

6th Workshop

“Course Development in E-learning Environment”

Rijeka, Croatia, September 25-26, 2008

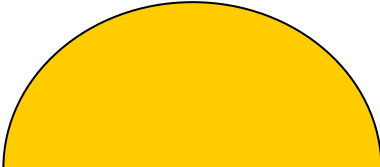


**Developing and delivering e-courses in
educational science:
Mutually challenging performance**

University of Rijeka, Faculty of Arts and Sciences, Croatia

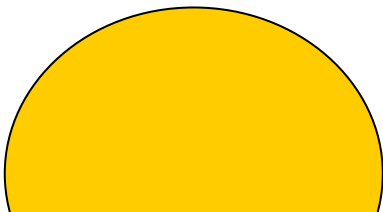
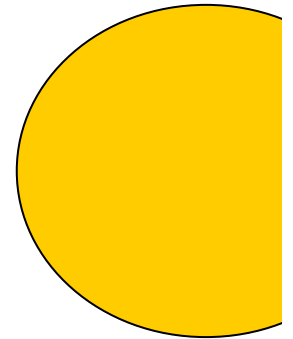
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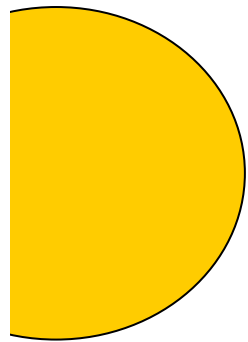


Presentation outline

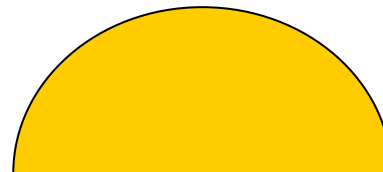
- Objectives
- Basic Info
- Motivation for the start
- Experiences
- Challenges
- What's next



Objectives



- To describe our experience in delivering two e-courses
- To encourage discussion on issues which arise
- To demonstrate the importance of institutional support in developing e-learning courses

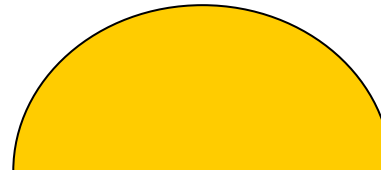


Basic information

- e-courses delivered in the summer semester 2007/08
- History of Education, 24 first year students
- Education for civil society, 25 third year students

Reasons for implementing e-learning

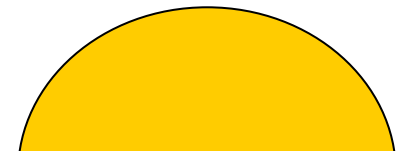
- the need for innovations in teaching
- the possibility of easier course organization (paper submission)
- easier communication with students
- economical reasons – all materials available online
- e-learning encouraged by the university strategy - *Strategy for E-learning implementation at University of Rijeka 2006-2010*
- immediate incentive – pilot project at E-learning Academy (education for teachers and teaching assistants: *How to Use e-learning in Everyday Teaching?*)





E-learning environment

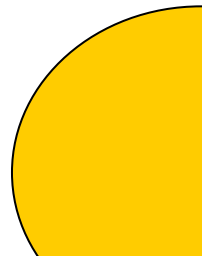
- Strategy for E-learning Implementation at University of Rijeka
- E-learning center, SRCE, University of Zagreb – great technical support 😊 - thank you!
- IT Academy, University of Rijeka – educational support – guilty for innovations and our progress 😊 - thank you!
- Merlin – virtual learning environment
- University Library – e-literature service
- Poor equipment and internet connections
- No supporting services/stuff on institutional level
- Self-service model

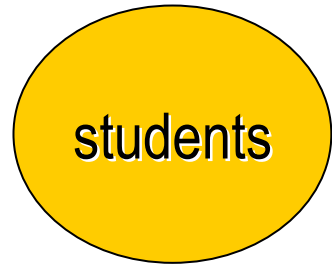




The beginnings...

- e-learning course at IT Academy
- simultaneous process of education and course development in a very short period of time (less than a month)
- result: “*do it yourself*” e-courses in a hybrid form: half of the teaching found f2f, poor audio-visual quality, teachers fighting with their (lack of) skills and time frame





Our experience – beginning

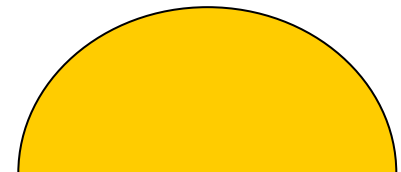
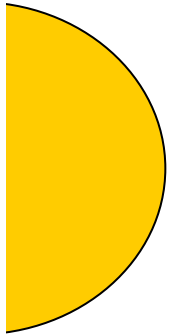


- problem with student course enrollment (despite the fact they have the necessary ID)
- a lot of time and effort spent on student support
- a low degree of student computer literacy (??!)

- problem with classroom technical equipment (weak and unstable internet connection, teaching in the hallway and teacher's cabinets = bad impression on students)
- inadequate support and understanding in the immediate work environment (misconceptions due to being unacquainted with the concept of e-learning – e.g., allusions on having poor work habits?!)

Our experience – progress 1...

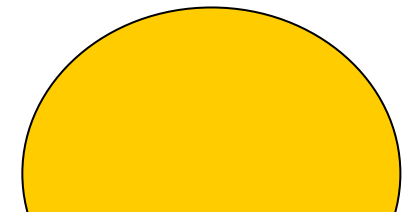
- older students more active than younger ones
- a certain number of students show resistance towards this sort of work (accustomed to classical teaching models and a traditional role of teachers and students, not open for innovations in teaching)
- time management – bad student management
- new insight into students (pleasant surprises, but also disappointments)
- easier monitoring of student work, time spent on Merlin and assignment assessment – Big Teacher?!





Our experience – progress 2...

- a lot of time spent on communication with students – extended communication, 24/7
- regular activities – text analysis, reports, forum (creative elements missing?)
- the need to clearly define the assessment elements of student activity (assignment assessment)
- e-learning assessment and quality assurance – great challenge in general, a lot of effort and time invested!





What do students say

😊 *“this is great”*

☹️ *“it doesn’t suit me, I don’t like computers”*

☹️ *“they don’t want to hold classes so they do it this way”*

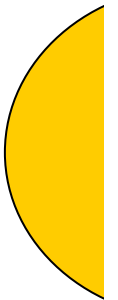
😊 *“very well organized”*



Challenges...how to proceed (1/3)

Supporting teachers...

- institutional support – supporting new approaches and pedagogical innovations in teaching and learning
- strong and continuous technical support – investing more in technical equipment (stable and secure classroom connection)
- ICT and other support staff involved - educational technologist
- e-content development (pedagogical and didactic dimension!)



Challenges...how to proceed (2/3)

Supporting teachers...

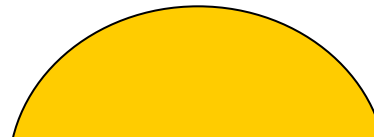
- education – short, targeted, problem based workshops
- help-desk...local e-learning teams (we've got a problem NOW...!?)
- serious evaluation of courses and implementation process
- formal recognition of time spent in e-teaching process and materials produced (elections)
- public recognition (e.g. awards on institutional and university level)
- funding instruments



Challenges...how to proceed (3/3)

Supporting students...

- education for students – pedagogical and technical!
- computers and better internet access for students
- the need to coordinate the student learning environment
(2 extremes at the same study program – e-course vs. a professor not available via e-mail)



What about us...2 women band

- two new courses on Moodle 😊, ☹️
- investing in new educational opportunities
- looking forward to strategy implementation
- announced funding instruments (The National Foundation for Science, Higher Education and Technological Development) – possible solution for the support we need



THANK YOU

