



Education and Culture

Tempus

EQIBELT

EDUCATION QUALITY IMPROVEMENT
BY E-LEARNING TECHNOLOGY

Project coordinated by



University of Zagreb
University Computing Center

**1ST POLICY WORKSHOP
ON CREATING
UNIVERSITY E-LEARNING
VISION AND STRATEGY**

**CONCLUDING REMARKS &
PROPOSALS FOR
MINUTES AND CONCLUSIONS**

**BY
ZORAN BEKIĆ**



Education and Culture

Tempus

EQUIBELT

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**“BORROWED” (STOLEN)
IDEAS (CONCLUSIONS)
ARE THE BEST ONE?**

TEMPUS Joint European Project EQIBELT
1st Policy Workshop on
Creating University E-Learning Vision and Strategy

**What must
academic
departments
do to ensure
success in
e-learning?**

Real rationale for e-learning

**e-learning is a catalyst for change
in teaching and learning:**

**e-learning supports new methods
of teaching and learning that meet
the needs of the workforce in an
information-based society**

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

Why technology is not enough

Just putting in technology will NOT provide the learning needed in a knowledge-based society

teaching has to change

new programs and methods of delivery

New operational systems, such as registry, timetabling, and use of classrooms must change

Questions and discussion

Is this true for Croatian universities?

How many institutions have a university-wide strategic plan? Is it effective?

How many academic departments have a curriculum plan, e.g. programs?

How many have a plan that includes methods of teaching?

Academic planning process

Each faculty/department to develop a three year curriculum and teaching plan

- **markets to be served**
- **what programs will be offered**
- **how they will be delivered**
- **resources required**

E-learning to be an integrated component of the plan

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The present status in Croatia

■ Recruitment

- Youth (Science Novices):
 - Best learning results
 - Significantly higher number (then in general population) of
 - verbally impaired
 - (heavy) introverts
- Professors
 - Research results
 - Introductory lecture

■ Training

- Is not mandatory (to remain a teacher)
- Does not exist
 - no courses, schools, programs, materials, tools
- No support (money)
 - for those intrinsically motivated to learn

■ Measuring

- None (publishing a text book)
- Student survey being introduced



Status of external pressures (drivers) on quality of teaching in Croatia

- Are there any threats to:
 - lose the job ?
 - get lower salary ?
 - be publicly marked as a bad teacher ?
- Are there any incentives:
 - getting the professorship JUST being the best teacher ?
 - being paid better ?
 - Being awarded, recognized, publicized, famous ?



If university does NOT

- Create and publicize clear vision
 - accompanied by policies
- Support teachers
- Measures results
 - and accordingly rewards (and punishes)

The results will be:

- Mechanical digitalization of old materials
- Mechanically computerized assessments
- Increased pressure on students
 - by throwing at them loads of materials
 - expecting them to learn by themselves
- NO change in teaching methods
- Reduction in quality
- E-learning will gain bad reputation
 - Increased internal resistance
 - Loss of external (financial) support

If university does NOT

- Create and publicize clear vision
 - accompanied by policies
- Support teachers
- Measures results
 - and accordingly rewards (and punishes)

University should

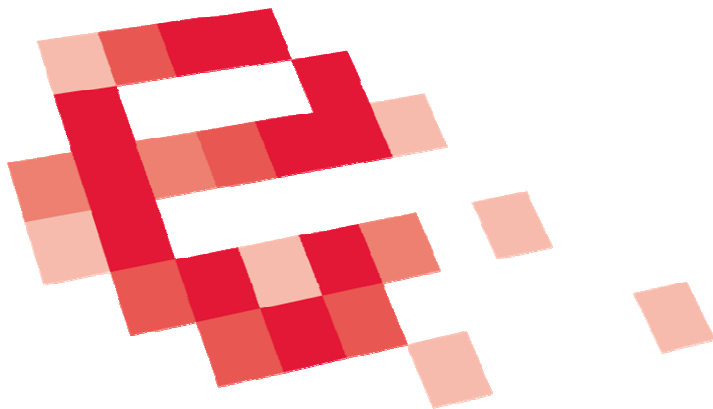
- Create and publicize clear vision!
 - accompanied by policies
- Support teachers!
- Measures results!
 - and accordingly rewards (and punishes)

E-learning e-Learning LEARNING

Diana Šimić, Ph.D.

Deputy State Secretary

Central State Administrative Office for e-Croatia





What is the objective?

- Create an educational system that meets the needs of a community by using all available technologies to improve the quality and availability of learning.

What are the inputs?



FOR THE
(E-)LEARNING
STRATEGY?

- Needs of a community
- Available technologies
- Quality criteria
- Availability criteria



Wim Van Petegem



The metaphore: Fonske





Students' responsibility: the learning process

- Starting point:
 - learning is an active, constructive, cumulative, goal-oriented, self-regulated, contextualised, social process
- Students should
 - acquire an in-depth understanding of the instructional goals
 - select and engage in appropriate learning activities
 - call for additional help if the learning environment provides insufficient support



Teachers' responsibility: support of students' learning process

- to define adequate goals in agreement with programme responsables
- to consistently construct an assessment approach for these goals
- to elaborate an environment that in line with GIL-principles, encourages self-regulation by providing sufficient and goal-directed support



The need for Guided Independent Learning (GIL) as an overall concept

- Guided Independent Learning is a comprehensive concept:
 - Defines goals for university teaching, roles and responsibilities of students and faculty members
 - It is referred to in all decisions with educational consequences
- GIL as an answer to the need for external and internal justification

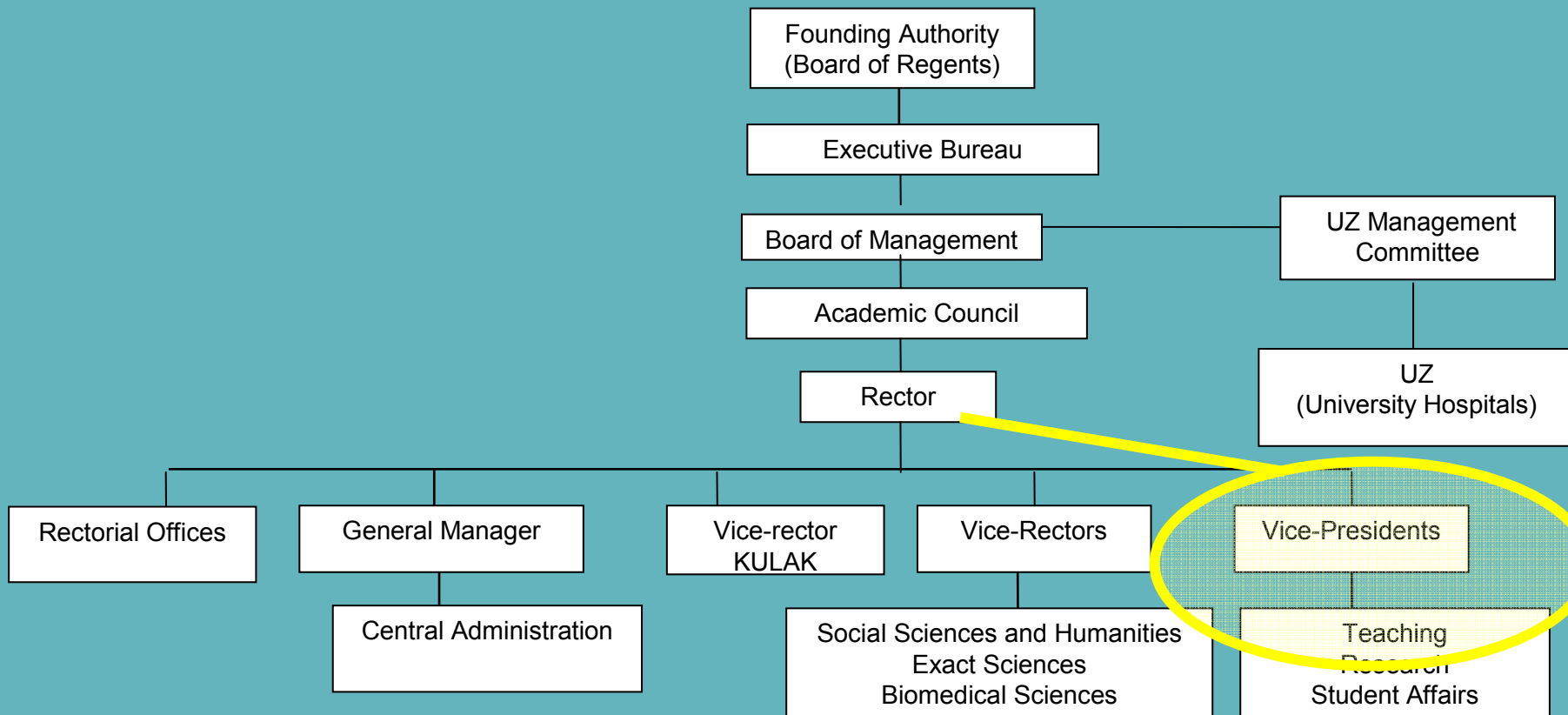


Global ideas

- Toledo is a part of the Global ICT infrastructure
- Toledo must evolve to an educational portal for the K.U.Leuven and Association
- Toledo must be flexible
- Toledo must be extendable
- Toledo must be open and secure



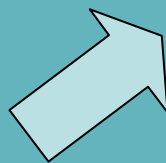
Organigram K.U. Leuven





Organisational choices: mixed management groups

- ICTS board
 - ICT management



- ICTO advisory board
 - Education Management
 - General management
 - Teaching staff and experts



- TOLEDO
 - DUO/ICTO educational support service
 - LUDIT ICT support
 - Teaching staff
 - Educational support staff
- GDLO
 - Institutions management
 - Toledo representatives
- Internationalisation
 - Think Tank



HELSINKI UNIVERSITY OF TECHNOLOGY
Lifelong Learning Institute Dipoli

ICT in university education:
From pilot projects to established
practices
Case Finland and Helsinki University of
Technology

Heikki Hallantie/TKK

Case: Strategic Development and ICT Strategy Service

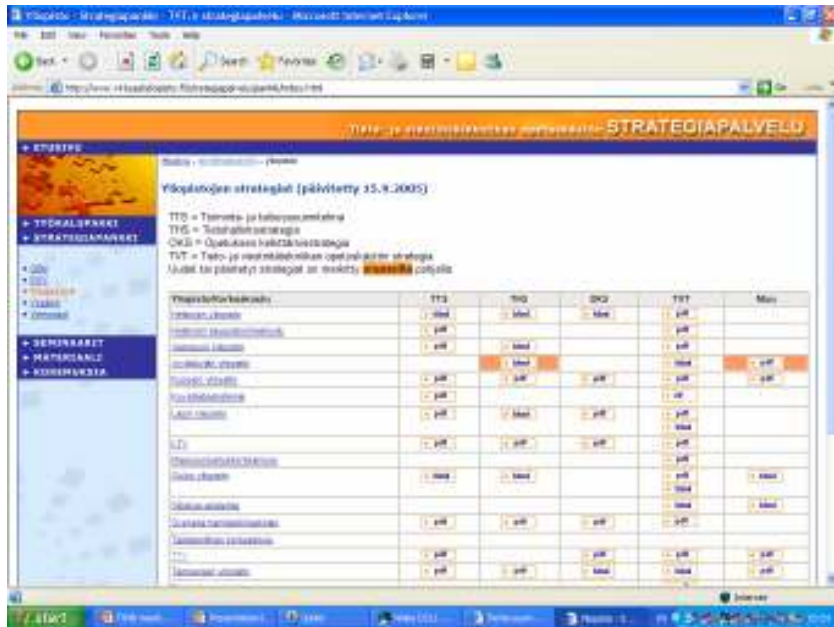
➤ The development of Finnish Virtual University started as strategic level initiative

➤ In order to support the universities to define an ICT strategy, a strategy support service was created by the FVU

➤ Strategy service has tools how to built up a balance score card based strategy

➤ Strategy service has a data base of different ICT strategies of Finnish universities

➤ Strategy service is supported by strategy consulting offered by the senior experts of FVU



Yliopistojen strategiat (päivitetty 15.9.2005)

TTT = Terveystieteiden tutkimuskeskus
 TIO = Terveystieteiden tutkimuskeskus
 SIO = Terveystieteiden tutkimuskeskus
 TIT = Terveystieteiden tutkimuskeskus
 Muu = Terveystieteiden tutkimuskeskus

Yliopisto	TTT	TIO	SIO	TIT	Muu
Helsingin yliopisto	yll	yll	yll	yll	yll
Jyväskylän yliopisto	yll	yll	yll	yll	yll
Jammin yliopisto	yll	yll	yll	yll	yll
Kuopion yliopisto	yll	yll	yll	yll	yll
Lappeenranta-Tampereen yliopisto	yll	yll	yll	yll	yll
Lännen yliopisto	yll	yll	yll	yll	yll
Uudenmaan yliopisto	yll	yll	yll	yll	yll
Vammalan yliopisto	yll	yll	yll	yll	yll
Väestötieteiden tutkimuskeskus	yll	yll	yll	yll	yll
Yhteiskuntatieteiden tutkimuskeskus	yll	yll	yll	yll	yll
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Yhteiskuntatieteiden tutkimuskeskus	yll	yll	yll	yll	yll
Yhteiskuntatieteiden tutkimuskeskus	yll	yll	yll	yll	yll

Experiences:

- all universities have made ICT strategies
- the quality of university strategy work has increased
- the openness of universities goals has increased

Case: Learning Center "Aleksandria" at Helsinki University



- The Finnish Virtual University activities of Helsinki University are organized as Learning Centre "Aleksandria"
- In addition of the virtual university activities the unit has components of university library, university language centre and IT support units.
 - The Language Centre is responsible for the Self-Access Centre for language study
 - the Library offers a major part of Aleksandria's library services
 - Information Technology Department takes care of IT support, user account administration, and software distribution and sales.
- At the Learning Centre there are 350 computers available for the students' use free of charge 24 hours per day.
- The local virtual university unit offers the teaching staff of the University of Helsinki support services in the use of ICT in teaching.

Case: ICT training program "TieVie"



➤ Finnish Virtual University ICT training program "TieVie" is networked expert organization comprised of experts from 13 universities

➤ TieVie has trained almost 600 university teachers to have the basic level educational ICT skills and over 300 teachers and specialists have been trained to expert level.

➤ Altogether the number of trained people represents about 11 % of total number of Finnish university teachers.

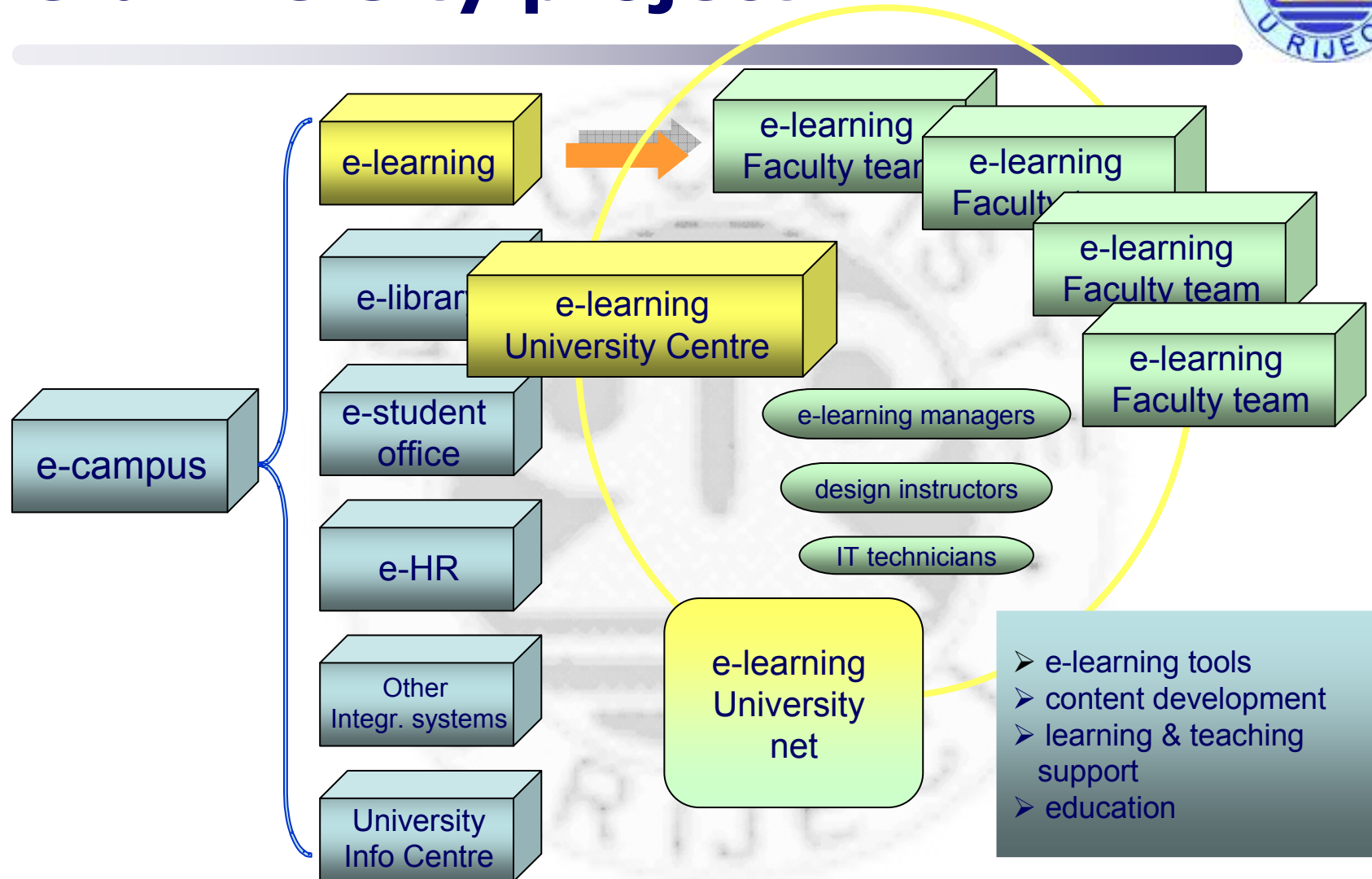


UNIVERSITY OF RIJEKA

EQIBELT Tempus Project

Marta Žuvić-Butorac

e-university project





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IRICUP

E-Learning@UP: from 1999-2006

Implementing e-learning at a traditional University

Maria Pinto

Universidade do Porto

EQIBELT

March 3rd, Dubrovnik, Croatia

IRICUP - Instituto de Recursos e Iniciativas Comuns

<http://www.irc.up.pt/>

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IRICUP

IRICUP :: Linking UP since 2002

- Institute of Common Initiatives and Resources
 - minimizing the geographical dispersion
 - reinforce cohesion among the institution
 - improvement of the communication and collaborations structures
 - Promotion of initiatives with a collaborative approach
 - encouragement of sharing of different resources

It aims to promote the active cooperation of all agents of UP in education, training, research and global development towards levels of excellence. It also intends to be an agent for innovation, creativity and change for the whole academic community and the involving society.





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E-learningUP :: step by step

Promotion

Implementation

Dissemination

Evaluation

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IRICUP

PROMOTION

- Informative/clarifying sessions
- Involve the schools administrators
- Additional motivation:
 - Face-to-face training sessions:
 - “Building Web Pages” - Front Page
 - “Improving images for the web”
 - “Using eLearning platforms”
 - “New Technologies in Education”-
Pedagogical aspects





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IRICUP

IMPLEMENTATION

Develop & Use an on-line component

- Individually guided -
 - Choose the platform  WebCT  Luvit
 - Pedagogical strategy
 - Development of more complex LO
 - Portfolios
- Periodical meeting
- Training as needed
- Sessions for students



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DISSEMINATION

- Workshop
- Written Publication - compilation of case studies
- CD-ROM
- Website describing the project, outputs and results
- Participation in conferences: National and International



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IRICUP

Excellence for E-learning

- Annual Award of Excellence for E-learning
- Prize for the best online course = 5000€
 - Increase motivation
 - Distinguish the professors who get involved with e-learning

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IRICUP

The Office of Faculty Support for the use of ICT

- Pedagogical and Technical support to the teaching staff for the use of New Technologies in Education
- Promote e-learning, b-learning
- Development of multimedia products and on-line materials for students
- Workshops and training
- Helpdesk

Improve Quality Education

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<http://www.irc.up.pt/>

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Three folded mission of a university

- **Teaching**
- **Research**
- **Serve to society**

Why?

Why and how to embed
e-learning in the
overall mission of a
(complete) university?

Contributions to
strategy...

Why it's helpful?



Problems- challenges at different levels

State

University

Faculty

Individual

- Overarching “soft strategy”, but effective - with planned **resources**
- Education development fund – interlinked with university/faculty funds
- Infrastructure – high speed fibre network for students
- Motivation for HEI, professors and students
- Intellectual property rights protection
- Standardization ?



Problems - challenges at different levels

State

University

Faculty

Individual

- Strategy for e-learning as part of strategy of teaching and learning or separate
 - EUA www.checkpoint-elearning.com
 - Coimbra report – HECTIC project
- Strategy in implementation
- Integrated IS ? (ERP + e-learning platform)
- Repository of e-learning material, connection to library system
- Standardization & valorisation of e-learning material
 - CARNet project



Problems- challenges at different levels

State

University

Faculty

Individual

- Support for e-learning
 - centre or grouping e-learning units together
- Common platform for e-learning?
- Respect diversity
 - Of faculties and disciplines
- Competition for teams of teachers
 - internal grant
- Dissemination of project results - portal
- Cost planning and control
 - European funds



Problems- challenges at different levels

State

University

Faculty

Individual

- Related to the mission
 - Need analysis – methods & tools
- Professional learning plans
- Staff development for teaching and specially e-learning
 - Use e-learning
 - Mentoring novice teachers and oriented new employee
- Content and technical expert
- PC classes and other e-learning infrastructure requirements
- More professional attention to education



Problems - challenges at different levels

State

University

Faculty

Teachers/professors

Students

- Motivation for all target groups
 - also new faculty members, teaching assistants
- Network of experts
- E-competences
- Balance of all three roles
 - research, teaching, society service



Problems - challenges at different levels

State

University

Faculty

Teachers/professors

Students

- Access to e-learning
- Learner readiness
 - Orientation sessions
- Technical support
- Responsibilities and changing the roles of teachers and students
- “Corrective mechanism”
- Virtual mobility
 - Education and Training 2010





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**QUESTIONS
(ANSWERED AND NEW ONE)
AND
POSSIBLE NEXT STEPS**

E-LEARNING @ UNIVERSITY

- ✓ e-learning is part of learning
- ✓ e-learning = learning
- ✓ e-learning vision & strategy should be the part of university overall vision and university academic / pedagogical strategy

... but ...

- ? is it the (reliable) way we should go at universities of Dubrovnik, Rijeka & Zagreb:
- ? who are the 'partners' (bodies) to decide on inclusion of e-learning into learning strategy
- ? what is their (concrete) schedule to deliver overall educational / pedagogical strategy
- ? should we wait or should we go

E-LEARNING @ UNIVERSITY

- ✓ infrastructure (network, PCs, LMS, ...)
- ✓ initial support (e.g. CARNet's referral centers)
- ✓ lone rangers

... but what is (something is obviously) missing ...

- ? overall university learning framework and/or ICT framework
- ? clear vision and messages from university and faculty managements (e.g. "Every HE school teacher should be able to use LMS/Đ.Njavro" or "There is no university program/course if it is not present in LMS"/K.U.Leuven)
- ? sustainable, reliable, easily available support
- ? formal and informal recognition, rewarding and promotion for teachers
- ? financial support
- ? teacher's time, number of teachers / student

EQIBELT PLAN “MINIMUM”

- ❖ **vision / declaration on e-learning**
 - ◆ “legalization” of e-learning
 - ◆ formal support to e-learning efforts and projects
- ❖ **e-learning support center with pedagogical / instructional / web design / multimedia / IT support team - 2-3-? Initial FTE employees**
- ❖ **supporting lone rangers by “boutique model”**
- ❖ **promotion of e-learning**

WHAT IS REASONABLE PLAN?
(FOR CONCRETE CROATIAN UNIVERSITY ENVIRONMENT)

WHAT IS PLAN “MAXIMUM”?
(FOR CONCRETE CROATIAN UNIVERSITY ENVIRONMENT)



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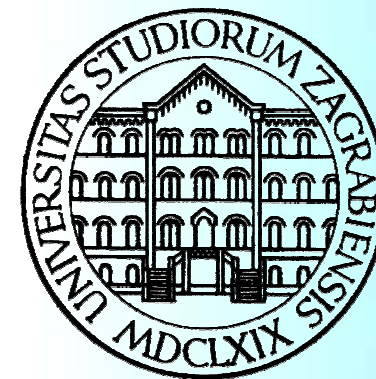
University of Zagreb

University Computing Center

NEXT STEPS...

VISION, STRATEGY, IMPLEMENTATION PLAN

TO BE PERFORMED BY
APPOINTED STRATEGY
TEAM AT EACH UNIVERSITY



June 19-22, 2006
ITI2006 - CAVTAT

- ❖ **Tapio Varis**
- ❖ **Eric Duval**
- ❖ **Elsebeth Korsgaard Sorensen**
- +
- ❖ **2nd Policy Workshop (E-Learning Standards)**
- ❖ **1st Support Centers Workshop**

28th International Conference
INFORMATION TECHNOLOGY INTERFACES ITI 2006
With a Special Session:
"E-learning: Opportunities and Challenges for Learning and Teaching"
June 19-22, 2006, Cavtat/Dubrovnik, Croatia

EQIBELT



EQIBELT

E-UČENJE

Bilten Tempus projekta EQIBELT • broj 1 / studeni 2005 • ISSN 1845-7991

PREDSTAVLJAMO VAM prvi broj biltena E-učenje. Svaka je ovog izdanja radostno obavijestiti sve zainteresirane o napretku Tempus projekta EQIBELT: Education Quality Improvement by E-Learning Technology (Poboljšanje kvalitete obrazovanja primjenom tehnologija e-učenja), što ga zajednički pokreću sveučilišta u Zagrebu, Rijeci i Dubrovniku, zajedno s konzorcijem sastavljen od 13 institucija.

Iako će stranice biltena biti otvorene za različite teme iz područja e-učenja, nadamo se da će ovaj prvi broj biti Vaš prvorazni izvor dopunljivi sadržaji za projekt. Osim procesa, obrazovno i vještinske promjene koje će biti predloženi predstavljeni najbolje su implementirani metoda i tehnologija e-učenja na sveučilištima u Hrvatskoj, pa se nadamo da će informacije koje prate biti korisni da nam se pridruže na ovoj od dvosne ovog uspjeha projekta.

Z. Bekić i S. Kvačina Štefčić

OSNOVNI PODACI O PROJEKTU

EDUCATION QUALITY IMPROVEMENT BY E-LEARNING TECHNOLOGY

Naziv projekta na hrvatskom:
Poboljšanje kvalitete obrazovanja primjenom tehnologija e-učenja

Oznaka projekta:
Tempus programme UM_JEP-19105-2004

Koordinator projekta:
Sveučilište u Zagrebu, Sveučilišni računski centar - Srce

Kontraaktor:
Tehnička sveučilište u Beču

Trajanje projekta:
3 godine (01.09.2005.-31.08.2008.)

Prvi sastanak članova konzorcija:
09. i 10.12.2005. u Zagrebu

Proračun:
526.500 EUR (500.000 EUR iz Tempus programa)

Web:
<http://eqibelt.srce.hr/>

E-mail za kontakte:
eqibelt@srce.hr

Iskoristiti mnogobrojne mogućnosti

REKTORICA SVEUČILIŠTA U ZAGREBU PROF. DR. SC. HELENA JASNA MENČER ZA PRVI BROJ BILTENA E-UČENJE
REKLA JE O E-UČENJU I PROJEKTU EQIBELT



Profesionalni vrhunac i dijelje uvjerenje e-učenja, jedan od najbolje kao temelj i prepoznatljiv obilježja Sveučilišta u Zagrebu i značajne odrednice promjena koje donosi Bolonjski proces. E-learning, kao jedna od suštinskih procesa obrazovanja, sigurno može biti pridonijeti kvaliteti toga procesa i njegovim rezultatima. Pri tome je važno pronaći adekvatan način primjene metoda i tehnologija e-learninga, te ih prilagoditi i na način pogodan stvarnim uvjetima i okolini, integrirati u procese obrazovanja na Sveučilištu.

Sigurno nam da trebamo iskoristiti mnogobrojne mogućnosti koje e-learning donosi dugoročno i praktično u svakodnevnoj organizaciji obrazovnog procesa, od skoro neograničene (vremenski ili prostorno) dostupnosti znanja i obrazovnih sadržaja, dinamičnim sadržajima, a nam građanima, tijekom njihovog cjeloživotnog obrazovanja, pa do novih mogućnosti komuniciranja i načina učenja usutar stvarnih ili virtualnih timova sastavljenih od nastavnika i studenata.

Kao jedan od intencija sredstvo podržava i izlaskom ovaj velika očekivanja od Tempus projekta EQIBELT, koji upravo pokrećemo. Očekujem da se kroz aktivnosti na projektu i sudjelovanje svih zainteresiranih i sudionika na razini Sveučilišta postigne dogovor o smislu i strategiji primjene e-learninga, te da se uspostave potrebni formalno-pravni okvir za vrhovno i međusobnu primjenu e-learninga, što tako očekujem i da se osmišle i profesionalna nastave potpore sveučilišnim nastavnima, kako bi primjena informacijskih i komunikacijskih tehnologija, a posebno tehnologija e-learninga, bila stvarno jednokratna i učinkovita.

PROJEKT "POBOLJŠANJE KVALITETE OBRAZOVANJA PRIMJENOM TEHNOLOGIJA E-UČENJA"

EQIBELT - šansa za sustavne iskorake u području e-učenja

1



The screenshot shows the EQIBELT website interface. At the top, it says "EQIBELT EDUCATION QUALITY IMPROVEMENT BY E-LEARNING TECHNOLOGY". Below this, there are several sections:

- Tempus**: Information about the Tempus program and the project's funding.
- Projekat**: A list of project activities including meetings, workshops, and seminars.
- News**: A section for project updates and news items.
- Partneri**: A list of participating institutions and partners.
- Pravna podloga**: Information about the legal framework of the project.

<http://eqibelt.srce.hr/>

eqibelt@srce.hr

Education Quality Improvement By E-Learning Technology

1st Policy Workshop
University's E-Learning Vision and Strategy

Slide 53 of 53