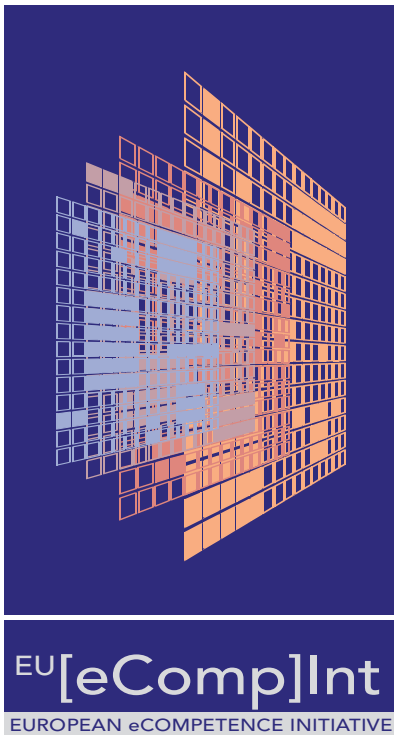


EUROPEAN eCOMPETENCE INITIATIVE
FOR HIGHER EDUCATION STAFF



EUROPEAN eCOMPETENCE INITIATIVE
eCOMPETENCE CASE STUDIES: DRAFT VERSION
OF INTERVIEW GUIDELINE
January 2005



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Dear partner and colleague!

As it was suggested in Vienna, a number of the submitted practices have been selected for further case studies. The interviews will, due to practical reasons, be performed as telephone-interviews. The session will be recorded on mini-disk. The interview will be the base on which we will write the first draft of the case study. We sincerely hope that you will find time to participate in this activity with us.

Thomas Kanstrup and Dirk Schneckenberg

eCOMPETENCE CASE STUDIES: DRAFT VERSION OF INTERVIEW GUIDELINE

This interview guideline draft contains additional information on the contextual background and a list of interview questions for the case studies on eCompetence we plan to do with you. Note: We do not intend to ask you each question of this interview guideline. The documents rather intends to show you general topics of interest and the direction in which we are heading in the case studies.

I. WORKING DEFINITION OF eCOMPETENCE

We like to use the loose definition on eCompetence that we outlined in the eCompetence practices survey activity as point of departure for the case study survey (see also <http://www.ecompetence.info/form/>):

The definition of eCompetence used in this project covers a number of different aspects. There is a distinction between personal and institutional eCompetence. Both, however, describe the capacity to successfully use e-Learning technologies in routine educational practice. For example, the personal eCompetence of an individual teacher describes their ability and confidence at using ICT in their teaching and course delivery. For an institution, eCompetence would describe the structures, processes and policies in place that embed ICT use.

II. RESULTS OF THE VIENNA SYMPOSIUM ON THE CASE STUDY PROCEEDINGS

In Vienna we decided to proceed with two streams of survey activities on eCompetence: to broaden and edit our database on effective practices and to go into depth with a selected number of cases. The results of the Vienna discussion are included in the following charts (see also [vienna_28_09_04.pdf](http://helene.hdz.uni-dortmund.de/pub/bscw.cgi/0/74606) in BSCW: <http://helene.hdz.uni-dortmund.de/pub/bscw.cgi/0/74606>). This specific interview we plan to do with you corresponds to step 3 of the chart: "how to proceed in project research".

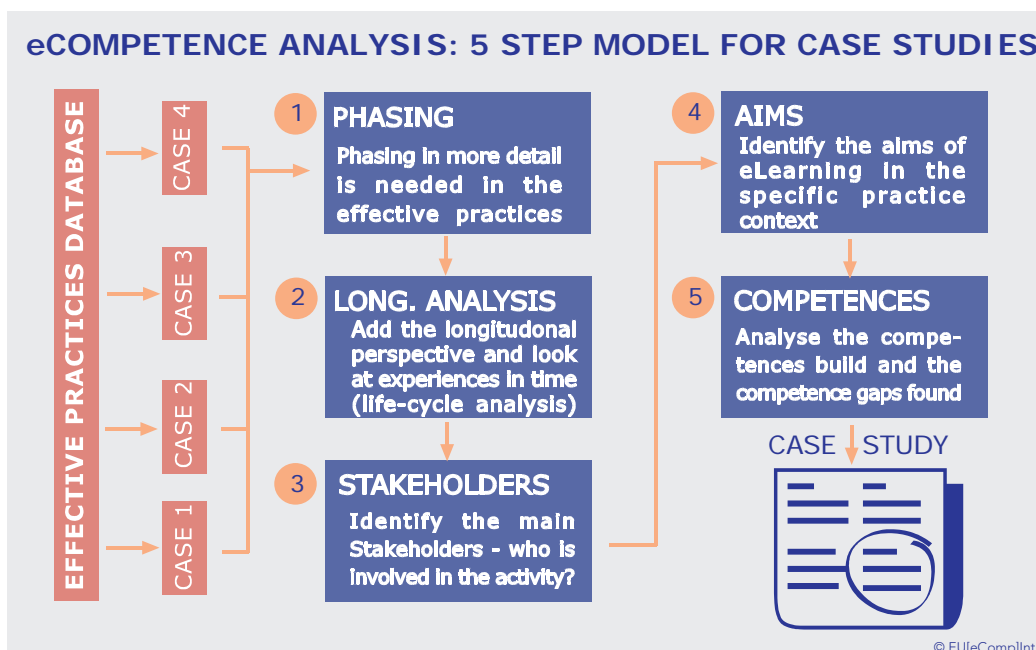
CHART: HOW TO PROCEED IN PROJECT RESEARCH

PROCEDURE IN RESEARCH ACTIVITIES



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CHART: 5 STEPS MODEL OF CASE STUDY ACTIVITY

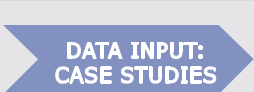


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We have tried to integrate most of the elements of the case study model that Claudio Dondi proposed in Vienna and is illustrated in this chart.

Last but not least one workgroup has developed a grid that can be used to structure and assess the information that we collect in the case studies.

CHART: MATRIX OF eCOMPETENCE LEVELS AND PARAMETERS

		LEVEL				
		UNIVERSITY	FACULTY	DEPARTMENT	STUDY COURSE	INDIVIDUAL
PARAMETER	NEEDS ANALYSIS					
	PLANNING STRATEGY					
	COORDINATION OF ACTIVITIES					
	IMPLEMENTATION					
	SUPPORT					
	_FINANCIAL					
	_INFRASTRUCTURE					
	_TRAINING					
	MOTIVATION					
	ASSESSMENT					
	SCENARIOS					
	COPIING WITH RESISTANCE					
	EXTERNAL COOPERATION					

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With regards to the effective eCompetence practice you have submitted in our database we consider to ask you a range of supplemental questions on a number of topics:

III. GENERAL QUESTIONS RELATED TO THE CONCEPT OF eCOMPETENCE

What is eCompetence and how does eCompetence relate to the use of ICT in higher education?

Which conceptual attributes can be defined for and which theoretical perspectives can be used to understand eCompetence?

Which external and internal conditions influence the development of eCompetence for academic staff?

IV. GENERAL BACKGROUND INFORMATION ON YOUR EFFECTIVE eCOMPETENCE PRACTICE

INSTITUTIONAL FRAMEWORK AND EMBEDMENT OF YOUR EFFECTIVE PRACTICE

What is the learning profile of your institution?

What are your institution's preferred didactical approaches, e.g., case study, problem-based learning, seminars, lectures, etc.)?

What are your institution's academic priorities, i.e., which teaching programmes, areas of research, etc., does your institution emphasise?

Does the main share of teaching and research at your institution take part in technical science, social science and humanities or any other discipline?

ADDITIONAL INFORMATION ON YOUR EFFECTIVE eCOMPETENCE PRACTICE

Can you give us a short resumé of your submitted practice in the database?

What were the overall aims of the practice described?

Can you specify or describe the pedagogical concept or model applied in the particular practice?

Can you give us some more details on the effective eCompetence practice that you have already submitted?

APPROACHES TO eCOMPETENCE DEVELOPMENT

How was the effective practice related to the development of eCompetences at your institution?

What specific or general competencies are in your opinion in focus of this practice?

Can you describe one past/current practice within the staff development at your institution where the focus was emphasized on the use of ICT in teaching and learning?

What was, to your knowledge, the ideal practice produced in your institution that dealt with the development of eCompetence?

V. STRATEGIC PLANNING ANALYSIS OF YOUR EFFECTIVE eCOMPETENCE PRACTICE

NEEDS ANALYSIS

Did your organisation perform needs analysis on eCompetence before setting up the practice?

On what level of the organisation was this needs analysis performed, and by whom (Institutional level/Faculty level/department level/Study programme/teacher level)?

In your opinion, what specific or general competencies were in focus of this analysis?

Who were the primary stakeholders in this process?

DEVELOPMENT & COORDINATION OF ACTIVITIES

How are the activities in the practice planned and coordinated?

Which level of your organisation is coordinating the eCompetence activities?

Who is involved in the realisation of the eCompetence practice?

What kinds of activities are specifically undertaken in the eCompetence practice?

IMPLEMENTATION OF THE eCOMPETENCE PRACTICE

How is the implementation of activities, procedures in regards to eCompetence done in your institution?

Can you describe the different phases/points of implementation?

Who is involved in the eCompetence practice?

How are the eCompetence actors involved into the eCompetence practice?

What are the responsibilities of the different stakeholders?

For which processes are the stakeholders responsible?

SUPPORT

In what way are the development and the implementation of eCompetence your practice supported?

On which level of your institution are the development and the implementation of eCompetence your practice supported?

How is your eCompetence practice financially supported?

What is the technical infrastructure of support for the development and implementation of your eCompetence practice?

What means of training were/are available and to whom?

FORMAL AND INFORMAL LEARNING AND MOTIVATION

How does the institution motivate or encourage the development and implementation of eCompetences?

On what level of the institution and by what means is this done?

Does your institution offer formal training courses related to eCompetence development?

Does your institution certify the participation in courses related to eCompetence development?

How do you judge the influence of formal certification on the motivation to develop eCompetence?

Does your institution facilitate or nurture informal concepts of eCompetence development?

How is the gained eCompetence integrated into the lectures and the teaching at your institution?

ASSESSMENT & EVALUATION (SUSTAINABILITY OF PRACTICE AND DEVELOPMENT)

How is the eCompetence development assessed?

What kind of model or strategy is used for the assessment of eCompetences?

Which eCompetences are build from the practice you described?

Which knowledge gaps and weaknesses do you still identify on the level of eCompetence in your institution?

Does the evaluation of your practice cause the setup of new development models for eCompetence?

Can you describe the new eCompetence development approaches in your institution?

How the previous experience is used in the setting up of new practises?

SELF - EVALUATION

With regards to building eCompetence, what strengths/weaknesses would you say exist in your organisation?

What seems to work well – why do you think it is so/main reasons?

What does not work so well – why do you think that is so/main reasons?

With regards to building eCompetence, what opportunities would you say your organisation possesses?

With regards to building eCompetence, what are the main obstacles for a successful implementation of the practice?