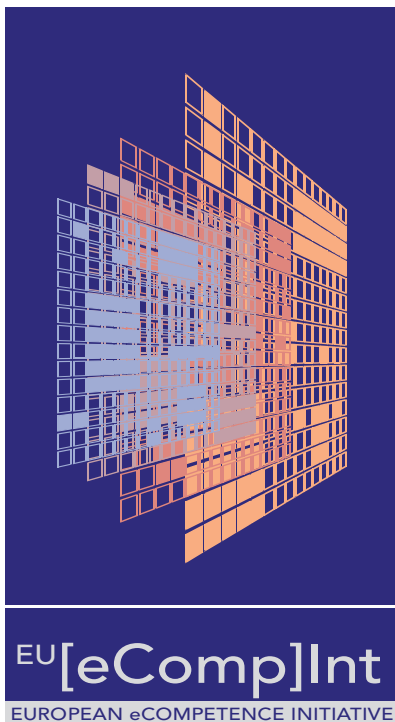


EUROPEAN eCOMPETENCE INITIATIVE  
FOR HIGHER EDUCATION STAFF



EUROPEAN eCOMPETENCE INITIATIVE  
SYNTHESIS OF THE GALWAY eCOMPETENCE SYMPOSIUM  
14 - 15 APRIL 2005



Supported by  
the European  
Commission

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APRIL 14 2005

PROJECT STRENGTH AND WEAKNESSES WORKOUT AT THE GALWAY SYMPOSIUM



## 1. AIMS AND OBJECTIVES OF THE GALWAY SYMPOSIUM

The Galway symposium had three main aims, which were:

### A. PRESENTATION OF THE eCOMPETENCE PAPERS

- introduction into the presentation session
- presentation of the submitted eCompetence papers in parallel sessions

### B. ASSESSMENT OF THE PROJECT STATUS

- what have we realised so far?
- what are strengths and weaknesses of the chosen research and collaboration activities
- what specific foci have developed

### C. DISCUSSION AND DECISION ON FUTURE PERSPECTIVE

- what is the perspective for the second project term

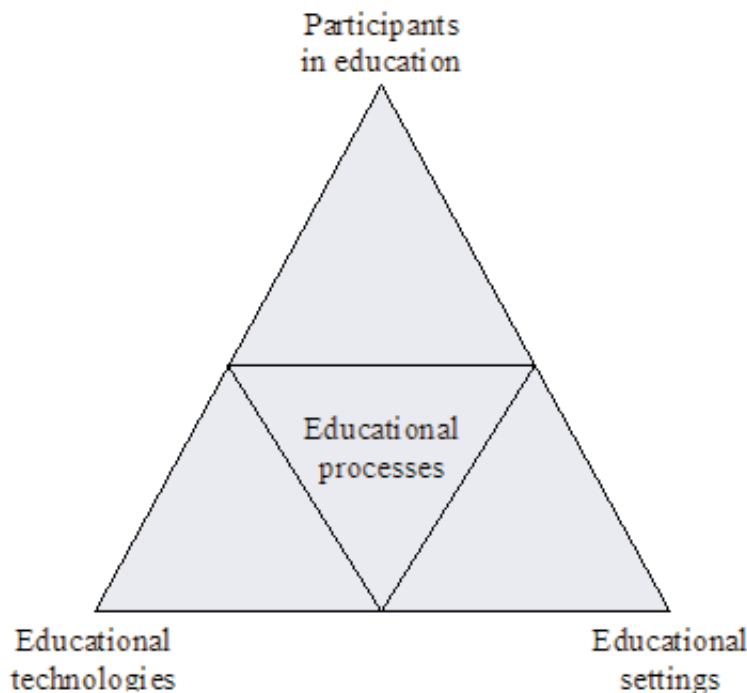
## 2. PLENARY SESSION INTRODUCTION

We started the symposium with a warm welcome from our hosts Iain and Jenny, which I'd like to thank again for their wonderful hospitality! The introduction into the plenary session continued with a presentation from Thomas Pfeffer on the on the status and planned next steps for the effective practice database. The analysis of the effective practice submissions so far has generated 26 responses, which are quiet heterogeneous, but show specific interrelated patterns in specific areas. Thoams and Sjoerd de Vries have worked out a first draft model based on the human media interaction theory, that tries to conceptualise the data input and is shown in the chart below.

In the following plenary discussion several recommendations were given for the refinement and proceeding of the effective practice data analysis:

Jef van den Branden proposed to differ betwenn two different (multi) levels within the model in order to give it give more sense. He suggested to add a dimension: eg the collaboration between top-down and bottom-up eCompetence activities in universities and advised to understand instructinal design as prescriptive approach, not descriptive approach.

CONCEPTUAL MODEL FOR EFFECTIVE eCOMPETENCE PRACTICES



management system for clarification of the eCompetence development patterns. It is important to focus on the involved people in a process-based Change Management and to see education and research as core activities also in eCompetence related projects. She proposed a four-step analysis frame:

- analysis of target group
- teaching design
- teaching delivery
- consequences for teaching and learning

Monica Feixas finally mentioned to analyse the wider social contexts, local contexts and HE policy, in which the specific eCompetence activities take place.

### 3. PRESENTATION OF THE eCOMPETENCE PAPERS

The next agenda point and the focus of the first symposium day was the presentation of the abstracts for the eCompetence papers which took place in parallel sessions. The electronic versions of the abstracts have been collected and can be assessed in BSCW: <http://helene.hdz.uni-dortmund.de/pub/bscw.cgi/0/78308>.

#### LIST OF ABSTRACTS

- 1 Leuven.doc KULeuven and eCompetence
- 2 Aalborg.doc teaching practice supported by IT
- 3 Altran.doc learners relationship management
- 4 Athens eLearning services UoA
- 5 Athens1 adaptive elearning environments
- 6 AUA AUA seminars for teaching staff
- 7 Barcelona eCompetence at UAB
- 8 Europhd eCompetence in the European PhD
- 9 OUNL gaining eCompetence in the dutch digital university
- 10/11 Twente, Twente1 eComp. + CoP (investment in eComp)
- 12 Joensuu community of practice in comp. Science
- 13/14 Roma, Roma1 technology+methodology (evaluation eComp)

Sjoerd mentioned that a phasing would be needed to show what kind of factors are important in this phase of the eCompetence activity carried out. Also he proposed some areas for a more structured analysis such as

1. tech development
2. what do we do with ICT
3. change within organisation

Johannes Wildt proposed to prove some questions on the effective practices, such as:

- Do examples give support to shift from teaching to learning?
- Is the focus on teaching competences, how do students and teaching competences fit together?
- What staff development and program elements are contained in the eComp activities?

Elisa Mancinelli argued for the development of a targeted, conceptualised change

- 15 Galway eModerating: training academic staff
- 18 Dortmund online pedagogy
- 19 Dortmund1 eCompetence in the EU ICT policy goals
- 20 Compiègne how to learn, by odl?
- 21 Helsinki The concept of eCompetence in TieVie
- 22 Scierter adaptation of existing competence frameworks to higher education environments

The presentations took place in four parallel thematic tracks.

#### **A INSTITUTIONAL SUPPORT STRUCTURES**

- 1 KULeuven and eCompetence (Leuven, Jef)
- 4 eLearning services UoA (Athens, Pantelis)
- 6 AUA seminars for teaching staff (AUA)
- 7 eCompetence at UAB (Barcelona)
- 12 eModerating (Galway, Ian+Jenny)

#### **D NEW PEDAGOGICAL CONCEPTS**

- 2 teaching practice supported by IT (Aalborg, Helle)
- 18 online pedagogy (Dortmund1, Johannes)
- 14/15 eComp.+CoP (investment in eComp) (Twente + Twente1, Sjoerd)
- 10/11 technology + methodology (evaluation of eComp.) (Roma+Roma1, giovannella)
- 20 how to learn, by odl? (Compiègne)

#### **C EXAMPLES OF eLEARNING IN PRACTICE/ PROVIDING eLEARNING**

- 8 European PhD (Europhd, Annemaria)
- 13 community of practice in computer science studies (Joensuu, Esko)
- 3 learners relationship management (Altran)
- 5 adaptive learning environment (Athens1, Grigoriadou)

#### **B SUPRA-INSTITUTIONAL LEVEL**

- 9 gaining eCompetence in the dutch digital university (OUNL, Maurice)
- 21 Helsinki university of technology (fin virt. Univ.) (Riika)
- 20 Compiègne (Herve)
- 19 eCompetence in EU ICT policy (Dortmund2, Dirk)
- 22 Adaptation of competence frameworks to he (Scierter)

## **4. PLENARY SESSION: DISCUSSION - CONCLUSIONS AND QUESTIONS**

The main findings of the conclusion debate are summarised here. It was said that all presentations focus on learning processes and contain elements for strategies, indicator systems, foster teaching strategies. The research challenge in the project is to combine the different studies, to develop questions and to elaborate the patterns on the contributions.

The shift from teaching to learning can be seen as overarching topic. It should be questioned what innovations are caused in teaching and learning culture by the use of ICT. It is proposed that a specific number of questions is posed to all papers the results are analysed. The questions should be related to the output.

in many papers a motivation problem of teachers using ICT can be identified. The questions is - why is that? It is assumed that motivation depends on the external teaching and learning context. It is questioned if is our product (eCompetence development model) is attractive to our target group. Maybe the goal of eCompetence development can be defined as to make teachers competent to use ICT or not use ICT in their particular teaching situation.

Some comment on the general change in education points out that we can learn from the past, when teaching was scarce. Now life-long learning seen as necessity, thus shift from teaching to learning is indispensable. The shift can be seen as an old topic, the existing barriers are also not new to us.

One choice for eCompetence development is to change the role of teachers, let them be in students role like in the eModeration course of Gilly Salmon. They need to experience themselves the consequences of learning with ICT. Thus eCompetence would result as the competence to assess your own definition on the role of ICT in your own context.

The active interaction of students in ICT environment is seen as a precondition for the eStrategy setup in universities.

It is questioned with what measures teachers want to support student-centered learning, if not by use of ICT? What's the alternative then?

Also it was pointed out that we have no proper definition of ICT anyway - what is ICT? How to asses the failures and limits of technology? We have to reflect on the limits of technology, on the role of media as pure vehicle vs. media influencing the learning itself.

Finally it was asked if there is a specific need of eCompetence or if we should rather concentrate on learning competences in general.

## APRIL 15 2005

### 5. PLENARY SESSION: STRENGTH/ WEAKNESSES - ANALYSIS

On the second day Johannes gave the introduction into strength/ weaknesses - analysis and opened the main activity of the second symposium day. Each participant did some individual preparatory work for the SW - analysis and presented his or her main findings in a pinboard setting to the plenary. Following the individual presentation in the PLENARY SESSION there was a general DISCUSSION of the main findings and a clustering of the input took place to find specific patterns of strenghts and weaknesses in the project. The results of the input cluster are shown in the diagram that is annexed to this synthesis.

The next step in the agenda was the PLENARY SESSION INTRODUCTION OF the COORDINATORS perspectives for the second project year. The four subtopic coordinators proposed their activity focus for the second term of the project as such:

#### **SUBTOPIC 1: INDIVIDUAL eCOMPETENCE**

Helle Baekkelund from Aalborg persented the perspective on the case studies. The effective practices serve as starting point for the case study analysis. The main objectives of the case studies are to develop a knowledge source and tool for reflection on eComp development in the own institution. The research process isto narrow down questions to specific focus and subsequently use of 5 step model that was proposed in Vienna.

#### **SUBTOPIC 2: ORGANISATIONAL eCOMPETENCE**

Tom Pfeffer from the IFF Vienna gave a presentation on the link database that he just started to develop. It contains information on

- suprainst. networks related to eCompetence
- training programs for eCompetence

The database activity is clearly contributing to the network aspect of the project. Each partner has to underpin the concept of competence/ eCompetence in his practice and to verify what are the expected outcomes of the practice. Tom proposed a search for indicators to measure competences needed for use of ICT, e.g. what is the teacher competence needed to perform in the eClass context?

#### **SUBTOPIC 3: COMMUNITY OF PRACTICE**

Marice de Volder proposed for the CoP the publication of a final compendium as core activity that should be used to trigger a collective use of the forum and more use of skype. The CoP approach would then be touse the final book as pro-

duct and trigger for the CoP activities. The compendium structure gives partners a place in the project context and is useful to organise the process of cooperation. There is a need to form an editorial board and the social interaction between the partners is seen as one pillar for the project outputs.

#### **SUBTOPIC 4: DISSEMINATION ACTIVITIES**

Finally Iain Mc Labhrain from Galway presented his perspectives on the further development of the dissemination activities. The main activity strings mentioned were the web portal, the electronic newsletter, magazine - style publications, the integration of video seminars into the project context and the production of print publications.

## **6. INTRODUCTION OF OPEN MARKET PLACE**

Johannes introduced the open market, an informal forum that offered all participants to chat with the four coordinators and to generate ideas in front of their stands.

#### **OPEN MARKET PLACE (4 STANDS, 4 SUBTOPICS)**

The questions on coordinator perspectives and the adding of further ideas were organised in the marked place, an open format that invited each participant to discuss individually with the four coordinators on the main activities in the four sub-topics.

The main findings of the open market underlined the proposed coordinator activities for the second term. The main challenges are listed here:

#### **DEVELOPMENT OF CONCEPTUAL FRAMEWORK**

- raise interaction in between the meetings
- clarify aims and products
- as inclusive product where all partners can contribute
- contents: case studies, including articles, specific research articles
- communication for the outlines and the time schedules - organised by Maurice, communication via internal newsletter

#### **ASSURE COMMUNITY**

- financial side: additional proposals for funding
- sustainability to be discussed in Barcelona

#### **CONCEPTUAL POINT**

- bring effective practices and case studies forward
- definition of perspective questions to be tested in the case studies
- in relation to effective practice and case studies in a more communicative way
- establishment of theoretical discussions
- eg on the concept of competence and the consequences for the e-area
- integration of psychological perspective
- stick to Bologna process discussion for funding

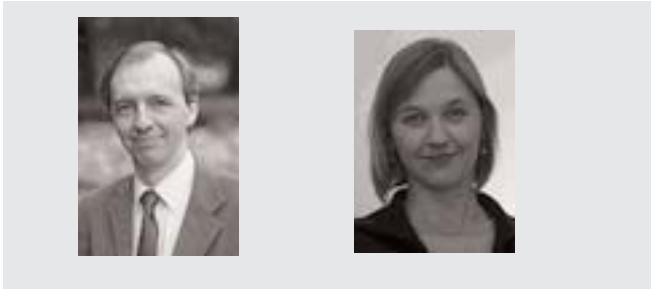
## **7. CLOSING PLENARY SESSION: FINAL CONCLUSIONS**

The Galway symposium ended with a final feedback round, where Jef proposed the idea to do a desktop study on the already finished or ongoing elearn projects on eComp elements as input for conceptual framework and to sharpen the eCompetence elements in the submitted practices by using a two - step process:

1. assessment of submitted information
2. request for more detailed elements related to eCompetence development.

Johannes closed the symposium with the application of a group performance model on the current status of the eCompetence Initiative:

IAIN AND JENNY, OUR HOSTS IN GALWAY



#### GROUP PERFORMANCE MODEL

warming/ storming/ norming/ performing/ transforming

Last but not least I like to thank our local hosts Iain, Andrew (unfortunately I couldn't find any image of Andrew) and Jenny from the CELT again. They have organised and hosted this symposium in a very welcoming and pleasant manner.

Best regards to all,

Dirk Schneckenberg

## Strengths and Weaknesses Analysis - Strengths:

### Emerging Framework

Exchange of Ideas and best practices  
Emerging framework and conceptions of e-competence

### Timing

Enough time to do the analysis

### Teamwork

Willingness for contribution  
Good teamwork among coordinators  
Commitment of the network members  
Good group dynamics (should exploit it more)  
Individual motivation and contribution  
Very positive team spirit in project  
Cohesion of the group  
Partners' insight quality of collected data and information

### Atmosphere

Warm relationship among partners  
Atmosphere  
Good atmosphere  
Friendly ambiance  
Communication during meetings  
Trust among participants  
Positive attitude of cooperation

### Dissemination

Newsletter is improving and widely distributed  
Dissemination of work in progress  
Website environment (outcome dissemination community)  
Management of project

### Exchange Ideas

Possibility to collect success stories

### Network

Network approach can become a strength but may become a weakness  
Networking and potential impact  
Many different activities

### Symposia

Symposia: a lot of information, good interaction

### Variety of Experience

Experiences cover organisational, staff and individual levels  
Good Background  
Project partners very experienced in eCompetence development  
Diversity of points of view within the group  
Variety of Experiences  
Heterogeneous team

# Strengths and Weaknesses Analysis -Weaknesses:

## Guidelines

Lack of guidelines for collection, processing and organisation of data and info  
We need more analysis and guidelines

## Cooperation

What cooperation about precise points of dissensus?

## Resources

Not enough resources to exploit all inputs

## Focus

Clear focus  
Need for more focus on outputs  
Lack of focus  
No clear outcomes, no clear work plan  
No clear results described yet

## Method

Case studies: slow progress, lot of work, uncertain results  
Not enough model building on eComp  
Lack of debate about key points  
Unclear criteria to evaluate eCompetence  
From description to prescription

## Diversity:

Focus: e- or not, competence or –cies, institutional/individual  
Not enough online discussion/Sharing of ideas in the wider consortium  
Need more effective practices that are actually concerned with eCompetence  
eCompetences cannot be taken apart from competence in H and T in general  
Unclear difference between eCompetence and competence  
Divided interests of the network members  
Challenge of defining eCompetence: did we find common understanding?  
Not too much of presence of open/distance/virtual universities

## Activities

Intensity of activity

## Language

Difficult to properly define concepts in another language  
Language barrier for exchange of expertise materials

## Delays

Delayed response from the coordination team

## Activities between Symposia

Rare meetings and e-mail reports  
Activities in between meetings  
Low frequency of newsletter  
Distance group working device missing (or not promoted)  
Not enough regular collaboration between symposia  
Difficult to write articles together