

European Distance Education Network Conference
Vienna, Austria. June 14-17, 2006
Report by Nancy J. Mactague

For the content of the presentation by Nancy Mactague and Veronica Oleszkiewicz please see <http://www.aurora.edu/~nmactag>. Under **Presentations**, see the following sections:

[Library Support for Lifelong Learning: Remaining Current.](#) With Veronica Oleszkiewicz. At the European Distance Education Network Annual Conference, June 14 - 17, 2006, Vienna, Austria.
[A Short Listing of Virtual Reference Software.](#)

[Library Support for Lifelong Learning: Remaining Current.](#) With Veronica Oleszkiewicz. At the Illinois Association of College and Research Libraries conference, Bloomington, IL, March 29 to 31, 2006.
[Click here to see the raw data.](#)
[Click here to see the PowerPoint presentation.](#)

Introduction

Keynote speaker, Heidrun Strohmeier, said that in Austria, 25% of school teachers can use e-learning pedagogy and technology without assistance and 70% can use some instructional technology. Austrian students can earn a certificate in computer technology competency.

Richard Straub proposed that a new curriculum be added in higher education: services science.

Claudio Dondi urged all to refocus on the educational objectives of quality, accessibility and connection to society.

Peter Baumgartner followed up on Dondi's theme by talking about Anderson & Krathwohl's (2001) taxonomy of educational objectives (after Bloom): remember, understand, apply, analyze, evaluate, create. According to Baumgartner, so-called "Social Software" (also called Web 2.0) connects people, but isn't a learning system. To be "Social Software," it must be open to ALL not just limited to registered or subscribed users. (See <http://del.icio.us/> or <http://furl.net/> .)

Digital Pedagogy

Correlation of the E-Learning Strategies and the Cognitive Styles of the Students, Eva Bodnar, Zoltan Kovacs, Tamas Kopeczi-Bocz, and Judit Sass

Which e-learning tools are most appropriate for different learning styles?

1. Used Myers-Briggs Type Inventory and Silverman-Felder Learning Styles Inventory.
2. Population was 125 sophomores in Theory of Psychology class at Corvinus Univ. in Budapest.
3. A curriculum rich in visual and verbal units is suitable for the **analytical type**, that prefer possibilities and exercises requiring analysis. Simulations, models, videos help them understand and comprehend the curriculum, as do annotating and rearranging it to suit themselves.
4. A curriculum linking up memorized units is preferred by the **holistic type**. This type likes connecting parts together, prefers experience, case studies and exercises (compilation,

thesaurus, collection of curiosity, suggested reading) which play into their emotional and motivational systems.

Motivational Characteristics of E-Students, D. Njvaro, K. Karalic, and K. Alksic-Maslac,

1. Population was 154 Zagreb School of Economics and Management students and 160 students from the Univ. of Osijek.
2. Subjects evaluated general satisfaction toward their studies, satisfaction with professors and subjects, current overall grade, and intrinsic motivation level.
3. E-students were more satisfied with their studies, had overall higher grades, higher grades per subject, and higher class attendance.
4. No significant difference was found in motivation levels.

Does Placing Lecture Notes on the WWW Affect Student Lecture Attendance? Derek O'Reilly and Maria Flood

1. Basically, no, according to these researchers.
2. Many students have trouble taking notes and organizing them into meaningful study aids. Online lecture notes on the Web were considered a supplement to class attendance.
3. The lit review showed that lecturers with notes on the Web feel that Websites are essential supplements to the course.

Evaluating Learning in an Online Course: Is Participation a Measure of Learning Effectiveness? Jane Fawkes

1. Basically, yes. Those who participated in the Learning Activity Forums more often also received higher grades.

Students' Opinions about Electronic Examinations Before and After Taking Electronic Exams, Eva Jereb, Igor Bernik

2. In 2004, before taking an e-exam, the subjects (N=54) answered 12 questions about e-exam and traditional exams. After taking an e-exam, the subjects answered the same 12 questions.
3. In 2005, the same methodology was used on 173 subjects.
4. After taking an e-exam, the subjects favored e-exams over traditional, in the classroom, or remotely, synchronously or asynchronously.
5. Future research will be on maintaining the integrity of the e-exam if taken synchronously, asynchronously, locally, or remotely.

E-Tasters—New Developments on E-Learning for Lifelong Learning, Diana And one, Radu VasIU, and Mihai Onita

E-Tasters:

1. Are bite-sized chunks of learning
2. Are user friendly

3. Are relevant to needs of a large number of learners
4. Inform learner of benefits of learning
5. Deliver the outcome
6. Ensure that the learners know they achieved the outcome
7. Are attractively marketed to those who will benefit the most

Implementing E-Learning

E-Learning in the First Semester of an Undergraduate Medical Curriculum, Josef Smolle, Reinhard Staber, Florian Hye, Elke Jamer, Silvia Macher, et al.

Due to changes in admission requirements that came with entry into the EU, the Medical Univ. of Graz, Austria was compelled to admit ALL applicants into its medical program. To cope with 3,336 entering students, a totally online first semester was developed and implemented. Results of the first semester were the basis for selecting 100 students who would proceed to the second (F2F) semester.

This experience showed them that it was possible to teach a large number of online only students. However, while high-performers did OK, it was not easy for medium- or low-performing students to master the online environment.

Exam results depended on the method of content delivery. The use of computer-based learning objects resulted in higher exam scores for that content.

Integrating E-Learning

Integrating Quality into the DNA of Distance Education

Scott G. Herd reported that at Utah Valley State Univ. faculty may take training to earn certification as a Master Online Teacher as part of the university's teaching excellence program, "Culture of Excellence." Sixty to seventy percent participate. Those with the certification are rewarded by having teaching assistants assigned to help them.

E-Literacy and the Role of Academic Libraries in Lifelong Learning, Christine Michielsens

Librarians teach patrons how to learn. But patrons must also to be provided with easy access to libraries before and after graduation!

Society has gone:

From:

Difficulty in finding information
Learning basic info tech skills
Libraries gathering people

To:

Difficulty dealing with overload of information
Conceptually understanding & processing knowledge
Internet isolating people

Virtual libraries must provide social interaction, a sense of community, and coherence among information sources.

The Virtual Classroom within Blended Learning: Using Synchronous Conferencing as a Support Tool, Giorgio Agosti

This was a pilot project run by ABB Group Service Center (a for-profit company) and the Univ. of Bergamo, Italy. The university partnered with this for-profit firm because:

1. Its IT Dept. was experienced with closed and open learning environments.
2. The company was an early adopter of e-learning.
3. The company had reliable networks and communication tools to reach employees and customers worldwide.
4. The company focused on retention and cost.

Traditional blended learning combines a traditional classroom with asynchronous online interaction. They tried to incorporate collaborative learning through a synchronous virtual classroom to increase learning. According to Elaine Montambeau (2000), immediate use of material after delivery results in 90% retention. Practice by doing results in 75% retention.

The pilot targeted university students who were also working. Face-to-face classes met once a week and participation level was 90%. LearningSpace (IBM) was used to distribute resources, manage communication and provide forums for discussion. (Asynchronous support was offered 24/7 and participation level was 50%.)

Their virtual class, web-based communication, met once a week and participation level was 26%. It offered several benefits:

1. Social and didactic dynamics as in a F2F classroom
2. No need to commute.
3. Ongoing, open, natural voice communication.
4. Maintain a feeling of community.
5. Facilitate group work.
5. Establish interaction between professor and students and among students.
6. Distantly located subject matter experts could deliver seminars.
7. Time for teaching and learning was expanded.

Their objectives for using blended learning were to:

1. Make academic courses more accessible.
2. Let students experiment with higher interactivity on the Web.
3. Give different interaction opportunities for increased flexibility.
4. Accommodate a variety of learning styles.

Bridging the Gap within Distance Education through Innovative E-Communication Tools, Tom Wambeke (<http://www.kathotielt.be>)

While most of our population consists of “digital immigrants,” this is the information age and today’s young people have their own mindset (Frاند, 2000):

1. The computer isn’t “technology.”

2. Internet replaces TV.
3. Typing is better than writing.
4. Multitasking is a way of life.
5. Connectivity and communication are essential.

“Experience is the hardest teacher. It gives the test first and the lesson after.”

CAAD and E-learning: A Blended Approach, Pedro Leao Neto

Learning Objectives:

1. Technology is a means to an end; not the end in itself.
2. Global--theoretical and operative knowledge
3. Foster creativity.

Pedagogical Strategy:

1. Promote group work and provide communication tools for presenting work.
2. Similar to studio-design model—reflection in action & practice.
3. Teacher is guide who monitors progress.
4. Expositive, demonstrative, active, questioning.
5. Promote debate.

Platform Will:

1. Promote teacher/student interaction.
2. Achieve higher communication level.
3. Increase student learning efficiency.

E-Learning Operators:

1. All pedagogy always posted.
2. All student workspace always available.
3. All interaction all the time!

Ubiquitous Learning – or the Ubiquitous Access to a Digital Library, Ragnhild Mogren

How do people “appropriate” technology? What does it mean to live with technology? How do people construct knowledge and meaning in relation to the environment? What new “places” are being constructed?

A digital library is a “place” for learning. People search for information; access culture and education (talking books, music, newspapers); meet and exchange ideas; have ubiquitous access.

The digital library is a metaphor for the use of mobile phone technology. When the user identifies a knowledge gap, the phone can be used to search for information to solve practical problems and cope with everyday life.