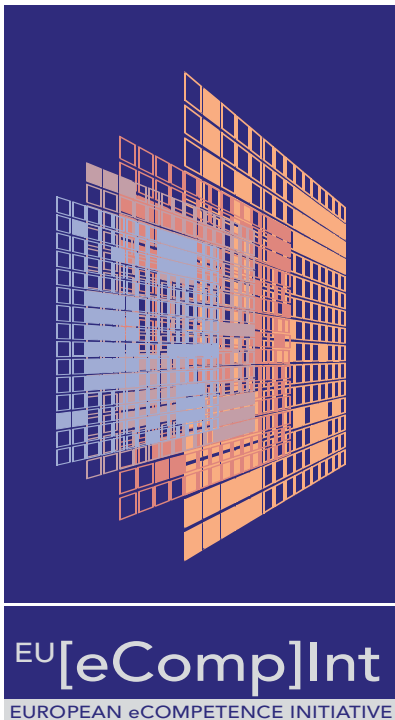


EUROPEAN eCOMPETENCE INITIATIVE
FOR HIGHER EDUCATION STAFF



EUROPEAN eCOMPETENCE INITIATIVE
SYNTHESIS OF THE BARCELONA eCOMPETENCE SYMPOSIUM
22 - 23 SEPTEMBER 2005



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CONTENT

1. AIMS AND OBJECTIVES OF THE BARCELONA SYMPOSIUM
2. INTRODUCTION
3. PRESENTATION OF THE eCOMPETENCE CASE STUDIES AND DATABASES
4. SNOWBALL WORKSHOP ON eCOMP DEFINITION
5. CLUSTER OF SNOWBALL RESULTS ON INDIVIDUAL AND INSTITUTIONAL eCOMPETENCE
6. PRESENTATION OF THE FINAL PUBLICATION DRAFT
7. WRITING WORKSHOP PEER REVIEWS
8. ONGOING DISSEMINATION AND FINAL CONCLUSIONS

1. AIMS AND OBJECTIVES OF THE BARCELONA SYMPOSIUM

In the Helsinki coordinator meeting we defined **four main topics** for the Barcelona eCompetence Symposium:

1. **analysing**: eCompetence patterns in the case studies and databases
2. **model building**: towards a conceptual framework of eCompetence
3. **implementing**: structure and workplan for the final project publication
4. **projecting**: announcement of the final eCompetence Symposium in Dortmund

2. PLENARY SESSION: INTRODUCTION

We started the symposium on Thursday with a warm welcome from our hosts Marina and Mònica, which I would like to thank again for their wonderful hospitality! The introduction into the plenary session continued with a presentation from Thomas.

GROUP GATHERING AT THE BARCELONA SYMPOSIUM

Here you should have seen a group picture - unfortunately the pictures are not available at the moment, but we promet to deliver them later on the project website...

3. PRESENTATION OF THE eCOMP CASE STUDIES AND DATABASES

The first presentation in the symposium was on the ongoing work in the **case studies**. Dirk started the CS presentation with an outline of the whole analysis process that is based in the assessment of the submissions in the effective practice database, the selection of four cases, the development of an interview guideline, the realisation of the interviews and finally the draft of the structure for the case study report. Helle deepened the methodological part of the case study analysis, presenting the research model that Yin developed for case studies and detailing the main analytical perspectives on the collected data on eCompetence developments.

In the **feedback** discussion Johannes suggested a collective feedback process on ongoing cases study work that could be organised withing the CoP area of the project. This peer review process aims to foster the undertaken analysis in the case studies by proving tzhе accurateness of the represented evidence.

The next presentation was on the ongoing development in the **effective practice database** and the **eCompetence link database**, which are embedded in the project portal. Tom shortly presented seven new effective practices in database, three submissions from UAB, two submissions from Joensuu, one submission from OUNL and one submissions from the University of Oslo. Several calsrifications and modifications have been made in single effective practices, based on a feed-

back process that Tom has initiated. There have also been new entries into the link database, adding to 105 links total. Tom shortly related to the sub-categories of the link database, which are sorted as such: Support structures (40) | Training providers (11) | Programmes (4) | Support units/experts (1) | Research units/experts (0) | Countries (49) | Suggestions (0)

In the first analysis undertaken by Tom from Vienna and Sjoerd from Twente, three main structural aspects have been identified in effective eCompetence practices:

- actors in education
- educational technologies
- educational processes and products

Subsequently both researchers have drafted a draft model for the representation of the practices submitted into the database, which can be found in their paper and will be refined for further use.

Tom outlined some conclusions from the analysis, e.g. the approach to some guiding questions that may help to define eCompetence more in detail: why is technology used in the specific teaching and learning context? what kind of competence is affected (technology/ product/ actors)? For whom is eCompetence needed in a specific context?

Also Tom assumed from the findings that eCompetence

- is nothing fixed or stable
- is in continuous development
- its individual development and acquaintance includes elements like observation, memory and reflection

The **feedback** given on the presentations started with Wim who emphasized that the clear definition of the purpose of the analysis is important. The drafted triangle on the effective eCompetence practices may be used as a starting point for going more into depth with the effective practice analysis in order to work out relevant dimensions for eCompetence development. Adrian stressed the importance of how and why questions in the effective practices - how and why did the practices take place? He also mentioned that an observation of processes has to take place in the analysis. Finally Javier noted that a definition of indicators and measure points is compulsory in order to not lose the focus of the ongoing research.

4. PLENARY SESSION: SNOWBALL WORKSHOP ON eCOMP DEFINITION

The last point in our agenda after the lunch break had been the **snowball session** as a free format to brainstorm on the definition of individual and organisational eCompetence. The results of the snowball session have been presented and shortly explained by the recorders from each workgroup. Enclosed you find a short outline of the cluster presentations:

5. CLUSTER OF SNOWBALL RESULTS ON INDIVIDUAL AND INSTITUTIONAL eCOMPETENCE

eCOMPETENCE CONCEPTUALISATION ON INDIVIDUAL LEVEL

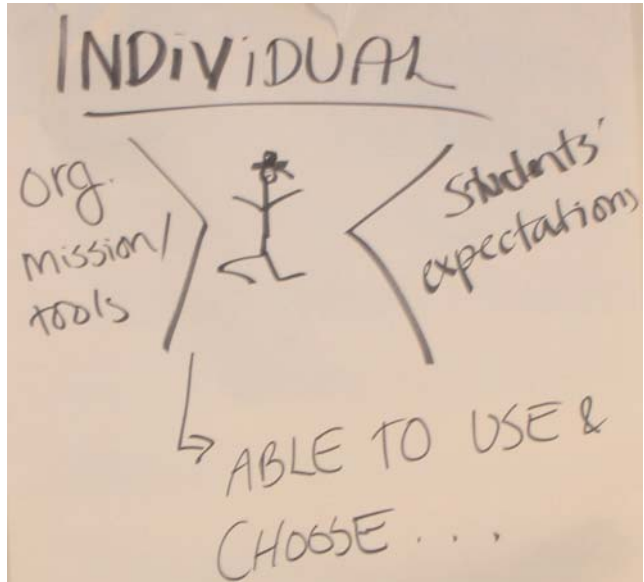
Iain was the **first presenter** on ind. eCompetence. The group approached individual eCompetence as a collection of key words

*individual eCompetence is the
ability, confidence, aptitude, attitudes, skills, literacy
in
critical selection, effective use, reflective practice, contextualisation
of
tech, media
in
research on teaching and learning*

Juan **commented** on this first definition of purposes for eComp development, that one individual cannot combine all needed competences that are listed, rather you have to share competences in a team. Tom added that you have to contextualise the competences to the specific institution and that the selectivity of the context is one key element for eComp development.

Next presenter on individual eCompetence was Helle. She presented a blended approach, referring both to the individual teacher, who has to know the org. mission and the selected tools, and to the student's expectations. The teacher has to be able to use and choose tools and analyse student's expectations and he has to be able and understand to do course planning.

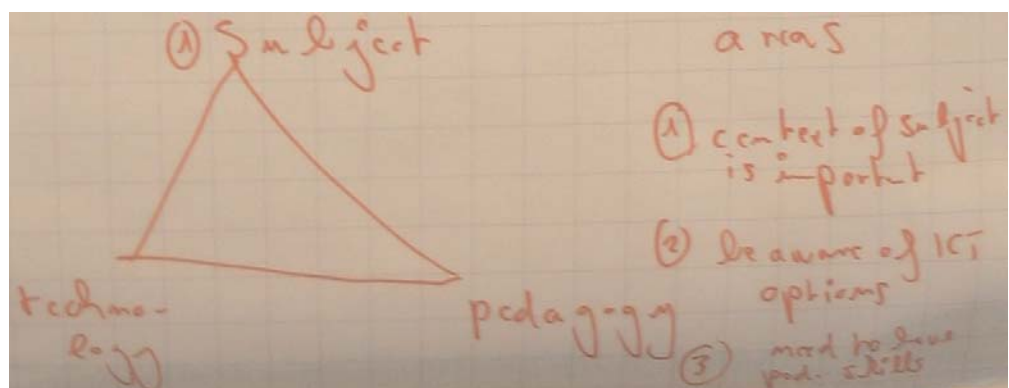
Juan **ascertained** that there is a wide range of student's expectations and that the freedom of teachers to model teaching is an important fact in universities. Next Johannes asked if we can relate the two presentations in specific patterns, and if relations of definitions are possible. He also judged the student's eCompetence as an important variable in the whole process. Juan noticed that a partial comparison between presentations one and two is possible, but that the critical selection part does not comply. Wim opted that the contextualisation process in the eCompetence concept confers to the area of organisational mission and tools. Johannes differs next between the objective vs. subjective level of the eCompetence concept. The teacher as subjective has to decide in the context (objective), which model and tools to use. Finally Monica emphasized that being ecompetent can only be defined in each institutional context, is dependent on the specific organisational mission and range of available tools. And Tom pointed out that a change of teaching model is a precondition for the meaningful use of ICT.



Dirk has been the **third presenter** on the approaches to individual eCompetence in his group. He explained that there is a difference seen between the adaptation to technology vs. pedagogical models for teaching and learning. The group debated on some pre-conditions for being an ecompetent teacher, e.g. the definition of particular pedagogical goals as pre-condition for eCompetence or the internal process related to comply to external standards. Anna-Karina detailed three relevant areas for individual eCompetence development: subject/ technology/ pedagogy

- context of subject area is important
- be aware of ICT options
- the need to have pedagogical skills

Johannes **commented** that in this presentation there is a specific level - the competence development occurs as learning beyond the teacher's status. The standards appear as new element in definition of the term eCompetence. The standards of competence development levels are problematic to define, though. The group shortly discussed the standards topic. Standards in eCompetence were understood as resulting from consensus between specific stakehol-



ders in the specific context. The standards thus have to relate to a specific context, e.g., the Finnish TieVie standards come from governmental level as part of the national ICT innovation strategy. Johannes remarked in the standard discussion that the EU tries to define the competence standards for higher education, so the political process is pretty involved in the definition of standards. So, what does that mean for the quite recent phenomenon of eCompetence? Adrian reflected that the internal change policy of the university also plays an important part in defining standards. Tom concluded that the setting of standards drives innovation forward and fosters joint understanding of the innovation goals. And finally Maurice specified that the external evaluation of individual competence has to be seen as an decisive factor in the eCompetence concept.

eCOMPETENCE CONCEPTUALISATION ON INSTITUTIONAL LEVEL

Next Iain **presented** the conceptual results of his workgroup on institutional eCompetence. Some keywords on institutional eCompetence that the group clustered, were:

*institutional eCompetence is
the vision, strategy, model, policy, framework
to provide and integrate
resources, infrastructure, training, support, evaluation
to support
continuous development and improvement of the organisation (e.g. learning organisation) and individuals*

Adrian **inquired** if the relevant standards will be discovered or provided within the institution. As institution can be seen as formal structures, they can be provided with a set of standards on eCompetence development. Dirk remarked that the eLearning quality approaches rely on ISO modes as option for designing eLearning applications, but it is not necessarily compulsory to use them. Wim pointed out that quality assurance may be working on organisational, but not on individual level. And Maurice added that individual and institutional eCompetence have to be understood and treated as different contexts, so quality modes do not comply to both levels. Johannes indicated that stakeholders that set the standards are one important analysis area of the organisational eCompetence level and clarifies that ISO models prove the quality management system, but are not standards own their own. Wim observed that standards and critical selection are closely tied together in such organisational decision processes. Monica remarked that the discussion on excellence in teaching is blurred, a contextual analysis is needed to evaluate eCompetence of teachers. Finally Riikka asked what institutional mechanisms drive competence development forward and Maurice suggested that eCompetence is in the eye of the beholder, its judgement depends on the specific point of observation.

Helle spoke next on the **conceptual results** of her workgroup on institutional eCompetence. Summarized the group agreed that to build organisational eCompetence, the involved actors have to pre-define certain tools for teaching and learning, the institution has to set up eServices and training for staff and it has to define a mission and eLearning road map to push forward the use of ICT.

As **third presentation** on institutional eCompetence discussion results Dirk outlined the main findings in his group. It was stated in the discussion that the involved actors have to agree on organisational support activities for individual eCompetence development

- > support decisions
- > support technical skills
- > financial support
- > change management
- > strategy development
- > networking between HE institutions
- > dialogue with wider society
- > need for defining metrics to measure eCompetence development
- > problem of complexity in organisations

-> vision vs. reality in ICT innovation

Johannes **remarked** that in this group the network and interinstitutional cooperation came up as one additional point in the discussion. Next Johannes asked the symposium participants to remind themselves on the cluster discussion as background for the paper sessions in the writing workshops.

6. PRESENTATION OF THE FINAL PUBLICATION DRAFT

Maurice outlined his **draft organisation** for the production of the printed book as one final project outcome. The printed book will consist of:

- case descriptions
- analytical and theoretical contributions
- empirical studies

His outline for the **book structure** is proposed as follows to the partners (note this is still a draft and may be subject to changes - comments and additional suggestions from your side are highly welcome!):

FINAL PROJECT COMPENDIUM OF THE EUROPEAN eCOMPETENCE INITIATIVE

SECTION 1 - INTRODUCTION

SECTION 2 - BACKGROUND AND APPROACHES TO eCOMPETENCE

SECTION 3 - eCOMPETENCE PROGRAMS AND STRATEGIES

SECTION 4 - eCOMPETENCE PRACTICES AND CASE STUDIES

SECTION 5 - CONCLUSIONS

SECTION 1 - INTRODUCTION

General introduction into the topic of eCompetence in higher education. Outlines the context of eCompetence development in universities. Informs on the project background, its main research activities and the development of this publication.

SECTION 2 - BACKGROUND AND APPROACHES TO eCOMPETENCE

Includes papers that relate to background and wider context of the eCompetence concept.

- The relevance of eCompetence in the ICT policy goals of the European Commission (Dirk)
- Regards on the conceptual background and framework of online pedagogy (Johannes - will focus on competence term and integrate snowball results)
 - Adaptation of existing competence frameworks to HE environments (Scienter)
 - How to learn by ODL, pedagogical roles of ODL (Compiègne)
 - eCompetence Profiles: An instrument for ecompetence management (OUNL)

SECTION 3 - eCOMPETENCE PROGRAMS AND STRATEGIES

Selected papers from the institutions that participate within the European eCompetence Initiative. Outlines and presents from the perspective of the participating institutions programs and strategies for eCompetence development in

universities.

- Portfolio for teacher training (Helsinki)
- eModerating for teachers and students (Galway)
- Social representation in action and construction in media and society (Roma)
 - eCompetences for introducing CRM in education centers (Altran)
- KU Leuven and eCompetence (Leuven)
- On the provision and use of eLearning Services at the UoA (Athens)
 - eCompetence at UAB: a context analysis (UAB)
 - eCompetence for academic staff (Pretoria)
- The Dutch Digital University: Reaching eCompetence via inst. cooperation (OUNL)

SECTION 4 - eCOMPETENCE PRACTICES AND CASE STUDIES

Papers that are based on the proprietary research activities undertaken within the European eCompetence Initiative. Outlines and compares the effective eCompetence practices that have been submitted to the project database and analysis and compares in-depth selected cases on eCompetence development in universities.

- A first analysis of eCompetence cases (Vienna)
 - case studies (Aalborg + Dortmund)

SECTION 5 - CONCLUSIONS

Draws conclusions and develops a foresight on the eCompetence topic in higher education innovation.

Wim **stressed** the point that we definitely need to define more in detail the conclusions of the papers in each chapter. Johannes proposed a process to extract the conclusions from each single contribution, do a group discussion and synthesize results.

Wim added next that we need to bring together discussion results on term of eCompetence and suggested that we may use "Lessons learnt and looking forward" as title for final chapter.

The first step in the **Friday schedule** was Maurice's introduction into the writing workshops, whose core aim is the **peer review** feedback on each submitted paper for the final publication.

Group participants were asked to give detailed feedback on the following issues:

- what section of eComp is the paper about?
- what is not clearly explained?
- text suggestions, alternative terminology, grammar etc
- comments on length, references, title etc.

Wim suggested also to prove to relevance of the paper contents to the conceptual eCompetence patterns that emerged in the snowball results discussion.

7. PARALLEL SESSIONS: WRITING WORKSHOP PEER REVIEWS

After lunch break Wim started the **synthesis discussion** on workshop results with a short summary of his workgroup: all four papers are situated in institutional eCompetence. The review integration is now up to the authors and does not need any tutoring. He discovered a 2x2 division on the paper content basis - the papers of the Uni Pretoria and UNED represent more the distant approach, meanwhile K.U. Leuven and UAB are more situated in the blended approach.

Next Wim proposed several **options** for driving forward the book production process:

1. authors write two pages together on similarities and differences
2. editors write two pages together on similarities and differences
3. editors fit comparison of papers into the book conclusion
4. editors leave it to the readers to figure out similarities and differences in the cases

Johannes pointed out that the introduction into every section has to be acting as bridge between each chapter and the containing articles. So the task will be to identify major points in the introduction of each section

Wim/ Juan proposed that they can **synthesize** the comparisons their two papers in the book chapter, where their papers are represented. Also they proposed that we should describe the process and the synthesis of the snowball discussion as basic conceptualisation paper in the introduction part of the book. That would be useful to avoid a lack of coherence in the book.

So the further **process for the book publication** emerged as such:

1. draft a definite structure for book
2. divide the papers according to the book chapters
3. add a format and draft version for the/ synthesis discussion texts that may be written by two or more authors who are in the same section and whose papers can be compared
4. set deadlines for the further steps of the book production

We agreed that the editors will prepare and deliver the further workplan for the publication to the partners in close time.

Tom opened a **plenary debate** by stating that we should try to transfer products into competences. Johannes continued the discussion by stressing the fact that one important point is the discussion on policy recommendations in the field. The papers produced until now are more situated on analytical and theoretical levels.

Finally we discussed shortly **ways to continue** the project after next April. Claudio was told that in June 2006 would be another eLearn call, but this seems not very probable to be accurate information. He stated a certain gap between objectives and results in our own project and suggested Diginet + eTT Campus as possible cooperation partner areas and advised us to think more impact/ product-oriented, in particular to create impact at EU level and to demonstrate some practical implementation of the research results. E.g., we could try to trigger exercises or set up a seminar for dissemination of our results

Johannes clarified that he identified **two main target groups** for this project: academic staff developers and eLearning stakeholders in universities. Maybe we should try to address these groups in a political paper that we could spread via the ICED network and the eLearning actors that we have relation to. Claudio demanded that we still need more condensation of the project outcomes - what is the message of the project? Wim suggested that we should look into the future and develop a vision of a further development of this topic at EU level.

8. PLENARY SESSION: ONGOING DISSEMINATION AND CONCLUSIONS

Finally Iain gave a short presentation on current and planned **dissemination** activities in this project. He announced the launch of a set of **videoseminars**, with prospective speakers being:

- Charles Duncan
- Johannes Wildt
- Gilly Salmon
- G. Sorcinelli
- V. Wade

Starting time is October 5th, 12-1 pm, and details will be posted soon on our website.

Christina has designed and produced a **magazine-style article** on eCompetence development in Galway. The dissemination is foreseen mainly as pdf file, which is to be circulated to mailing list and organisations. There is capacity to produce approx 6-10 further articles until next March.

Interviews with eLearn actors are another nice option that could be realised easily within our project, containing questions on eCompetence related to background information and views and perspectives. It is also possible to do short video sessions and to produce short articles. One specific synergy could spring from the approach to produce articles about this project for submission to educational discussion platforms like Educause Review, ALT-J, Studies in HE, inter alia. Also the organisation of eCompetence workshops and double interviews in conferences and other relevant events would be an option. All partners are encouraged to contact Christine for any idea or suggestion they may have in mind.

MARINA AND MÓNICA,
OUR HOSTS IN BARCELONA



As very last point we outlined briefly the **Dortmund conference**, which embeds our final eCompetence Symposium. the detailed title is: *AHD Annual Congress 2006: Change in Teaching and Learning Cultures at Universities - Research and Development in Higher Education in an International Perspective*. The AHD 2006 conference will take place at the University of Dortmund from Monday 6th to Thursday 9th March 2006. We will include the agenda and details of this event in the next newsletter.

Last but not least I like to **thank our local hosts** Marina and Mónica again. They have organised and hosted this symposium in a very welcoming and pleasant manner.

Best regards to all,

Dirk Schneckenberg