

DOCUMENT TITLE:	REPORT ON 1ST EQIBELT POLICY WORKSHOP
WORKSHOP TITLE:	CREATING E-LEARNING VISION AND STRATEGY
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Workshop site:	University of Dubrovnik, Dubrovnik, Croatia
Dates:	Friday, March 3 - Sunday, March 5, 2006
Organizers:	<ul style="list-style-type: none"> ➤ University of Zagreb, University Computing Center (program of the workshop and logistics) ➤ University of Dubrovnik (local organization and logistics)
Purpose:	<ul style="list-style-type: none"> ◎ to discuss opportunities and challenges of using information technology and e-learning as tools to foster transformation and enhancement of higher education system in Croatia ◎ to help appointed universities 'e-learning strategy teams' to create e-learning vision and strategy documents ◎ to learn and to collect experience from EU universities about a way they use e-learning technology, about their e-learning strategy documents and about process of creating e-learning strategy documents ◎ to exchange and to collect ideas, thoughts and opinions on e-learning from all stakeholders of higher education system in HR and systemize them
Lecturers (in alphabetic order):	<ul style="list-style-type: none"> 🎤 Dr. Tony Bates, Research Professor in e-Learning, Open University of Catalunya, Spain & Tony Bates Associates Ltd. 🎤 Prof. Blaženka Divjak, University of Zagreb, Faculty of Organization and Informatics 🎤 Heikki Hallantie, Life Long Learning Institute DIPOLI at Helsinki University of Technology, Helsinki, Finland 🎤 Zoran Löw, Cognita, Zagreb 🎤 Dr. Đuro Njavro, Zagreb School of Economics and Management 🎤 Predrag Pale, University of Zagreb, Committee for the ICT infrastructure

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Lecturers (in alphabetic order - continuation):	<ul style="list-style-type: none"> • Prof. Wim Van Pategem, University of Leuven, Belgium • Dr. Maria Pinto, University of Porto, Porto, Portugal • Dr. Diana Šimić, Government of the Republic of Croatia, Central State Administrative Office for e-Croatia • Ene Tammeoru, Estonian E-University, Tallinn, Estonia • Jasna Tingle, Croatia Academic and Research Network, CARNet • Dr. Marta Žuvić-Butorac, University of Rijeka
Target audience (participants):	<ul style="list-style-type: none"> • Vice-rectors for teaching, development or quality improvement • Vice-deans for teaching, development or quality improvement of faculties, schools and departments • Members of university bodies responsible for teaching, quality improvement or university development • Members of government bodies responsible for implementation of e-learning methodology and technology • Members of EQIBELT project team and university's strategy teams • (Optionally) University teachers involved or interested in e-learning • (Optionally) Students involved or interested in e-learning
Web pages:	http://eqibelt.srce.hr/workshops/dubrovnik/
Report prepared at	March 2006
Report prepared by	Zoran Bekić
Report approval:	Report revised by workshop participants by e-mail in period April 4-12, 2006

I GENERAL REMARKS ON WORKSHOP CONTENT

1st EQIBELT policy workshop on creating e-learning vision and strategy was held at University of Dubrovnik from 3rd to 5th of March 2006, as first of three workshops aimed to help in process of designing and adopting universities strategy, policy, standards and other "framework" documents for implementation of e-learning technology.

Pillars of the workshop program were lectures delivered by prominent lecturers (in order of presentation):

- ◆ **Dr. Tony Bates**, Research Professor in e-Learning, Open University of Catalunya, Spain & Tony Bates Associates Ltd.: **"Mini-workshop" What must academic departments do to ensure success in e-learning?**
- ◆ **Predrag Pale**, University of Zagreb, Committee for the ICT infrastructure: **E-teaching Drivers and Likely Results**
- ◆ **Dr. Diana Šimić**, Government of the Republic of Croatia, Central State Administrative Office for e-Croatia: **E-learning... e-Learning... LEARNING**
- ◆ **Prof. Wim Van Pategem**, University of Leuven, Belgium: **Toledo The digital learning environment at K.U.Leuven. A university wide approach to strategic and operational issues**
- ◆ **Heikki Hallantie**, Life Long Learning Institute DIPOLI at Helsinki University of Technology, Helsinki, Finland: **ICT in university education: From pilot projects to established practices**
- ◆ **Prof. Blaženka Divjak**, University of Zagreb, Faculty of Organization and Informatics: **Imaginative Acquisition of Knowledge**
- ◆ **Dr. Marta Žuvić-Butorac**, University of Rijeka: **University of Rijeka - E-University**
- ◆ **Ene Tammeoru**, Estonian E-University, Tallinn, Estonia: **Strategy of building a consortium type e-university**

- ◆ **Dr. Maria Pinto**, University of Porto, Porto, Portugal: ***E-Learning@UP: Implementing E-Learning at Traditional University***
- ◆ **Prof. Blaženka Divjak**, University of Zagreb, Faculty of Organization and Informatics and **J.Tingle**, Croatian Academic and Research Network CARNet: ***Standardization and Valorisation of Digital Educational Materials***
- ◆ **Zoran Löw**, Cognita, Zagreb: ***The other side of e-learning: What can go wrong?***
- ◆ **Dr. Đuro Njavro**, Zagreb School of Economics and Management: ***The Role of the Management in the Development of the E-Learning System***

As an introduction to the workshop on March 2, 2006 (a day before the workshop) **dr. Tony Bates** gave a lecture with the title "***E-Learning: Why Strategic Planning is Essential for Success?***" Lecture was presented in University Computing Center (Srce) of the University of Zagreb and by videoconference broadcasted to University of Dubrovnik, Rijeka (locations in Rijeka and in Pula) and Split. Web streaming was available to all interested parties.

Workshop was chaired by Zoran Bekić (University of Zagreb, University Computing Center), project coordinator. Some workshop sessions were chaired by Lucijana Leoni (University of Dubrovnik), Jasna Tingle (CARNet) and Marta Žuvić Butorac (University of Rijeka).

Workshop was addressed by **Dr. Zrinka Kovačević**, deputy minister for higher education, Ministry of science, education and sports. In behalf of the workshop host - University of Dubrovnik, vice rector Prof. Vesna Vrtiprah shortly welcomed the participants at the very beginning of the workshop. Important contributions to workshop results were made by Dr. Diana Šimić, deputy state secretary in Central State Administrative Office for e-Croatia and Prof. Aleksa Bjeliš, vice rector for research and development at University of Zagreb.

Important parts of workshop were discussions during the lectures, Q&A sessions and general discussion sessions.

During the workshop the survey was performed by Prof. Blaženka Divjak and Nina Begičević (University of Zagreb, Faculty of Organization and Informatics). The goal of the survey was to collect viewpoints from workshop participants on role and aims of e-learning and on criteria for decisions on e-learning implementation.

Full list of workshop participants is given in separate document, published on workshop web pages.

II CONCLUSIONS OF THE WORKSHOP

The following conclusions are outcomes of lectures, discussions that took place during the workshop and the survey performed among participants. These conclusions incorporate most common and undoubting statements and positions discussed during the workshop.

The shift to knowledge based society requires teaching and learning to change

The shift to knowledge based society means that in addition to subject expertise **knowledge-based workers should have new kind of skills**: problem solving, critical thinking, communication skills, ICT skills, independent learning, entrepreneurship, initiative, flexibility, team-working, and other generic skills. We are also faced with significant **shifts in teaching methods** and rapid **developments in technology**. There is a great demand for new programs for **lifelong learners** that should be flexibly delivered, inter-disciplinary and topic based.

Just putting in technology will NOT provide the learning needed in a knowledge-based society, so there is need for methodological **change in teaching and learning!** In new circumstances students'

responsibility is learning process, and teachers' responsibility is to support and guide through students' learning process.

We are on the way from learning to e-learning and to (new) learning

E-learning is all computer and Internet-based activities that support and advance teaching and learning - both on-campus and at a distance.

Generally speaking, information and communication technology (ICT) is unavoidable part of modern education, primarily because of opportunities and advantages this technology brings to education and because of enabling achievement of educational goals.

In such a circumstances there is no need to separate ICT supported teaching and learning (or e-learning) from ordinary and common teaching and learning process. **E-learning is becoming just learning.**

But we still can look forward for **new teaching and learning methods, techniques and tools** which significantly influence and improve the process of learning and teaching and which would be impossible, impractical and prohibitively expensive without use of ICT.

E-learning to be integrated component of an academic plan

Each university and/or faculty should have a **clear and effective strategic plan**, which includes academic and educational goals and measures, as well as university / faculty pedagogical framework (concept), including methods of teaching.

The favorable option is to have **e-learning strategy as part of overall educational strategy of university** / faculty. E-learning should be an integral part of learning and teaching at the university.

In case when academic and pedagogical framework is not transparently at the university management's agenda, e-learning can be used as impulse to actualize this important matter.

The move to e-learning is a strategic not technological decision

Because e-learning supports and encourage new methods of teaching and learning that meet the needs of the workforce in an information-based society, implementation of e-learning should be a part of wider process of change. **E-learning itself is the catalyst for change.** That's why the move to **e-learning should be a part of strategic decision to change and to improve the way university works** and accomplishes its' fundamental purpose - education. Still it contributes to research and social outreach of a university.

Being the core part of "strategy to change", e-learning should be clearly positioned in the university decision making hierarchy, providing presence of e-learning issues from the very top levels of strategy and decision making hierarchy levels.

It is also very important to link at the top levels of hierarchy university bodies responsible for development, education, e-learning and ICT, providing necessary correlations at strategic, planning and operational levels.

E-learning - the way to foster Bologna process

E-learning stipulates the issues of quality of education, individual approach to every student and continuity of learning process, e-learning foster intensive communication between all participants in educational process, enables efficient use of available physical and virtual resources, facilitates cross-boundary flow of knowledge and cooperation. That's why an implementation of e-learning is

not only the complementary process to implementation of Bologna declaration, but allows us to consider **e-learning as promising and unavoidable tool to successfully deploy the Bologna process**. Therefore it is in best interest of government to invest in and support e-learning coherent initiatives.

E-learning as overall university project - opportunity for integration of the university

Implementation of e-learning gathers around the same table different groups of people. Discussion of common educational or pedagogical framework is good occasion to revive overall university values and advantages. Standardization of methodologies and tools, as well as standards for content development, storage and usage are important for e-learning. All this 'gathering' factors related to e-learning can be considered as stimulations for integration processes at the university.

E-learning infrastructure should be a part of university overall ICT infrastructure

E-learning infrastructure (e.g. learning management system, virtual learning environment) should be an integral part of overall ICT infrastructure. Planning and operational management of e-learning infrastructure must be considered as part of planning and operational management of overall ICT infrastructure. Support service for e-learning infrastructure must be connected to other ICT support subsystems, guarantying to end-users (teachers and students) reliable and full end-to-end support.

E-learning portal - universal students' portal to university world

Reasonable expectation of today's students is to access all university services and all educational elements and sources through one universal interface. In such circumstances the portal to university's virtual learning environment is becoming the portal to all services, needed by student. That implies the necessity for cross-linking all university information systems and on-line services, integration of data in legacy and educational subsystems or, in other words, **establishment of efficient all-university information infrastructure**.

Environment readiness and availability of sustainable and reliable support as key factors for e-learning implementation

Environment readiness (**clear vision and overall development strategy of the university**, as well as concrete plans and **readiness for change**) is one of key factors for success of implementation of e-learning.

The other one, that is important to significantly deploy e-learning, is **availability of reliable, sustainable and high quality support to teachers**, wishing to use e-learning and ICT in their teaching. This support must make use of ICT "easy" allowing teachers to concentrate on educational and pedagogical goals.

Importance of teachers' development program, promotion opportunities and awarding system for teachers practicing e-learning

No matter what methodology, what technology or tools are used, the quality and results of teaching and learning depends on quality, engagement and attitude of the teacher.

Systematic professional and pedagogical training programs should be developed for and available to university teachers to raise their skills and knowledge of new teaching/learning methods continuously. These development programs will enable them to adjust their teaching and to use e-

learning methodology and technology efficiently and effectively. Simultaneously, special preparation course for students must be provided.

To motivate teachers to face challenges of new teaching and using e-learning technology it is of great importance to provide transparent promotion rules, awarding their investment in e-learning. A good practice at some universities is to establish a special awarding fund for teachers practicing e-learning. At the same time use of e-learning must be recognize in the process of promotion of teachers.

Implementation of e-learning is cooperative task for government, university and faculty managements, teachers/professors and students.

To implement e-learning and exploit its opportunities different participants in the process of education have to contribute at different level.

Contribution of the **government** is expected not only in the field of providing global infrastructure (like high speed network) and technology, but also through the realistic and resource-based strategy for development of overall higher education system, establishment of national education development fund, motivating measures for higher education institutions, professors or students practicing e-learning.