



# **InnoUniLearning**

## **The Fostering of Innovative eLearning Strategies in Higher Education**

**Round Table Discussion: Universidade do Porto**

**Porto, April, 2006**



## Agenda

- **I - Project Overview**
- **II - Project Status**
- **III - Strategy Case Studies**
- **IV - Case Study Universidade do Porto**



# I - Project Overview



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**The Fostering of Innovative e-Learning Strategies in Higher Education**

- Introduction
- Objectives
- Methodology / Activities
- Meetings
- Documents
- Brochure
- Participants
- Links

**INNOUNI LEARNING**  
**THE FOSTERING OF INNOVATIVE E-LEARNING STRATEGIES IN HIGHER EDUCATION**

Involving several Member States, the project will accomplish the objective of encouraging the uptake of e-Learning programs within Higher Education Institutions across Europe through the dissemination of best practices case studies.



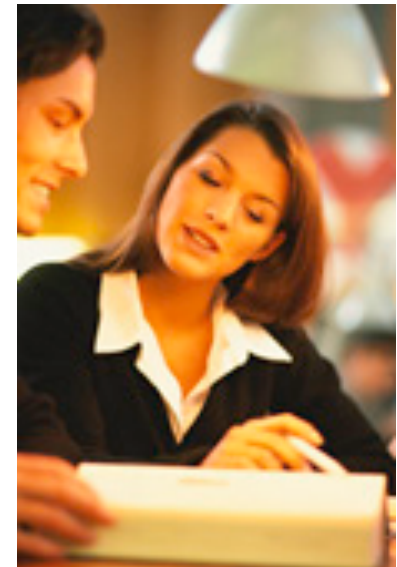
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## Overall Objectives

**Successful eLearning programmes applied by Higher Education Institutions at European level**

- **To conduct a study on eLearning strategies applied by the higher education institutions (HEI) within France, United Kingdom, Hungary, Austria and Portugal.**
- **To encourage the uptake of eLearning programs within the HEI across Europe through dissemination of eLearning strategy case studies that represent the range of eLearning applications.**



**Project Duration: 24 months; from Oct. 04 to Sept. 06**



## Overall Objectives

- To be an effective tool in assisting education institutions implement eLearning programs, which meet their:
  - Particular curriculum
  - Training structure
  - Student body requirements





### Project Phases

| Phases                                                                          | Status  |
|---------------------------------------------------------------------------------|---------|
| 1 – Develop a comprehensive list of HEI and conduct the initial review process  | Closed  |
| 2 – Conduct a comprehensive review of the highlighted 25 HEI                    | Closed  |
| 3 – Develop a study that details a range of eLearning strategies applied by HEI | Ongoing |
| 4 – Disseminate the project outputs to the HEI community                        | Ongoing |





### Phase 2 – Individual review process

**Closed**

- **Twenty five higher education institutions were individually reviewed**
- **Four higher education institutions were from Portugal:**
  - **Universidade de Aveiro**
  - **Universidade do Minho**
  - **Universidade Católica Portuguesa – Instituto de Ensino e Formação a Distância**
  - **Universidade do Porto**





### Phase 3 – Strategy case studies

#### Ongoing

- 8 HEIs were selected as strategy case studies, namely:

| Higher Education Institution                                 | Country        |
|--------------------------------------------------------------|----------------|
| Wirtschaftsuniversität Wien (Learn@WU)                       | Austria        |
| ENIC Lille - Ecole Nouvelle d'Ingénieurs en Communication    | France         |
| IAE Caen - Institut d'Administration des Entreprises de Caen | France         |
| Université Lyon 1                                            | France         |
| The Open University                                          | United Kingdom |
| University of Ulster                                         | United Kingdom |
| Universidade do Porto                                        | Portugal       |
| Dennis Gabor College                                         | Hungary        |





## Objective

- Review of the 8 HEI eLearning strategies
- Develop individual case studies able to provide an overview of:
  - The institutions
  - Their education structure
  - Curriculum needs
  - eLearning development and strategy
- Conduct the strategy case studies through **‘Round Table’ discussions** with all relevant stakeholders



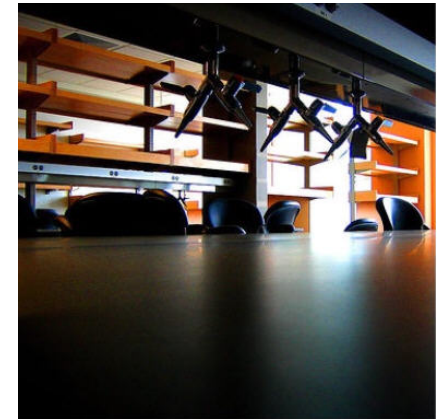
To provide the InnoUniLearning project with the required information on the success factors of the reviewed 8 HEI eLearning Strategies



## ‘Round Table’ discussion

### eLearning interview discussion topics:

- **Consist of qualitative questions**
- **Address all relevant stakeholders at HEI level:**
  - **Students**
  - **Academic Staff**
  - **Technical Staff**

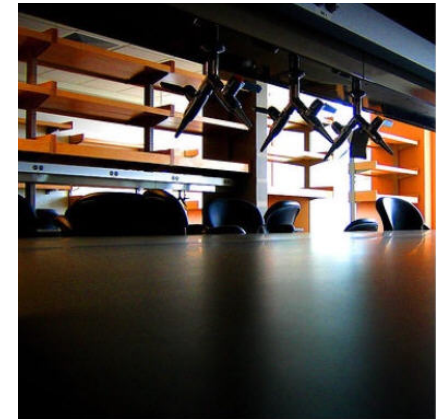




## Structure

**The general structure of the Case studies is based on the Case Study Template as developed and tested by the Joint Information Systems Committee (JISC), United Kingdom. It consists of:**

- **1 - Background**
- **2 - The chosen eLearning strategy**
- **3 - eLearning at the University**
- **4 - The eLearning challenge**
- **5 - Established practice: The eLearning advantage**

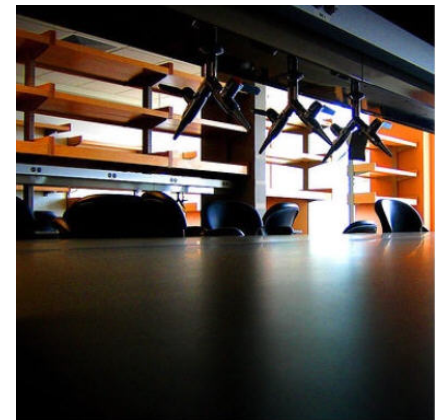




## Round table discussion: Universidade do Porto

### Round Table Agenda

- 1 - Background
- 2 - The chosen eLearning strategy
- 3 - eLearning at the University of Porto – stakeholders point of view
  - Environment for Learning
  - Pedagogic approach and learning tasks
  - Learning Outcome
  - Quality Aspects
  - Impact of the e-U Project
- 4 - The eLearning challenge
- 5 - Established practice: The eLearning advantage

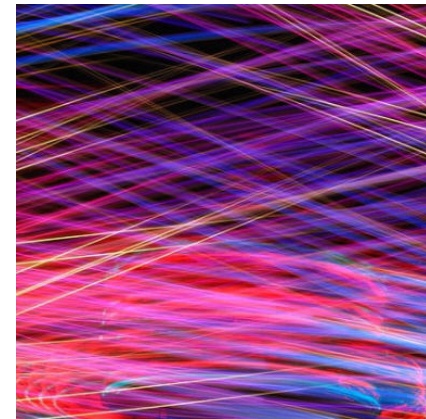




## 1 - Background

### Available Information

- Large fragmented University with faculties spread over the city
- GATIUP as a central department to provide teachers with technical and pedagogical assistance towards ICT enriched education
- Central University wide service unit to provide students with technical assistance
- Subject based support (e.g. Hands-on training) provided to students at a faculty level

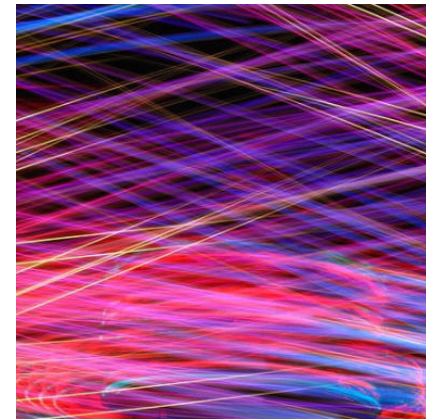




## 1 - Background

### Available Information

- **Three LMS: WebCT, Luvit and Moodle (some faculties)**
- **Type of learning - in general blended learning**
- **Type of students - undergraduate (full time) and graduate (full & part time)**
- **Different maturity of eLearning within and between faculties**
- **Participation in the e-U project, including a virtual campus and a virtual library**







## 2 - The chosen eLearning Strategy

### Available Information

- eLearning is supported directly by the University's rectorate
- University has a written eLearning strategy
- Establishment of GATIUP and student support service departments to create the required support framework
- Establishment of the required technological framework (Internet, LMS, virtual library, etc.)





## 2 - The chosen eLearning Strategy

### Available Information

- Approach of a voluntary change towards eLearning, based on motivation not pressure
- Creation of an internal Excellence Award to motivate frontrunner (teachers & faculties)
- Promotion of Best Practice Cases to motivate other teachers and faculties to follow





## 2 - The chosen eLearning Strategy

### Questions to be answered

- What were the main priorities or considerations when choosing the strategy?
- What were the approaches behind the chosen strategy?
- What milestones were set?
- In which way was it different to previous strategies, approaches and activities?
- Is the strategy clear to every stakeholder (e.g. teachers and students)?





### 3 - eLearning at the University of Porto – stakeholders point of view

#### Environment for Learning

#### Available Information

- Deployed LMS provide possibility for virtual learning
- e-mail and chat rooms appear to be the most frequently used tools





### 3 - eLearning at the University of Porto – stakeholders point of view

#### Environment for Learning

#### Questions to be answered

- Where does learning take place?
- Do learners work individually or in groups? Face-to-face, virtually...?
- Do they collaborate on tasks, courses, other? Face-to-face, virtually...?
- What equipment, virtual tools and environments are in general used?





### 3 - eLearning at the University of Porto – stakeholders point of view

#### Environment for Learning

#### Questions to be answered

- Relationship to learning outcomes? In your view, how does use of this technology and this setting relate to the learning outcomes?
- What learning resources are used and who prepares these resources?
- In your opinion, do staff and students have the necessary skills to enable them to use the technology?







### 3 - eLearning at the University of Porto – stakeholders point of view

Pedagogic approach and learning tasks

**Available Information**

- No information collected by SPI up to date





### 3 - eLearning at the University of Porto – stakeholders point of view

#### Pedagogic approach and learning tasks

#### Questions to be answered

- How would you describe the general pedagogic approach that is used?
- Is there a different pedagogic approach for ICT supported learning and teaching?
- Is there a particular type of learning, e.g. project-based, collaborative, informal, apprenticeship, discovery, peer learning...?





### 3 - eLearning at the University of Porto – stakeholders point of view

#### Pedagogic approach and learning tasks

#### Questions to be answered

- Are learners assessed and how (learning outcome, learning process)?
- Who provides the feedback on the learning process and learning outcome? (self, peer, tutor)





### 3 - eLearning at the University of Porto – stakeholders point of view

Learning Outcome

**Available Information**

- No information collected by SPI up to date





### 3 - eLearning at the University of Porto – stakeholders point of view

#### Learning Outcome

#### Questions to be answered

- What can you say about the quality of work produced by students who are using this technology/ working in this physical space (ICT supported learning and teaching)?
- What do learners say about their experience of ICT supported learning / with this technology?





### 3 - eLearning at the University of Porto – stakeholders point of view

#### Quality Aspects

#### Available Information

- **Learner feedback is gathered through online surveys and obtained data stored in data bases**







### 3 - eLearning at the University of Porto – stakeholders point of view

#### Quality Aspects

#### Questions to be answered

- Is there any internal system or standard to assure quality of processes and products (e.g. ISO, TQM, or EFQM)?
- Is there any system or method for continuous improvement of ICT supported learning and teaching? Is it different for eLearning?





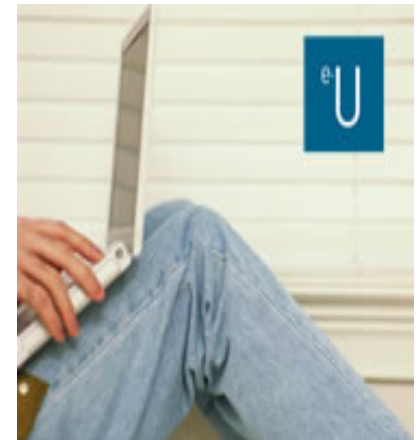


### 3 - eLearning at the University of Porto – stakeholders point of view

#### Impact of the e-U project

#### Available Information

- Participation in the e-U project
- Availability of virtual library and wireless network



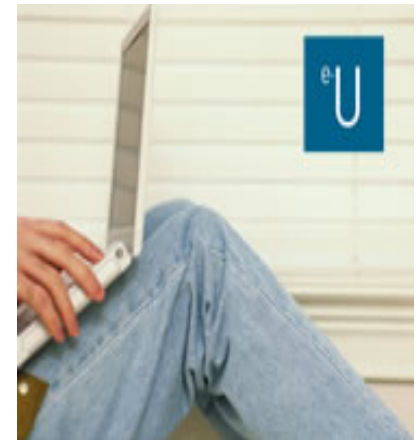


### 3 - eLearning at the University of Porto – stakeholders point of view

#### Impact of the e-U project

#### Questions to be answered

- Does it have any impact on the foregoing aspects?
- How are the different components integrated into the learning process (e.g. b-on)?
- Is it valued by the students, and if so what do they value?





## 4 - The eLearning challenge

### Available Information

- Large and fragmented University
- Departments with different maturity
- Lack of structured approach to ICT





## 4 - The eLearning challenge

### Questions to be answered

- What were the problems or risks with the chosen strategy, approaches and actions?
- What barriers were encountered?
- How were the barriers overcome?

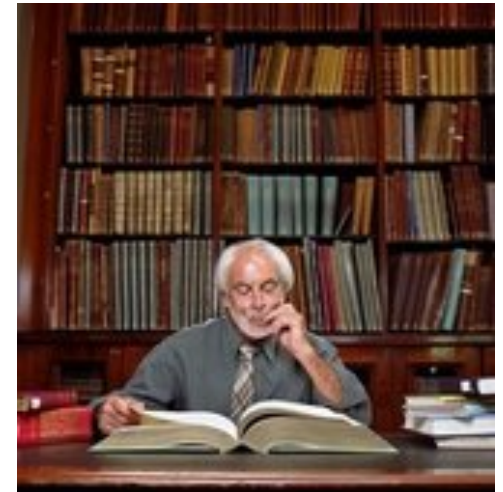




### 5 - Established practice: The eLearning advantage

#### Available Information

- No information collected by SPI up to date

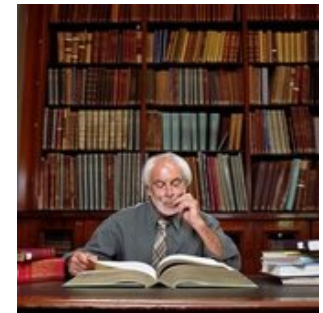




### 5 - Established practice: The eLearning advantage

#### Questions to be answered

- What worked well or what were the benefits of the chosen strategy, approaches and activities?
- What enabled you to make it work?
- What are the main arguments in favour of using this strategy, approaches and activities?
- On reflection, does ICT supported learning and teaching provide an added value to the students' learning experience? Does it enhance their learning outcome?

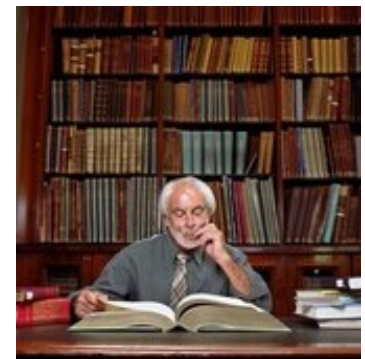




### 5 - Established practice: The eLearning advantage

#### Questions to be answered

- Are you convinced of the overall effectiveness and acceptance of ICT supported learning and teaching?
- Was a technology or a physical space used by learners or teachers in ways that had not been planned at the start?
- Were there any unexpected learning outcomes?







***Thank You !!!***



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