



UNIVERSITY OF RIJEKA

EQIBELT Tempus Project



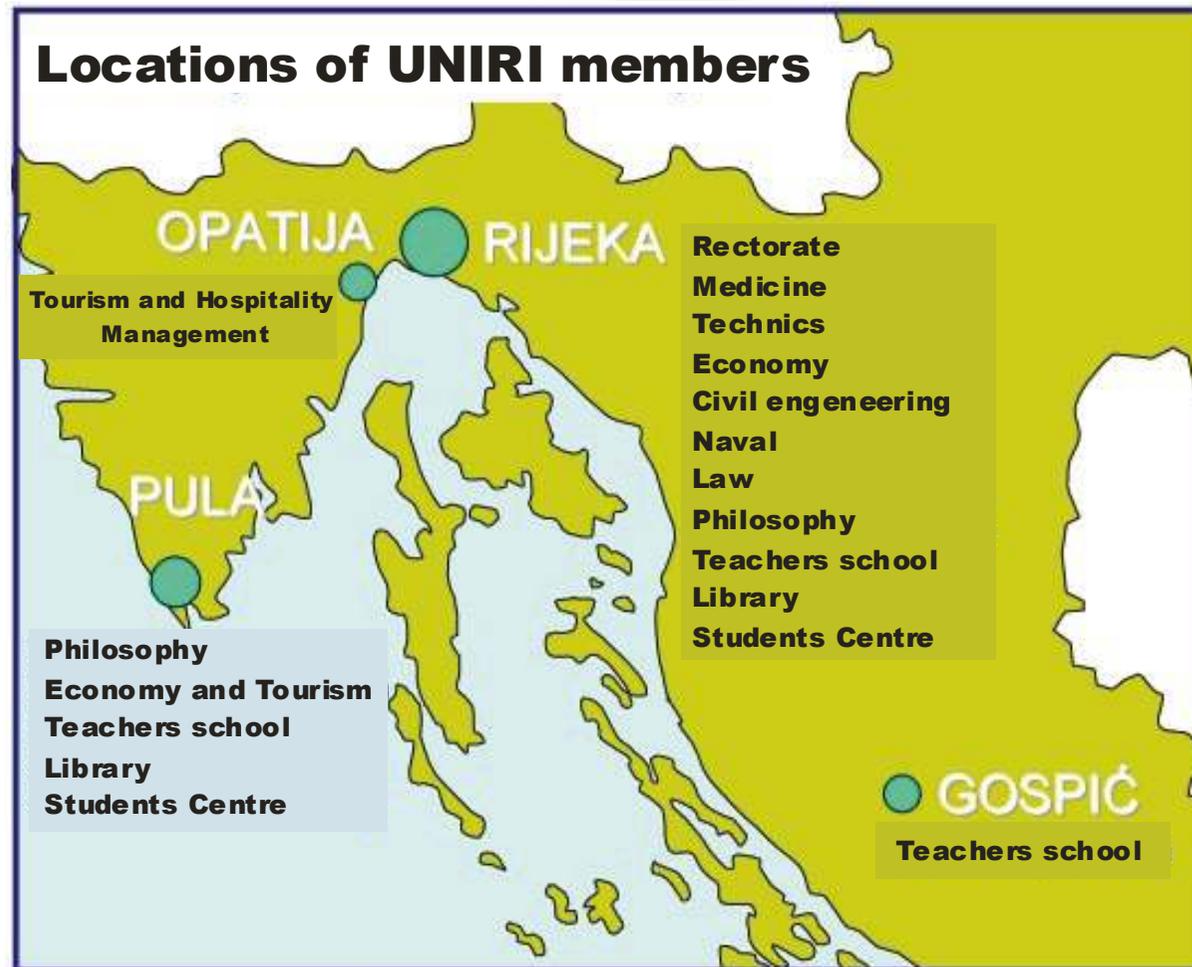
University of Rijeka



- founded in 1973. (background since XVII cent.)
- consists of
 - 10 Faculties
 - 3 Teacher's schools
 - 1 Academy of arts
 - 2 University libraries
 - Student's Centre
- ≈ 18 000 students enrolled
- in the process of functional integration...



Dislocated members...



UNIRI in EQIBELT project



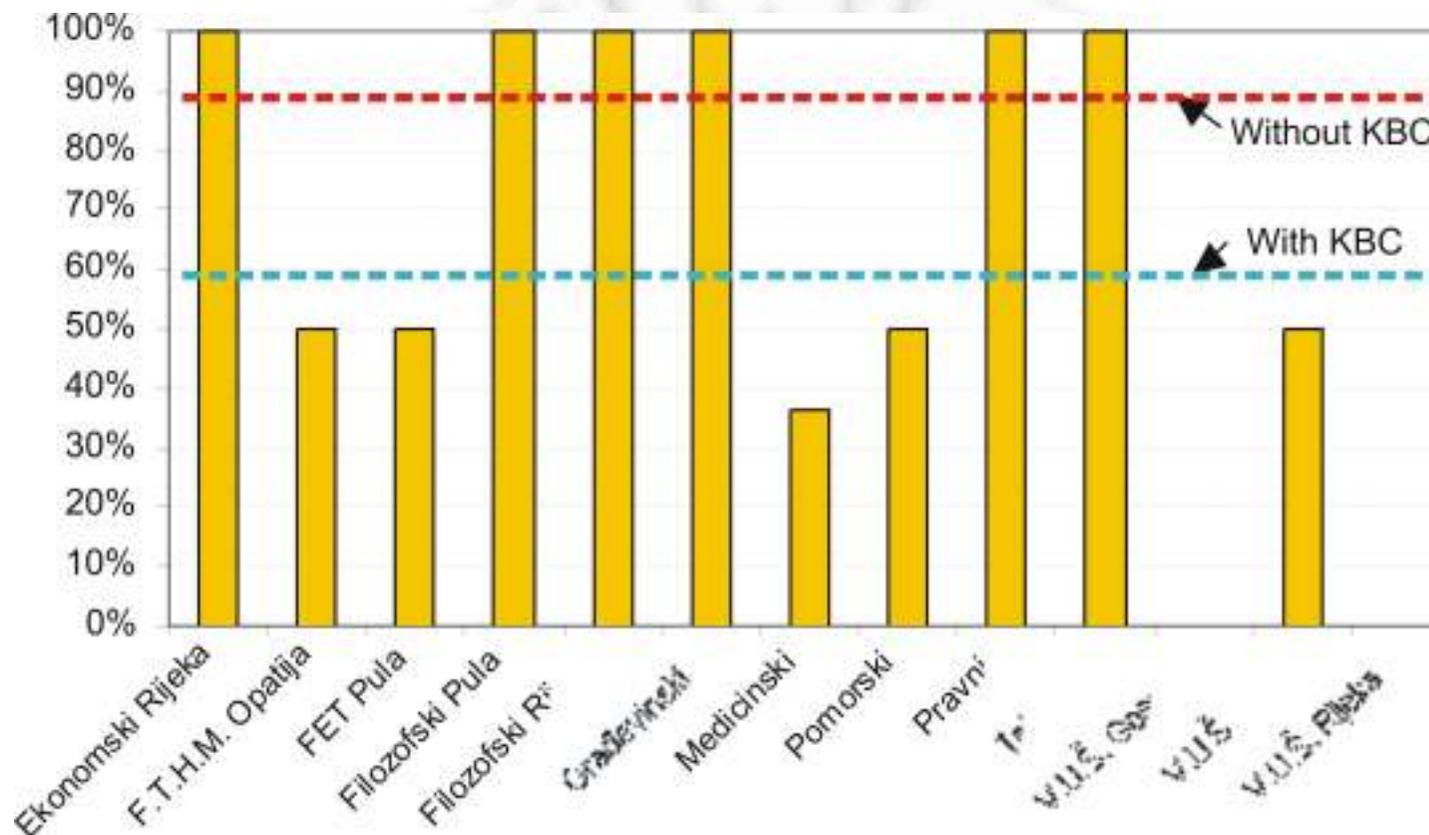
CONTEXT

- Alpe Adria Universities Initiative (ALADIN) member
- Network of the Universities of the Adriatic and Ionian Basin (Uni Adrion) - UNIRI is a national focal point for Croatia
- E-university project (approved 2003.)

ANALYSIS OF ICT resources (2003)



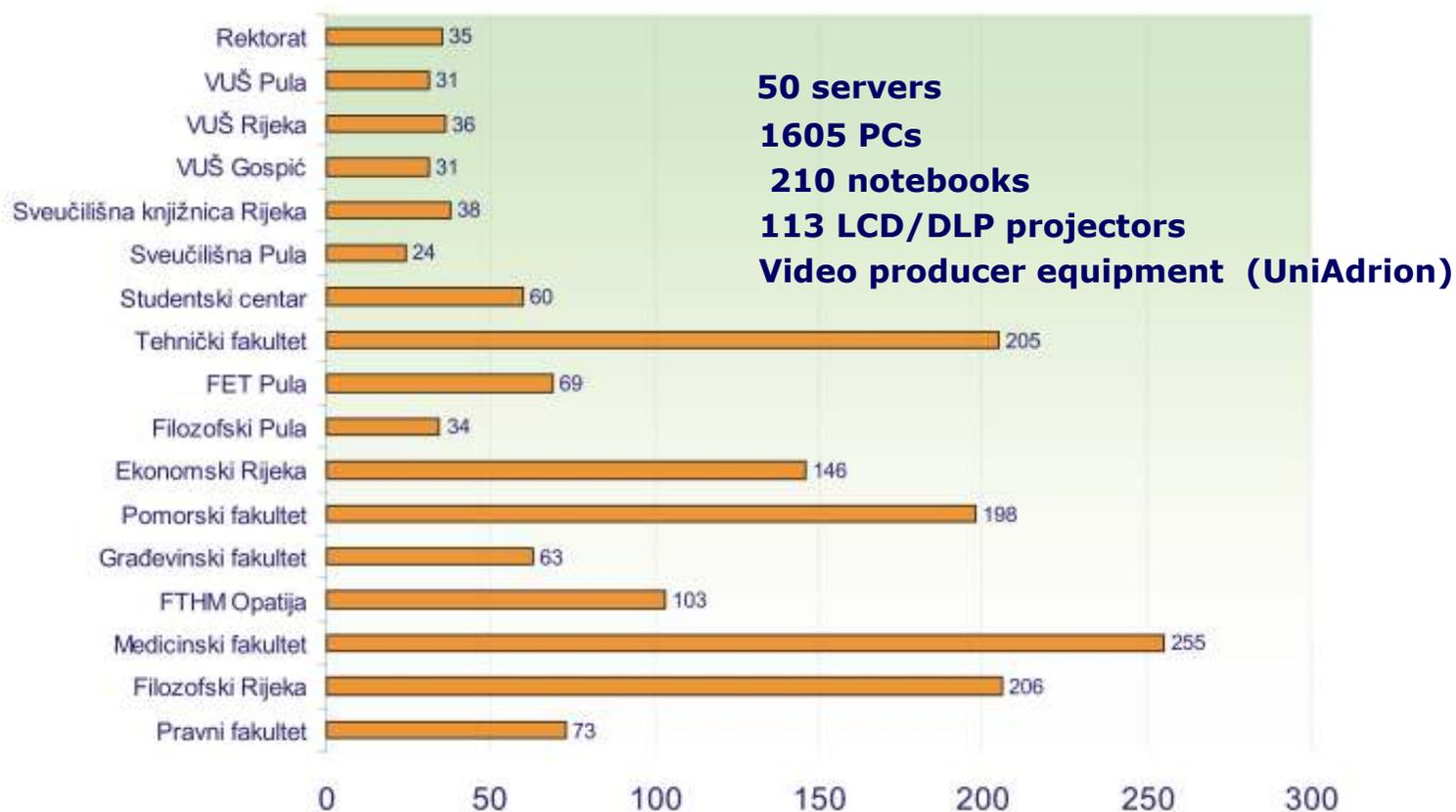
Networking



ANALYSIS OF ICT resources (2003)



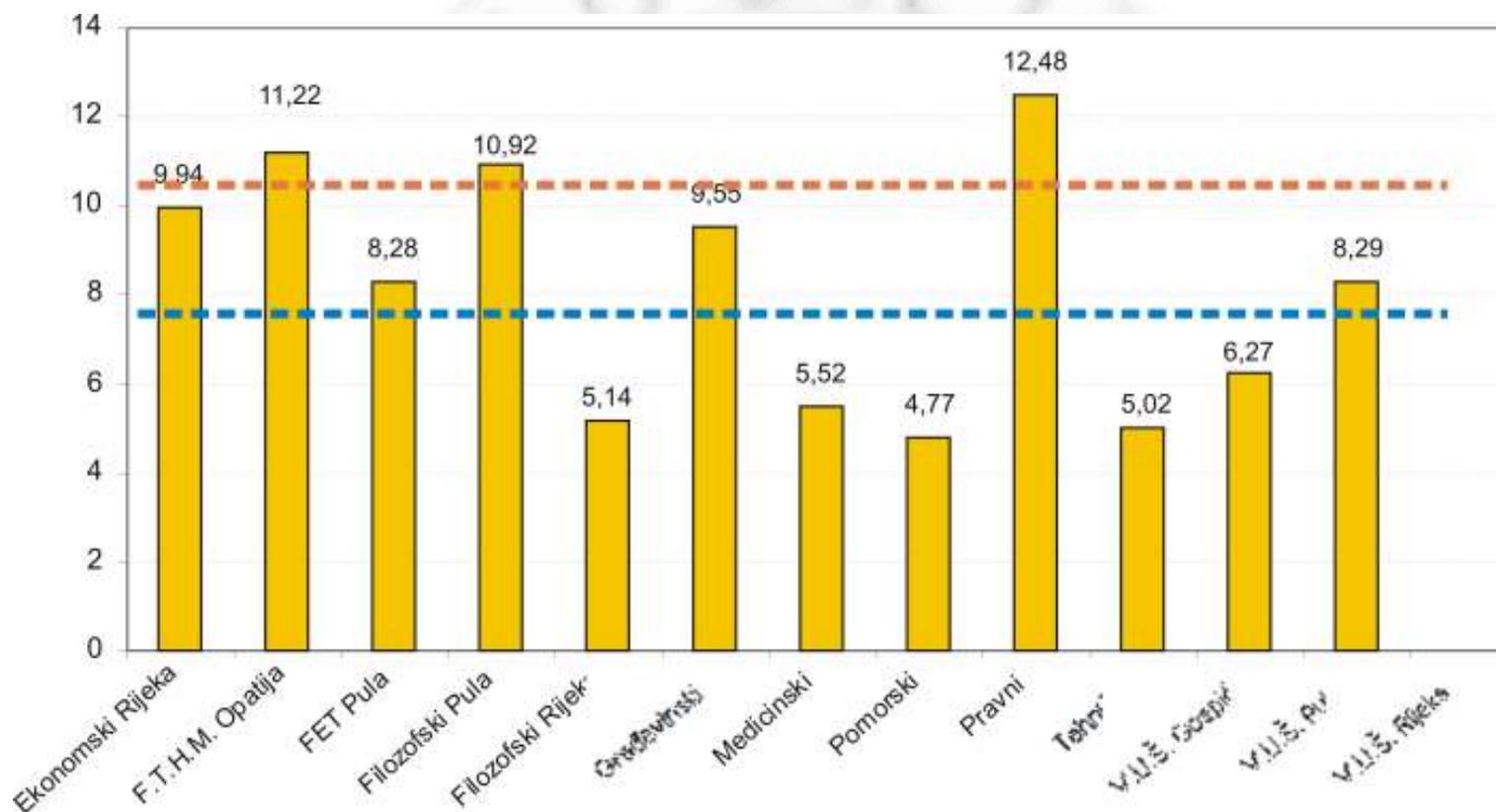
Hardware



ANALYSIS OF ICT resources (2003)



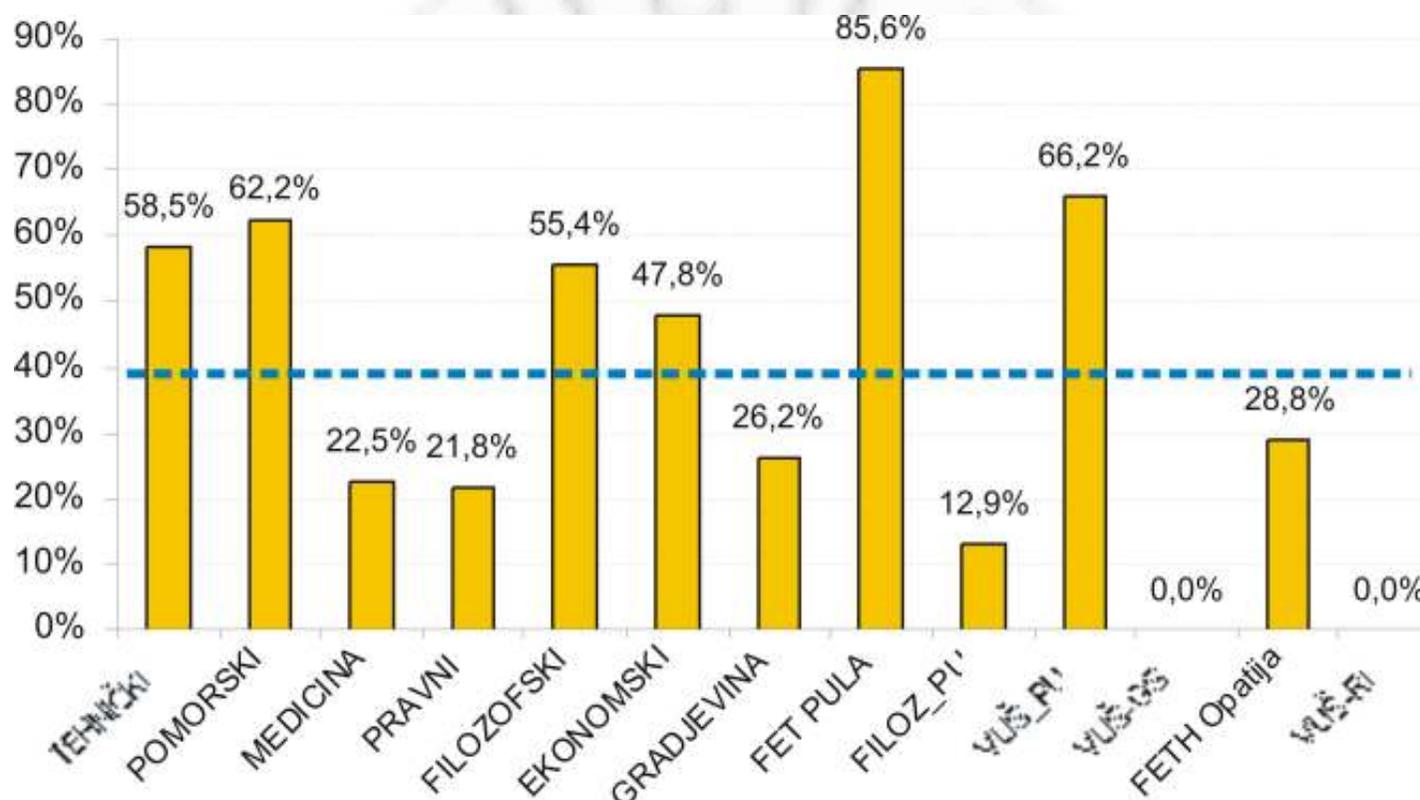
Number of students per PC



ANALYSIS OF ICT resources (2003)



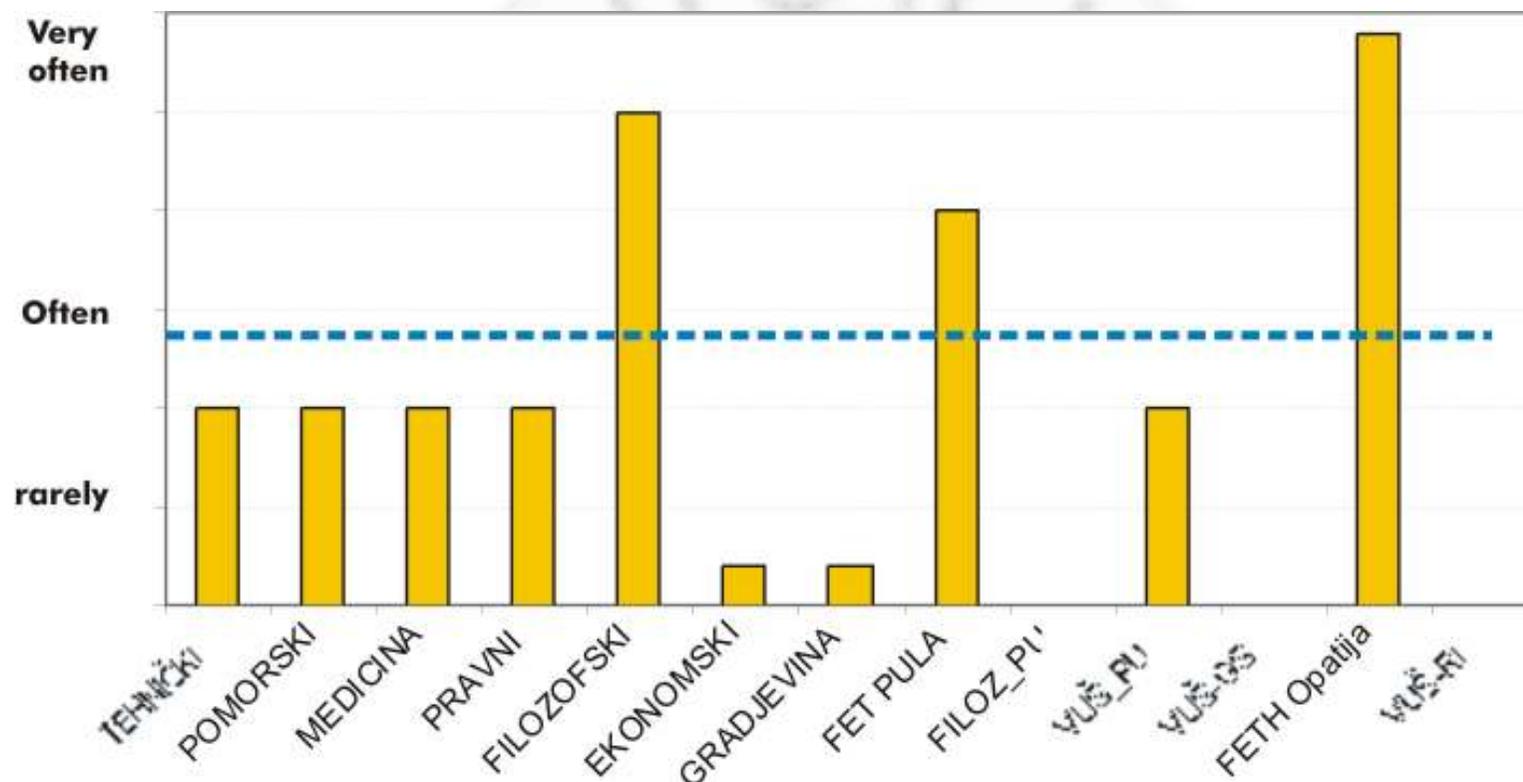
% of students with user account



ANALYSIS OF ICT resources (2003)



Use of e-mail communication with students



An analysis of the ICT use in teaching (Medical faculty 2004/2005)



MF organizes:

- **university study programmes**
 - medicine, dentistry, sanitary engineers
- **medical professionals studies**
 - Nursing, radiography, physiotherapy, laboratory engineering
- **postgraduate programmes**
 - research postgraduate in biomedicine, professional postgraduate in 8 different fields of medicine



An analysis of the ICT use in teaching (Medical faculty 2004/2005)



Academic staff

- ➔ in 38 Departments, 333 people in education process
- ➔ 28 full professors, 42 assist. professors, 75 assistant professors, 16 lecturers, 108 teaching and research assistants (22 senior/PhD), 58 research fellows.

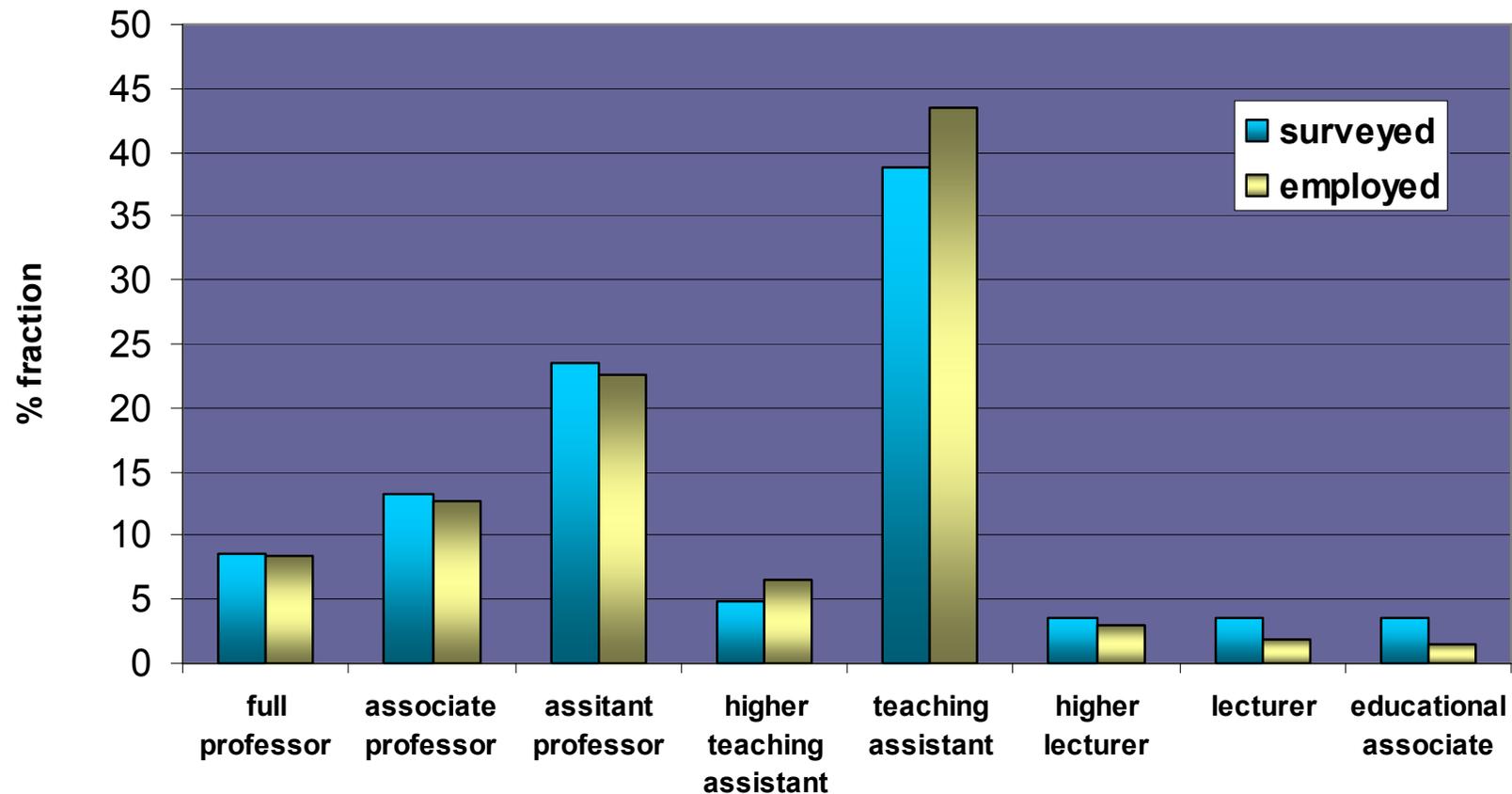


Survey

- ➔ **participants** : **49,5%** of employed academic staff
- ➔ **sample** : **representative of academic population** with respect to academic titles, participation in different educational forms and with respect to the range of participant's teaching experience.

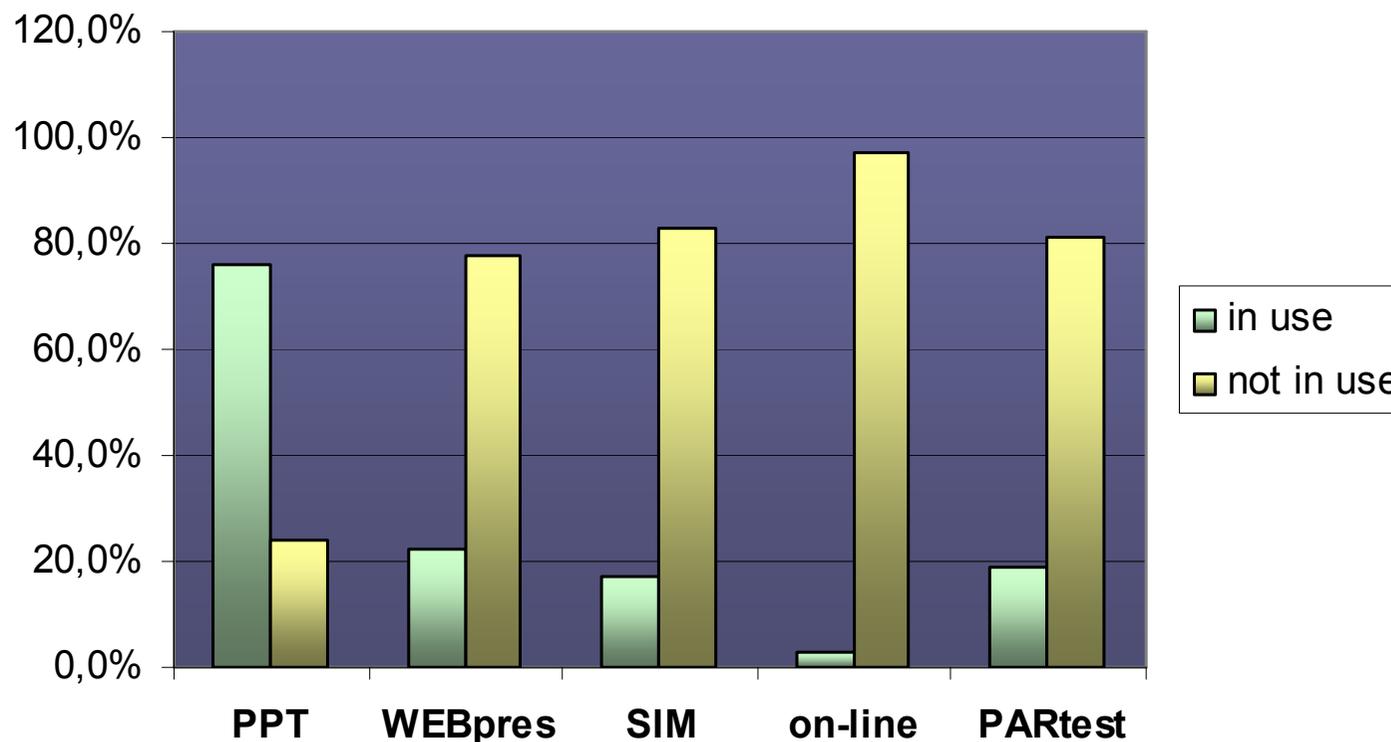


An analysis of the ICT use in teaching (Medical faculty 2004/2005)





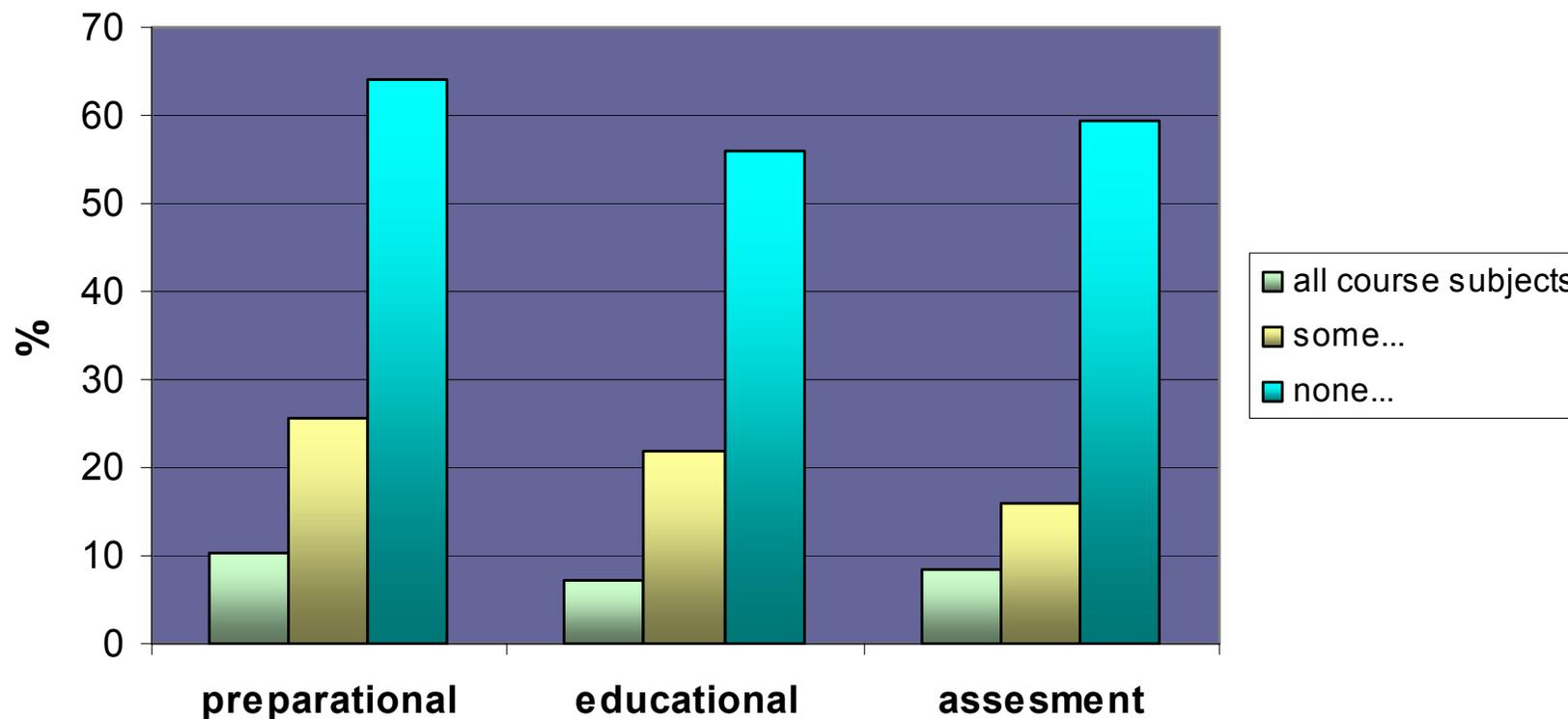
Use of ICT resources



1. PPT is used dominantly on **lectures and seminars**.
2. PPT and ParTest/ParScore **use is dominated by teachers with significantly longer teaching experience**.

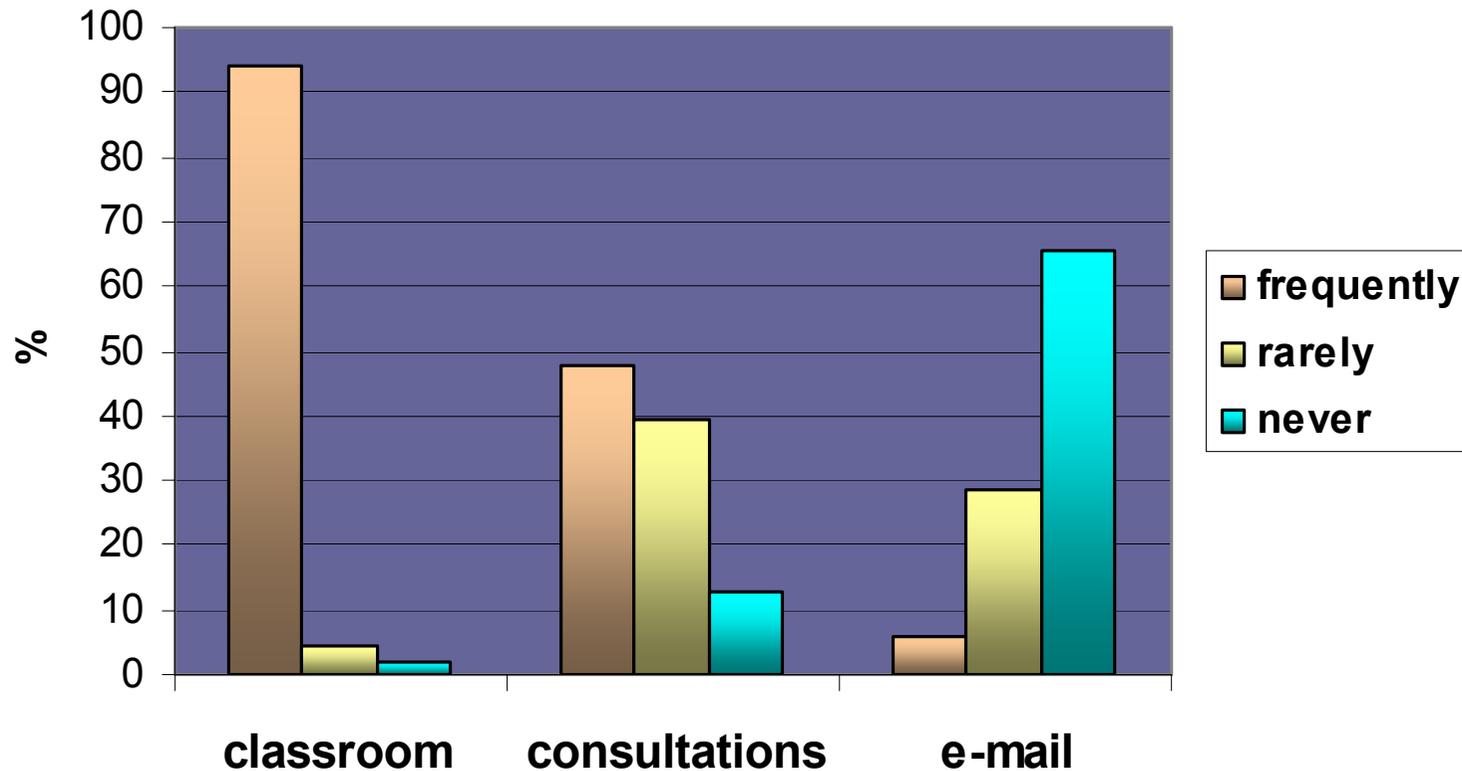


Course web pages content



... on average 60% of teachers present nothing on web pages...

Communication with students

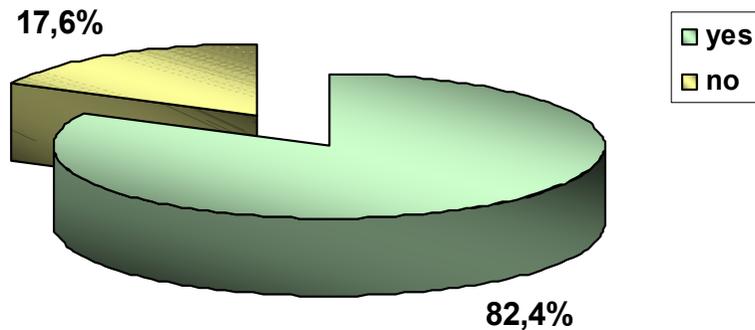


Teaching assistant groups do communicate in **significantly lower proportion** for the category "often" than the others

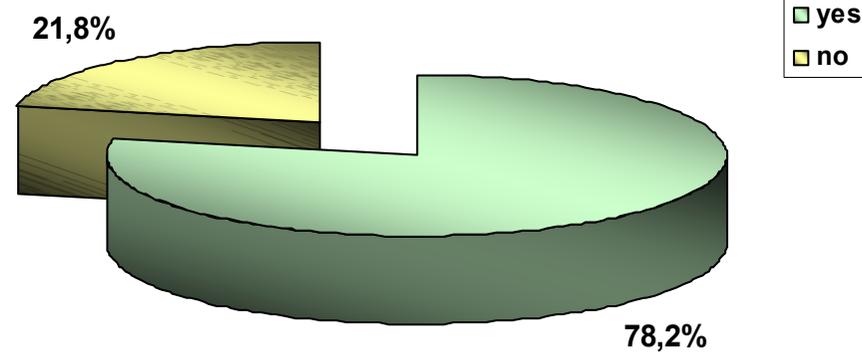
Validation of continuous student work



continuous student work influences the final grade?



Do teachers try to compensate the lack of communication with students by stimulating continuous work through knowledge assessments and validation of student's engagement through decision on final grade?





Attitudes on ICT in teaching

- ✦ **IT helps in teaching? 95,8% YES**
 - **Need a professional help? 84,8% YES**

✦ **In which way ICT helps in teaching?**

- 1. Already prepared presentations speed up future preparations for the classroom work**
- 2. Computer simulations/animations provide simple means for presentation of experiments, experimental methods and time course of processes**
- 3. Web content presentation to students provides easy access for up-to-date data related to course content**
- 4. E-mail eases communication with students**

Option chosen	%
All items	21,1
Only No 1	19,7
Other combinations	59,2



The PC user's profile

<i>PC accessible...</i>	%
At work	91
At home	97

	Everyday / few times a week
PC uses...	98,8%
E-mail checks...	92,1%

Additional IT education?	%
YES, always	69,1
YES, but only during my working hours	23,0
NO	7,9



SURVEY CONCLUSIONS

- ✦ Use of IT resources - significantly present only as **PPT presentations on lecturing and seminar hours** (~80%).
- ✦ **Teachers with longer experience tend to use the ICT in larger extent and more frequently** (but only in the segment of PPT presentations and assessment)
- **transfer of content from "old" technologies** (overhead projectors, slide projectors) **to the "new" ones.**
- **a large part of course content is obviously already digitalized**
- a solid starting point for the e-learning implementation.



SURVEY CONCLUSIONS

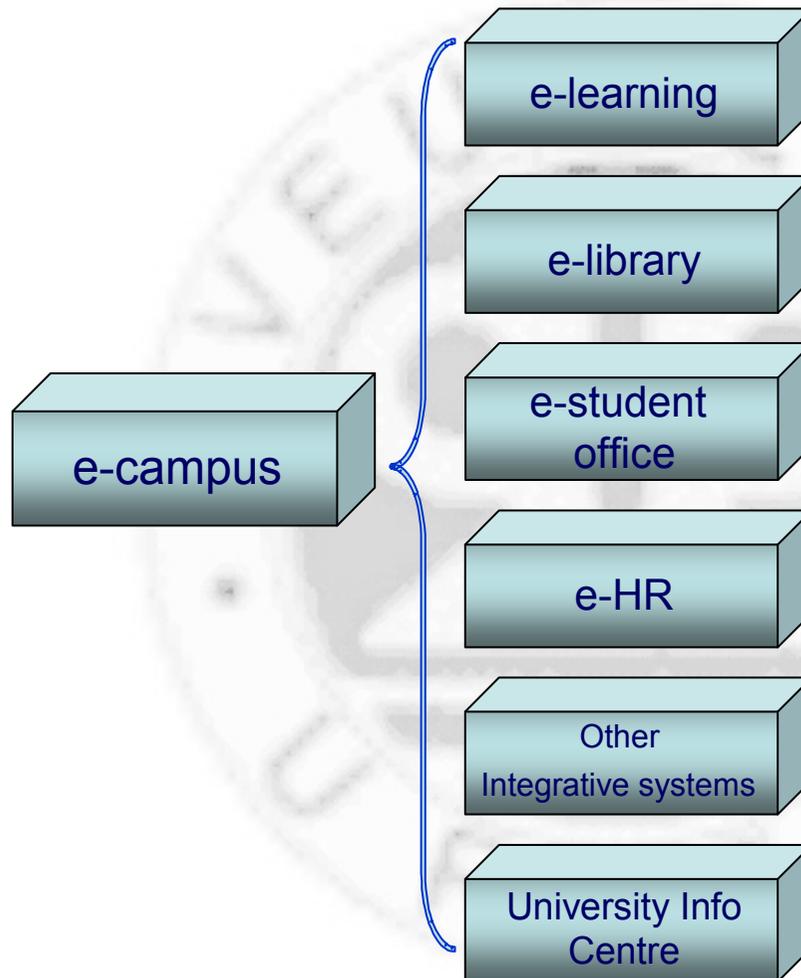
- high proportion of **frequent communication in classroom**, much **lesser communication on consultations** and almost **no communication via e-mail**
- the **present teaching practice** is large and by only **transmissional**, where the high student's attention is being held only during the classroom hours (*ex cathedra* lecturing).
- **developmental perspective and collaborative aspects of teaching**, to which the frequent communication on consultations and via e-mail would indicate, are **present only in rare cases**.



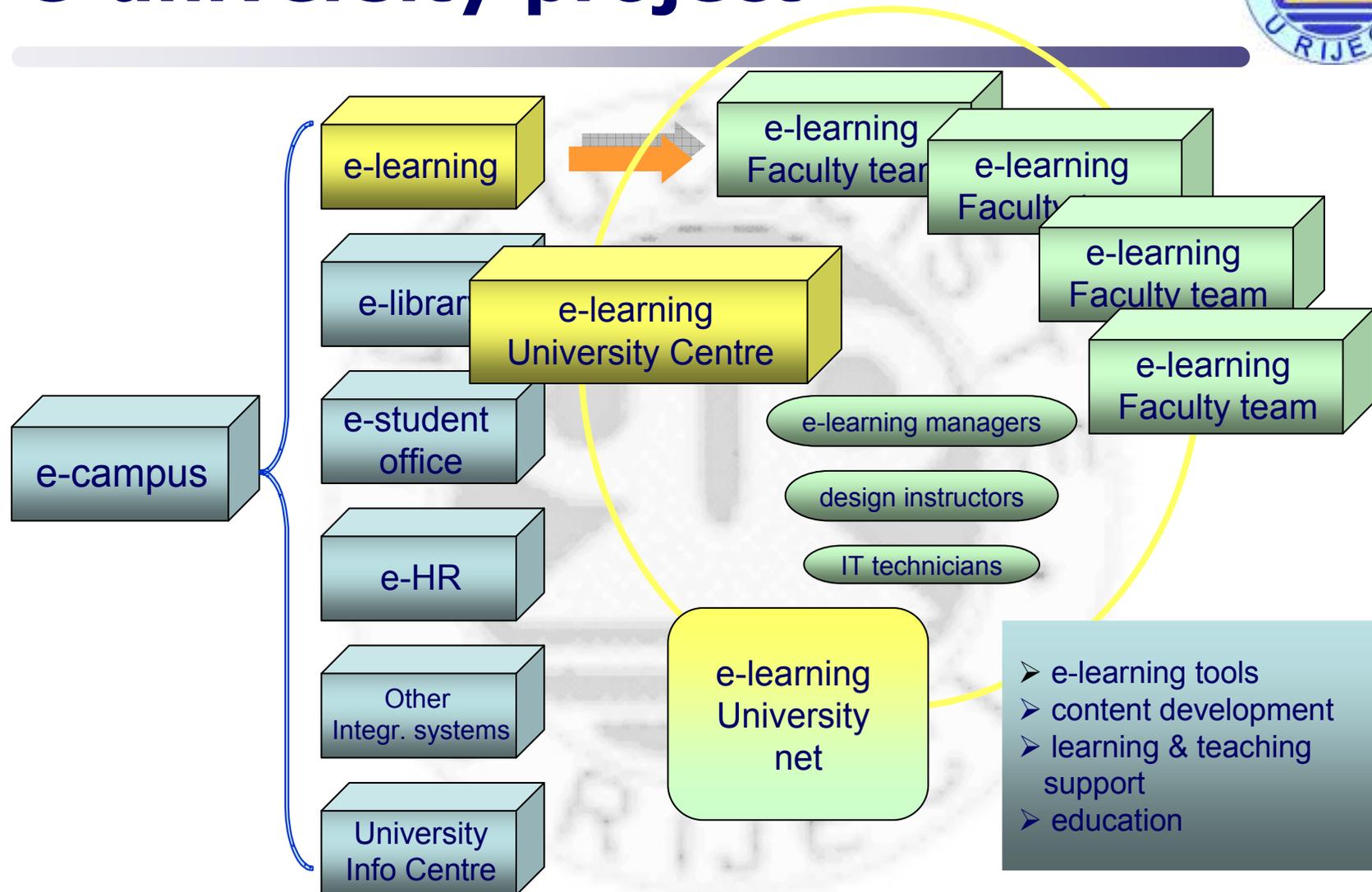
SURVEY CONCLUSIONS

- ✦ mostly **everyday PC users** (98,8% uses daily or weekly).
- an **excellent perspective** for the future work on the project for e-learning implementation
- ✦ **high awareness of the need to improve personal IT skills + willingness to invest time and energy in additional IT education**
- strong support for the decision to **start the work on the implementation of e-learning project.**

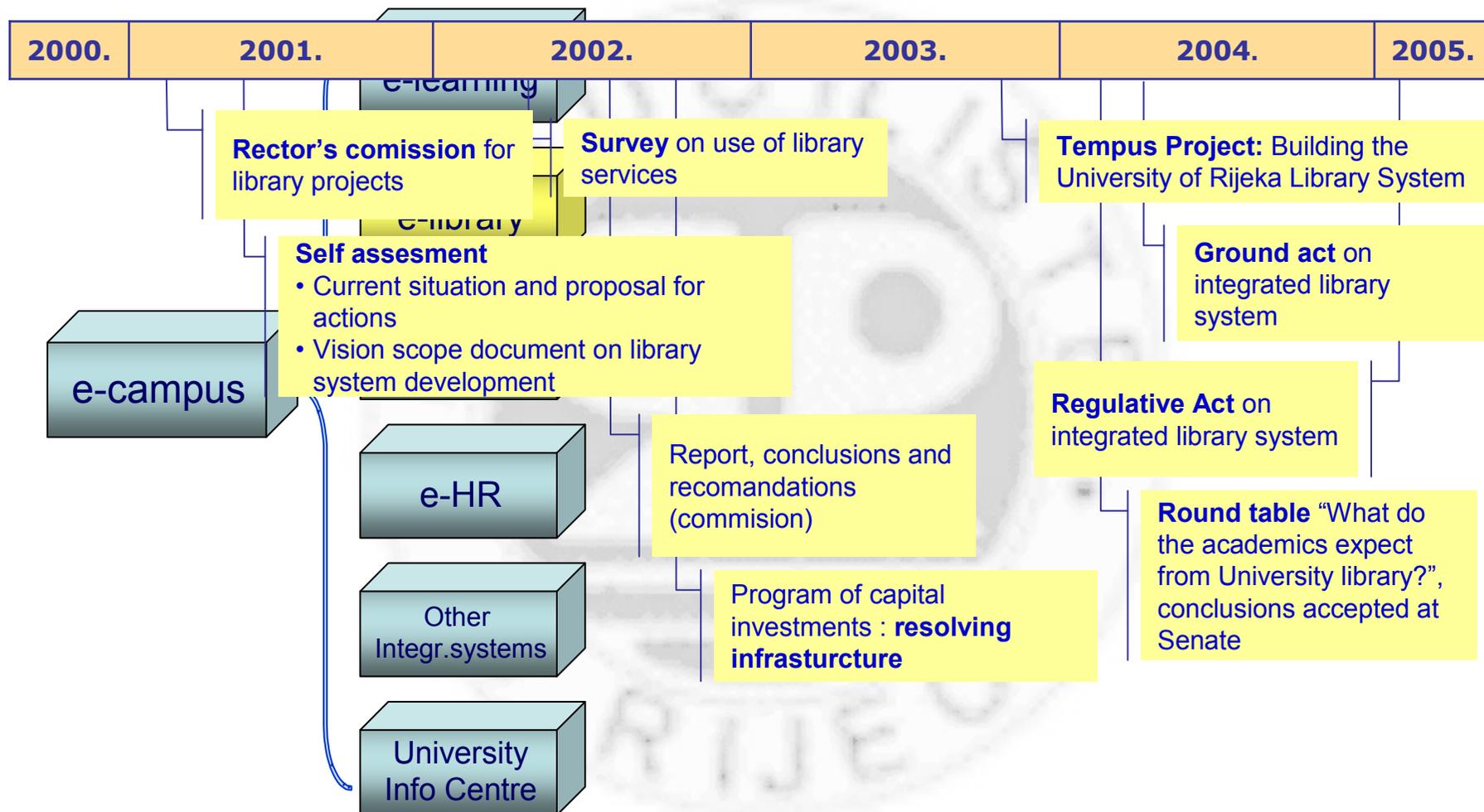
e-university project



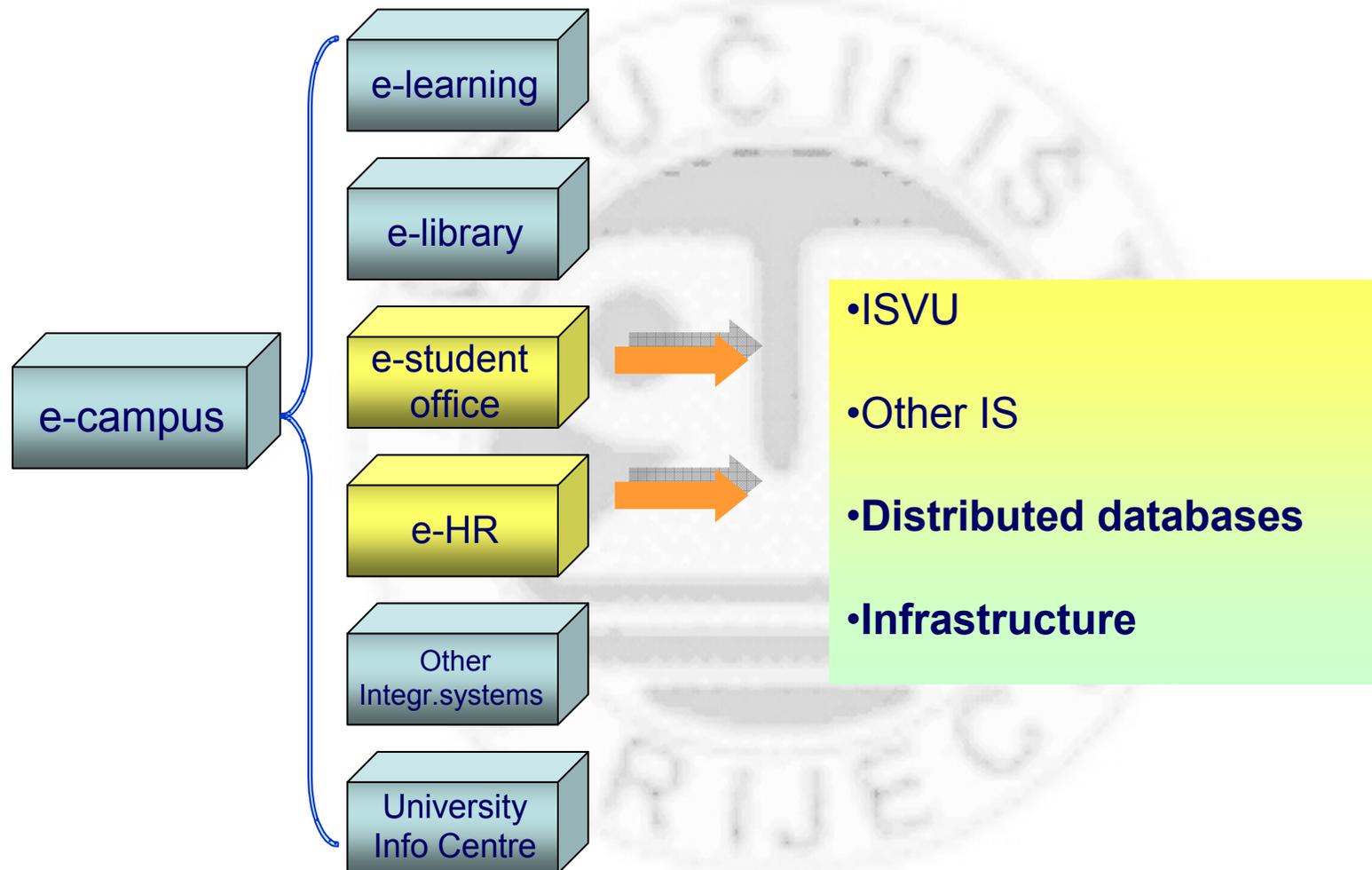
e-university project



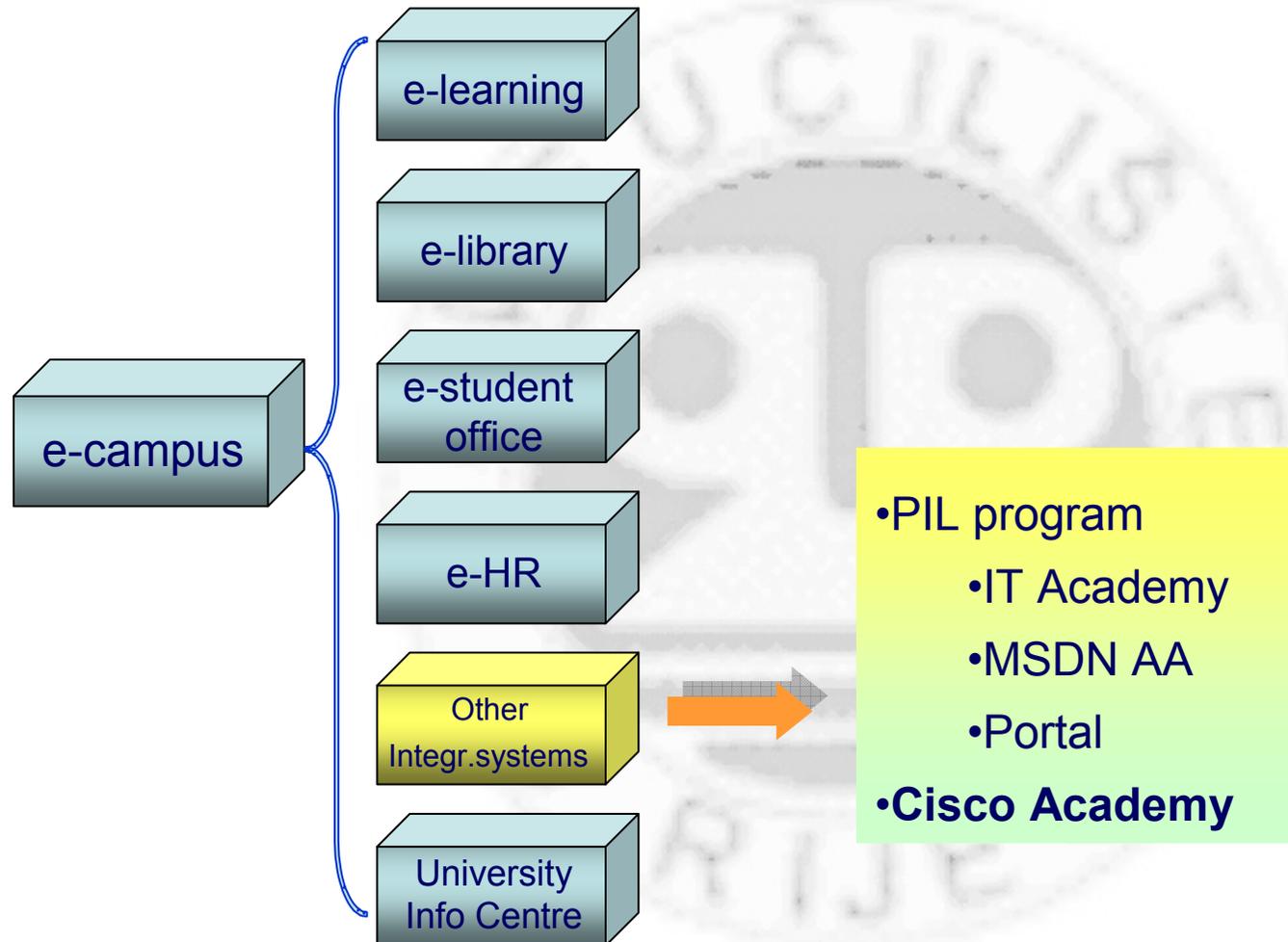
e-university project



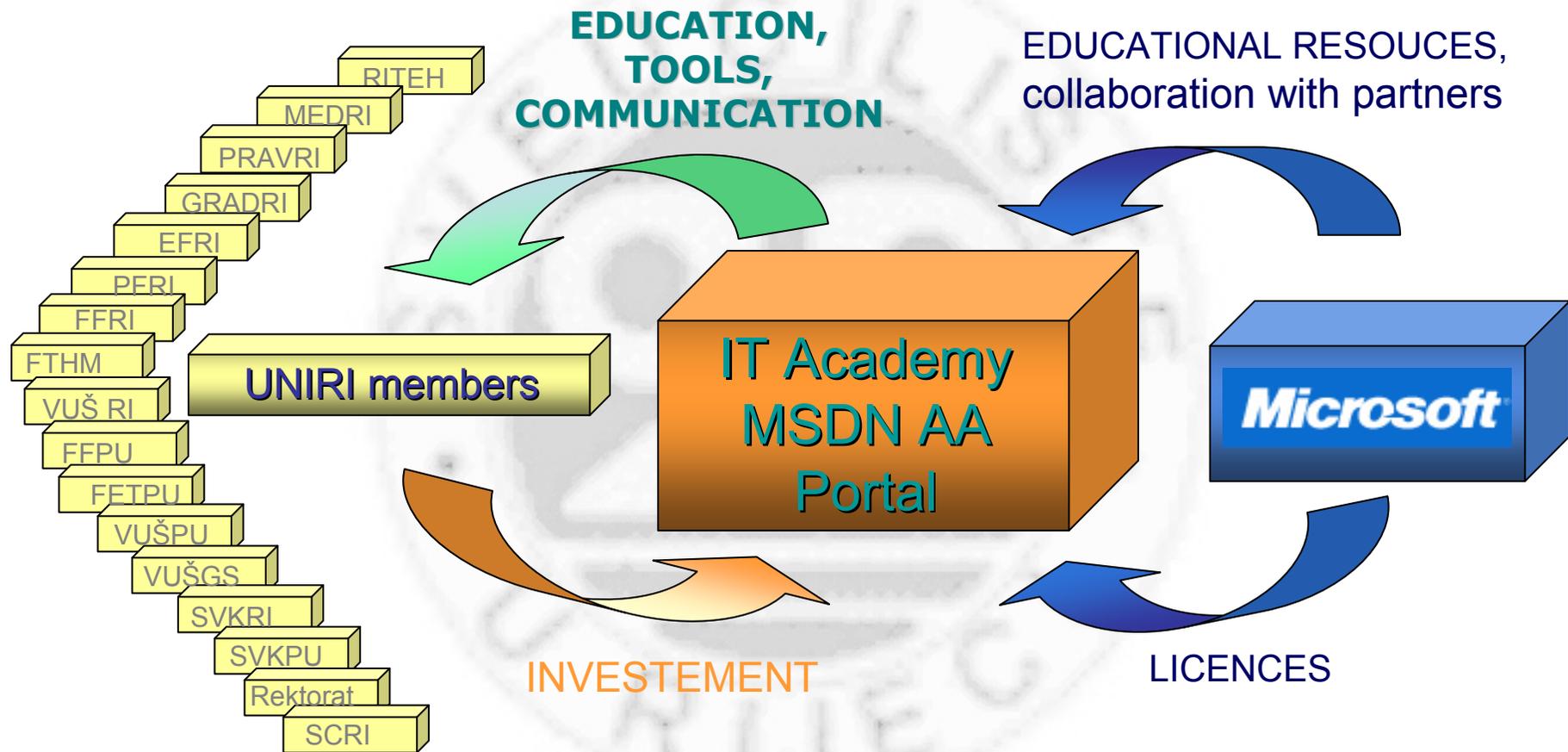
e-university project



e-university project



Partners in Learning - Partnership model



Human resources



- ELA education
- IT Academy education
- Cisco Academy education

Expectations from EQIBELT



VISION

... **MANAGING THE CHANGE**

Implementation of e-learning serves the purpose of achieving academic goals, which are to improve the quality of education.

E-learning should serve as the mean by which the **methodological changes in teaching are to be induced** (*transformational effect of e-learning on teaching and learning process*), with the **goal of creating modern higher education system**. **As well, the e-learning development** should provide the easier integration with European higher education area and international network of virtual universities.

Expectations from EQIBELT



- ✦ **e-learning teams**
 - competent experts, project management approach
- ✦ **e-learning projects**
 - funding
 - overall expected outcomes, intergation with current teaching practice
 - definition of set of standards for the content produced
 - monitoring
- ✦ **policy towards academics working on e-learning projects**
 - the successful use of ICT in teaching and achieving high quality teaching practice to become one of the criteria for personal curriculum academic development
 - e-forms of content should be equally treated as printed forms
 - e-learning content development included in academic workload

Expectations from EQIBELT



- ✦ **teaching and learning support**
 - ✦ faculty level, university level (referral centre, MM centre, helpdesk)
- ✦ **education**
 - ✦ exposing good practices
 - ✦ educational programmes for ICT use in teaching and learning
- ✦ **standardization**
 - ✦ definition of forms and formats in which content (LO) should be produced
- ✦ **LO repositories**
 - ✦ faculty level, university level
- ✦ **intellectual property rights**
 - ✦ definition of relationships



See You at the

UNIVERSITY OF RIJEKA