



Case study on eCompetence: TieVie network

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eCompetence

Outline of the presentation

1. Short introduction to the project
2. eCompetence development for academic staff in the TIEVIE network
3. Local activities that Helsinki has initiated
4. Portfolio use for academic teachers participating in the training

1. Background of the TieVie project

TieVie project

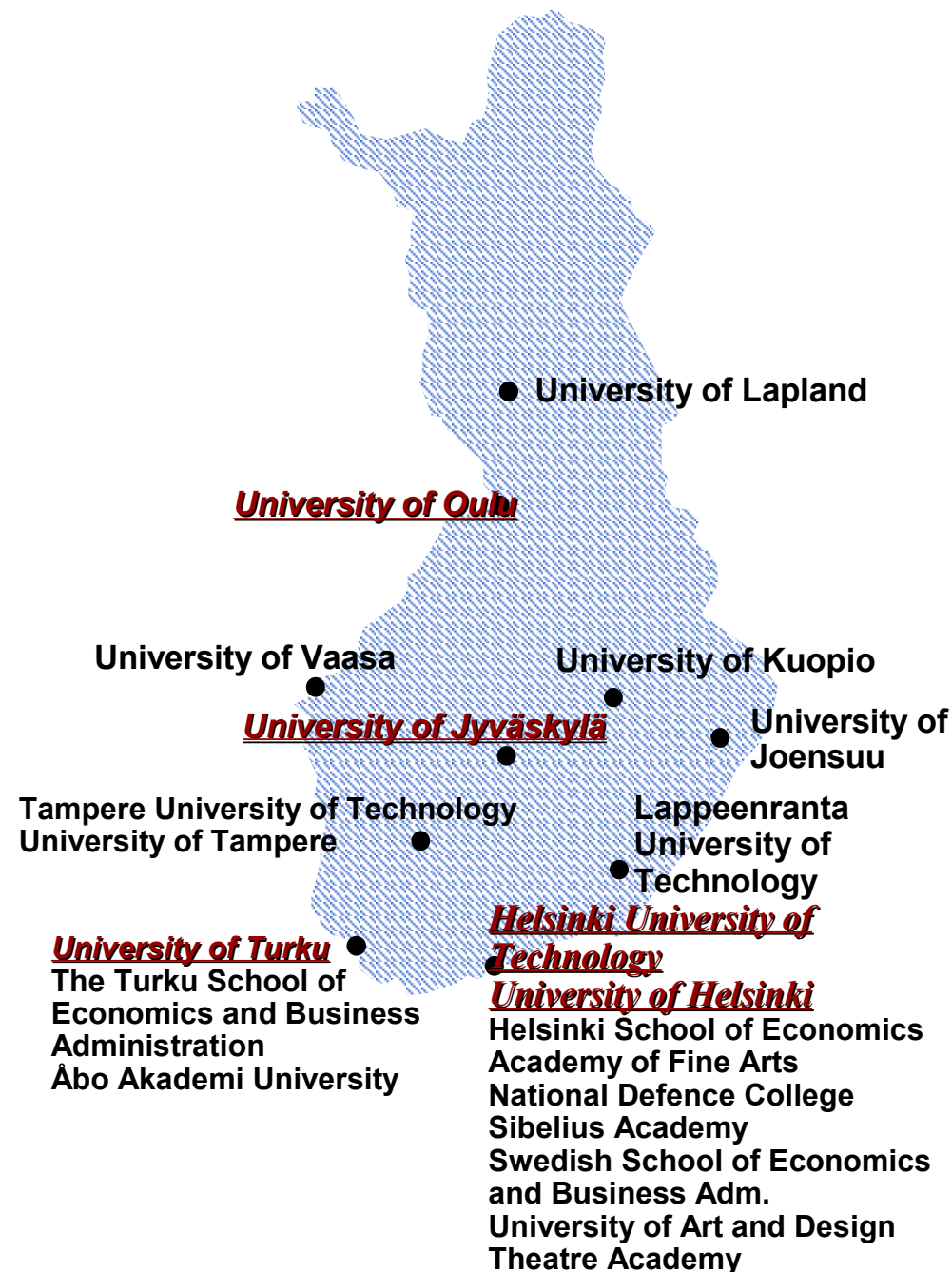
- A support service project in the framework of Finnish Virtual University
- A networked project by 5 universities (→ the Planning group of the training)
- Financed by the Ministry of Education (2001 – 2006, continuation ???)

TieVie project

- In the beginning:
 - Programme of educational use of ICT for university teachers (8 ECTS, blended learning mode)
 - Expert training programme in educational use of ICT (15 ECTS, blended learning mode)
- Now (2006):
 - Expert training programme in educational use of ICT (15 ECTS, blended learning mode)
 - Study material for the use of local trainings in the field educational use of ICT (portal)
 - Teacher as a developer of eEducation quality (2 ECTS, online)
- 2007 ?
 - + Training programme for networks, including consultation

TieVie community

- Participants in programmes (5 credits + 10 credits)
 - » 2001 – 2002 (200 + 60 participants)
 - » 2002 – 2003 (160 + 80 participants)
 - » 2003 – 2004 (120 + 93 participants)
 - » 2004 – 2005 (120 + 104 participants)
 - » 2005 – 2006 (100 + 100 participants)
 - » over **1100** participants so far (spring 2006)
- Planning group (2-3 persons from each partner university)
- TieVie contact persons in all universities (21 persons)
- Trainers, tutors, lecturers in seminars, material producers



2. eCompetence development for academic staff in the TIEVIE network

Philosophy behind: University as an institution of Information Society

- ICT considered as social communication and collaboration system Focus on systemic level from individualistic teacher-learner centric approach
- ICT is an essential part of new education system, embedded in the working processes (teaching, studying, administration) → ICT supported university
- e in e-learning should be understood "enhanced"
- From formal hierarchies to (open) networks
- National and global competition and co-operation of universities

National goal in Finland

The aim is that by 2007 at least 75% of teachers have the knowledge and skills to use ICT in teaching.

Ministry of Education. 2004. Information Society Programme for Education, Training and Research 2004–2006

2000: National framework for Teacher Training Projects

OPE.FI III level:

About 10 % of the teachers must master a specialised knowledge of ICT content specific and professional applications, institutional information management, an ability to assist, support and train colleagues, develop the school community, act a part of an expert network.

OPE.FI II level:

Half of the teachers must master the skills using ICT in educational purposes; a versatile use of the e-mail, the web-environment and pedagogic applications and digital learning material available in the subject and the knowledge of principles of producing digital learning material

OPE.FI I level :

Every teacher must master the basic skills of using ICT; Common use of a computer, mastery of word processing, Internet browser and e-mail, understanding the principles of educational uses of ICT.

Challenge

- In general: ICT skills of the students much better than skills of the teaching staff
- Demand from the students is never ending story
- 2000: not too many universities offered courses in basic skills of ICT for students (TKK has done that for 20 years)
- 2006: all universities offer courses for students – and staff

2006: TieVie framework for Teacher Training

“OPE.FI IV level”:

Networking and other new forms of work in knowledge society

Quality issues, organisational issues

ICT supported university → ICT integrated to the study process

OPE.FI III level:

Teachers master a specialised knowledge of ICT content specific and professional applications, institutional information management, an ability to assist, support and train colleagues, develop the school community, act a part of an expert network.

OPE.FI II level:

Teachers master the skills using ICT in educational purposes
→ learning resources for local training

OPE.FI I level :

Embedded ICT skills

3. Local activities in HUT

“e-pedagogy” as such does not exist in HUT teaching culture – the use of ICT is embedded in system as integral part of teaching, studying and services:

- In teacher training: the use of ICT in teaching when planning and managing courses
- In campus based and online courses: deliverance of course materials and assignments, communication tools are ICT based
- Service (eTKK) platform supporting working processes and integrating existing tools to improve service quality
 - risk that development work still technology driven
 - risk that we are not allowed to use e.g. social software in institutional context openly

Practical example: TieVie local activity

How to integrate national and local level

- One of the assignments was to familiarize oneself with own university quality work
- we arranged local workshop on quality work open for public

4. Portfolio

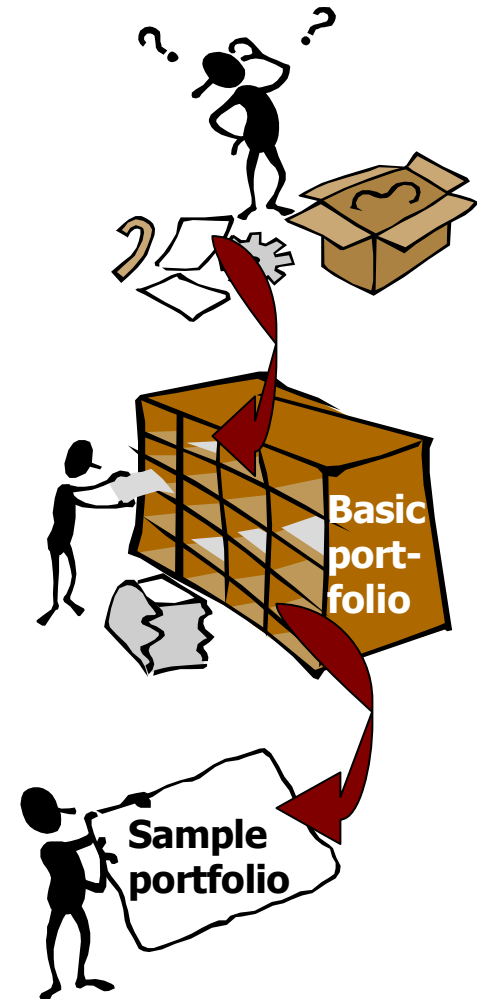
as a documentation tool of (e)competency in
TieVie training programme

TieVie Portfolio

- **Portfolio work** is two face assignment where the first phase is collection of material. All materials done during the training is first collected to one place. The structure of portfolio should be defined as early as possible to help the editing of sample portfolio.

- First phase work for portfolio is called for collection of **basic portfolio**.

- At the end of the training participants start to work with their portfolios in order to create a **sample portfolio** for peer evaluation and assessment



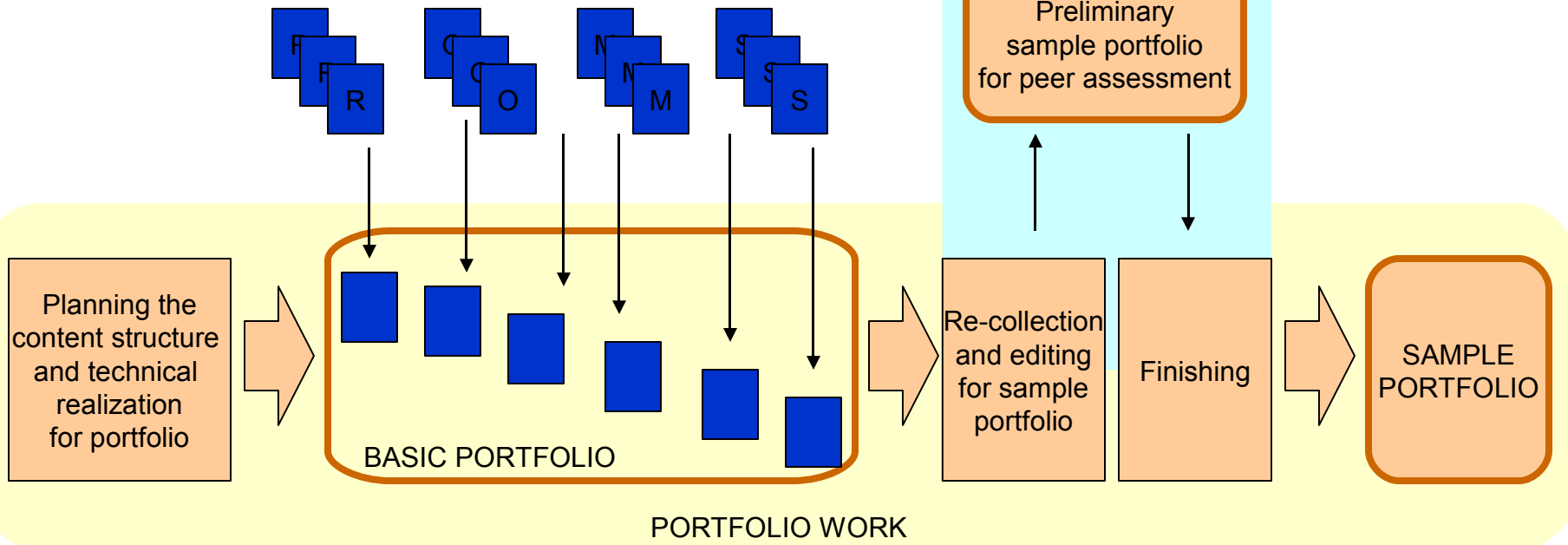
Raw material for basic portfolio:

R = reaction papers

O = outputs from web-based study modules

M = materials for teaching development project

S = self reflection



Check point 1

27.-8.10.05 National seminar

Check point 2

18.-19.1.06 National seminar

Final version

Latest 15.5.06

Technical aspects of implementing portfolio

- Participants are free to choose which way they prefer to make the portfolio.
- Some of the universities offer content management tools for teachers that they can use for making portfolios. Or participants use basic authoring tools for developing web pages.
- 2/3 of the sample portfolios are expected still to be in pdf or word format, that means paper imitation.
- 1/3 of the participant are going to use more advanced portfolio tools, for example content production tools (e.g. Zope), html –pages, etc.

Institutional perspective to portfolio

- By going through the development process of doing portfolio participants have got skills useful for further and continuous e-portfolio work, such as choosing and using technical tools for portfolio, producing digital (learning) material and practicing reflection.
- After participating the TieVie programme, university staff have in their hands a seed for their teaching portfolio, which in the future is most probably one of the most essential tools to show not only your individual competences - also the unit's competences through faculty portfolio.