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TEMPUS JOINT EUROPEAN PROJECT UM_JEP-19105-2004
EDUCATION QUALITY IMPROVEMENT BY E-LEARNING TECHNOLOGY

UNIVERSITY OF ZAGREB, UNIVERSITY COMPUTING CENTRE - SRCE, JOSIPA MAROHNICA 5, HR-10000 ZAGREB, CROATIA

E-MAIL: EQIBELT@SRCE.HR
HTTP://EQIBELT.SRCE.HR/

DOCUMENT TITLE:	**REPORT ON 3RD POLICY WORKSHOP**
WORKSHOP TITLE:	**PEDAGOGICAL OPPORTUNITIES OF E-LEARNING**
TABLE OF CONTENT:	
DATES:	**Thursday, October 25 - Friday, October 26, 2007**
WORKSHOP SITE:	**Zagreb, Croatia, University Computing Centre University of Zagreb**
ORGANIZED BY:	**University Computing Centre University of Zagreb**
PURPOSE:	◎ to learn and to collect experience from EU universities about pedagogical aspects and opportunities of e-learning ◎ to help teachers to define concrete pedagogical goals (improvements) of introduction of e-learning ◎ to present and discuss good examples, good or bad experiences with using of e-learning ◎ to exchange and to collect ideas, thoughts and opinions on e-learning from all major stakeholders of higher education system in HR and systemize them
TARGET AUDIENCE (PARTICIPANTS)	University teachers involved or interested in e-learning Members of university bodies responsible for teaching, e-learning or ICT Members of government bodies responsible for implementation of e-learning methodology and technology Members of EQIBELT project team and university's e-learning teams ICT or other support staff involved or interested in e-learning Students
LECTURERS:	Simon Atkinson, University of Hull, EQIBELT project expert Experts from EU universities - EQIBELT project partners: 　Alfredo Soeiro, University of Porto 　Wim Van Petegem, University of Leuven Experts and practitioners from HR universities: 　Blaženka Divjak, Faculty of Organization and Informatics, UniZG 　Dorian Marjanović, Faculty of Mechanical Engineering and Naval Architecture, UniZG 　Alka Korin-Lustig, Faculty of Civil Engineering, UniRI 　Sunčana Kukolja-Taradi, Medical School, UniZG 　Mario Žagar, Ivana Bosnić: Faculty of Electrical Engineering and Computing, UniZG 　Nataša Pavlović, Faculty of Humanities and Social Sciences, UniZG 　Davor Illeš, Marijana Paljuk, School of Dental Medicine, UniZG
REPORT PREPARED AT	November 2007
REPORT PREPARED BY:	Blaženka Divjak, Davor Škrlec, Nataša Hoić-Božić, Marta Žuvić-Butorac
REPORT APPROVAL:	

I General remarks on workshop content

3rd EQIBELT policy workshop on Pedagogical Opportunities of E-Learning was held in Zagreb on October 25th and 26th 2007 at University Computing Centre University of Zagreb.

Workshop consisted of three lectures delivered by EU experts and 7 shorter presentations of the e-learning cases delivered by experts and practitioners from the Croatian Universities participating in the project. All the contributions are listed in the order of presentation:

Project expert and experts from EQIBELT EU member's universities
- Simon Atkinson, University of Hull, UK: Giving up Control - The Future of e-Learning, mini workshop
- Alfredo Soeiro, University of Porto, Portugal: Handling diversity of learners in E-learning
- Wim Van Petegem, KU Leuven, Belgium: Guided Independent Learning at K.U.Leuven: Implementation and support by ICT

Experts and practitioners from the Croatian Universities participating in the project:
- Blaženka Divjak, Faculty of Organization and Informatics, University of Zagreb: Creativity in e-learning
- D. Marjanović, Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb: E-learning in Engineering Design Education – some experiences
- Alka Korin-Lustig, Faculty of Civil Engineering, University of Rijeka: Some results of using LMS in teaching Informatics
- Sunčana Kukolja-Taradi, Medical School, University of Zagreb: InterMeCo for Croatian Medical Schools
- Mario Žagar, Ivana Bosnić: Faculty of Electrical Engineering and Computing, University of Zagreb: Distributed Software Development Course - Student Experience
- Nataša Pavlović, Faculty of Humanities and Social Sciences, University of Zagreb: E-learning in a translation course: the pros and cons
- Davor Illeš, Marijana Paljuk, School of Dental Medicine, University of Zagreb: Dental students experience in e-learning

Important parts of workshop were discussions during the lectures, Q&A sessions and general discussion sessions.
Workshop was chaired by Blaženka Divjak (Faculty of Organization and Informatics, University of Zagreb) and Davor Škrlec (Faculty of Electrical Engineering and Computing, University of Zagreb) on Thursday, 25th October and by Nataša Hoić-Božić (Faculty of Arts and Sciences, University of Rijeka) and Marta Žuvić-Butorac (Faculty of Engineering, University of Rijeka) on Friday, 26th October.

Complete list of workshop participants is available as separate document, published on workshop web pages.

II Conclusions of the workshop

The aim of the Workshop was to point out and possibly answer the following issues:
- ❖ Use of ICT in the higher education process - examples of good practice
- ❖ Modern approaches to teaching and learning
- ❖ The roles of teachers and students in modern education
- ❖ What should be changed in university teaching and learning and how these changes can be supported by information, communication and e-learning technology?

❖ Why we want to introduce e-learning, what we want to change / to improve / to add?
❖ How we can change / improve the process (organization) of teaching by usage of ICT?
❖ Should we and how encourage and stimulate teachers and students to use e-learning technology?

USE OF ICT IN THE HIGHER EDUCATION PROCESS - EXAMPLES OF GOOD PRACTICE

The workshop offered many examples of good practice concerning use of:

- LMS (Moodle, Blackboard)
- Videoconferencing
- Audio, video, interactive multimedia, 3D models
- Collaborative software
- Social software
- Computer-mediated communication tools
- VLE integrated to university IS such as TOLEDO
- Repositories
- New pedagogic approaches (such as Guided independent learning (GIL))
- Problem-based learning
- Collaboration and team work
- Collaboration with other faculties, universities as well as with industry

All the examples presented on the workshop were successful in terms of "end product value" (higher quality of teaching and learning practice) and very well received by students but each institution should make its own needs and analysis and resources evaluation in order to make decision on technology platform(s).

It is necessary to consider the need for repositories as well as modes of using and organising (central or distributed) it.

THE ROLES OF TEACHERS AND STUDENTS IN MODERN EDUCATION

The main discussion outcome on this issue could be formulated by following conclusion:

All three parties in the process of modern education, namely institution, teachers and students should take the responsibility for the teaching and learning process and include other stakeholders in it. In that respect

1. Students should take responsibility and privilege

   - to actively participate in learning process by becoming active learners and creating their own learning environment

2. Teachers should take responsibility and privilege
   - to guide, coach, motivate and support students and to communicate with other stakeholders
   - to create fruitful learning environment
   - to enhance teaching and learning process in accordance with set learning outcomes
3. Institution should take responsibility according to its mission
   - to support both students and teachers in educational process
   - to provide organizational and technical support as well as support in pedagogical issues of teaching and learning

- to include motivation for teachers in form of prizes, funds for support, recognition in promotion, reduction in teaching load etc. And in general providing time and space for e-learning development
- to provide training for teachers in both pedagogical and technical issues
- to provide students with training in ICT skills
- to open dialog with other stakeholders like employers, professional organizations, ALUMNI, state authorities etc.
- to implement more serious evaluation of teaching and learning and in that framework evaluation of e-learning as well.
- to enhance collaboration among different faculties on teaching a course and working on student projects in enhancing generic skills (communication, intercultural, project management etc.) of students but open several organizational aspects. There are good examples of how to deal with it.
- To recognize the market value of e-learning and consider market-oriented services as a university opportunity.

MODERN APPROACHES TO TEACHING AND LEARNING

The discussion on attributes of modern approaches to teaching and learning provided conclusion in following statements:

- Importance of pedagogy and new teaching and learning approaches should be recognized and take into account on institutions of higher education. Therefore training for teachers must be provided not just in e-learning approaches but also for teaching and learning in general.
- Teaching should be oriented to learning outcomes and correlation between learning outcomes and use of different e-learning modes must be justified.
- Teaching and learning (T&L) should give raise to creativity over control and both students and teachers should be provided with opportunities to create educational process according to their responsibilities.
- To assure students active presentation in T&L process main concepts of constructivist and problem-based approach should be followed.
- On traditional universities with on-campus students, blended learning approach is recommended for majority of programs and courses in order to provide the combination of advantages of technology enhanced learning with classroom meetings to compensate for the lack of social interaction in the virtual learning environments
- Modern T&L process should encourage creation and use of virtual communities of practice and learning communities and use of other social software advantages.
- In blended learning approach it is necessary to take into account student's background, ICT skill but also learning styles and motivation and according to that provide ICT training as well as prepare of material and collaboration.
- There is a need of dissemination of good practice at all levels: faculty, university and national.
- Students are generally in favor of e-learning and their enthusiasm and motivation should be used to enhance their learning. Regular course evaluation is also needed and after that results should be used for improvement of the learning process at the institution.