Proceedings of the

Working seminar
Use of ICT in distance learning

Hotel "Takioji Neris", Kaunas, Lithuania
April 27-29

Compiled by

Leon Brimer and Knut Wålstedt

First editing process by Leon Brimer

Final editing by

Leon Brimer, Knut Wålstedt and Alvidas Sarlauskas

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1. Introduction

As an instrument in the effort of both BOVA and NOVA - and the single institutions of the two networks – to strengthen their capacities within distance learning and especially ICT facilitated distance learning courses and course elements this seminar was held. Focus was on the present situation in the Baltic countries and at the different BOVA institutions; existing activities, lessons learned and future plans.

The seminar follows a similar seminar for the NOVA institutions (with observers from BOVA) held at KVL, i.e. The NOVA-NOVAPEDICTNET Workshop "ICT in distance learning – exchange of experiences", November 8-9, 2004, Skovskolen, Hillerød, Denmark.

2. Abbreviations and links to on-line presentations

BOVA - Baltic Forestry, Veterinary and Agricultural University (www.bova-universty.org)
EAU – Estonian Agricultural University (www.eau.ee)
KVL – Royal Veterinary and Agricultural University (Denmark) (www.kvl.dk)
LZUU – Lithuanian Agricultural University (www.lzuu.lt)
LUA – Latvia University of Agriculture (www.cs.llu.lv)
NOVA - Nordic Forestry, Veterinary and Agricultural University (www.nova-universty.org)
Pedictnet – NOVA Pedagogical and ICT Pedagogical Network (www.pedictnet.kvl.dk)
SLU – Swedish Agricultural University (www.slu.se)
UMB – Norwegian University of Life sciences (www.nhl.no)

Some of the keynote speakers presentations are available on-line in the form of pdf files from powerpoint presentation at the web-page of BOVA at (http://www.bova-university.org/index.php?list=ict2005)

<u>3. Programme</u>

Hotel "Takioji Neris", Big conference hall

12.00-14.00   *Arrivals, check-in*

14.00-15.00   *Lunch available in the hotel*

15.00-15.15   Welcome

15.15-16.00   **Historical aspects on the development of distance (e-)learning**
Danguolė Rutkauskienė, Kaunas Technological University *(30 min presentation, 15 min discussion)*

16.00-16.15   *Coffee*

16.15-16.50   **Pedagogic reflections from distance (e-) learning**

16.50-17.30   **Modern distance (e-)learning management systems**
Anita Monty, KVL *(30 min presentation, 15 min discussion)*

18.30   *Dinner in the hotel*

Lithuanian University of Agriculture

8.20   *Departure from hotel to Lithuanian University of Agriculture (rented bus near hotel)*

9.00 - 9.15   **Welcome from hosting department/university**
Sigitas Daukilas/Jonas Čaplikas (vice-rector for studies)

9.15 - 9.45   **"Why we are here?" Tasks for workshops.**
Knut Walstedt, NOVA

9.45 - 10.15   **Introduction to e-course planning tool**
Roger Pettersson, SLU

10.15-11.30   **Workshop session I:** Three master groups and one group for general discussions working on e-course planning.

10.30   *Coffee available*

11.30-12.30	**Group presentations from workshop session I** *led by Leon Brimer*
12.30-14.00	*Lunch*
14.00-14.20	**Tools for e-course arrangement (structuring, presentation, interactive communication, etc.)** *Lars Stouman, KVL*
14.20-14.40	**University of Helsinki: e-learning tools, user support and examples of courses** *Jyri Kankila, Helsinki university*
14.40-16.30	**Workshop session II**: Three master groups and one group for general discussions working on the use of course tools.
16.30-17.15	**Group presentations from workshop session II** *led by Leon Brimer*
17.30	*Departure from Lithuanian University of Agriculture towards hotel (rented bus)*
19.00	*Dinner in the hotel*

<mark>**Friday, 29thDAY 3**</mark>

Hotel "Takioji Neris", Big conference hall

9.00- 9.20	**Marketing of e-courses** *Irena Baraskina, Latvia University of Agriculture*
9.20- 9.40	**Quality assurance in e-courses** *Viljo Vabri, Estonian Agricultural University*
9.40-10.00	**Intercultural issues in the distance learning** *Gert Jan Hofstede, Wageningen University*
10.00-10.30	*Coffee*
10.30-11.30	**Panel discussion**: Incentives to work on distance course *led by Knut Walstedt*
11.30-11.45	Summary of seminar: "Where we are now?"
	……….
12.00	*Lunch in the hotel*
	Departures

4. Participants

Organizers

Alvidas Sarlauskas	LZUU	alvis@tech.lzuu.lt
Irena Baraskina	LUA	Irena.Baraskina@llu.lv
Viljo Vabrit	EAU	vvabrit@eau.ee
Leon Brimer	KVL – NOVA Pedictnet	lbr@kvl.dk
Vilis Brukas	NOVA	vilis.brukas@ess.slu.se
Knut Wålstedt	NOVA	Knut.walstedt@nova-university.org

Invited from NOVA

Roger Pettersson	SLU	roger.pettersson@adm.slu.se
Jyri Kankila	Helsinki university	jyri.kankila@helsinki.fi
Lars Stoumann Jensen	KVL	Lars.S.Jensen@agsci.kvl.dk
Anita Monty	KVL	amon@kvl.dk
Wendy Waalen	UMB	wendy.waalen@umb.no
Mike Moulton (prelim)	UMB	Mike.moulton@umb.no
Gertjan Hofstede	Wageningen University	Gertjan.Hofstede@wur.nl

Invited from BOVA

Airina Volungevičienė	Kaunas Technological University	airina.volungeviciene@ktu.lt

BOVA participants

Steponas Raudonius	LZUU	raustep@nora.lzua.lt
Rita Miciuliene	LZUU	ritam@info.lzuu.lt
Sigitas Daukilas	LZUU	daukilas@info.lzuu.lt
Vitas Marozas (agroek)	LZUU	marozas@nora.lzua.lt
Anzelika Raskauskiene (agroek)	LZUU	dautan@info.lzuu.lt
Irma Skarulskiene (bioinf)	LZUU	irmask@eko.lzua.lt
Ausra Marcinkeviciene	LZUU	lzuustotis@hotmail.com
Asta Raupeliene (bioinf)	LZUU	astaraup@yahoo.com
Algimantas Kurlavičius (bioinf)	LZUU	algis@info.lzua.lt
Martin Mednis	LUA	Martins.Mednis@llu.lv
Liga Paura (statist data anal)	LUA	Liga.Paura@llu.lv
Dita Stefenhagena (proj manag)	LUA	Dita.Stefenhagena@llu.lv
Laima Berzina (statist data anal)	LUA	Laima.Berzina@llu.lv
Dzidra Kreismane (agroecol)	LUA	Dzidra.Kreismane@llu.lv
Edmunds Korzunovs	LUA	Edmunds.Korzunovs@llu.lv
Biruta Bankina (agroecol)	LUA	efaizkat@llu.lv
Kaili Kattai	EAU	kaili@zbi.ee
Merit Otsus	EAU	merit@zbi.ee

5. Summary of presentations and discussions (the seminar proceedings)

Historical aspects on the development of distance (e-)learning

Airina Volungevičienė, Kaunas Technological

Dr. Volungeviciene structured her lecture about the history of distance learning under the following headings: Terminology, Conception and Development phases, rounding her contribution with information about the "Lithuanian Distance Education network" and "Experiences of Kaunas University of Technolgy Distance Education Center".

Concerning the terminology she stressed that several different terms have been and are being used for educational activities with elements of "Distance Learning" i.e. for example "Open learning", "Flexible Learning", Resource-Based-Learning", "e-learning" and sometimes even Lifelong Learning". For several of these activities one the most characteristic features seems to be the change from "teacher focused" to "learner focused".; although this change also is seen in other situations not involving distance learning.

The origin of distance learning can be traced back to the early 19th century where the first correspondence courses by Sir Isaac Pitman in connection with the teaching of stenography were offered in Bath, England. The first institution in Europe to develop a highly varied range of correspondence courses was founded in Berlin 1856 by Charles Toussaint and Gustav Langenscheidt, while the first society "for the encouragement of home study" was created in Boston, USA in 1873.

"ICT" tools and ideas about such to facilitate distance learning have been many. Thus, Edison in 1913 wrote that "traditional schools is finished, the cinema will replace everything that existed before, and will be much more effective". Likewise university courses were broadcasted already from the very beginning of the history of radio (1921) and onwards, especially to student far away. The telephone also quite early gave e.g. hospitalized patients access to a range of educational courses, while the invention of television (1939) for a period resulted in the French broadcasting up to 15 hours of educational programmes. This latter approach grew to immense dimensions by the creation of "Britain's Open University" which was founded 1969 and the "TC-university of Quebec" founded 1972.

With the first internet connection 1972, the first personal computer 1981 and the establishment of the "World Wide Web" 1991 the newest era was started, i.e. "e-learning".

Pedagogic reflections from distance (e-) learning

Roger Pettersson, SLU

Roger Pettersson started his presentation by listing the – after his oppinion – factors' that are of mportance for the success of a university course. Of these his found that „structure/organisation", „student motivation", „communication" between student and teacher and between students) and „Feedback"(from teacher to student) often could be even more important when dealing with distance education. Thus, he on this basis pointed to the the importance of *promoting dialogue, secure involvment, provide support (including technical)* and *enable learner control*, the pedagogical challenge being to find the balance between material and communication.

In general there has been a shift in the way comouters are used in education, i.e. from „mainly information providers" to „support collaborative learning" such as in PBL- and case methodology. This, however, is not only to the benefit of the students, actually one should be aware of the fact, that since laboratory excersises becomes very costly today (universities often cannot afford them) doing simulations are important.

Systems may be synchronous or asynchronous. The advantages of an asynchronous set-up are among others that it „allow time for reflextion" and quality feedback", while synchronous systems often provide more motivation to „keep up with the others" and thus continue your study and help the student to get a „sense og being a part of a learning community" – which again is stimulating.

Gender differences may play a role when chosing methods. Thus men tend to dominate in the physical room while women often is better in writing. A study on the use of video conferencing at SLU showed this technique to be very effective for brainstorm as compared to a physical meeting, probably simply due to the fact the single participant are often more concentrated! The conclusion was, that a combination of synchronous/asynchronous teaching and learning methods often will be the most valuable.

Roger Pettersson judged that one teacher can handle the communication in a distance course with about 15-20 students. He recommended that you - as a consultant/the course responsible- always discuss the role of the teacher(s) and their understanding of learning properly before you start a course; because today the young people in general are skilled in communication, the problem is often the teachers. Using virtual labs you must always make a debriefing after the session in order to be sure that it did not all go into „doing the lab exercise technologically on the PC".

Modern distance (e-)learning management systems

Anita Monty, KVL

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Anita Monty stated to point to the fact that we now have available what we can call third generation e-learning systems, also denoted Learning Management Systems (LMS) which in a more or less optimal way can support collaborative learning. She defined collaborative learning as the situation where "a group of people in collaboration constructs their knowledge and understanding".

In order to succeed with such a collaborative learning project in a distance course setting, i.e. as facilitated by e-learning using a LMS, a clear structure of the course on all levels is, however, very important, i.e. she here strongly agreed with Roger Pettersson. Also a good communication is essential, i.e. you have to realise that you often have to use MORE words, since you miss for example the body language so important in person to person communication.

From the experiences available so far it is further known that some students "get lost" in the systems, i.e. they find the structure you build to complicated and difficult even though they were made to ensure a clear overview, so make it well structured yet simple for the students, e.g. by a structure with at least the following elements:

1 welcome letter

2 project plan (because you cannot always add what you have forgotten to say earlier during the course - as in normal face to face teaching)

3 a class room presentation (each student and the teacher create a personal page (with picture)

4 information about the evaluation (how much are they going to deliver and when) is part of the stimulation.

In order to further stimulate the student different activities can be started/used, however, for each of these certain rules apply in order to have success. For discussion rooms – as an example - one thus can say:

- It is known to be very important that the teacher show up very actively in the beginning of the use of a "discussion room" after which he/she gradually can withdraw to a more moderator role.

- It is also important to chose the themes that are discussed in a discussion room – it got to be problems that are important to the students to participate in.

 - discussions can easily go wrong, so be sure that the students really structure the discussion clearly – it can very easily go wrong.

- don't make students group rooms closed around each group, allow all the course participants go into each others rooms.

Introduction to e-course planning tool

Roger Pettersson, SLU

Roger Pettersson stated with a short presentation of the structure at SLU as concerns IT and pedagogic support for teachers and students. A newly formed centre (the Learning Development Ceter (UCL)) at the Uppsala campus has a staff of 12 persons, i.e.:

Educational consultants & Learning Technology consultants, 6
Media production team, 4
Technical person, 1
Administrative person, 1

The mission of the Learning and Development Centre (UCL) is to:
 improve teaching and learning at SLU, which includes:

- general consultancy in teaching and learning
- specialist support for e.g. flexible education, course design, web-based delivery and, media development
- learning media development and production
- development of the online learning environment (Student Portal, Learning Management System etc)
- professional development for academic teaching staff

The centre has created a portal with teaching and learning on-line resources with e.g. facilities such as "Video conference click to meet" where the teacher can get information of how to handle a video conference and who to contact.

Acknowledging the constantly rising need for consultancy concerning how to develop ITC facilitated distance learning material, whether for blended learning or as elements in more traditional on-campus courses, the centre has recently developed a so-called "Course Design Tool", i.e. an electronic questionnaire where a teacher/a teacher group is/are brought through a number of questions that at the end results in a graphically presented profile of the course, a profile that can help the teacher to identify e.g. which developments and contacts they should make/take and in which order. The programme starts as follows:

- Why this course
- Target group
- Individual aspects (access to email, internet, background, etc)
- Type of course (basic level, other level, full time, internet based or internet based .+ physical meetings, simultaneous start or continuous start)
- Will you use case- or pbl methods, teach single students or groups
- Learning material, does it include animation, simulations, videos etc
- Do you want to Distribute by internet, CDs or other means
- Communication (synchronous or asynchronous?)

The course planning tool was developed in the Swedish language, however, thanks to discussions and subsequent agreements stemming from the previous workshop "NOVA-NOVAPEDICTNET Workshop on ICT in distance learning – exchange of experiences" (November 8 to 9, 2004, Denmark) it has now been translated into English and will as such be tested for the first time during this present seminar. The software may be found for free at http://kummel.slu.se/eng_kummel.html

Group presentations from workshop session I (working on e-course planning using/testing the SLU planning tool).

The participants of the working seminar included a number of scientists from the different BOVA institutions, who at the time of the seminar were in the process of planning coming M.Sc. courses/course programmes to be run in a BOVA and maybe later on a NOVA-BOVA framework. Thus, three groups representing M.Sc. topics such as "Agro-ecology", "Bioinformatics" and "Biodiversity" were represented at the seminar. Each of these groups - supplemented with one or two other participants - worked with the course planning programme from each of their special perspective. The rest of the participants gathered to one group that discusses and tested the planning tool in a more general sense. Below short overviews of some of the central comments made/decisions taken (as helped by the programme) by each of the groups are given in the bullet form.

Group 1 (Agroecology)

1. Marketing of organic products was chosen as sub-subject for this exercise
2. Developed an existing 1 week intense course to a web based course
3. Found it difficult to choose/indicate the level of the course
4. Chose to include at least two face to face meetings, one in the beginning and one at the end.
5. Size of group chosen approximately 15 students from the Baltic countries
6. Teachers led discussions versus student led activities.
7. In general, the tool is very good for planning.
8. The group found the exercise to be a good start of the planning due to the combination of the fact that there already was sound experience from an existing course to build on as combined with the good planning tool.
9. The group identified a potential for cooperation between existing NOVA and BOVA courses when further planning this education.
10. In conclusion very positive critics in general to the tool and thanks to Roger for his contribution.

Group 2 (Bioinformatics)

1. The group had a problem with defining the target group
2. The group did not find it self-evident what "the pace of study" meant
3. The function where study credits are entered has to be changed to be of value internationally
4. The "Course schedule" part of the tool is very good for explaining what you need to do and what students need to know. How students will work. What to do before the course? Understanding of project/group work.

5. Important that group members by using this planning instrument are forced to agree on what they mean by certain tools to be used in the planned course or course programme

Group 3 (Biodiversity)

1. The group had a good discussion about the development of the specific course.
2. The course is in the very beginning of the planning process, nevertheless the following could be agreed on/discussed in a structured way by using the planning tool
3. Background for the MSc course
4. Skills in English
5. What access do students have to computers? Situation in the target university/counties
6. Using the tool in a real case situation take some time. Thus, there showed up to be a need of long discussions in the planning group for each "page" of the planning tool to answer
7. During these discussions the planning group identified it important to have alliance partners among teachers from the target institutions to attract students from other environments than the institution(s) from where the course is run/managed.

Group 4

Looked at the tool and made general comments.

1. The group had Problems understanding the first question.
2. It should be asked if the course is part of lager programme or free standing
3. What do we expect from the students? It is difficult to tick the boxes (high, medium, low). Give example of levels.
4. Why do we at all target students with low motivation? Actually there are examples, such as course in basic physics for biologists.
5. Use BSc, MSc and PhD as level indicators when editing the programme
6. Objectives, different types of interpretation.
7. The programme forces users to think about the pedagogy, which is good
8. Need to clarify synchronous and asynchronous communication
9. Option for teachers to indicate time schedule.

Summary

The system was found very valuable by all participants. It should definitely be spread to all NOVA and BOVA institutions and promoted. The translated programme still has a few weaknesses pointed to above, these should be corrected. Furthermore it was concluded that NOVA/BOVA should go further facilitating a comparison to an existing Finnish system in order to produce the absolute best overall course planning tool.

Tools for e-course arrangement (structuring, presentation, interactive communication, etc.)

Lars Stoumann, KVL

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Lars Stoumann put up case studies as a tool for motivation of students in distance Learning. Because they will lack the enthusiastic teacher in front of them they must have other motivation factors. He stated that successful learning is occurring only when the student is motivated, practises, digests and receives feedback – this can all be facilitated by case studies. Then he went on defining a case/case studies as having at least the following characteristics:
- A description of a physical situation or setting
- Always based in "true" circumstances/events – real life
- Always contains a real problem/dilemma
- There is no "right" decision, i.e. there is room for disagreement

Case studies may be either

1 - "Decision cases", i.e. students act as decision makers, provide solutions or propose a plan or course of action and project its consequences; or
2 - "Retrospective case studies", i.e. based in true past circumstances where there was a dilemma/a decision to take – students evaluate the decisions taken and the alternatives.

Case studies are
- Student centred – engaged and involves them
- Ideal for active and problem based learning
- If students projects and reporting are included/used this can fulfil the need for feedback

Web-based case-studies

- Provides a self paced learning environment, independent of time and space
- Are suited for shared learning experience between students, on or off campus
- May provide opportunities for student self assessment
- May be used for increased international perspective

The self paced element can according to Lars Stoumann even be strengthened by using techniques such as: the student HAS to chose which of two or more hypothesis by different "experts" he/she believes in and present how he/she is going to test whether this is correct, BEFORE he/she is allowed to get to the second phase of the case, i.e. gets access to e.g. the more detailed figures (environmental chemical analysis/economic figures etc.) behind the case.

Lars Stoumann ended his presentation by presenting his own involvement in an international web-case project, giving a tour through the case, with special emphasis on "his own" Danish farm-case on "plant production and the environment". A very interesting point was that the same case at the same time was prepared for both the "BSc- and the MSc level; with the possibility of chosing e.g. the requirements for the

two different levels of solution on a clickable menu to the right. The international group had provided the students with a glossary for the different languages involved in the Case study

Intercultural issues in the distance learning

Gertjan Hofstede, Videoconference from Wageningen University

Gertjan Hofstede started to state that no matter how many intercultural problems of other nature that we might think of language problems (misunderstandings) still presents the biggest cross country problem. Here it is further of importance to note that body signals can not be seen when teaching on distance which may lead to new types of misunderstandings.

Hen dealing with distance situation there will most often be a tendency towards more polarisations - either all or nothing. This is actually one of the very good arguments for starting a distance course with building face to face relationships – f at all possible. Especially if/when) the students are going to do group work/collaborative learning during the course. Most importantly the speaker pointed to the existence of a number of relatively easy to read book on intercultural communication, suh as the recommended: "

University of Helsinki: e-learning tools, user support and examples of courses

Jyri Kankila, Helsinki university(Faculty of Agriculture and forestry)

Jyri Kankila stated his presentation by informing the audience about the fact that Faculty of Agriculture and Forestry at University of Helsinki now has some 100 courses prepared in in the "WebCT" Learning Management System. In this Connection he put emphasis on the fact – not to be forgotten – that copyright is a very critical issue. In line with what has happened at SLU (as talked abou by Roger Pettersson) also HU has made available for the staff and institution internal tool for guiding you through the production of learning material for the WEB and for ICT facilitated learning in general.

Finding that it was his task on the present seminar to give some impressions about what is good and stable to use, what does function well in the teaching learning situation and what is coming on strongly Jyri Kankila further stressed that:

-Web based exam systems ar good when used for limited student groups

- Tools for video conferencing – now are really good and safe techniques

- Video conferencing through PC in really a coming technique

As an example of a course to look after if needing inspiration for how things can be done when settingup a collaborative course he pointed to the NOVA course CPPE () run by SLU and HU, AF and using both Video, Netmeetings (WebCT based) and face to face meetings, including laboratory exercises. In this respect it can further be noted that this course has been half-time evaluated and that the evaluation is available ().

Group presentations from workshop session II (groups working with the LMS WebCT; same groups as for group session I)

The groups worked with the LMS WebCT either on the courses to be produces as described under workshop I or in general, in order to make themselves more acquainted with LMS systems in general. The final evaluation of this workshop was the least positive among the evaluated single elements of the present seminar.

Marketing of e-courses

Irena Baraskina, Latvia University of Agriculture

Irena Baraskina started her presentation by structuring the different factors Influencing internet marketing strategies in general into one of the following groups respectively: Technology, Marketing mix, Marketing functions and Target market (students/academics). After a further detailed discussion about the "marketing mix (product strategy, pricing strategy, distribution strategy and promotion strategy) she discussed the "Five laws of Web Marketing", i.e.:

- the law of dead end street. This first law means that you must give the visitor a reason to go further in his/her investigation of your webpage/offer, e.g by saying "link to us because we can offer you something" (the home pages of SLU/KVL do not fulfil these criteria), Newcastle does by an online souvenir service

The other laws are:
- the law of giving and taking
- the law of trust
- the law of pull and push
- the law of the niche

Even when dealing with the immaterial e-courses one should be aware of the fact that it is important to materialise the attendance not only by certificates, but also by books, cd's souvenirs etc, and maybe to give added values to the courses when advertised e.g. through the advertising strategy saying "high quality for limited group (i.e. exclusivity) Courses can also be made attractive by well known/famous teachers.

It is well known that services such as "Frequently asked questions" relevant "media clips" and others are of importance to ensure that people come back to a page.

Doubling information i.e. important of information to be found at different places of the site is of important when building webpages, also for the advertisement of e courses. People do not go by the same route when exploring web pages.

Quality assurance in e-courses

Viljo Vabrit, Estonian Agricultural University

In order to exemplify his discussion about quality assurance for e-courses Viljo Vabrit started by looking at the quality criteria for such courses made by the Estonian e-university (standards set to allow e-courses to be recognised officially), and by applying these to the web pages and short instructive courses (such as a course in how to prepare e-learning materials/courses) made by this governmental institution itself.

The course did not fulfil the criteria in that:

(1) it had no informative page outside the course environment

(2) information of teachers were not given (refer also to the discussion about marketing by Irena Baraskina)

(3) information for what should be done/is offered within each period use is not given

On the other hand

(4) information to allow the potential participant to check out of the course outcomes (knowledge and skills) was available there, as was

(5) a course flow by (a) period, (b) content, (c) criteria for assessment

By this inspiring method Viljo Vabrit succeeded in giving the audience a true feeling that quality standards for e-learning elements and courses is something that should be further worked on, and indeed the seminar agreed on this to be proposed as a subject to be taken up in a future co-operation between NOVA and BOVA.

Panel discussion: Incentives to work on distance courses

A. *What is the future of e-learning, looking from your home university perspective?*

Stoumann: no education in ten years will be conducted without e-learning, although there is nothing that can compete with an enthusiastic teacher face to face. Even though more is going to e-learning don't forget to market the university as such and to take care of the universities physical environments for the students. Don't be too technology driven – we are (at presents) not pointing to the fact that it is going to be more resource demanding; especially not when we are talking to the responsible university management. Let the students take over the role of the moderator in course e- discussion groups

Monty: if you rely only on students (in discussion groups) you may also "Teach/learn" wrong things/ideas, the teacher HAS to monitor.

Vabrit: an example from an Estonian conference the week before this our workshop is, that the "Tallinn the School of Business" in the beginning could report on "sold out" e-learning courses on different topics, i.e. from the start the students wanted these courses, but gradually it has changed to that the students again take the more traditional courses.

Baraskina: don't forget mobile phones – the new generation play with it – developing games on the phone themselves by software to do this. Our university has started to make cases based on this.

B. Quality assurance:

Vabrit: go on developing means of accessing whether the quality criteria is met. NOVA-BOVA could/should first develop/put together criteria for general use.

Stoumann: a very important quality is VARIATION (within the same course), may be forgotten when moving to e-learning. Not all assignments should e.g. involve group work.

C. In which learning situations will e-learning be most valuable?

Pettersson (as supported by Monty) By now the future for pure distance learning will mostly people in distant places or people with limited possibilities for showing up due to special situation/kids whatever, however thins will gradually change, the next generation is different in this respect.

Pettersson: e-learning concepts will on the other hand be standard in all general university courses.

Stoumann: we should attract international students for M.Sc. courses/course programmes, a way of doing this is the area of short specialised distance BSc courses (bait courses as a kinf of marketing for later attraction of students to the M.Sc. programmes)

Kankila: special people that maybe are gifted in reading/writing but not so outspoken may be a group that are coming more to university e-courses. Another aspect which has not been dealt with so far is that students do not drift between lectures or even drink between them when using e-learning, that is – in certain situations you may argue that "e-learning keeps the student to the course.

Vabrit: Disabled persons, even those with computers with "reading programmes etc" will be a new possibility for the universities.

Monty – the students often will get bigger possibilities in certain areas when attending an e-course (e.g. a pressure/possibilities for producing their assignments using multimedia methods, thus adding new competences to the those traditionally learned from the course in question)

D. Where do you for-see the most urgent need for support, for teachers engaged in e-learning courses?

Kankila: experienced teachers need to have further developed their groupworking- and networking skills such as within net conferencing. To the major group of new users I would say – start by the basics.

Monty: To get the teachers to see the shift from traditional knowledge transferring teaching techniques to collaborative learning (i.e. to get them to effectively use the power of the students resources) – RESEARCH SHOWS that students can help each other just as much as teachers (you get maybe 6 perspectives instead of one).

Pettersson: Teachers can also put out to much material. The frustrating thing is that the teachers have to improve both in pedagogy and technical skills.

Stoumann: Most universities do not give the teachers the time needed to

Vabrit: no, we cannot give them the time, that's the big problem

Pettersson: time will be saved afterwards (as we were talking about earlier, i.e. thing are better structured for reuse after a transformation to e.g. a LMS). To save time it is also very important that teachers actively skip (on behalf of the course) most of the "services" that are NOT used.

E. How shall we market e-courses, and to what student categories?

Baraskina: concentrate on niche products, pay more to attention to marketing towards (1) people who has no restrictions concerning money access (business people), and (2) young mothers. Make conditions for competition betwen teachers concerning e-courses and their reputation.

6. Information for keynote speakers (prior to the seminar)

Prior to the seminar all keynote speakers were kindly asked to prepare their presentations with the below given intentions for the seminar in mind.

Dear Key-note speakers

To give you an impression of the ideas behind the different themes put up in the programme by the organising committee when planning the workshop, I hereby mail you some "keywords of ours", hoping that they can be of help when preparing your key note lecture entitled "Pedagogic reflections from distance (e-) learning.

Our idea is that we would like the three keynote lectures of the first day to – all together – provide everybody with more or less the same backbone/impression of:

- ❖ Distance learning not being new (many experiences have been gained over the decades and in different parts of the world)
  - ➢ Letterbased
  - ➢ Radiobased
  - ➢ Televison/videobased
  - ➢ PC-baced (off line/on line)
- ❖ Issues in this connection can be divided into technical/logistical and pedagogical, these having some kind of interrelation(s), however
- ❖ While the distance learning offers before the internet merely were national, the new internet based offers to a growing extent are/will be have the potential of being international
  - ➢ This being so, one may divide into regional and worldwide activities
  - ➢ This furthermore brings up the issue of intercultural communication(s)
- ❖ With the computer facilitated teaching and learning spaces also available for distance (e-learning) new tools/possibilities comes up such as advanced interactive possibilities for modelling etc.
  - ➢ This diversifying of possibilities/tools the student sitting alone, however, probably puts new questions/challenges to the pedagogic in all its aspects.

Looking forward very much to your lecture

With kind regards

Leon Brimer

7. The participants evaluation of the seminar

This being the first BOVA and the second NOVA-NOVAPEDICTNET workshop on *ICT in distance learning* it is indeed very important for us to know how you have experienced the workshop and which ideas for improvement you may have. So please take a few minutes to fill the evaluation scheme and to give in your free comments (if any) in addition. The evaluation scheme has a grading from 1 (poor/no) to 5 (excellent/yes).

Participants evaluation (14 answering persons)

Question/Subjects	Evaluation (filled by 14 participants)				
	1	2	3	4	5
Do you find it of value that BOVA-NOVA--NOVAPEDICTNET make these kinds of arrangements?				5	9
Was the overall topic of this arrangement relevant to the present situation at your institution?			2	6	6
Was the content in accordance with the expectations that you had; as based on the workshop title and programme			2	6	6
Did you find the form (closed workshop) optimal for the purpose of initiating quality discussions and reach transferable conclusions concerning best practises			4	6	4
Do you expect the results/conclusions to be transferred to and spread through your institution as a result of your participation (if "yes" – please also tick below under a,b)	1		2	1	4
(a) By the simple fact that you participated			4	1	6
(b) Due to formal activities that you will establish at your institution			3	3	1
Which of the major subjects/problems presented by key note speakers did you find of most relevance for your situation (below a-c)	██████████████████████████████				
(a) Historical aspects on the development of distance (e-)learning	1	1	3	4	3
(b) Pedagogic reflections from distance (e-) learning		1	1	3	8
(c) Modern distance (e-)learning management systems			4	4	3
Do you find the e-course planning tool of interest			2	5	6
Did you learn from the presentations on e-learning tools in detail (Lars Stouman and Jyri Kankila?)			4	8	1
Do you find intercultural communication an important issue when it comes to e-learning?			2	4	8
Did you learn from workshop 1?			5	5	3
Did you learn from workshop 2?		3	4	5	2
Do you find that more BOVA and/or NOVA M.Sc/Ph.D. courses should be developed? (If "yes", tick below a-b)			1	1	5
(a) As blended courses; i.e. with elements of IT-facilitated distance learning together with face-to-face sessions in one of the countries involved			1	2	10
(b) As distance learning courses		1	2	3	

<u>Suggestions/comments:</u>

Participant 1: Maybe one should have introduced each participant (both NOVA and BOVA) individually and made them tell about each their experiences. Case studies of problems that individuals have faced while introducing ICT to the institution and to the students could also have been good.

Participant 2: More information about how to use e-learning systems from the technical point of view in different Baltic countries (internet speed, communication possibilities, costs of internet, etc.). System adaptation for different regions, if you use language localisation.

Participant 3: In general a very well organised workshop. Also the talks about marketing of e-courses and quality assurance in e-courses were good.