

# E-Bologna

## Progressing the European Learning Space

Communication of Madrid  
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Annual EADTU Conference

# Overview of the Communication of Madrid

- The Sorbonne Declaration, EADTU, 2000;
- The changing student;
- The changing university;
- Developments of e-learning and virtual education;
- Inter-institutional developments;
- Research and development with regard to e-learning;
- E-Bologna
- The links with stakeholders (industry, regions, etc.)
- Action lines

# E-Bologna

## Sorbonne Conference, EADTU (2000)

- Virtual higher education *to enable access* to higher education and training provisions throughout Europe;
- *Virtual mobility, the exchange of material, new types of interactivity and flexibility* to enhance the *competencies and employability* of European citizens;
- *Joint R&D;*
- Strengthen the *European and global position* of European universities

# The changing student

- Not only young people, 25+
- Also changes in the "mainstream"

# The changing student: 25 plus

- Degree and non degree courses;
- Many have no other possibility but virtual learning;
- Earn and learn;
- Needs often link to professional situation, employability;
- Increasingly supported by the employer's training policy or integrated in in company's training system;
- Virtual education in many cases the best solution (also blended solutions)

# The changing student in the mainstream

- Increase of *part time* students;
- Increasing participation rate: *larger groups*, mass higher education;
- Need for *flexibility*: study planning, study from home/work, personalisation;
- Students require *international experience*: mobility;
- Students require *educational quality*;
- Students' natural environment is *ICT* based;
- Hence, *face to face teaching not sufficient* as a method for reasons of accessibility, flexibility and quality

# The changing university

- *Bologna process*: the core of innovation in the next ten years;
- Increasing *responsiveness to larger numbers* of students;
- Increasing *responsiveness to other stakeholders* as well: regions, organisations (public, private);
- Exponential *deployment of technological infrastructure* for research, education and communication;
- Further *diversification of programmes* within institutions (on the basis of strengths, niches);
- New *strategic approaches in education*, i.e. guided independent learning, flexibility, knowledge for values, internationalisation;
- *Lifelong learning* as a mission and a strategy;
- Development of *internal quality assurance and recognition systems*;
- *Institutional profiling* to be unique, attractive and competitive;
- Embedment in *international co-operation networks and alliances*

# Development of e-learning and virtual learning in universities

- Important developments with regard to e-learning *within most European universities*;
- Upgrading with regard to the *technological infrastructure* (connectivity for all staff and students); electronic learning environments; campus management systems that fit flexible curricula;
- Good practice with regard to thousands of *courses on all levels*; new types of *tutoring and monitoring* students; new *pedagogical approaches*; *staff training*;
- *Open and distance learning universities* are frontrunners in this process, certainly in the context of lifelong learning: off campus; educational media; large scale providers; first confrontation with technological and organisational problems; closer links with private sector; more investments more; more research and development;
- *Virtual learning is driver for change*;
- *Bottom up processes* from institutions are the basis for the dynamics of change

# Developments of e-learning and virtual learning II

- But, still not enough a strategic approach;
- Not enough a systemic approach;
- Not enough integration(standards, interoperability);
- Not yet the right electronic environments (educational requirements);
- Scalability and diffusion problems;
- More transferable pedagogical models to be developed;
- Content problems: link research and education;
- Dealing with large groups;
- Life Long Learning: the burning issue;
- Organisational issues;
- Need for staff development.

# Inter-institutional developments

- Learning platforms (quality testing);
- Open sources: courses and tools (sustainability);
- Intelligent course finder/ Cuber-type data base (maintenance and sustainability)
- Standards for interoperability (European approach);
- Quality assurance standards (tuning institutional/national criteria and procedures)
- Accreditation (must be international);

# Inter-institutional developments

## II

- Integration at the national level: national virtual/digital universities (Finland, Sweden, the Netherlands, UK, Italy,...);
- Interesting experiments for co-operation: international virtual seminars; international masters (blended); joint courses and master programmes;
- European level: e-Bologna, a European framework for change and innovation, supporting the Bologna objectives and process; based on the institutions and inter-institutional co-operation

# Research and Development

- Universities engaged in multiple R&D initiatives concerning e-learning;
- eLearnTN (thematic network 5th Framework EC, IST, 2003): state of the art and roadmap for research, plus 21 most relevant research questions with regard to educational technology (document will be available):
  - technology
  - pedagogy
  - organisation
- EADTU supports these questions, to be submitted by the network to universities for consideration;
- The EADTU Board will discuss these questions further in a perspective of building synergies between institutions

# e-Bologna

- *Support of the Bologna objectives: mobility, competence development and employability in a lifelong learning context, attractiveness and competitiveness of European universities; university co-operation (curricula, certificates, degrees, research and development);*
- *A framework for institutional innovation and for inter-institutional co-operation and support;*
- *Starting point: institutions as core change agents (multiple commitment to institutional strategies);*
- *The inter-institutional level as the umbrella for collaboration and joint services/support where needed .*

# e-Bologna: the institutional level

e-learning and virtual learning support the Bologna objectives and process at the institutional level by:

- Giving *broader access* to education for larger numbers of students from anywhere in a lifelong learning context (internet, broadband,...);
- *Diversifying courses and programmes* according to niches/strengths, and *diversifying educational methods*;
- Creating new learning opportunities for students and a broader offer of courses by the institutions through *virtual mobility*;
- Reconciling *mass higher education and personalisation* through *flexibility* in terms of content, pedagogical approach, combination learning and work/home, and study planning;
- *Adding unique values to pedagogical models* (peer to peer learning, learning communities, personalisation; learning with multiple values) that enhance competence development and employability ;

# e-Bologna: the institutional level II

e-learning and virtual learning support the Bologna objectives and process at the institutional level by:

- Linking *research and learning* better through a constructivist educational approach, using multiple/distributed resources and more individualised interactions (peer to peer, peers to staff)
- Professionalising multimedia *course and curriculum design*;
- Monitoring the learning process by new types of *assessment*;
- Creating *international programmes* and attracting *international students* (incl. distance learning, blended learning);
- Creating possibilities for (*international*) *course/programme collaboration and joint degrees (certificates)*;
- Developing distance learning for mainstream and continuing education students in a *lifelong learning context*;
- Applying built-in *quality assurance criteria and procedures* during the whole process.

# e-Bologna: the inter-institutional level

Inter-institutional co-operation should lead to:

- the acceptance of *interoperability* standards for e-learning;
- the general use of *ECTS*(accumulative);
- *tuning quality criteria and procedures* (between institutions, countries, agencies);
- *international accreditation* of e-learning courses;

# e-Bologna: the inter-institutional level II

Inter-institutional co-operation should lead to:

- sustainable *open sources*;
- technology *benchmarking* according to educational requirements;
- a *European student portfolio*;
- an *Observatory/Monitor* to follow up core changes;
- *joint R&D strategies*

# e-Bologna: a political process

- Main operators: *institutions* (management, educational services, R&D, course directors);
- National and international *networking* (mobility; joint courses and degrees, exchange of learning objects; peer evaluation);
- International *projects in strategic areas*: multiple commitment;

# Links with stakeholders

- Main stakeholders: *students, client organisations* (public services, private companies), *regions*;
- *E-learning industry*;
- *Stakeholder or competitor?*

# e-Bologna Action Lines 2004

- Iterative refinement of the *e-Bologna concept* (based on best practice and R&D);
- e-Bologna as a guideline for the *academic networks*;
- WG *Quality Assurance and Accreditation* (report 2004);
- WG *Virtual Mobility* (report 2004);
- R&D: results of *eLearnTN* to be discussed in the Board for further consideration and action (2004);
- Co-operation with the *e-learning industry* and *national/regional governments* according to a joint concept (2003- );
- Co-operation with the *European Commission* (2003- );
- *Synergies* between open and distance learning universities and "traditional" universities.

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