

eLearning in the Bologna Process

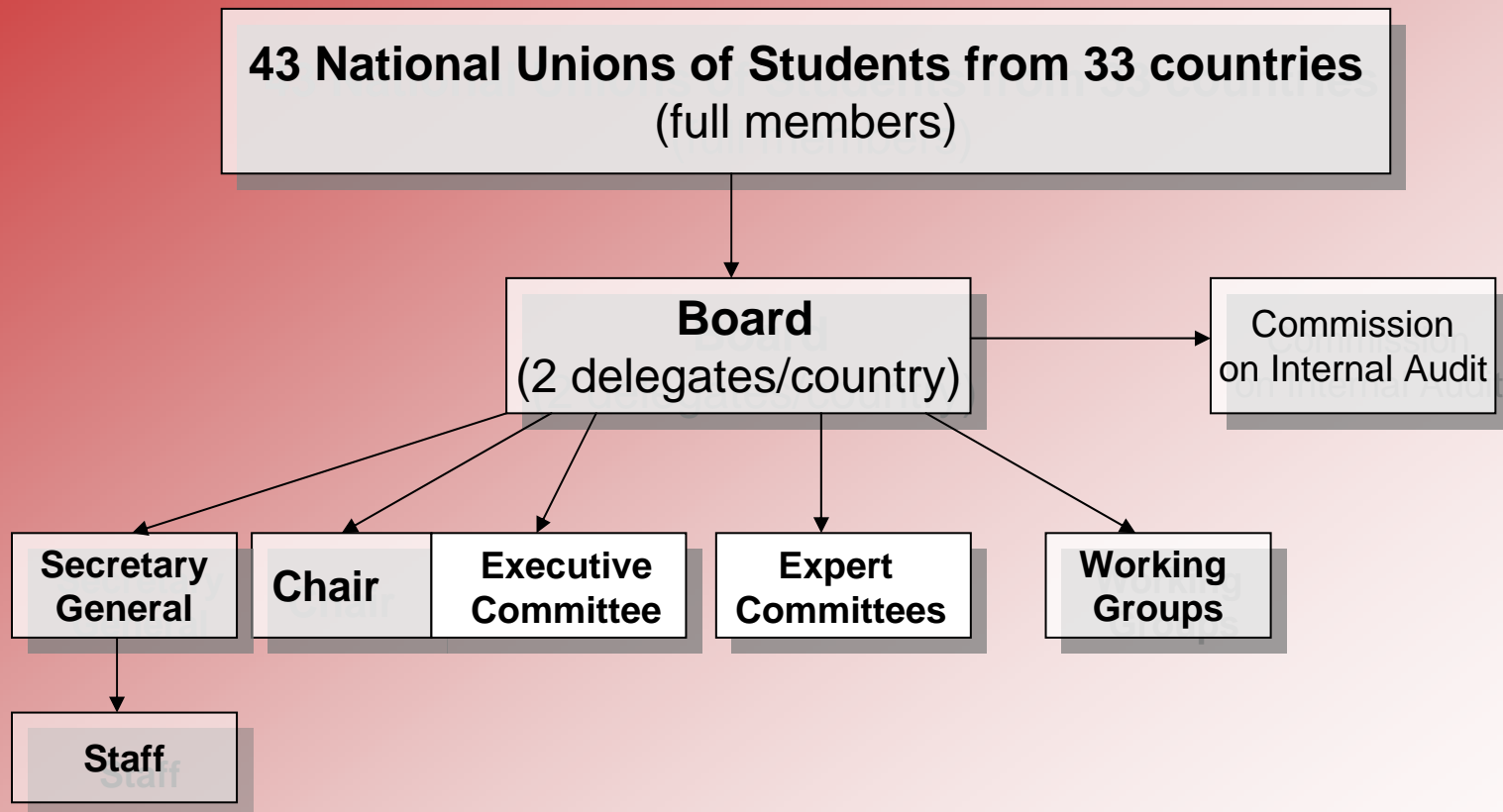
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ESI B Membership



ESIB Structures



eLearning

“A form of formal or non-formal education aimed at attaining set learning goals, in which direct interaction between teachers and students as well as among student groups is facilitated by information and communication technology.”

Challenges

Need to develop:

- New pedagogical solutions
- New teaching, learning and communication methods
- Access to technology, to e-learning

eLearning and Bologna

- Mobility
 - Programme mobility
 - Free movers?
- Credit systems, Qualification Frameworks, Accumulation
- The Social Dimension
- Attractiveness?

Access

- Responsibility of the state to provide its citizens with free, high quality higher education and life long learning education...
- ...and eLearning can't be a way out of this responsibility.
- eLearning for the affluent few?
- eLearning for the masses, on-campus education for the elite?

eLearning & Access

- eLearning can resolve problems of time & distance
- ...but it's not a way out of other responsibilities
- eLearning isn't cheaper than traditional education
- For some groups, it's the only option!

Skills

- ICT contributes to new innovation in learning
- integrates skills and experiences of life long learners.
- e-learning should only be used where it offers qualitative and quantitative advantages over traditional teaching, such as providing access to new groups.
- E-learning can be seen as conferring ICT skills, reflecting labour market as well society
- Information society skills of non-traditional learner?

Quality

- Quality in eLearning is still an elusive concept
- Thus, it must comply at least to the same standards as traditional courses at the HEI
- Close follow-up of content development and student experience

Mobility

- There is no such thing as virtual mobility (cf virtual food, virtual happiness)
- eLearning can provide interesting solutions before, during and after mobility
- eLearning can facilitate **Internationalisation at Home**
- eLearning can be an option for students that can't be mobile
- But **please** don't call it Mobility

eLearning and Credits

- As a general rule, an eLearning course gives as many credits as its traditional equivalent
- There are no special vECTS
- If the workload is larger in eLearning, something else is wrong
- Integration into Qualifications Frameworks

Student representation

- As for all forms of HE, student representation must be ensured
- Regulatory structure for all providers, alt code of good practice
- Provider must guarantee the election of course representatives at least

Pedagogical challenges

- Both students and teachers/professors need support
- Learning to Learn – virtually
- Learning to Teach – virtually
- Pedagogical aspects are widely undeveloped and also unresearched

Free software – free people

- Open Source is cheaper, more adaptable and remains the HEI's
- The threat of software patents
- Do not use proprietary/closed standards
- Students shouldn't need to buy certain software (eg Microsoft Office)

Elearning ethics

- Don't read students' e-mail
- Drop all “Big Brother” ideas

Contact

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Thank you for your attention!