


<b>Document title:</b>	<b>Report on Study Visit to University of Vienna (UniWien), Austria</b>	
Study visit host:	Jan Thomas, M.A., Centre for Teaching and Learning University of Vienna, Austria	
HR participants:	† Sandra Kučina Softić, University of Zagreb, † Tona Perišić, University of Zagreb, † Vedran Mušica, University of Zagreb, † Siniša Lukarić, University of Rijeka, † Zoran Nebić, University of Rijeka, † Mr. Sc. Lucijana Leoni, University of Dubrovnik, † Maja Lauš, University of Dubrovnik.	
Duration of visit:	February 20-21, 2008	
Report prepared at	March 2008	
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#### I GENERAL REMARKS

Study visit to University of Vienna (<http://www.uniwien.ac.at>) was organized jointly with study visit to Technical University of Vienna and is one of the visits from Croatian representatives to European consortium partners realized within the framework of the EQIBELT project. This visit was performed in second round of study visits which are directed to visit of the EU consortium members e-learning centers with purpose to learn best practices, to have on-site practical overview and experience on organization and delivery of support in field of e-learning. In process of establishing e-learning support center at Croatian consortium members universities of great importance are all experiences and knowledge on operational, technical and pedagogical issues on e-learning support centers gathered from EU consortium member institutions.

The host of the study visit and the organizer of the program was **Jan Thomas, M.A. from the Centre for Teaching and Learning at University of Vienna**. He welcomed us at Centre for Teaching and Learning premises and presented scheduled program of our visit.

Topics of the program were e-learning at the University of Vienna, establishment and organization of university e-learning support centre, practices in developing of e-learning courses and technical and didactical support in e-learning. The program included presentations prepared and delivered by employees of University of Vienna involved in the e-learning education programs in the institution. Presentations were held by:

- ☛ **Mag. Silvia Grillitsch:** Introduction to Training and Support Structures @ University of Vienna
- ☛ **MMag. Annabell Lorenz,** Vienna University Computing Centre: Site Visit & Training and Support Structures@ University of Vienna
- ☛ **Elisabeth Günther:** eTutors of the Centre for Teaching and Learning
- ☛ **M.A. Jan Thomas:** Other Aspects of eLearning Support & Strategy
- ☛ **Mag. Notburga Rotheneder,** Centre for Translation Studies: E-learning in language teaching

Each of presentations was followed by discussion.

Visit was well prepared and organized by University of Vienna, providing contacts with high competent experts and very useful discussions on topics relevant to project goals and objectives.

## **II FACTS FROM PRESENTATIONS & REFLECTIONS ON DISCUSSIONS:**

### **Mag. Silvia Grillitsch: Introduction to Training and Support Structures @ University of Vienna**

Introduction to e-learning at University of Vienna is offered in cooperation with University Computer Center. There are 7 basic courses (2-4 hours) which can be taken within a period of 1-3 months. Topics of the courses are basic knowledge about didactical and technical aspects of e-learning. Target groups are teachers and tutors. Courses are on Blackboard Vista.

Course on didactical design (Didactic 1 and Didactic 2)

- ❖ Goals: Why do I want to use e-learning? Expectations?
- ❖ Resources: What are the conditions of my work?
- ❖ Target group: How many students? Who are they? (experience, media competences)
- ❖ Learning outcomes: Which competences should student have gained when leaving the course?
- ❖ Characteristics of the subject: oriented towards facts or abilities?
- ❖ Teaching and learning activities: (which methods, which assignments-standardized tasks, more complex tasks, which roles will be needed – presenter, moderator, active group member)
- ❖ Online learning environment:
  - LMS, Website, Wiki, Weblog
  - Will the content be structured sequentially or open?
  - Which material (text, images, pictures, podcasts) will be used?
  - Which communication media will be used?
- ❖ Quality: How do I plan for evaluation?
- ❖ Motivating learning processes in Blended Learning Scenarios
  - Online communication
  - Online assignments
  - eModeration

**MMag. Annabell Lorenz, Vienna University Computing Centre: Site Visit & Training and Support Structures@ University of Vienna**

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According to the "Strategy project" e-learning at University of Vienna was fully implemented in 2004. Today University of Vienna have heterogeneous curriculums (traditional and Bologna) as well as heterogeneous courses. Also they have to deal with fact that university staff has heterogeneous media skills.

E-learning implementation at university level is organized through Center for Teaching and Learning and University Computing Center.

Vienna University Computing Centre consists of 3 departments:

- ❖ network & infrastructure (telephony, networking)
- ❖ university administration (e.g. remotely administered PCs)
- ❖ software & centralizes systems & user support (hardware development & software management, databases, helpdesk, e-learning support)

E-Learning platforms

- ❖ Blackboard Vista Enterprise License 4.2.2 (fully productive with updates implemented since 2004)
  - 1600 courses on Blackboard Vista
- ❖ Moodle 1.8.2. (pilot in 2007, now first support scenarios)
  - 100 on Moodle

All platforms are linked to central administration databases; enrollment processes are half-automated

In 2006 there was a merger of WebCT Vista and Blackboard which resulted in more and more unreliable software.

Support - Steering Concept

- ❖ multipliers in faculty staff
- ❖ didactical and technical support offices with helpdesk function
- ❖ training concept

Support - Course Concept

currently in change

- ❖ E-learning Introductory Course (all-day event – technical and didactical part)
- ❖ Advanced Training Courses (technical)
- ❖ Didactical & Technical Workshops
- ❖ Didactical Advanced Courses
- ❖ Training Course (eCompetence)

Support - Impact on Users

- ❖ policy/approach – voluntariness – no strict prescriptions –BLENDED LEARNING
- ❖ effects – heterogeneous structures, widespread use of e-learning
- ❖ purpose – harmonious integration in existing infrastructures, high approval of software

Support – Surroundings

- ❖ FAQ database
- ❖ test projects (final exams, study entrance)
- ❖ streaming project (live-streaming and storage of attendance course)
- ❖ scanner project
- ❖ eTutors

- ❖ u:book project at the Computer Center
- ❖ general helpdesk of Computer Center

#### Online courses

- ❖ old courses remain on system
- ❖ every year request for new courses (teachers ask to integrate templates from the old courses in new courses )
- ❖ students are not erased from the system
- ❖ course title – name with course identification number and summer/winter semester

#### **Elisabeth Günther:** eTutors of the Centre for Teaching and Learning

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Mrs. Günther is a student and works as e-Tutor at Center for Teaching and Learning. She gives a full support in e-learning to teachers and students within one course. Teacher can use this opportunity for free. E-Tutor provides support to teacher in developing an on-line course, how and which activities to choose and implement. E-Tutors take care of the course during whole semester. Their tasks are to put course materials on e-learning platform, to develop activities on their demand, to enroll students into the course and from groups.

General recommendations (by e-Tutors) to teachers in preparing the material for on-line courses:

- ❖ user friendly
- ❖ printer friendly
- ❖ structured, small sections
- ❖ use of activities

#### **M.A. Jan Thomas:** Other Aspects of eLearning Support & Strategy

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Good cooperation between University Computer Center and Centre for Teaching and Learning is a crucial factor. His Center has developed a one year specialized course on e-learning which is now running for a fourth year. Program is developed for the university staff. Course has been financed from Rector's budget (20.000 Euros per year). At the end of education attendants get a certificate from Vice-rector. This Course is not an academic program and cannot have ECTS points.

eCompetence (developed in cooperation with Unit for Staff Development)

- ❖ one year program (2 semester)
- ❖ 12-15 participants
- ❖ for staff development

#### E-learning coordinators

- ❖ one person per faculty
- ❖ internal coordination of e-learning
- ❖ distribution of experience
- ❖ regular meetings

## Newsletter

- ❖ 1 central newsletter for e-learning

## Fridays Lectures

- ❖ external experts
- ❖ internal experts

## **Mag. Notburga Rotheneder, Centre for Translation Studies: E-learning in language teaching**

Mag. Rotheneder presented eLearning at the Center for Translation Studies. Within their Strategy this Center has chosen blended learning (combined classroom teaching and online activities). Aim of implementing e-learning is to develop new didactical approaches to language teaching, translating and interpreting as well as to improve competences of teachers, tutors and students. Center also cooperates with Centre for Teaching and Learning, New Media Support Office, University Library, and Language Center within their University and also with some other universities. Center has recently been participating in the MeLLANGE project.

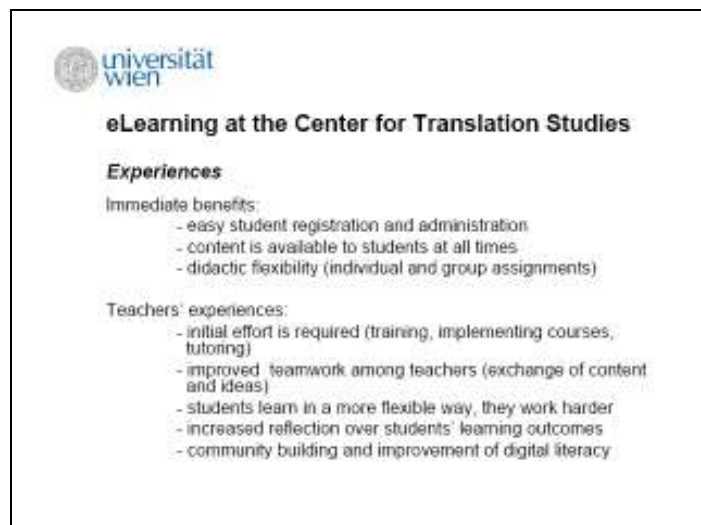
MeLLANGE project - Multilingual e-learning in Language Engineering  
<http://mellange.eila.jussieu.fr>.

Within Center there is a eLearning Support team which includes four persons with different qualifications and approaches.

Members of the eLearning team have been educated in e-learning by undertaking eCompetence course (2 semesters). For teachers are organized training courses in Center for teaching and Learning and New Media Support Office as well as workshops and individual support within Centre for Translation Studies.

- ❖ eLearning platform
  - WebCT Vista (covers most eLearning activities at the Centre for Translation Studies)
  - Moodle (used for collaborative work and for project MeLLANGE)
- ❖ eLearning without platform support:
  - Media archive with digitalized audio and video files accessible via web browser
- ❖ ePortfolio (e.g. for doctoral students)
  - example: Mrs. Notburga e-portfolio  
[http://e-portfolio.factlink.net/ 0 12057503258659168630577323237680 /900051.1/](http://e-portfolio.factlink.net/0_12057503258659168630577323237680_/900051.1/)
- ❖ Teacher support
  - Media lab team (setting up new computers, software, technical and AV support)
  - eLearning team and e-Tutors (implementation, course planning and technical support)
  - eLearning coordinator (coordination and communication)
  - Didactic Support Center (didactic and implementation support)
  - New Media Support Centre (technical support and training for WebCT Vista)

- ❖ Teacher support
  - eLearning forum maintained by student representatives
  - New Media Support Office
  - Media Lab Tutors
  - e-Tutors and Teachers
  
- ❖ Center for Translation Studies – Community building
  - space for teachers to share their resources and ideas, to collaborate with teachers from the same or other language departments, to request the support of an e-Tutor.



Mrs. Eva Mandl from Center's eLearning team has written principles for organizing online activities in foreign language teaching (IN: Klaus-Börge Boeckmann et al. (eds) 2007). Based on two very different learning scenarios, Mrs. Mandl in her article defines 7 principles for organizing online phases in a blended learning scenario. These are:

1. analyze target group
2. intensive training of trainers
3. technology is not the focus but the enabler
4. linking online activities to classroom teaching
5. well structured didactic organization that learners can understand
6. activities should be relevant, vary and be adapted to the medium internet