Na kraju EQIBELT-a – pred novim iskoracima u primjeni e-učenja

Nakon tri i pol godine trajanja projekta EQIBELT stigli smo i do zadnjeg broja biltena *E-učenje*, nastalog u okrilju projekta. Danas možemo reći da je projekt vrlo uspješno ostvario sve svoje temeljne ciljeve. Na sveučilištima u Dubrovniku, Rijeci i Zagrebu raspravljeni su i prihvaćeni strateški dokumenti koji smještaju e-učenje u i povezuju ga s obrazovnim i drugim strateškim ciljevima sveučilišta. Uspostavljeni su timovi koji na razini sveučilišta potiču i pomažu implementaciju e-učenja, prije svega surađujući s timovima i pojedincima na fakultetima i podupirući nastavnike koji su spremni i žele napraviti određene iskorake u obrazovnom procesu. Najvažnije je ipak to da je e-učenje na mnogim fakultetima i akademijama prestalo biti izuzetkom te je postalo svakodnevicom učenja i podučavanja, novom poveznicom sveučilišnih nastavnika i studenata na njihovom zajedničkom putu kroz sveučilišne studije. Jednim od dokaza uspješnosti projekta vjerojatno možemo smatrati i to da su svi postignuti rezultati i uspjesi samo postavili putokaze prema mnogobrojnim novim poslovima i ciljevima koji su sada pred nama.

Ovaj oproštajni broj biltena iskoristili smo da Vas upoznamo sa završnim aktivnostima vezanim uz projekt i za razgovore s našim partnerima o sadašnjosti i budućnosti e-učenja.

mr.sc. Zoran Bekić
ravnatelj Srca i koordinator projekta EQIBELT

U ovom broju donosimo:

We asked our partners from European universities and project experts to answer some questions about present and future of e-learning:

- What is the present status of the implementation of e-learning in the world and what are the trends at the moment?
- How e-learning has changed university education (teaching& learning) at your university in last five years (please provide some concrete examples)?
- What do you think are the most important factors for success of e-learning at traditional European university?
- What are the most important and promising opportunities of e-learning and it's implementation from your point of view and from the official point of view of your university? How do you see the future of e-learning at your university and in the Europe?
- Can you give us your brief overview of three years of our EQIBELT project?

In this issue you will find the answers given by:

Interview: Dr. Tony Bates, Research Professor in E-learning, Tony Bates Associates Ltd.

Technology should be used as integral part of teaching and learning activities

Why is change and innovation through the use of technology so necessary in our education systems?

What is a present status of the implementation of e-learning in the world and what are trends at the moment?

First, there is a lot of activity and an increasing number of professors and instructors using e-learning, all around the world. In the USA, online enrolments have increased on an average of about 12 per cent per annum for the last five years (Allen and Seaman, 2008), compared with an average of about 2 per cent per annum of overall enrolments. Just over 25 per cent of all post-secondary students in the USA are taking at least one course fully online.

Second, many institutions have stopped thinking strategically about e-learning, seeing it is an everyday and normal part of teaching. The issue then is how best to teach, and then e-learning will be used as part of that. This may seem to be progress, in that the use of technology is now being taken for granted. However, the danger is that many of the issues around the use of technology don't get adequately addressed when it is 'buried' within normal curriculum discussions.

This concern has been raised in two different ways. One is a lack of return on investment. The European Commissioner responsible for this area expressed this concern at the 2008 EDEN conference in Lisbon. He pointed out that national governments and the European Commission have invested over a billion dollars in ICTs for education, but have seen little change or improvement as a result.

The other, related, issue is the lack of innovation. The World Economic Forum's Global Advisory Committee on Technology and Education at its recent meeting in Dubai (November, 2008) commented:

'Education is in a state of transition from a traditional model to one where technology plays an integral role. However, technology has not yet transformed education

- Student expectations about the educational experiences (e.g., connected, participatory, engaging) are not being realized
- Students are digital "natives" while teachers are "laggards"
- Rather than introducing 21st century skills, technology is often being used to automate outdated education paradigms
- Technology changes what students/citizens need to learn (e.g., analysis over rote memorization)'

In other words, technology is in the main just being added-on to the traditional classroom experience. Thus, while there are 'pockets' of innovation, technology is not being used for systematic change. This was well illustrated recently by a Ph.D. study of ICT integration in five European universities by Albert Sangra Morer, of the Open University of Catalonia (2008). He found few if any institutions had a formal strategic plan for ICTs and its impact on teaching and learning, and none had any way of evaluating or measuring performance resulting from ICT investment. What would true innovation look like? Well, it would be a break from the 9 to 5, block timetabling of classes. With students able to access teaching and learning anywhere at any time, there is no need to have everyone coming to the same place at the same time, every day. This is not to say there is no role for the campus, but teaching could - and should - be organised quite differently from today's predominantly 19th century model of education.

Where are the 'pockets' of innovation? The area with the most potential is the use of Web 2.0 tools, such as blogs, wikis, virtual worlds, and mobile technologies such as phones, cameras, and iPods, that allow learners to collect, create, share and evaluate their own learning materials. A second area where innovation is possible - but still very slow to develop - is the use of open educational resources. However, not for use by instructors too lazy to create their own teaching materials, but by students where instructors have created a learning environment that encourages learners, to seek, find, analyse and apply information appropriately.

Why is change and innovation through the use of technology so necessary in our education systems? Because the traditional methods are preparation for an industrial society that is fast

Simon Atkinson, E-learning Consultant, University of Hull, Great Britain & Strategic e-Learning Advisor to the College of Education, Massey University, New Zealand

The future is with the e-people

How can the world hope to meet the needs of its citizens, to match to its goals when it persists in funding and supporting the same old tired models of educational delivery, so ill-adapted for the 21st century?

What is the present status of the implementation of e-learning in the world and what are the trends at the moment?

To define a 'global' status of e-learning implementation is problematic. There are geographical areas, and specific educational sectors, where implementation has been managed on an inter-institutional, regional and national level, with coherent funding and evaluation schemes and genuine attempts to share best practice. Then there are those areas where the concerns for economic survival, or the political concerns of the funding authorities, have made progress laborious, even tortuous. For many of course, the experience has been both, or neither, of these scenarios.

Two international gatherings I attended in 2008 illustrate the complexities, concerns and challenges faced by diverse institutions and contexts globally. At the PCF 5 (Pan Commonwealth Forum) on Open and Distance Learning, London 2008 (http://www.pcf5.london.ac.uk/), educators gathered to discuss the status of 'distance' learning across developed and developing countries on all continents. The shared concern of the delegates from tertiary providers, government ministries and development organisations revolved around sharing educational resources and preparing staff for new models of teaching. The

Open Educational Resources movement seeks to extend the availability, access and quality thresholds of content, and aims to make content as widely available, adaptable and exchangeable as possible. In much the same way as the Open Source Software movement works collectively and collaboratively to improve outcomes, the aim is to make incremental improvements to content packages (standard compliant where possible). At the PCF3 meeting in Dunedin, New Zealand, in July 2004, delegates had already discussed the issues of 'badges of approval' for content, its appropriateness for 'cultural re-contextualisation' and the need to ensure content could be multi-purposed for different delivery platforms. My contribution at the 2004 meeting was to advocate with others that staff training, awareness and understanding of the nature of the content needed to be supported, that we needed to develop staff's understanding of the cultural specificity of their creations. This of course is a necessary and important part of staff's ability to cope with increasingly culturally diverse cohorts of students in their face-to-face teaching too. By 2008 the issues had evolved only slightly. There were projects that appeared to suggest some progress had been made (http://openlearn.open.ac.uk/) and others that suggested institutions were still reticent about sharing their content.

The declared shortage of qualified teachers for primary, secondary and tertiary in nearly all Commonwealth countries, suggested that political priorities were far from focused on e-learning. However, my concern remains that each national tertiary system must identify what it regards as 'qualified' for this purpose. In some cases basic digital literacies and confidence in a subject may be adequate to the needs. In other nations we must move beyond the primacy of specialist knowledge to recognise the need for knowledge management, digital literacies and pedagogical adaptability. Policy makers must be willing to engage in a different and radical reappraisal of teaching and learning, and we must help them do it. How can the world hope to meet the needs of its citizens, to match (or even come close) to its goals (http://www.un.org/millenniumgoals/education.shtml) when it persists in funding and supporting the same old tired models of educational delivery, so ill-adapted for the 21st century?

The Australasian Society for Computers in Learning in Tertiary Education conference held in Melbourne in December 2008 (http://www.ascilite.org.au/conferences/melbourne08/) suggested both a solution and illustrated a problem. The emphasis was on staff learning from each other, sharing best practice and exchanging ideas for design. I myself presented with a colleague, Kevin Burden, a framework for the reuse of

Anna-Kaarina Kairamo, Training Manager, Helsinki University of Technology, Lifelong Learning Institute Dipoli

Use of ICT is integrated in all processes of education

ICT and e-learning are now everywhere in HEI, in everyday life and work of students and teachers and administrative staff

How e-learning has changed university education (teaching& learning) at your university in last five years (please provide some concrete examples)?

The roots of e-learning in Finnish Higher Education Institutions are in the Finnish information society activities. The first information strategy for education and research was defined already in 1995. The approach nowadays taken by Finnish higher education society follow the ideas of the National Information Society Policy for 2007 -2011 (The Ubiquitous Information Society Advisory Board): the key processes and interaction are largely based on the utilisation of electronic communications and information technology. ICT applications contribute to service provision and availability and create new operating models and new skills. The key elements are communications infrastructure, user-oriented services, development of digital contents and promotion of innovation activities and telework and development of science infrastructure. The use of ICT is not seen as a separate target area as such but merely integrated into all processes of education. This approach is often described as "ICT supported university" or "digitalization of the university". In one sentence: ICT and e-learning are now everywhere in HEI, in everyday life and work of students and teachers and administrative staff.

The most visible action of last years in Helsinki University of Technology is the launch of the institution wide study and teaching portal Noppa, which is a tool for both students and lecturers of TKK for everyday course work and communication. Noppa is composed of course home pages that include e.g. course overviews, dates of lectures and exercises, course materials, information about assignments and exams, news and results. A crucial strategic decision made by the university is that all information in Noppa is open for public unless separately specified by the teacher. For more information have a look: http://noppa.tkk.fi. Optima learning platform is integrated into Noppa portal, and it provides large amount of functionalities for interaction and collaboration. Also the study administration system can be accessed with the same sign-in, and it provides complete information of the study programme, and the student can register to the courses, order course handouts, change her contact information and order transcript of completed courses through that.

It is also worth to mention digital library services, which have been evolved to very critical infrastructural factor for not only research but also for education. The services are reachable from all over the world.

What do you think are the most important factors for success of e-learning at traditional European university?

The critical activities of the traditional university take place both in the central level, the university management, and on the grassroots level. The management is responsible for formulating and implementing university wide strategy, setting up, developing and maintaining the technical and administrational infrastructure and organizing appropriate human support in pedagogy and technology for the units and end users. The management has to keep its eyes open for future developments as well, in order to meet the needs of the future stakeholders. Decisions made today are in full use after perhaps 5-10 years. It is also essential that there is enough mental space and time for the university staff to not only

to organize their e-learning activities but also to develop new innovative activities and solutions. The seeds of the future success might be there, in these weak trends.

What are the most important and promising opportunities of e-learning and its implementation from your point of view and from the official point of view of your university? How do you see the future of e-learning at your university and in the Europe?

E-learning gives the university great platform and means for high level research and education cooperation and collaboration. Telework practices and tools are very useful for teaching and studying as well, so they need to be carefully studied when developing education services. Excellent quality of digital services and activities help the university to open up its borders and develop university's impact into society through active collaboration with the society. Helsinki University of Technology will merge with the Helsinki School of Economics and the University of Art and Design. They form a new Aalto University, which will start in autumn 2009. Merging the three universities provides possibilities for multidisciplinary and strong education and research. This merger gives great possibilities for e-learning as well.

Can you give us your brief overview of three years of our EQIBELT project?

EQIBELT is a good example of well defined and well managed HEI project in the field of e-learning. It has remarkably helped Croatian HEI's to develop their information society activities and infrastructure. Despite this great work done in the project, some typical traditional university challenges still remain to be tackled: e.g. how to implement university wide common infrastructure and services and how to take on board and motivate all disciplines. Continuing with the same enthusiasm we have seen in EQIBELT, the Croatian HEI has a promising future.

dr.Tony Bates, Sandra Kučina Softić i mr.sc. Zoran Bekić

edge-based society, where learning prepares for and matches the world of work, leisure and society. This is just not happening to any degree yet. Albert Sangra's thesis provides some of the reasons for this, but they are pretty much well known: lack of incentives for institutions to change, lack of reward for instructors who improve their teaching, lack of management training for senior university administrators, and above all, a systemic failure by educators to understand the teaching implications of the knowledge-based society.

References:

- Allen, I. E. and Seaman, J. (2008) Staying the Course: Online Education in the United States, 2008 Needham MA: Sloan Consortiun
- Sangra, A. (2008) La Integració de les TICs a la Universitat: Models, Problemes i Reptes Unpublished Ph.D., Universitat Rovira i Virgili, Tarragona, Spain.
- World Economic Forum:
  http://www.weforum.org/en/events/ArchivedEvents/ InauguralSummitontheGlobalAgenda/CouncilReports/ TechnologyandInnovationCouncil/index.htm

vanishing. We need to use technology as an integral part of our teaching and learning activities to prepare learners for a knowl-

ing, in some cases, an entire university's learning, research and administration, at the end of a 256kb copper wire connection. The global status is therefore 'patchy'. Is there a 'global' need? Certainly, and it is for staff, teachers and managers, policy makers, politicians and funders alike to recognise that e-learning is one, amongst many, solutions to their problems, but they must first understand their problem. The problem is not the same in Kenya as in Estonia, in Australian Queensland as in New Guinea, and so the answers will be different.

What is common across so many, if not all, e-learning implementation projects, is an unhealthy obsession with the technology, amongst management, over staff pedagogical understanding. Amongst political funders there is still a tendency to support short term policy initiatives over sustained economic and social planning. Technology moves quickly, the argument goes, and we need our organisation to be quick to respond, flexible. This is true. But above all we need our people to be flexible. People will adapt and change, modify, circumvent and embellish far more effectively than a technology can.

Globally, e-learning has been a barium meal for tertiary education; it has highlighted the divide between learners' expectations, of commercial experience, and the reality of didactic practice in our institutions. It has demonstrated the deficiency in senior managers' applicable teaching experience now ten or twenty years out of date and challenges management structures and practices. Knowledge creation and management skills are increasingly more important in most tertiary contexts than specialist research knowledge. The future is with the e-people and we must support them.

digital archives (www.dial-e.net), and other initiatives, such as the Open Universities' Cloudworks project for a community of practice development around effective learning designs (www.cloudworks.ac.uk), highlighted the need for exchange and sharing of experience. However, the fascination with the minutia of video and web 2.0 applications as supported by a particular virtual learning environment throws into sharp relief the contrast our Commonwealth colleagues face in support-

Jan Thomas, M.A., Centre for Teaching and Learning, University of Vienna, Austria

There is no standard solution for the implementation of e-learning

In the forefront of e-learning there are always people with creative ideas

How e-learning has changed university education (teaching& learning) at your university in last five years (please provide some concrete examples)?

During the last five years we have been implementing a central learning platform with central support for all members of the University of Vienna. While at the beginning, training for individuals was provided and financial support for pilot projects was given, recent steps include the establishment of e-learning representatives at each faculty and the integration of e-learning into the development process for new curricula within the Bologna process implementation.

One example: The Institute for Art History has developed a content pool for images and their description which can be

Professor Alfredo Soeiro, Faculty of Engineering, University of Porto, Portugal

E-learning improves quality of teaching, hopefully learning

E-learning can provide cooperation and take advantage of the diversity and richness of European universities

How e-learning has changed university education (teaching& learning) at your university in last five years (please provide some concrete examples)?

It has created the support information (coursework, exams, tests, documentation) for a lot of courses in all colleges (see www.up.pt and moodle.up.pt). It has created a prize for the best e-learning experience (5.000 Euros each year) and a workshop dedicated to present innovative experiences (elearning.up.pt). It has provided pedagogical training for the academic staff (moodle.up.pt). It promoted training experiences in areas like computer based exam (CAT) and simulation for some courses.

What do you think are the most important factors for success of e-learning at traditional European university?

- Support from the central administration;
- Dedicated supporting office;
- Exchange of good and bad experiences;
- Participation in international associations and conferences;
- Financial or other type of incentives/prizes.

What are the most important and promising opportunities of e-learning and it's implementation from your point of view and from the official point of view of your university?

They coincide: improve the quality of teaching, hopefully learning.

How do you see the future of e-learning at your university and in the Europe?

It will be used by many teachers but not all. E-learning can provide cooperation and take advantage of the diversity and richness of European universities. Students and learners will pressure to use e-learning according to their needs and aspirations.

Can you give us your brief overview of three years of our EQIBELT project?

This was my second Tempus project and I was satisfied as partner at end of both. I think that all partners have successfully contributed to the goals of the project. It was a very participative project and I also have learned as partner. It was remarkable the professional and human reception of Croatian universities, especially the coordinator. It is one of those projects that we will remember with good memories.

used for individual training, for lecturing and for assessment and testing. This pool has significantly facilitated access to a large pool of images necessary for the training students within the curriculum but not easy to distribute through traditional media. As a result, the achievements of students have increased significantly.

What do you think are the most important factors for success of e-learning at traditional European university?

Stable hardware and software provision, and reliable support teams for technical as well as didactical issues are indispensable. Apart from that, it is necessary to involve people, decision-makers as well as teachers and learners. Very helpful support comes from people who are able to awake enthusiasm among colleagues and students. And not to forget: in the forefront of e-learning there are always people with creative ideas.

What are the most important and promising opportunities of e-learning and its implementation from your point of view and from the official point of view of your university?

How do you see the future of e-learning at your university and in the Europe?

Wherever e-learning can help to facilitate access to materials, to support cooperation, to enhance learning and to generate motivation, it will be a major choice, now and in the future. Wherever the use of New Media complicates the situation or restricts access, traditional solutions will make better sense.

Can you give us your brief overview of three years of our EQIBELT project?

Meetings, workshops and study visits were the highlights of three years within the EQIBELT project, giving the chance for collegial exchange of ideas and creative work on solutions. A non-surprising finding is that each university in Croatia as well as in other European countries has own characteristics and dynamics, so that it is necessary to develop an individual, tailor-made strategy for each institution. There is definitely no standard solution for the implementation of e-learning.

Ene Tammeoru, Head of the Estonian E-university, Estonian Information Technology Foundation, Estonia

E-learning will contribute to globalization of education

E-learning will become an inseparable part of educational process and it will be complicated to draw a distinct line between e-learning and traditional learning

How e-learning has changed university education (teaching& learning) at your university in last five years (please provide some concrete examples)?

Teaching staff are more extensively analysing the content and the ways they address the teaching process. Students are provided with more flexible means of acquiring education. Communication with teachers and the quality of face to face sessions has improved.

What do you think are the most important factors for success of e-learning at traditional European university?

- cooperation
- mobility of teachers and students

What are the most important and promising opportunities of e-learning and it's implementation from your point of view and from the official point of view of your university? How do you see the future of e-learning at your university and in the Europe?

I hope that in the future we will not be talking separately about e-learning but learning where technology is a means of improving and diversifying the teaching and learning processes. E-learning will become an inseparable part of this process and it will be complicated to draw a distinct line between e-learning and traditional learning. E-learning will also contribute to globalization of education and cooperation between institutions.

Can you give us your brief overview of three years of our EQIBELT project?

Foremost, EQIBELT gave me plenty of new friends. It was also interesting to observe how e-learning is being implemented in Croatia. I am glad to note that despite different countries and cultures, the problems and success factors in e-learning are very similar. In that sense e-learning has contributed to extended cooperation between educational institutions in different countries.

Professor Wim Van Petegem, Director of AVNet, University of Leuven, Belgium

E-learning is just part of the overall pedagogical framework

E-learning centers with technical and pedagogical support staff empower teachers and students either on an individual base or on institutional level

How e-learning has changed university education (teaching& learning) at your university in last five years (please provide some concrete examples)?

eLearning has changed a lot in my university. We installed a more managed learning environment, at least the digital part of it. All main educational processes (from registration to examination) went through a careful analysis, and were 'digitized'. Courses are no longer on paper only, but are improved and enriched wit digital resources, including multimedia. Lectures and other face-to-face moments got a different role or objective in the learning process: they are now better integrated with other (e-)learning activities. Students get more opportunities to engage in interesting learning activities than ever before, and can usually find those that have the perfect match with their own learning style. It goes so far that students are forcing the whole organization to transform the digital learning environment into a portal through which they can access all information, documentation, resources, etc. related to their (temporary) stay at the university. And teachers and teaching staff is just following along the same line…

What do you think are the most important factors for success of e-learning at traditional European university?

The utmost important factor is the embedding of eLearning in the overall processes at the university. The digital learning environment is just part of the global learning environment (including lecture halls, seminar rooms, libraries, student residences, etc.). It is also linked to the other e-processes and e-resources at the university, e.g. it is linked to databases with student information, course details, learning results, e-libraries, etc. This happens mostly in an automatic way, or at least with minimum manual intervention through intuitive human-computer interfaces. And where not possible, appropriate support structures are installed to help students and teachers to overcome possible eLearning barriers and to improve their e-skills: eLearning centers with technical and pedagogical support staff empower teachers and students, help and support them, and provide training initiatives, either on an individual base either on an institutional level. And last but not least, a top-down implementation of eLearning is wisely accompanied with enough attention for bottom-up suggestions.

What are the most important and promising opportunities of e-learning and its implementation from your point of view and from the official point of view of your university? How do you see the future of e-learning at your university and in the Europe?

My own university has no specific eLearning strategy: eLearning is just part of the overall pedagogical framework in place, which is Guided Independent Learning. In my eyes, this is the correct way of looking at it: we never run into the hype of eLearning as such, but always looked for good academic teaching and learning, and this simply includes eLearning, no doubt. Nevertheless, some particular opportunities of eLearning cannot be denied: if offers wonderful possibilities for students with limited access to the university campus facilities (physically challenged people, students with a professional working or family life, etc.), it caters for students with different backgrounds and learning styles, it opens up a far richer and broader world of knowledge and expertise to almost everyone. And after all, it lets learners just have more fun!

Can you give us your brief overview of three years of our EQIBELT project?

After three years of working together in the EQIBELT project we can be proud of what we have achieved. The objectives of the project have been met in all three universities: strategies are developed and implemented, eLearning centers are equipped and well-trained staff is in charge of appropriate support, courses are transformed from pure face-to-face into eLearning or blended versions, teachers are prepared to explore and exploit the potential of new educational technologies, and the university management is willing to further support the new trend. However, above all, these three years of collaboration have revealed that we, Croatian universities and the EU consortium members, have a lot in common, a lot to share, but also a lot to differ: we are all sailing now in the same direction, but we all do it our own way because diversity is something we foster, in our universities, in Croatia and in Europe. I am sure this will bring us to new initiatives in the future: the end of this project is just the start of a new adventure, hopefully together with all our new friends.

Franz Reichl, Head of E-learning Centre, Vienna University of Technology, Austria

E-learning as catalyst for the development of quality in education

E-learning can help to fully exploit the individual learning potential revealed by learning psychology and neurology referring to motivation, activity, responsibility, collaboration, etc.

How has e-learning changed university education (teaching and learning) at your university in the last five years (please provide some concrete examples)?

The administration of all courses has changed to electronic processing, and the introduction of a centrally maintained LMS motivated many teachers to run their courses in a technology enhanced form. In the last years, some teachers have begun to replace parts of face-to-face courses by self-directed product-oriented learning with online submission of results and online tutoring (e.g. some of the receivers of the e-learning award) to intensify learning processes and to improve the learners' perception of complex subjects.

E-learning is able to boost the discourse about academic instruction and the awareness for diversity and for quality issues and thus acts as a catalyst initiating processes for the (further) development of quality in education.

What do you think are the most important factors for success of e-learning at a traditional European university?

A **clear strategy** including reasonable and useful integration of technology into learning and teaching, and including quality goals and quality management based on state-of-the-art scientific knowledge of human learning has to be defined and enforced by the management (top-down), and developed and implemented top-down and bottom-up simultaneously.

Powerful **support structures** in a multi-level support-network to meet the needs of teachers and students: a wide spectrum of context-sensitive, individualised, solution oriented support-services with low threshold is able to reduce obstacles and to first increase the quantity of e-learning provisions which as a consequence (after teachers experienced frustration from errors made) will raise the awareness for quality.

What are the most important and promising opportunities of e-learning and its implementation from your point of view and from the official point of view of your university? How do you see the future of e-learning at your university and in Europe?

At my university, e-learning is limited to complementing face-to-face teaching, thus applying a blended learning strategy which step-by-step uses more and more LMS functions, and thus improving the quality of the outcomes and – in many cases – reducing the administrative overhead. This implies a paradigm shift towards a more self-directed learning by students and a change of the teachers' role.

Personally, I expect that e-learning can help to fully exploit the individual learning potential revealed by learning psychology and neurology referring to motivation, activity, responsibility, collaboration, output-/product-orientation, learner centering, etc.

In a European context, geographical distances will nearly completely lose their restrictive effect on inter-university and international learning situations (comparable to EU projects with a small number of face-to-face meetings and a lot of individual work and online communication.)

Vienna University of Technology created the organisational means for consolidating initiatives by pioneering teachers and thus made experiences and developments sustainable and applicable for a wider group of users – aiming at building a "community of practice" among teaching professionals. We first activated the "entrepreneurial" and "second wave" faculty. Specific offers for "reward seekers" have been created, e.g. the e-learning award.

Can you give us your brief overview of three years of our EQIBELT project?

Exchanging ideas and experiences has been extremely valuable for us. A lot of the questions raised in workshops, newsletters and visits gave us valuable stimuli to analyse and re-conceptualise our own strategies, measures, and activities. The project contributed towards turning the "community of practice" mentioned before into an international network.

Miguel Ferrando Bataller, Delegate Director for Distance Education and Life-Long Learning, Valencia University of Technology, Spain

It is necessary to involve government into e-learning strategy

Critical success factors for eLearning can be grouped in three big areas: technology, people and strategic involvement

Valencia University of Technology, Campus

How e-learning has changed university education (teaching& learning) at your university in last five years (please provide some concrete examples)?

Our University is one of the references in Europe applying ICT to the learning process. eLearning started in UPV at the early 90's. At that moment "eLearning" was just as a subsidiary system of the traditional face to face learning process: a platform for sharing documents between teachers and students. Some years later we had different eLearning platforms living together with the old system. Four years ago the Government board of the University decided to have a true eLearning strategy for the whole University. An important part of this strategy was to standardize and integrate the different eLearning services existing at that moment at the University and creating new services to support new ways of learning (as well as assigning full time human resources for eLearning and the necessary economical resources for that duty). Nowadays eLearning is taking place into the whole learning process of the university in different forms: pure eLearning, blended learning, repositories, multimedia on the internet, etc. Our goal is to create real personal learning environments adapted to the necessities of each learner by providing the necessary learning objects at the time the need it.

What do you think are the most important factors for success of e-learning at traditional European university?

At UPV we consider that the critical success factors for eLearning can be grouped in three big areas: technology, people and strategic involvement. Working on the right way with those three elements is the key to succeed into the eLearning world.

Technology is a must have, but technology must be customized for real users. For this reason it is necessary to have the right combination of tools (eLearning platform, repository and rich media tools) integrated on a single friendly easy to use interface for the end-user. Working with people and integrating them into the use of technology is the second goal. For that purpose it is necessary to motivate them, to give and accurate user support and to train them on the use of new technologies.

Finally, we consider that it is necessary to involve the Government board into the eLearning strategy. At UPV we created two structures at a Vice-rectorate level. First, the Vice-rectorate for Distance and Lifelong Learning is devoted to enhance the use of eLearning. Second, the Vice-rectorate for ICT affairs fosters and supports the use of ICT at the University.

What are the most important and promising opportunities of e-learning and its implementation from your point of view and from the official point of view of your university? How do you see the future of e-learning at your university and in the Europe?

eLearning is always in a continuous evolution. On the recent years there has been a stronger focus on the use of the technology (Web 2.0) rather than on technology by itself. We consider that on the near future the main trends on the eLearning field will be closely related to:

- Mobile devices will become a real eLearning tool: They are mature enough to become an important actor on the learning process. They will enable new learning ways not yet depicted.
- Learning on the workplace: Tailor made courses adapted to the necessities of each company, each position, right on your workplace.
- Personal Learning Environments: They will facilitate the creation of a collaborative learning process more than the one way system that is nowadays in use.

Can you give us your brief overview of three years of our EQIBELT project?

We have had a very enrichment experience by working in the EQIBELT project. All partners had high skills on the use of eLearning so every minute dedicated to the project has really provided an important input to the eLearning field. We have actively participated in nearly all the activities organized around the project: workshops, meetings, lectures, study visits, exchange of personnel, etc. This has been an important opportunity to share experiences about eLearning with other colleagues and we are proud to have had the opportunity to work so close with our Croatian partners in establishing eLearning standards for the Croatian Universities.

Professor Jeff Haywood, Vice Principal for Knowledge Management, Chief Information Officer & Librarian, University of Edinburgh, Great Britain

E-learning needs to be aligned with traditional teaching and learning methods

All universities that face the challenge of investing in e-learning,
there are difficult decisions to be made

How e-learning has changed university education (teaching& learning) at your university in last five years (please provide some concrete examples)?

The widespread introduction of formal e-learning (ie that purposefully provided by the University) has enabled students to be less constrained by timetables and more able to chose the time and place of their study. In the past, either they had to come to the University campus for classes, the library, meetings etc and/or carry large amounts of study materials home (where they were allowed to take them from the Library). The large-scale use of digital study materials, both lecture etc notes/powerpoint and digital library materials (e-journals, e-books) have freed them from these constraints. They have also made it possible for many students to access study materials simultaneously, which was much more restricted when multiple copies of texts were required. As a consequence, students now use primary literature sources (ie academic journals) more freely than they did in the past, which is a very valuable gain for a research university.

In addition to the changes in access and amount of **content** available to students, the **process** of supporting learning has begun to change – not as rapidly or significantly as content but nevertheless in many courses the use of online discussions, wikis, blogs etc has allowed students to express their views in their own time and for others to contribute and share their views, all leaving a tangle record that can be reviewed at a later date. This ability to review and reflect is seen most clearly in the e-portfolio, and I expect our use to increase steadily over the coming years. The value of face-to-face support and groupwork is still vital of course, but we now have a digital strand of support and groupwork flowing alongside them, supporting a more diverse, more distributed student population, who generally are comfortable with the juxtaposition of the physical and the digital.

Informally e-learning also takes place – to a degree of which we have limited awareness. The internet has enabled students to search out their own learning materials, converse and discuss with others entirely independently of the university's provision. There is evidence that they do this to quite a large extent. The increasing use of open access publishing allows them to find (via Google Scholar for example) research and teaching materials from across the world. Some of our academic staff strongly encourages this – others are more cautious. This informal e-learning will expand with time and supporting student skills in discovering and assessing such materials is now a priority for us.

What do you think are the most important factors for success of e-learning at traditional European university?

I think that e-learning needs to be used in a way that aligns with traditional teaching and learning methods and doesn't compete or conflict. This is partly because academic staff are more comfortable with this situation but more importantly that the majority of students still feel strongly that they want the traditional face-to-face teaching and support that they are accustomed to. In time their comfort zones will move, indeed one can see them moving, but forcing the pace can be counterproductive.

However, given the pace of change, two other factors are important: flexibility in services and support to move with the changing needs and expectations of students and staff, and active support for experimentation by those academic staff who wish to move to the leading edge of e-learning. The latter enables one to have experience and understanding of the emergent e-learning methods and thinking that will make carrying out the former easier.

What are the most important and promising opportunities of e-learning and it's implementation from your point of view and from the official point of view of your university? How do you see the future of e-learning at your university and in the Europe?

For the University of Edinburgh, we see two main areas of opportunity:
a) use of ICT as an integral part of learning and teaching that is essential for a high quality modern university education, that is competitive in the global context in which we operate,

b) use of online distance education in postgraduate provision to enable students to obtain a postgraduate qualification even if they would not be able to accommodate the time and cost of a campus-based degree

We will continue to support development in these two fields – they draw on very similar technical infrastructure and resources, but do require a different academic skill set to design and deliver.

Can you give us your brief overview of three years of our EQIBELT project?

I think that the progress that has been made by the Croatian university partners in EQIBELT over the three years of the project is impressive, and provides an excellent justification of the EC funding that flows to universities through the TEMPUS Programme. Of course, in three years one makes a start, one doesn't complete the process, however the start that has been made, in terms of clear strategic views with implementation plans, is excellent, and I personally look forward to watching the partners move ahead over the coming years. For all universities that face the challenge of investing in e-learning, in re-thinking the way they organize and support learning and teaching, there are difficult decisions to be made about re-directing finances, of overcoming some of the conservatism of academic staff who wish to hold to old ways of working, and also drawing in the expertise and energies of colleagues who have already embarked on e-learning development but wish to retain their own way of working and resist moves to a common, university-wide, model. The success of the EQIBELT project in helping universities to address some of these questions and find ways forward is a very satisfying outcome for all the hard work put in by all partners.

EQIBELT radionica o razvoju nastavnih sadržaja u okruženju e-učenja (rujan, 2008.)

Razmjena iskustava neophodna za što bolju i kvalitetniju izradu nastavnih sadržaja

Holistički pristup razvoju nastavnih sadržaja u e-učenju uključuje studente, nastavnike i tehnologiju te partnerski odnos student-nastavnik

Zadnja EQIBELT radionica naslova „Course Development in E-learning Environment" održana je 25. i 26. rujna 2008. na Sveučilištu u Rijeci. Ova, šesta, radionica održana je s ciljem razmjene iskustva i saznanja na temu izrade obrazovnih modula utemeljenih na e-učenju te je pružila mogućnost da europski stručnjaci i nastavnici sa sveučilišta u Zagrebu, Rijeci i Dubrovniku analiziraju i rasprave različite aspekte izrade obrazovnih sadržaja uz uporabu tehnologija e-učenja. Također, nastavnicima se željelo približiti mogućnosti i prednosti implementacije informacijskih i komunikacijskih tehnologija i tehnologija e-učenja u klasičnu nastavu te ponuditi odgovore na pitanja s kojima se susreću pri izradi kolegija pomoću tehnologija e-učenja. Na radionici, koja je održana na Tehničkom fakultetu, u dva dana predstavljeno je sedam primjera s europskih sveučilišta i čak jedanaest primjera s hrvatskih sveučilišta.

Sudionike radionice pozdravili su dekan Tehničkoga fakulteta u Rijeci, prof. dr. sc. Tonči Mikac te prof. dr. sc. Pero Lučin prorektor za opće poslove i poslijediplomske studije na Sveučilištu u Rijeci. Prof. dr. sc. Pero Lučin tom je prigodom čestitao članovima projekta na postignutim ciljevima te predstavio strateški plan Sveučilišta u Rijeci, trenutne aktivnosti vezane uz implementaciju e-učenja koje se odvijaju na Sveučilištu i planove za budućnost. Radionicu je organizirala Marta Žuvić-Butorac (Sveučilište u Rijeci) u suradnji s Zoranom Bekićem i Sandrom Kučina Softić (Sveučilište u Zagrebu, Srce), a sekcijama na radionici predsjedavali su Marta Žuvić-Butorac i Branimir Barišić (Sveučilište u Rijeci) u četvrtak, 25. rujna 2008. te Alka Korin-Lustig i Božidar Kovačević (Sveučilište u Rijeci) u petak 26. rujna 2008.

Sandra Kučina Softić, voditeljica Centra za e-učenje Srca

Nagrade najboljim nastavnicima za iskorake u obrazovanju

Tri glavne i četiri posebne nagrade po prvi će puta biti
dodijeljene krajem akademske godine 2008./2009.

Ocjenjivački sud ocijenit će sve prijavljene kolegije prema ovim kriterijima:

- **razina uporabe tehnologije ICT**
  izbor, primjena i razvoj nastavnih alata
- **inovativnost u uporabi tehnologije**
  novost, tj. originalnost koncepta uporabe tehnologije
- **interaktivnost**
  razina komunikacije nastavnik – student i student – student tijekom izvođenja kolegija
- **multimedijalnost**
  razina primjene multimedijskih sadržaja u kolegiju
- **instrukcijski dizajn**
  djelotvorna primjena odgovarajućih pedagoških/didaktičkih načela u oblikovanju nastavnih sadržaja i načina poučavanja
- **unaprjeđenje učinkovitosti učenja**
  poboljšanje mogućnosti i(li) rezultata učenja studenta
- **unaprjeđenje učinkovitosti poučavanja**
  poboljšanje rezultata rada nastavnika
- **upotrjebljivost**
  mogućnost prenošenja koncepta na slične kolegije
- **pravilna uporaba jezika i stručne terminologije**
- **rezultati evaluacije e-kolegija od strane polaznika.**

Ostvarujući sveučilišnu strategiju e-učenja, Senat Sveučilišta na svojoj je sjednici u listopadu 2008. godine uspostavio Nagradu za najbolji e-kolegij. Nagrada će se po prvi puta dodijeliti u akademskoj godini 2008./2009., a javni natječaj za nagradu bit će objavljen u lipnju 2009. godine.

Cilj je ove nagrade istaknuti najbolje ili pozitivne primjere uporabe suvremene informacijske i komunikacijske tehnologije te interneta u sveučilišnom obrazovanju. Ta je nagrada prva takve vrste u Hrvatskoj i označava važan iskorak u poticanju primjene informacijskih i komunikacijskih tehnologija u svrhu unaprjeđenja kvalitete sveučilišnoga obrazovanja te postavlja Sveučilište u Zagrebu na vodeće mjesto i suvremenom i modernom obrazovanju u Hrvatskoj. Ta je nagrada ujedno i prvi iskorak vrjednovanju nastavnika u poučavanju i korištenju tehnologija e-učenja u cilju unaprjeđenja kvalitete nastave.

Nagrada se dodjeljuje nastavniku/nastavnicima – autorima e-kolegija. Pod e-kolegijem smatra se sveučilišni kolegij (predmet) ili njegov značajan dio koji se izvodi uz uporabu informacijske i komunikacijske tehnologije (ICT) te interneta. Pravo na sudjelovanje imaju svi nastavnici odnosno timovi nastavnika koji su navedeni kao nositelji predmeta u Redu predavanja Sveučilišta u Zagrebu za tekuću akademsku godinu.

Sukladno prihvaćenom Pravilniku, nagradni fond odredit će rektor Sveučilišta posebnom odlukom. Natječaj provodi sveučilišno Povjerenstvo za e-učenje, koje imenuje Ocjenjivački sud, zadužen za ocjenjivanje e-kolegija i predlaganje odluke o nagradama. Pravilnik predviđa dodjelu tri glavne nagrade (u iznosu od 25,15 i 10% nagradnog fonda), posebne nagrade ocjenjivačkog suda (10% nagradnog fonda), kao i „dodatnih" nagrada

u kategorijama pedagoško/didaktičkog oblikovanja e-kolegija, multimedijskih sadržaja i uporabe društvenog softvera.

Konačnu odluku o nagradama donosi Povjerenstvo za e-učenje, a nagrade dodjeljuje rektor Sveučilišta u Zagrebu na javnoj svečanosti.

Detaljne informacije, potrebni dokumenti i elektronički obrasci objavit će se na internetskim stranicama Ureda za e-učenje/Centra za e-učenje Srca: http://www.srce.hr/ceu/natjecaj_e_kolegij.html.

*Zoran Bekić, zamjenik predsjednice Povjerenstva
za e-učenje Sveučilišta u Zagrebu*

EQIBELT

EDUCATION QUALITY IMPROVEMENT BY E-LEARNING TECHNOLOGY

Naziv projekta na hrvatskom jeziku:

POBOLJŠANJE KVALITETE OBRAZOVANJA PRIMJENOM TEHNOLOGIJA E-UČENJA

Oznaka projekta:

UM_JEP-19105-2004

Koordinator projekta:

Sveučilište u Zagrebu Sveučilišni računski centar (Srce)

Kontraktor:

Tehničko sveučilište u Beču, Austrija

Hrvatska sveučilišta uključena u projekt:

Sveučilište u Dubrovniku
Sveučilište u Rijeci
Sveučilište u Zagrebu

Ostale hrvatske ustanove uključene u projekt:

Ministarstvo znanosti, obrazovanja i športa
Hrvatska akademska i istraživačka mreža CARNet

Sveučilišta i ustanove iz Europske Unije koje sudjeluju u projektu:

Eesti e-Ülikool, Estonija
Katholieke Universiteit Leuven, Belgija
Technishe Universität Wien, Austrija
Teknillinen korkeakoulu – TKK Dipoli, Finska
Universidad Politécnica de Valéncia, Španjolska
Universidade de Porto, Portugal
Universität Wien, Austrija
University of Edinburgh, Velika Britanija

Eksperti na projektu:

Simon Atkinson, Sveučilište u Hullu, Velika Britanija
Tony Bates, Tony Bates Associates, Kanada i Sveučilište u Barceloni, Španjolska
Tapio Varis, Sveučilište u Tampereu i UNESCO Chair for E-Learning, Finska

Trajanje projekta:

01.09.2005. – 31.01.2009.

EQIBELT

EDUCATION QUALITY IMPROVEMENT BY E-LEARNING TECHNOLOGY

Projekt u brojkama:

1	okrugli stol
1	letak o e-učenju
2	zbornika materijala s radionica i predavanja
3	kontrolna posjeta članova konzorcija iz Europske Unije
4	sastanka članova konzorcija
4	međusveučilišna sastanka
5	predavanja stručnjaka
6	biltena o e-učenju
6	radionica
14	studijskih posjeta sveučilištima u Europi
32	predavača iz EU na radionicama
40	predavača iz RH na radionicama
69	sudionika studijskih posjeta
73	održana predavanja na radionicama
80	tiskanih stranica u biltenima
326	sudionika radionica
632	tiskanih stranica u zbornicima
1249	dana trajanja projekta
18.000	distribuiranih primjeraka biltena
525.600	eura u odobrenom proračunu projekta

U sklopu projekta provedene su:

Anketa o e-učenju na Sveučilištu u Zagrebu 2007. godine
Anketa o e-učenju na Sveučilištu u Zagrebu 2008. godine
Anketa o e-učenju na Sveučilištu u Rijeci 2008. godine

Ostvareni rezultati projekta:

Prihvaćena „Vizija i misija e-učenja Sveučilišta u Dubrovniku"
Prihvaćena „Strategija uvođenja e-učenja Sveučilišta u Rijeci 2006.-2010."
Prihvaćena „Strategija e-učenja Sveučilišta u Zagrebu 2007.-2010."

Osnovan Ured za e-učenje na Sveučilištu u Dubrovniku
Osnovan Ured za e-učenje Sveučilišta u Zagrebu
Uspostavljen Centar za e-učenje Sveučilišnoga računskoga centra Srce – www.srce.hr/ceu

U funkciji Središnji sveučilišni sustav za e-učenje Sveučilišta u Dubrovniku DUEL – http://duel.unidu.hr
U funkciji Središnji sveučilišni sustav za e-učenje Sveučilišta u Zagrebu Merlin – http://merlin.srce.hr

Web: E-mail za kontakte:

http://eqibelt.srce.hr   eqibelt@srce.hr

Obljetnica prve godine rada Centra za e-učenje

U godinu dana do samoga vrha, a temeljna zadaća Centra je povezivanje stručnjaka, nastavnika i studenata zainteresiranih za e-učenje u aktivnu mrežu za razmjenu znanja i iskustava

Prof. J. Haywood tijekom predavanja

Popodne@ceu/proslava godišnjice Centra

Rođendanska torta za 1. rođendan CEU

Mr. sc. Zoran Bekić, Sandra Kučina Softić, prof. dr. sc. Ljiljana Pinter i prof. Jeff Haywood

Centar za e-učenje Sveučilišnoga računskoga centra Sveučilišta u Zagrebu proslavio je 8. prosinca 2008. svoju prvu godinu rada. S probnim radom Centar za e-učenje započeo je u rujnu 2007. godine, a službeno je započeo s radom u prosincu iste godine. Temeljna zadaća Centra je povezivanje stručnjaka, nastavnika i studenata zainteresiranih za e-učenje u aktivnu mrežu za razmjenu znanja i iskustava te omogućavanje i pomoć pri uporabi alata e-učenja. Centar ujedno djeluje i kao Središnji sveučilišni ured za e-učenje te obavlja poslove iz djelatnosti Ureda. Centar je svoju prvu godišnjicu proslavio radno, organizacijom još jednoga redovitoga mjesečnoga druženja na temu e-učenja – popodne@ceu. Tim se redovnim mjesečnim druženjima nastoji što više širiti informacija o e-učenju prema svim djelatnicima sastavnica Sveučilišta: upravama fakulteta i akademija, nastavnicima i studentima.

U proteklih godinu dana organizirano je osam takvih mjesečnih druženja koja su okupila više od 300 sudionika. Zanimljive i aktualne teme te vrsni predavači pridonijeli su tome da ovo mjesečno druženje postane nezaobilazno mjesto i prilika za razmjenu informacija i nove kontakte vezane uz e-učenje. Centar za e-učenje uspostavio je i održava **središnji sveučilišni sustav za e-učenje Merlin,** kojim je omogućio svim nastavnicima Sveučilišta u Zagrebu postavljanje kolegija u virtualno okruženje te stalnu pomoć, podršku i edukaciju u radu sa sustavom. Kvalitetu i stabilnost sustava za e-učenje prepoznali su i nastavnici drugih visokih učilišta u Hrvatskoj. Sustav se neprekidno dorađuje i usavršava prema potrebama nastavnika, a trenutačno se na sustavu nalazi više od **200 kolegija** i **5000 korisnika.** Također je za potrebe korisnika organiziran helpdesk te mogućnost konzultacija, a izrađeni su i priručnici o uporabi sustava za nastavnike i studente. Centar je pokrenuo i održava tečaj „Osnove rada u sustavu Merlin", koji je do sada pohađalo 95 korisnika. Zanimanje za tečaj je iznimno i termini su najčešće popunjeni odmah po objavljivanju.

Osim toga Centar sustavno radi na di-seminaciji informacija o e-učenju i tehnologijama e-učenja putem internetske stranice Centra www.srce.hr/ceu, biltena o e-učenju, koji se izdaje u sklopu Tempus-projekta EQIBELT, te organizacijom mjesečnih druženja – popodne@ceu. Mreža za e-učenje koja je uspostavljena i sve više se širi okuplja petstotinjak nastavnika, studenata, stručnjaka i ostalih zainteresiranih za e-učenje, a putem te mreže distribuiraju se sve informacije vezane uz e-učenje. Povodom proslave prve obljetnice rada Centra za e-učenje **profesor Jeff Haywood**, *prorektor za upravljanje znanjem i informacijskim službama i knjižnicama Sveučilišta u Edinburgu*, održao je predavanje pod nazivom **E-learning, e-libraries & e-research – supporting innovation to enhance university education**. Predavanje se bavilo strateškim i operativnim pitanjima s kojima se uprave sveučilišta, njihove sastavnice, nastavno, istraživačko i tehničko osoblje susreću pri implementaciji informacijskih i komunikacijskih tehnologija u sveučilišnom obrazovanju. Predavanje je organizirano u okviru Tempus- projekta *Education Quality Improvement by E-learning Technology*-**EQIBELT,** koji se uspješno privodi kraju i kojim je započeta implementacija e-učenja na Sveučilištu u Zagrebu.

U ime Sveučilišta u Zagrebu pozdravnu riječ na obilježavanju obljetnice Centra održala je prof. dr. sc. Ljiljana Pinter, prorektorica za studije i upravljanje kvalitetom, a pregled rada Centra u proteklih godinu dana te njegove daljnje planove iznijela je Sandra Kučina, voditeljica Centra za e-učenje.

Proslava godišnjice ne bi bila prava bez torte pa je i Centar svoje uzvanike počastio tortom i šampanjcem, a u ugodnome je ozračju diskusija nakon predavanja bila živa i vesela.

Obilježavanjem obljetnice rada Centra za e-učenje Sveučilište u Zagrebu istaknulo je da je svjesno potreba modernoga obrazovanja u društvu utemeljenome na znanju i cjeloživotnome učenju .

Sandra Kučina Softić,
voditeljica Centra za e-učenje

EQIBELT: Od rujna 2005. do siječnja 2009. godine

Javnosti predstavljeni rezultati trogodišnjega rada na projektu EQIBELT

Na Sveučilištu u Dubrovniku, Rijeci i Zagrebu e-učenje je sastavni dio sveučilišnoga obrazovanja

U auli Rektorata Sveučilišta u Zagrebu javnosti su predstavljeni rezultati trogodišnjega Tempus-projekta EQIBELT koji završava krajem siječnja 2009. Na završnoj svečanosti, kojoj su prisustvovali svi članovi projektnoga konzorcija, predstavljena su ostvarena postignuća i konkretni rezultati projekta.

Sveučilište u Zagrebu nositelj je ovoga velikoga i važnoga projekta, koji je u njegovo ime koordinirao Sveučilišni računski centar (Srce). U projektu je sudjelovalo osam uglednih europskih sveučilišta (iz Austrije, Belgije, Estonije, Finske, Portugala, Španjolske i Velike Britanije) s dugogodišnjom tradicijom u primjeni tehnologija e-učenja, te sveučilišta u Zagrebu, Rijeci i Dubrovniku, CARNet i Ministarstvo znanosti, obrazovanja i športa RH. Projekt je vrlo uspješno ostvario sve svoje temeljne ciljeve. Na sveučilištima u Dubrovniku, Rijeci i Zagrebu raspravljeni su i prihvaćeni strateški dokumenti koji smještaju i povezuju e-učenje s obrazovnim i drugim strateškim ciljevima sveučilišta. Uspostavljeni su centri i(li) timovi koji na razini sveučilišta potiču i pomažu implementaciju e-učenja, prije svega surađujući s timovima i pojedincima na fakultetima i podupirući nastavnike koji su spremni i žele napraviti određene iskorake u obrazovnome procesu.

Prisutne su pozdravili **prof. dr. sc. Aleksa Bjeliš**, rektor Sveučilišta u Zagrebu u ime nositelja projekta i **dr. sc. Radovan Fuchs**, državni tajnik za visoko obrazovanje u ime Ministarstva znanosti, obrazovanja i športa kao člana konzorcija na projektu. Pregled projekta i cjelokupne ostvarene rezultate na projektu predstavio je **mr.sc. Zoran Bekić**, ravnatelj Srca i koordinator projekta.

U ime članova konzorcija i Europske Unije osvrt na projekt dao je **prof. dr. sc. Wim Van Petegem** sa Sveučilišta u Leuvenu (Belgija). Prof. Petegem istaknuo je obostranu korist i hrvatskih i europskih članova konzorcija jer su europska sveučilišta, iako imaju dugu tradiciju u implementaciji i primjeni e-učenja, također stekla nova iskustva i proširila svoju mrežu partnera i prijatelja.

O ostvarenim rezultatima na hrvatskim sveučilištima koja su sudjelovala u projektu izvijestili su **mr.sc. Lucijana Leoni** za Sveučilište u Dubrovniku, **dr. sc. Marta Žuvić-Butorac** za Sveučilište u Rijeci te **mr.sc. Zoran Bekić** za Sveučilište u Zagrebu. **Prof. dr. sc. Ljiljana Pinter**, prorektorica za studije i upravljanje kvalitetom, iznijela je planove o daljnjoj implementaciji e-učenja na Sveučilištu u Zagrebu i naglasila važnost održivosti rezultata postignutih projektom te potvrdila namjeru Sveučilišta u Zagrebu da i dalje ulaže u e-učenje, nezaobilazni alat za uspješnu implementaciju Bolonjskoga procesa i unaprjeđenje kvalitete sveučilišnoga obrazovanja.

E-učenje na mnogim fakultetima i akademijama prestalo je biti izuzetkom te je postalo svakodnevicom učenja i poučavanja, novom poveznicom sveučilišnih nastavnika i studenata na njihovom zajedničkom putu kroz sveučilišne studije. Jednim od dokaza uspješnosti projekta možemo smatrati i to da su svi postignuti rezultati i uspjesi postavili putokaze prema mnogobrojnim novim poslovima i ciljevima, zaključci su koji su izneseni na završnoj svečanosti.

Sandra Kučina Softić,
voditeljica Centra za e-učenje

Prof. Wim Van Petegem, Director of AVNet, University of Leuven, Belgium

Mr.sc. Zoran Bekić, ravnatelj Srca i koordinator projekta EQIBELT

Sandra Kučina Softić, voditeljica Centra za e-učenje Srca

Prof.dr.sc. Aleksa Bjeliš, rektor Sveučilišta u Zagrebu

Dr.sc. Radovan Fuchs, državni tajnik za visoko obrazovanje Ministarstva znanosti, obrazovanja i športa

Dr.sc. Marta Žuvić-Butorac, Sveučilište u Rijeci

Mr.sc. Lucijana Leoni, Sveučilište u Dubrovniku

Prof. dr. sc. Ljiljana Pinter, prorektorica za studije i upravljanje kvalitetom Sveučilišta u Zagrebu

S lijeva na desno: prof.dr.sc. Ljiljana Pinter, mr.sc.Zoran Bekić, dr.sc. Radovan Fuchs i prof.dr. sc. Aleksa Bjeliš tijekom svečanosti završetka projekta EQIBELT