3rd
POLICY WORKSHOP ON PEDAGOGICAL OPPORTUNITIES OF E-LEARNING
Zagreb, October 25-26, 2007

2nd
WORKSHOP ON EARNING SUPPORT CENTERS
Zagreb, April 2-4, 2008

WORKSHOP ON COURSE DEVELOPMENT IN E-LEARNING ENVIRONMENT
Rijeka, September 25-26, 2008
TEMPUS JOINT EUROPEAN PROJECT UM_JEP 19105-2004
EDUCATION QUALITY IMPROVEMENT BY E-LEARNING TECHNOLOGY

CONSORTIUM MEMBERS

EUROPEAN UNION

CATHOLIC UNIVERSITY OF LEUVEN
LEUVEN, BELGIUM

ESTONIAN INFORMATION TECHNOLOGY FOUNDATION
TALLINN, ESTONIA

HELSINKI UNIVERSITY OF TECHNOLOGY
LIFELONG LEARNING INSTITUTE DIPOLI
HELSINKI, FINLAND

UNIVERSITY OF EDINBURGH
EDINBURGH, GREAT BRITAIN

UNIVERSITY OF PORTO
PORTO, PORTUGAL

UNIVERSITY OF VIENNA
VIENNA, AUSTRIA

VALENCIA UNIVERSITY OF TECHNOLOGY
VALENCIA, SPAIN

VIENNA UNIVERSITY OF TECHNOLOGY
(PROJECT CONTRACTOR)
VIENNA, AUSTRIA
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Promotion and Support of Technology Enhanced Learning —
Strengths and Weaknesses of a Bottom-up Strategy

Promotion and Support of Technology Enhanced Learning

Strengths and Weaknesses of a Bottom-up Strategy

Gottfried S. Csanyi
E-Learning Centre, Vienna University of Technology

This presentation is available for download at http://eqibelt.srce.hr/workshops/zagreb_2/agenda.html
Overview

Topics of this Presentation
1. Technology enhanced teaching @ VUT
2. Didactic support for TET @ VUT
3. Experiences since 2006
4. Analysis of activities and needs
5. Information and mobilization
6. summary

Didactic Support of TET @ VUT

• Well elaborated & established support structures
• reached the early adopters – but not the average teachers
• Need to change strategies
  – Either on management level: top-down approach (= not yet realistic)
  – Or on level of support center: individual communication – we have to learn more about our target groups

Topic 1
Technology Enhanced Teaching @ VUT

TET@VUT: Policy

Basic Courses: slight obligation for TET
• have to have a representation in TUWEL
• BUT: no controls or sanctions
• particularly quality of courses is not controlled

All other courses: individual decision
• it is up to Individual teachers if they use TUWEL, any other ICT tools, or none of them
• no benefits for quality – except E-Learning Award

TET@VUT: Statistics (after 2 years)

• About 170 courses in TUWEL/Moodle – the central supported LMS
• Unknown number of other courses using
  – Weblogs
  – Wikis
  – Homepages
  – TUWIS++

• Quotation of Ionas presentation:
  • Some teachers are learning autodidactically – others are coming to us and asking us.
E-Learning – what for?

- Organisation of courses and learning process
  - Presentation of content / learning materials
  - Offering simulations and games
  - Simulation of learner's activities
  - Facilitation of learner's collaboration
  - Communication between teachers and learners / learners and learners
  - Feedback and answers to learners
- Assessment of learner's achievements

Moodle based courses @ VUT

- Many electronic supplements of traditional courses: "PDF-repositories"

Moodle based courses @ VUT

- Some blended learning courses: face-to-face meetings AND some self-directed learning

Moodle based courses @ VUT

- None E-Learning in pure form: courses without any face-to-face elements (as far as we know)

Didactic support for TET

- Definition
  - All activities helping teachers
    - to successfully apply information and communication technology
    - for planning, developing, organizing, delivering, and evaluating courses
    - of high quality
  - Referring to handling of ICT, didactics and organisation
Wide spectrum of support services

- Online FAQs
- Short explanations
- Online articles
- Helpdesk (telephone, e-mail)
- Individual counselling / coaching: LMS and other tools, organisation of online courses, educational design, learning material...
- Support for generating projects
- Qualification of teaching staff: workshops

Support philosophy

- For every question immediately the right answer in terms of
  - length
  - abstraction level
  - details
  - complexity
  - scope
  - time consumption
- So far the theory ;-) (we'll come to that later)

Didactic support @ VUT

Basic questions

- What are the best methods to design a technology enhanced course (according to my LOs)?
- Which ICT tools are available to realise my didactical ideas?
- How can I create high quality content for TEL?
- How can I apply chosen tools in an effective and efficient way?

Didactic support @ VUT

Our Policy

- Support whatever is possible
- But: concentrate on efficient solutions
- Main teaching strategy: Blended Learning
- Main goals: fostering
  - development of competencies
  - by active and self-directed learning

Support questions & services

Question

- What are the best ideas for designing a technology enhanced course covering my particular goals?

Support services: didactical

- Workshops
- Personal consultation
- E-Learning Impulses / E-Learning Day
- Website / TUWEL courses

Support questions & services

Question

- How to create high quality content for TEL?

Support services: content creation

- Workshops
- Personal consultation
- TUWEL course
**Support questions & services**

**Question**
- Which ICT tools are available to realize my didactical ideas?

**Support services: technical**
- Workshops
- E-Learning Impulsions / E-Learning Day
- Helpdesk
- Personal consultation
- TUWEL features course

**TUWEL statistics – a repetition**

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
<th>Teachers (incl. Tutors)</th>
<th>Students</th>
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<tr>
<td>2006-S</td>
<td>45</td>
<td>86</td>
<td>1,828</td>
</tr>
<tr>
<td>2006-W</td>
<td>141</td>
<td>334</td>
<td>3,478</td>
</tr>
<tr>
<td>2007-S</td>
<td>186</td>
<td>392</td>
<td>5,219</td>
</tr>
<tr>
<td>2007-W</td>
<td>189</td>
<td>347</td>
<td>6,923</td>
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</table>

Unfortunately no quantitative information about other forms of technology enhanced teaching.

**Topic 3**

**Experiences since 2006**
Summary: Experiences
- Helpdesk and personal consultation are more frequented over the time
- Workshops and information events (E-Learning Impulse / E-Learning Days) are less frequented now than two years ago

Summary: Hypotheses
- Teachers (= customers) want and need answers and solutions HERE & NOW
- Teaching is a completely private sphere: Tooth Brush Syndrome: Teachers would rather share their tooth brush than information about their courses!
- The majority of teachers want to find out by themselves, how „E-Learning“ works
- Early adopters are different from average teachers

Digression: Early adopters
Are
- predominantly very engaged in the personal development of their students (an assumption)
- performing high quality teaching – with or without „E-Learning“ (an experience)
- often accepting or even asking for professional help (e.g. from support centers)
- Mostly conscious of their problems with teaching
Digression: average teachers

- predominantly interested in their own personal development / academic career (an assumption)
- seldomly accepting or asking for professional advice and support (see the tooth-brush syndrom)
- less conscious of their own and their students' problems with teaching / courses

Summary: Conclusions

- Our formal support offers (information events, workshops) do not exactly meet the real needs of all target groups
- We will have to restucture our support offers according to the needs of our target groups
- That means to switch from the interests of early adopters to the needs of average teachers

Summary: Resulting agenda

- Analyze the
  - really existing teaching activities (beyond using TUVEL)
  - and individual needs and interests – particularly of average teachers (instead of early adopters)
- Intensify communication with teachers, students, and managers on an informal level

Topic 4
Analysis of Activities and Needs

Analysis of activities and needs

Research Questions (I)

- Who practices technology enhanced teaching
  - how many teachers,
  - at which faculties and institutes,
  - on which hierarchical level?
- Who would like to practice TET – but feels or is handicapped – and by what?
- What are teachers actually doing when technology enhanced teaching?
Analysis of activities and needs

Methods
- Informal talks with teachers and students
- Formal interviews (semistructured) with teachers and students
- E-mail survey (open questions)
- Planning for the future (optional)
- Online survey (representative)

First Results (Produced by an e-mail survey among approx. 1000 students with open questions)
- Some teachers have good TEL-concepts, but lack technical knowledge and skills to realize them effectively.
- Many of them learn how to teach only by trial and error – they do not ask for support.
- Little input (support) could result in valuable improvements

Analysis of activities and needs

Open questions
- What are the reasons for this situation (compare the assumptions and hypotheses mentioned before)
- How could this dissatisfactory situation be changed?

Topic 5
Information and Mobilization

Information & mobilization

Urgent agenda
- Talks on an informal individual level
- Communication on a formal level
  - Individual (see research activities)
  - Institutional: university management individual faculties

Information events
- E-Learning Impulse (every two months)
- E-Learning Day (once a year)

and workshops
will only be successful on the basis of successful informal communication and confidence building (an other assumption)
Summary

- Well elaborated & established support structures
- Reached the early adopters – but not the average teachers
- Need to change strategies
  - Either on management level: top-down approach (not yet realistic)
  - Or on level of support center: individual communication – we have to learn more about our target groups

Thank you for your attention

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