The IADIS International Conference on Internet Technologies & Society 2011 was held in Shanghai, China, 8-10 December, 2011.

The IADIS Internet Technologies & Society 2011 conference (ITS 2011) aims to address the main issues of concern within WWW/Internet as well as to assess the influence of Internet in the Information Society. Broad areas of interest are Internet Technologies, Information Management, e-Society and Digital Divide, e-Business / e-Commerce, e-Learning, New Media and e-Society, Digital Services in e-Society, e-Government / e-Governance and e-Health. These broad areas are divided into more detailed areas (see below). However innovative contributions that do not fit into these areas will also be considered since they might be of benefit to conference attendees.


- New Media and e-Society: Digitization, heterogeneity and convergence, Interactivity and virtuality, Citizenship, regulation and heterarchy, Innovation, identity and the global village syndrome, Internet Cultures and new interpretations of “Space” and Polity and the Digitally Suppressed.


The IADIS Internet Technologies & Society 2011 conference (ITS 2011) Conference received 149 submissions from more than 29 countries. Each submission was reviewed in a double-blind review process by an average of four independent reviewers to ensure quality and maintain high standards. Out of the papers submitted, 25 got blind referee ratings that published them as full papers, which means that the acceptance rate was below 17%. Some other submissions were published as short papers, reflection papers, doctoral papers and poster demonstrations.

Best papers will be selected for publishing as extended versions in the IADIS International Journal on WWW/Internet (IJWI) and in other selected publications.

In addition to the presentation of full papers, short papers, reflection papers and poster/demonstrations, the conference also includes three keynote presentations from internationally distinguished researchers. We would therefore like to express our gratitude to George Siemens, Technology Enhanced Knowledge Research Institute, Athabasca University, Canada and Prof. Gao Hong Qing, Dean of Network Center of He Nan Normal University, China. Also special thanks to the opening speaker, Prof. Ren You Qun, Vice President East China Normal University, China. In addition, Internet Technologies & Society 2011 features a tutorial by Professor Professor Paul Nieuwenhuysen, Vrije Universiteit Brussel, Belgium.
**Keynote Presentation:**

**K1 - ENVISIONING A SYSTEM-WIDE LEARNING ANALYTICS PLATFORM** by George Siemens Technology Enhanced Knowledge Research Institute, Athabasca University, Canada

**Abstract**

Schools and universities around the world are beginning to recognize the value of institutional and learner-produced data as a means of improving learner success and as a means toward more effective decision making by educators and institutional leaders. Learning management systems, student information systems, and related system-wide platforms are introducing analytics functionality to their suites. Educators have an important opportunity to engage in the learning analytics discussion in order to develop tools that serve the learning process and are informed by the latest research in learning sciences. Two criteria are important in the development of learning analytics: 1) Open tools and algorithms, 2) An architecture for extending functionality through additional tools with detailed dashboards for visualization. This presentation will introduce the Learning Analytics Open Architecture - an international project focused on creating the "Wordpress or Moodle of learning analytics". The vision behind the project, the need for an open architecture extensible through widgets, and intended collaborative research projects will be detailed.

**K2 - "CLOUD COMPUTING IN CHINA EDUCATION"** by Prof. Gao Hong Qing, Dean of Network Center of He Nan Normal University, China

**Abstract**

China attaches high importance to cloud computing and its development. Believing cloud computing to be a major part of the next-generation information technology, it is eager to promote R&D and model application of cloud computing. Cloud computing is a network of computing resources—located just about anywhere—that can be shared. They bring to education a range of options not found in traditional IT models. In many cases, free for schools and universities that need to upgrade legacy systems and expand services. The cloud helps ensure that students, teachers, faculty, parents, and staff have on-demand access to critical information using any device from anywhere. Both public and private institutions can use the cloud to deliver better services, even as they work with fewer resources. By sharing IT services in the cloud, the education institution can outsource noncore services and better concentrate on offering students, teachers, faculty, and staff the essential tools to help them succeed.

**Conference Tutorial:**

**ORGANIZING POSTGRADUATE INTERNATIONAL TRAINING PROGRAMS ON INFORMATION MANAGEMENT** by Professor Paul Nieuwenhuysen, Vrije Universiteit Brussel, 2B114, Pleinlaan 2, B-1050 Brussel, Belgium

How to organize postgraduate international training programs is the topic of this tutorial workshop. This contribution is based on experience gained with the organization / management / co-ordination of a series of 15 international training programs.

The following questions can be interesting for the audience of this conference:

1. How to obtain financial support to organize the training programs?
2. How to organize the management, evaluation and improvement of the program?
3. How to exploit the fast evolution of information and communication technology and services in the announcement of each new program, and to communicate with participants?
4. How to improve the practical use of computers and Internet by the participants, in view of the fast evolution of hardware and internet access services?
5. How to cope with the significant differences in background and aims of the participants?
6. Which types of learning methods and experiences are the most efficient and effective in this kind of program?
7. It is now widely recognized that in an international educational program, the teachers should adapt their mode of delivery and the contents of their teaching to the students and their local environment, needs and priorities. How to realize this in practice? Here we face the difficulty that many experts who are potential teachers have no clear view on the needs of the participants and their organizations, and have no time to adapt and extend their expertise to meet the expectations of visiting students.
8. How to assist the participants in converting their intense, concentrated and slightly confusing experience into some structured framework that can serve hopefully in future applications?
9. How to motivate the participants to translate the experience gained during the program into concrete implementations in their home institute?
10. How to deal with the reality that there is not just one solution for each professional challenge, while participants want to take home concrete and affordable solutions for one or several local needs in their home organization?
11. Assessing the progress made by each student can be valuable for the student and also for the organizers of an educational program. What can be the function of assessment of a heterogeneous group of participants in an informal, short and international training program?
12. How to stimulate interaction among the participants and to provide a basis for future professional and social-cultural contacts?
13. How to exploit the program not only for professional development, but also as an eye opener to other cultures (culture of other participants; culture of the region where the program is organized; culture of various experts who contribute to the program)?
14. Follow-up of progress made by participants in their home organization after their return is desirable, but how to realize this?

The following gives some information about the programs that allowed us or even forced us to experiment continuously to improve the organization and the management:

The subject area of the programs is information science and technology and applications in scientific library and information management. Courses, practical work and study visits are organised mainly in Brussels, which is the internationally oriented capital of Belgium. Duration is about three months. The entry level is bachelor or master. Most of the participants are already professionally active in developing countries, about 1/2 in Africa, 1/2 in Asia and occasionally in Latin America and Europe. One program has been organized each year, on average.

Up-to-date information about the aims and contents of the programs can be found on the WWW site http://www.vub.ac.be/BIBLIO/itp/


Program Committee:

Conference and Program Co-Chairs:
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- Ji-ping Zhang, East China Normal University, Shanghai, China
- Tomayess Issa, Curtin University, Perth, Australia
- Pedro Isaías, Universidade Aberta (Portuguese Open University), Portugal

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