KATHOLIEKE UNIVERSITEIT LEUVEN

Setting up communication within e-learning

Some K.U.Leuven examples that worked

Anneleen Cosemans
AVNet-K.U.Leuven
EQIBELT September 25th 2008, Rijeka

AVNet KATHOLIEKE UNIVERSITEIT LEUVEN ASSOCIATIE K.U.LEUVEN

It’s the simplest lesson of the Internet: **it’s the people stupid**. We don’t have computers because we want to interact with machines; we have them because they allow us to communicate more effectively with other people.

(Douglas Rushkof, *Get back in the box: innovation from inside out*)

My talk

- Where do I work?
- The specific multicampus situation of K.U.Leuven
- The concept of virtual mobility
- Some concrete examples:
  - Virtual seminars
  - Virtual support initiatives for exchange students

Where do I work?

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AVNet

Where do I work?

AVNet

- **A**udio**v**isual **N**ew **E**ducational **T**echnologies
- Central support service of the university and 11 associated university colleges

What does AVNet do?

❶

Development of multimedia and media systems

Production team

Compression & distribution

Media systems

Expertise & Training

❷

Support of multimedia in (multicampus) education

Technical team

Innovation coach

Study centre OU

Expertise & Training

K.U.Leuven's multicampus

K.U.Leuven's multicampus

3 groups at K.U.Leuven

1 satellite campus in Kortrijk

23 sites in the Association

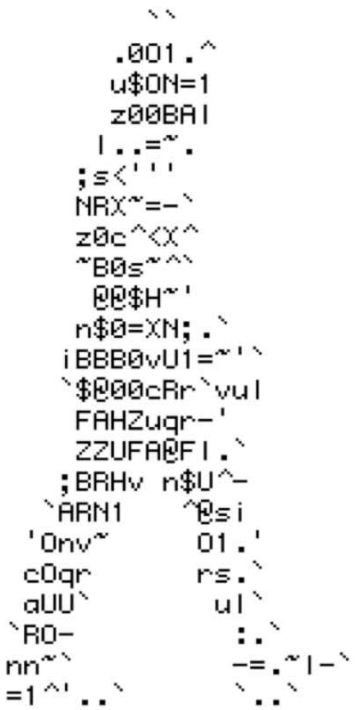
17 regional hospitals

European partners & networks

Global partners (North-South)

Individual Students

The virtual mobility concept



Learning Apart Together

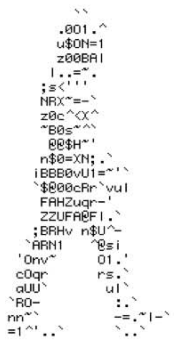
A definition

“

Virtual Mobility stands for the use of information and communication technologies (ICT) to obtain **the same benefits** as one would have **with physical mobility** but **without the need to travel**

”

elearningeuropa.info



Benefits

- Access
  - Non-traditional, remote audiences
  - Democratisation of learning
- Flexibility
  - Any time, any place
  - Acquiring flexible ways of learning, working
- Networking
  - Collaboration
  - Competition

How?

Video communication

- Web conference
- Video conference

AV in web2.0 (social media)

Streaming Video

- podcasting

Video lectures

Web lectures

Research in Virtual Mobility

REVE
Real Virtual Erasmus

VM-BASE

sputnic

Venus

AVNet

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Some examples

- How can we connect HE institutions with each other?
  → Virtual seminars, joint virtual courses

- How can we coach (exchange) students at a distance?
  → Virtual support initiatives before, during and after the physical exchange

Example 1: Virtual seminars

- Guest lectures of international top experts
- 7 different locations linked by:
  - Videoconferencing
  - Live webstreaming
  - Moderated chat during the seminar (parallel discussions)
- Series of 1 evening seminar per month during academic year
- One full-day summer school during 1st week of September, f2f and virtual

www.venus-seminars.net

EQIBELT September 25th 2008

The Venus model

- From a didactical point of view
- From a technological point of view
- From an organisational point of view

The didactical point of view

Activities taking place *before* the synchronous event	*during* the synchronous event	*after* the synchronous event
Read background reading material before the seminar.	Participation in live session, listening to the lecture given by the international expert and engaging in discussion with other sites.	Visit the seminar or summer school recording and make a summary of the session as an assignment.

The technological point of view

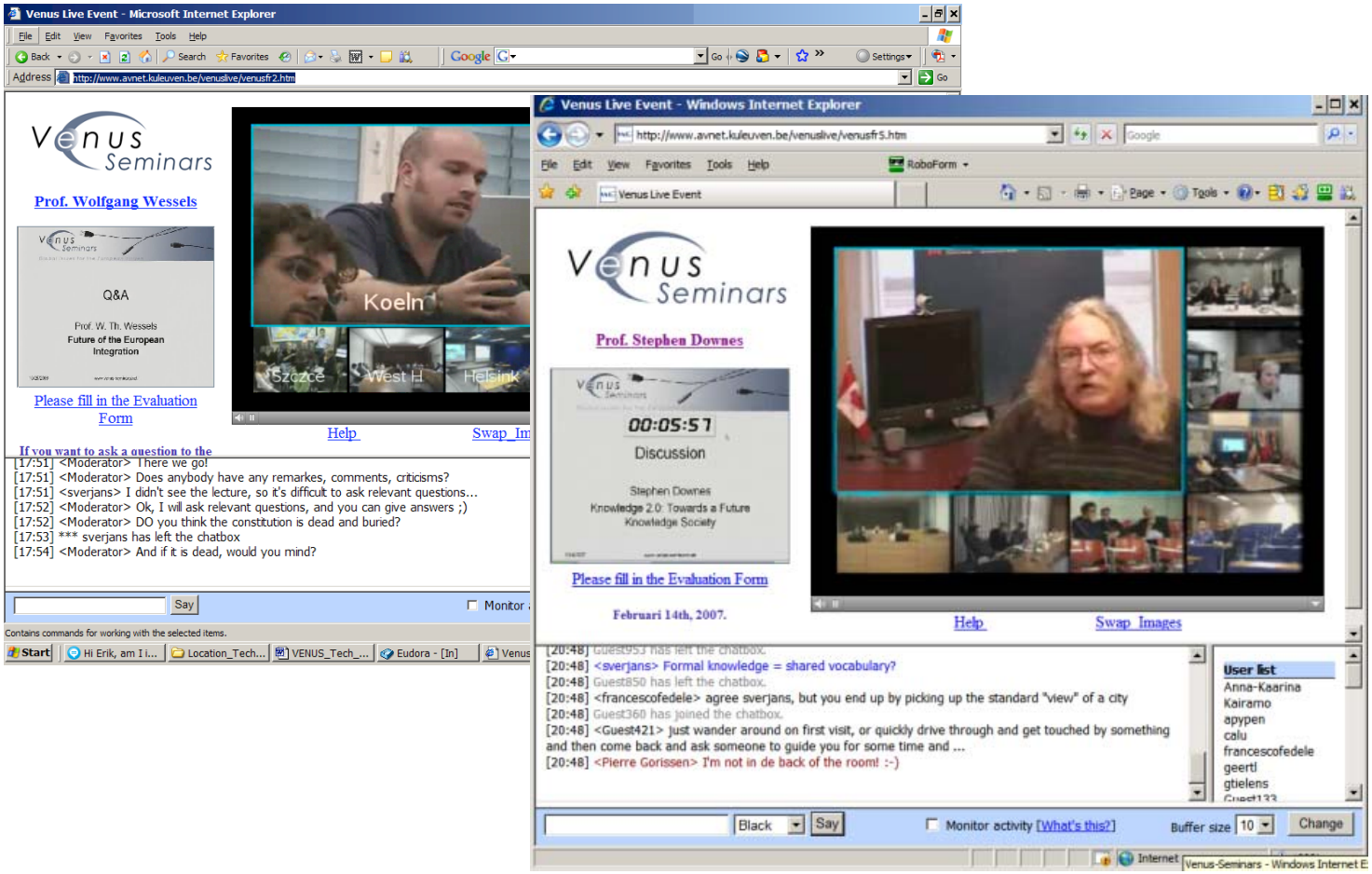
before – online platform, blog

The technological point of view

during – video conference

The technological point of view

during – livestreaming and chat



The technological point of view

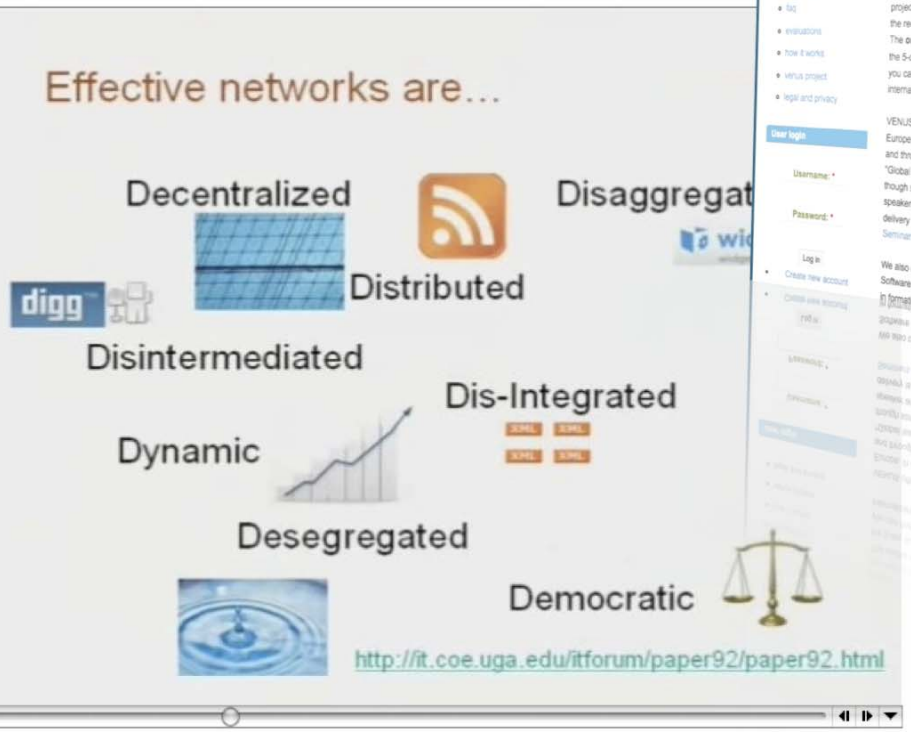
after – online platform > video lecture

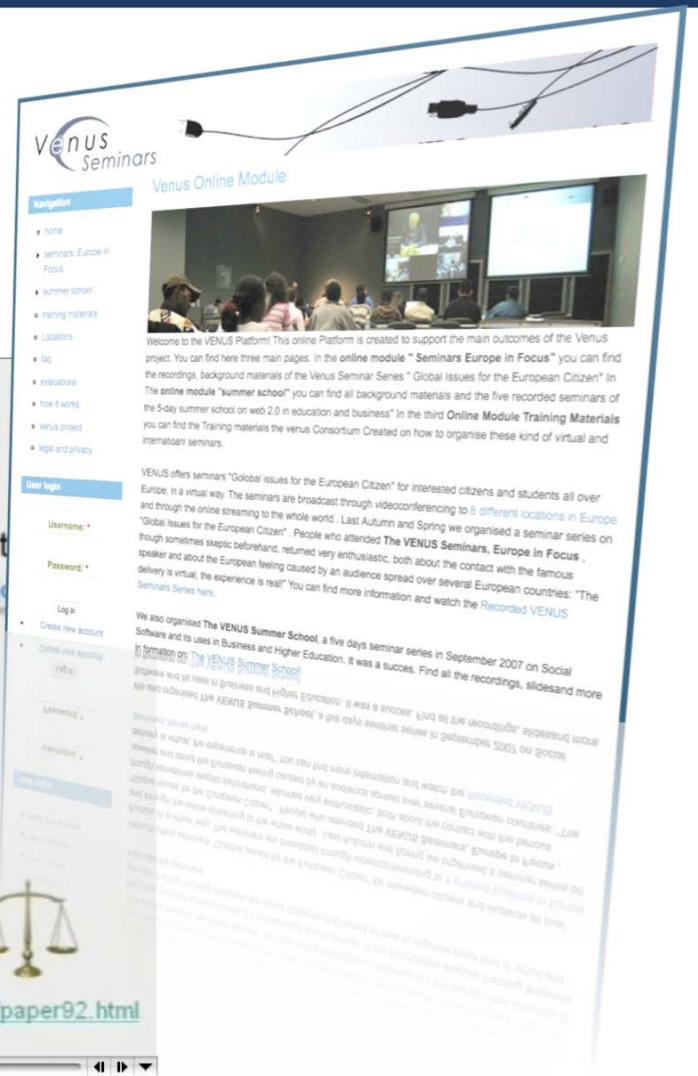
Herbekijken
- video en presentatie
- presentatie

Abonneren
- video en presentatie via iTunes
- video en presentatie via RSS
- presentatie met audio via iTunes
- presentatie met audio via RSS

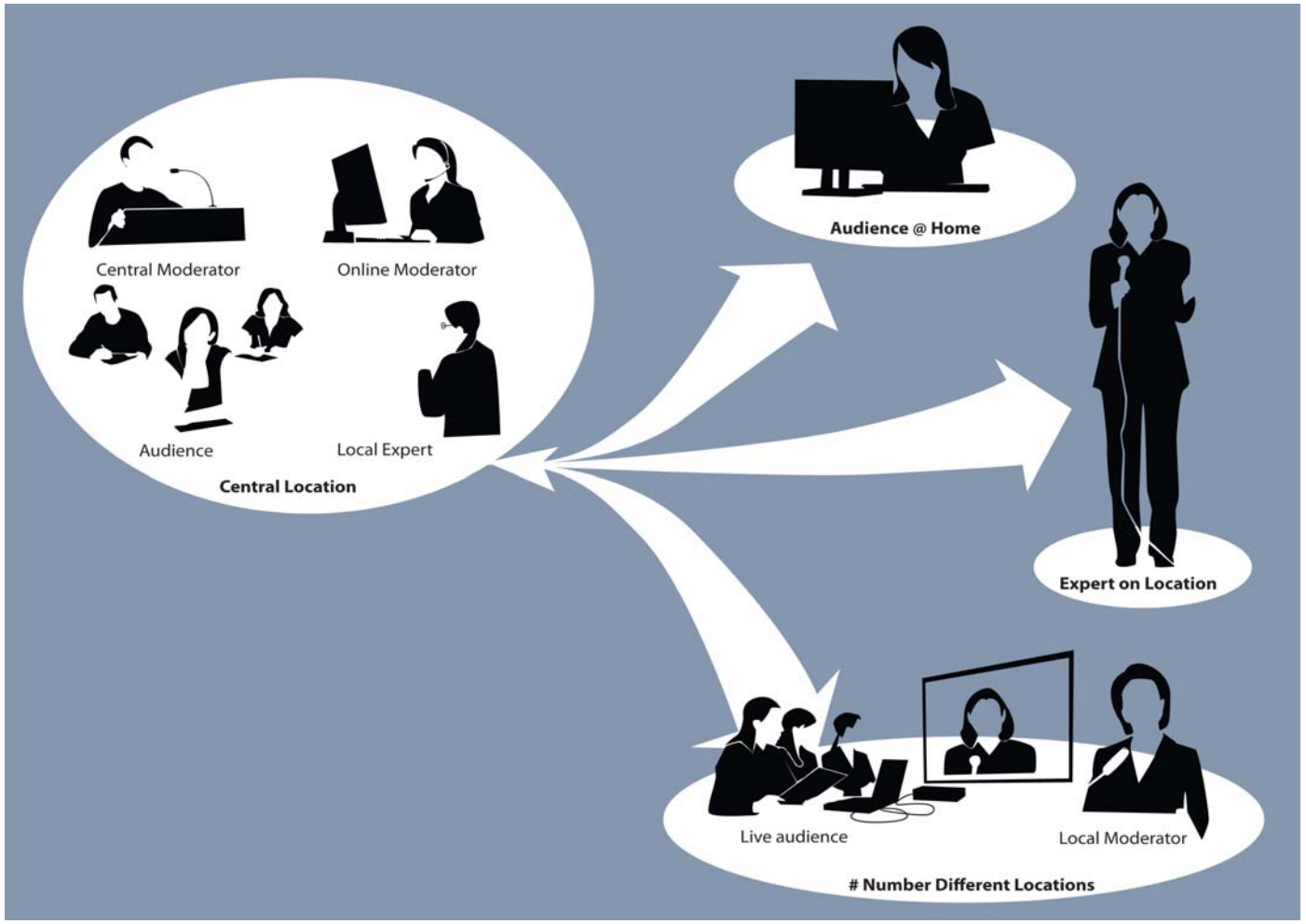
Venus Seminars

Prof. Stephen Downes
Knowledge 2.0
14-02-2007
Introduction
Lecture
Q & A





The organisational point of view

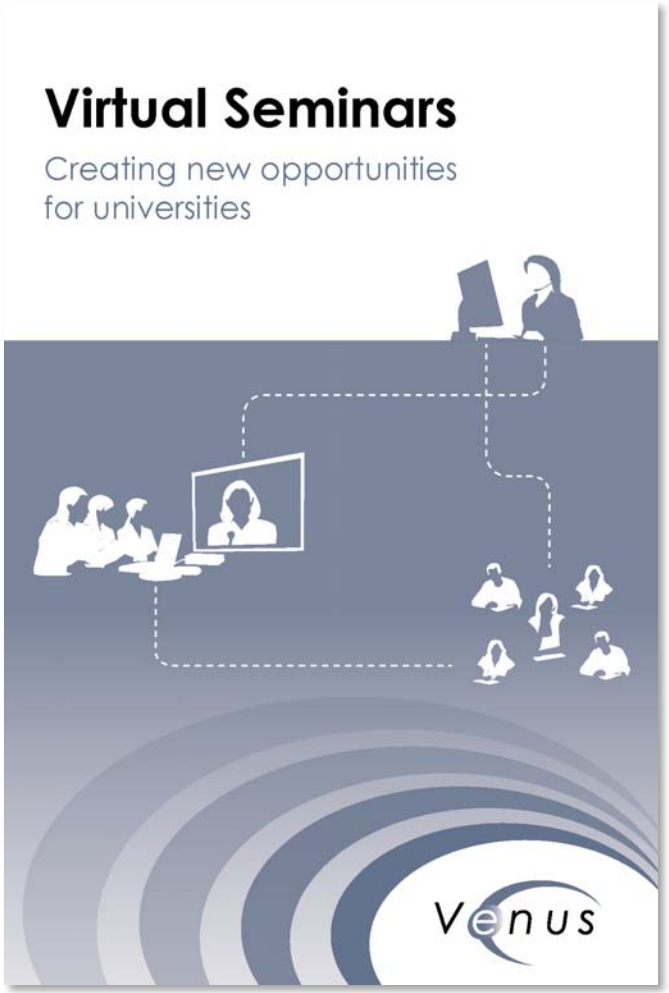


The organisational point of view

Duration	Activity	By whom?
30min	(before start) Connection of all sites via VC and stand-by	Technical staff
10min	Introduction	Central moderator
25min	Lecture	International speaker
5min	Pause	
30min	Local discussions at all participating sites	Local moderator and local expert
40min	Open discussion with all sites on VC/online	Central moderator
10min	Concluding remarks	International speaker and central moderator
	Close session	

Handbook

- Handbook ‘Virtual Seminars’
  - Model
  - Examples
  - Technical guidelines
  - Roles and tasks
  - Budget
  - Evaluation, accreditation



Example 2: virtual support initiatives

BEFORE	AFTER
• Orientation guidelines • Course information • Pre-selection tools & student selection • Preparatory courses (language, culture, digital literacy)	• Virtual assessment and evaluation at a distance • Virtual Alumni

VM-BASE

AVNet

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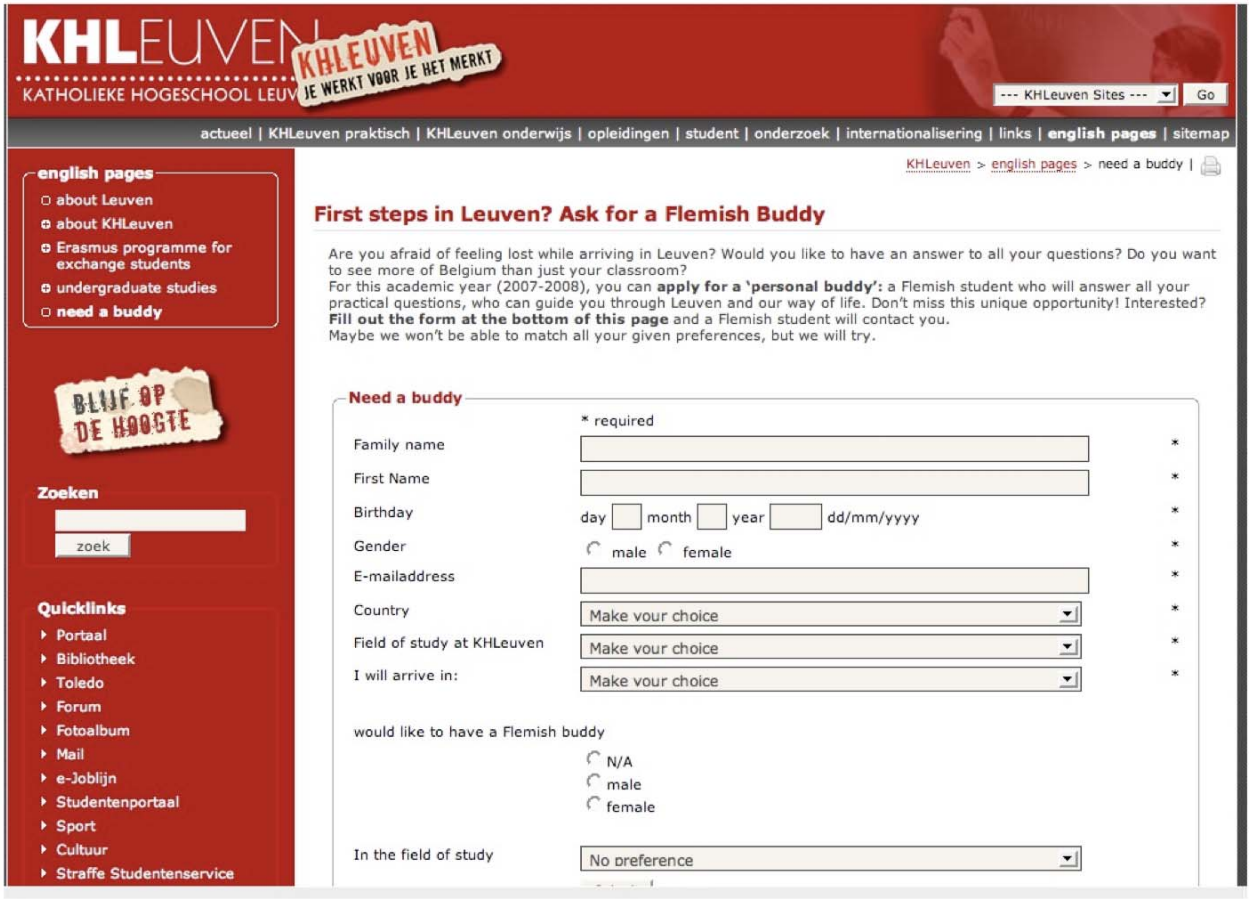
Before > virtual buddy system

- A '**matchmaking service**' to link incoming students (before their arrival) with local students from KHLeuven
- to **support** the process of getting information about the cultural, educational and practical aspects of the exchange.
- Advantages not exclusive to incoming students
- Technology: website, e-mail, Skype, MSN

Before > virtual buddy system



http://www.khleuven.be/index.php?page=288

Some reactions…

“This is an excellent way to enlarge your circle of friends and to develop friendships across borders.”

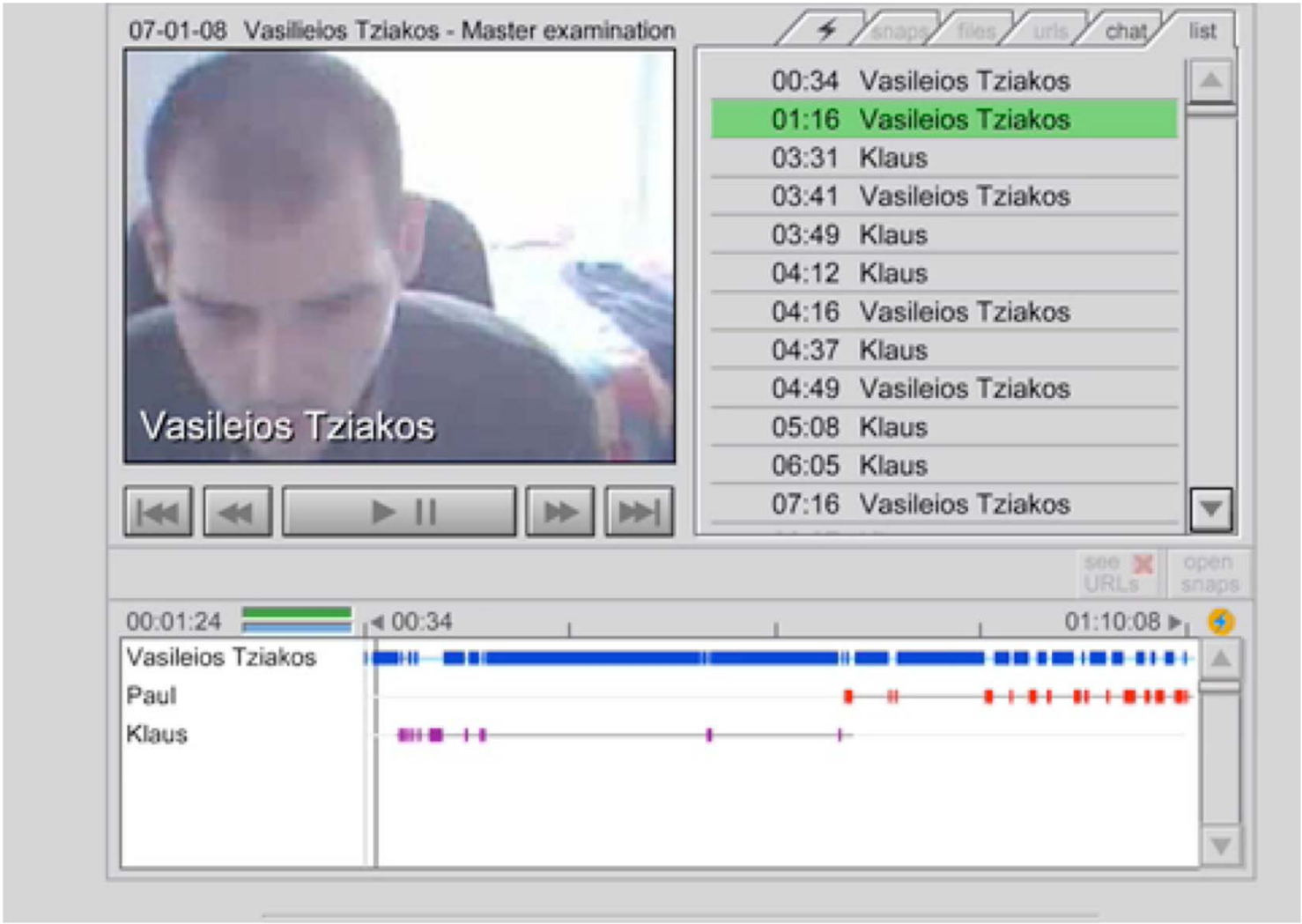
“A great way to get inside information about the country and the institution you are going to!”

“An Erasmus experience at home!”

After > E-assessment

- **Master European Social Security** (Faculty of Law)
  - one-year international study programme in English
  - Blends regular with distance learning
- **2007-2008**: need for oral examination at a distance
- Set-up of **e-assessment** through webconferencing

An impression…



Some reactions…

- Quality similar to F2F
- Recordings are added value
- F2F meeting for authentication
- The technology should disappear
- Time consuming
- Connectivity, crucial for timing

More information

- http://vmbase.europace.org
- Coming soon: manual on blended mobility

What did we learn?

- Organisation
  - Clear valuable tasks
  - Clear planning, clear roles, balanced timing
  - Agreements and legislations: tutoring conditions, (ac)creditation, languages, expectations (objectives, needs)
- Pedagogy
  - Didactical model?
  - Student motivation, loneliness
- Technology
  - E-literacy (support and training)
  - Access and interoperability ICT tools

Many thanks for listening!

Contact

Anneleen Cosemans

AVNet-K.U.Leuven

Kapeldreef 62

3001 Heverlee

Anneleen.cosemans@avnet.kuleuven.be