community as well as a powerful technical basement are equally important aspects for the realization of a global campus — which turned out to be the consequent enhancement of mobile eLearning forced in world-wide Notebook University projects.

With more than 30 submissions from 18 countries world-wide PerEL 2006 gained excellent response. Each paper has been reviewed by at least three members of the international Program Committee. Results showed a high quality as well as an interesting variety of submissions. Thus, 15 papers were accepted, leading to an acceptance rate of barely 48 percent. Again, with more than ten countries from four continents there is a large variety of authors’ origin. We congratulate the authors of accepted papers, and regret that many quality papers could not be accepted due to limitations in the program.

Topics covered by PerEL 2006 reach from innovations in a didactically driven pervasive computing infrastructure to technology-driven reformations of teaching and learning strategies.

There is a clear shift in pervasive learning clients from mid-sized towards small devices. Limitations in size, performance, memory, and display require new models of distributed eLearning content management as well as device-independent interaction with teachware.

A strong demand for flexibility and inter-operability leads to more powerful architectures and middleware for pervasive computing. Spontaneous networking and ad-hoc communities are the key to quickly respond to the users’ individual needs.

Context-awareness and ambient intelligence offer tremendous possibilities for cooperation and collaboration. Pro-active services support different types of users in performing their every-day tasks, and increase efficiency as well as usability of computing infrastructures.

This enables new forms of electronic teaching, learning, and working beyond traditional face-to-face or even virtual scenarios — like mutual assessment of students, strategic communication in cooperative or competitive groupwork, or game-based approaches.

In this way, joint cross-discipline efforts of researchers from various fields all over the world are bridging the gap between technical possibilities and educational necessities. The vision of a Pervasive Campus is within reach, since technical progress and modern eLearning work together hand in hand.

I’d like to thank all authors for carefully preparing the results of their work submitted to PerEL 2006, thus enabling an interesting and high-quality workshop program. Moreover, I’m deeply grateful to all 15 members of the Program Committee for their efforts in quickly and thoroughly evaluating the papers. Finally, special thanks go to my Co-Organizers Ulrike Lucke and Heiko Kopp, who handled the communication, electronic submission and reviewing process in an efficient and timely manner.

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