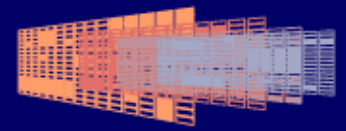


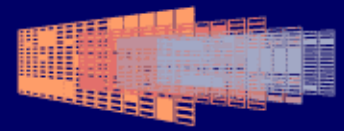
Organisational challenges for eCompetence development

Thomas Pfeffer

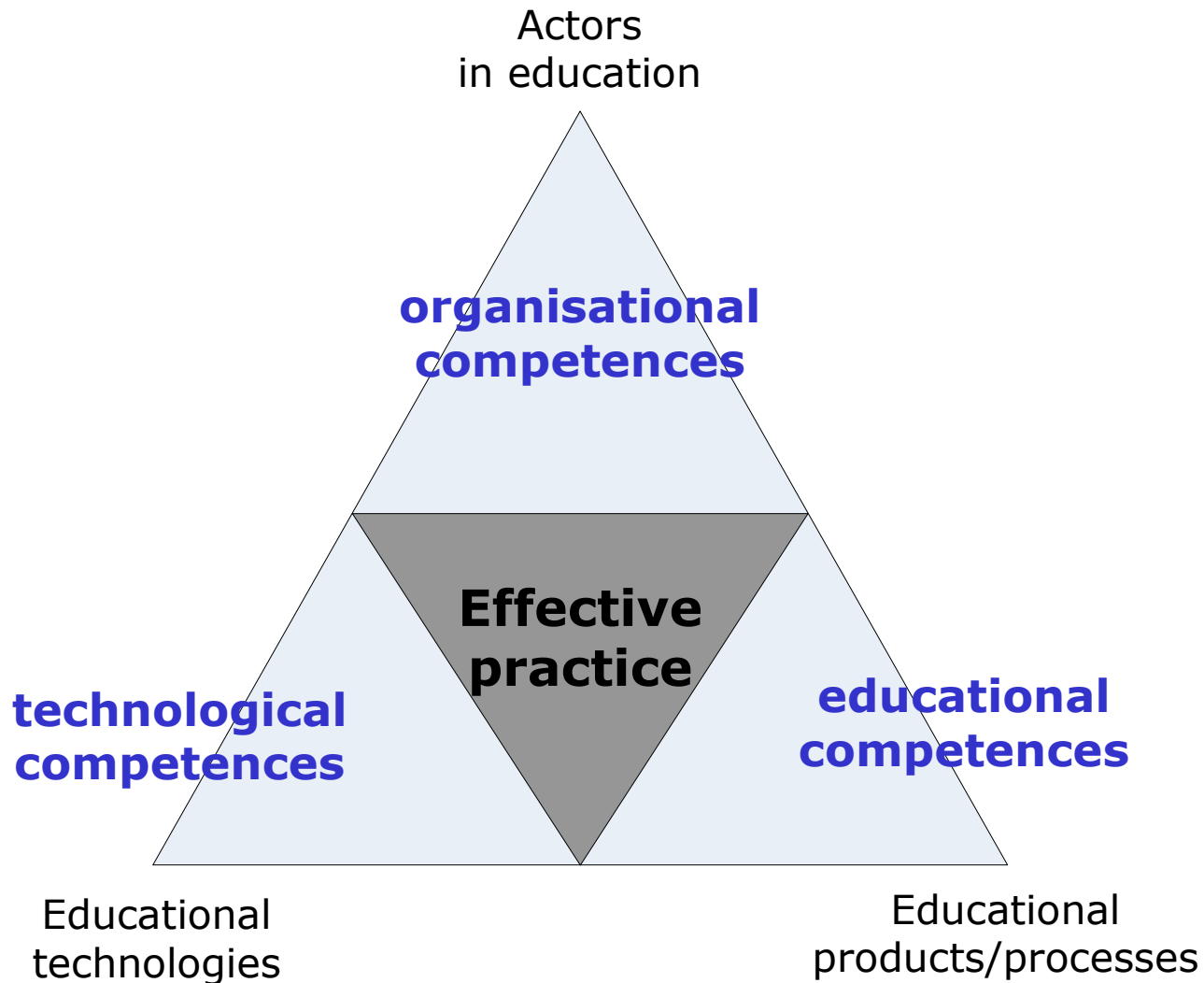


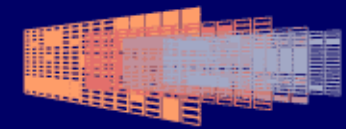
Effective practice survey

- 23 partner institutions
(different professional + organisational backgrounds)
- 33 effective practice descriptions
- „effective practice“:
examples for the use of ICTs in HE



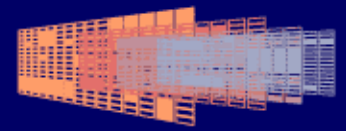
eCompetence: org., techn., edu.





3 Levels of eCompetence

	Organisational	Technical	Educational
3	<ul style="list-style-type: none">•New workflows, -loads•New reward systems•New business models	<ul style="list-style-type: none">•Self-developed tools•Open archives	<ul style="list-style-type: none">•New applications•Customized education•Publication of content
2	<ul style="list-style-type: none">•Educational support•Strategies, joint understanding•Address subunits	<ul style="list-style-type: none">•Selection, integration•Comprehensive environments•CMS	<ul style="list-style-type: none">•Integrated programs•Blended learning•Shared content
1	<ul style="list-style-type: none">•Provide infrastructure•Individual teacher	<ul style="list-style-type: none">•Use, what's near•Basic IT skills•Standard LMS	<ul style="list-style-type: none">•Fragmented programs•Supplement•Standard course



Conclusions

- Organisational, technical, educational competences and capacities differ
- Similar problems, but no „one size fits all“
- Capacity building, permanent change