

Beijing Forum 2011

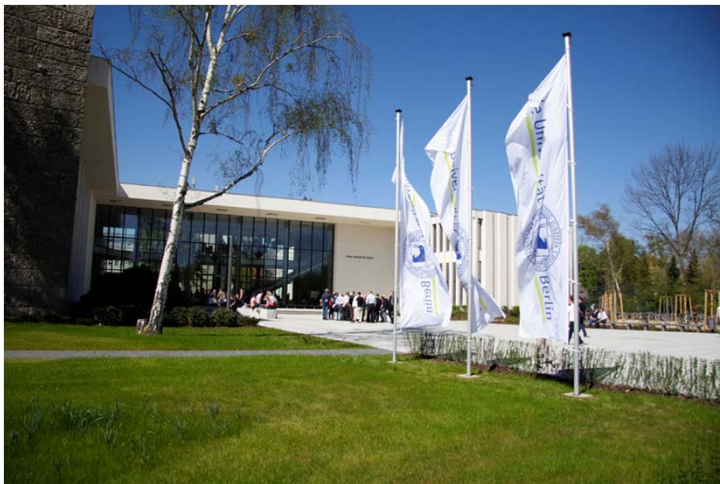
The Harmony of Civilizations and Prosperity for All
- Tradition and Modernity, Transition and Transformation

Establishing E-Learning Support Centres (ELC): Past, Present and Future

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Freie Universität Berlin



Freie Universität Berlin



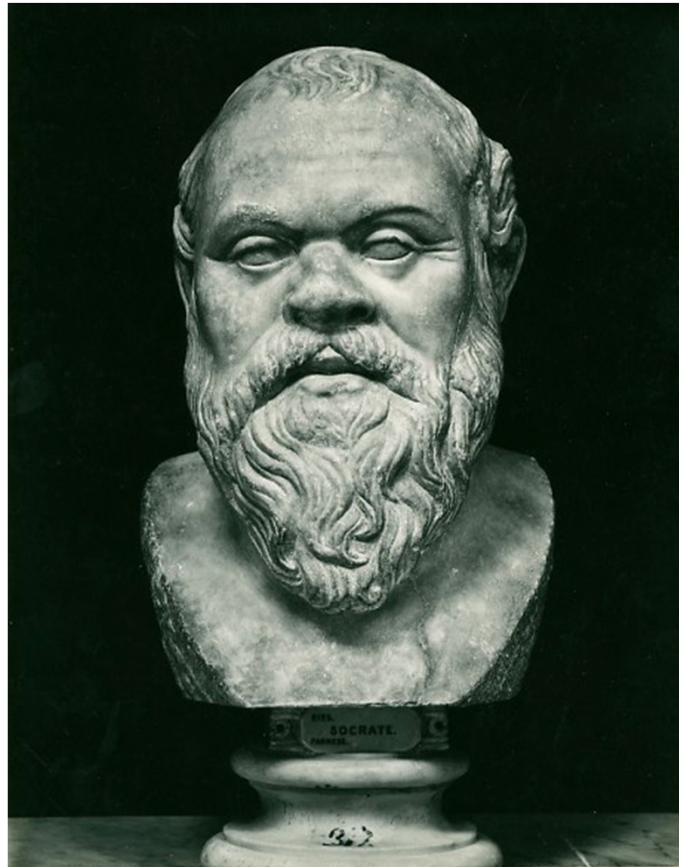
FU facts and figures*

- 34,000 students, 60% women, 16% international
- 400 professors
- 1,700 academic staff, 40% research funded
- 2,200 additional staff
- 12 departments, including the Charité
- State budget: 290 million Euros p.a.
- Third-party funding: 60 million Euros p.a.
- Excellence Initiative: 150 M€ (for five years)



* Figures exclude human medicine (Charité)

About Lifelong Learning ...



ΓΗΡΑΣΚΩ ΑΕΙ ΔΙΔΑΣΚΟΜΕΝΟΣ

ΣΩΚΡΑΤΗΣ
470-399 π.Χ.

Centralisation vs. Decentralisation

It's the economy, stupid ...



Bill Clinton

One way of deciding between centralising and decentralising services is to **measure its economic efficiency.**

Centralisation vs. Decentralisation

Cost-effective learning ...



To be or not to be...

**Can
E-Learning Support Centres
secure their existence?**

The Emergence of ELCs (A Short History)

Important factors regarding the emergence of E-Learning Support Centres:

- cost-effective digital multimedia enduser equipment and broadband networks (since 1995)
- the multimedia hype
- hypermedia-networked environments: Internet 1.0
- sluggish modernisation of the traditional (analog) media centres
- provision of e-learning grants (with rather speculative intentions)
- innovation vs. regulation

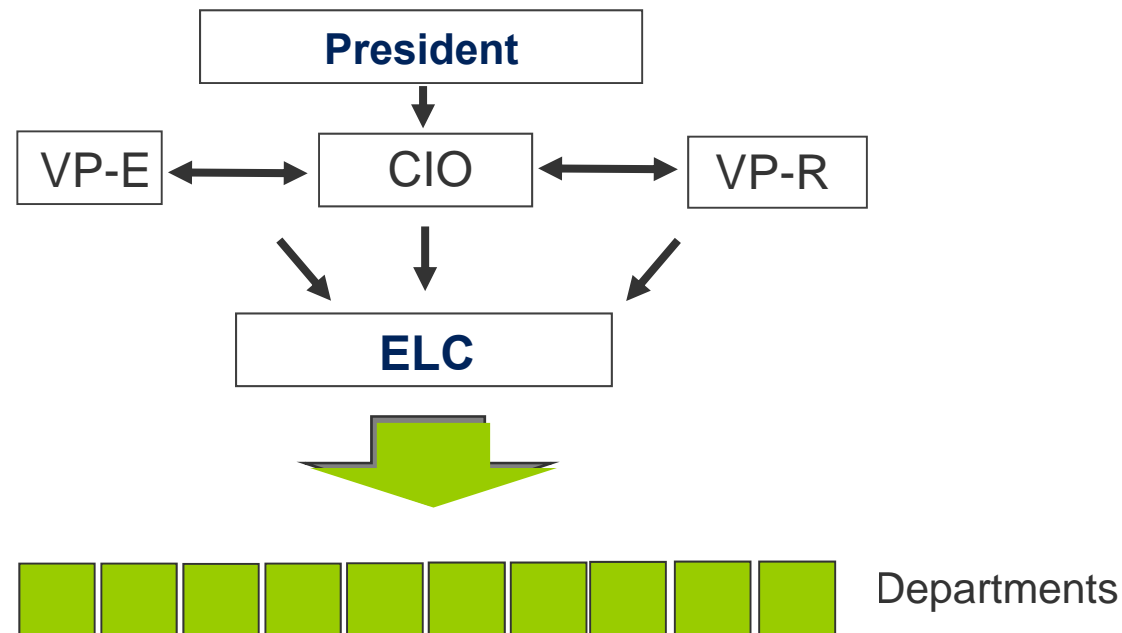
Grant Programme I: Bottom-Up (Content Creation)



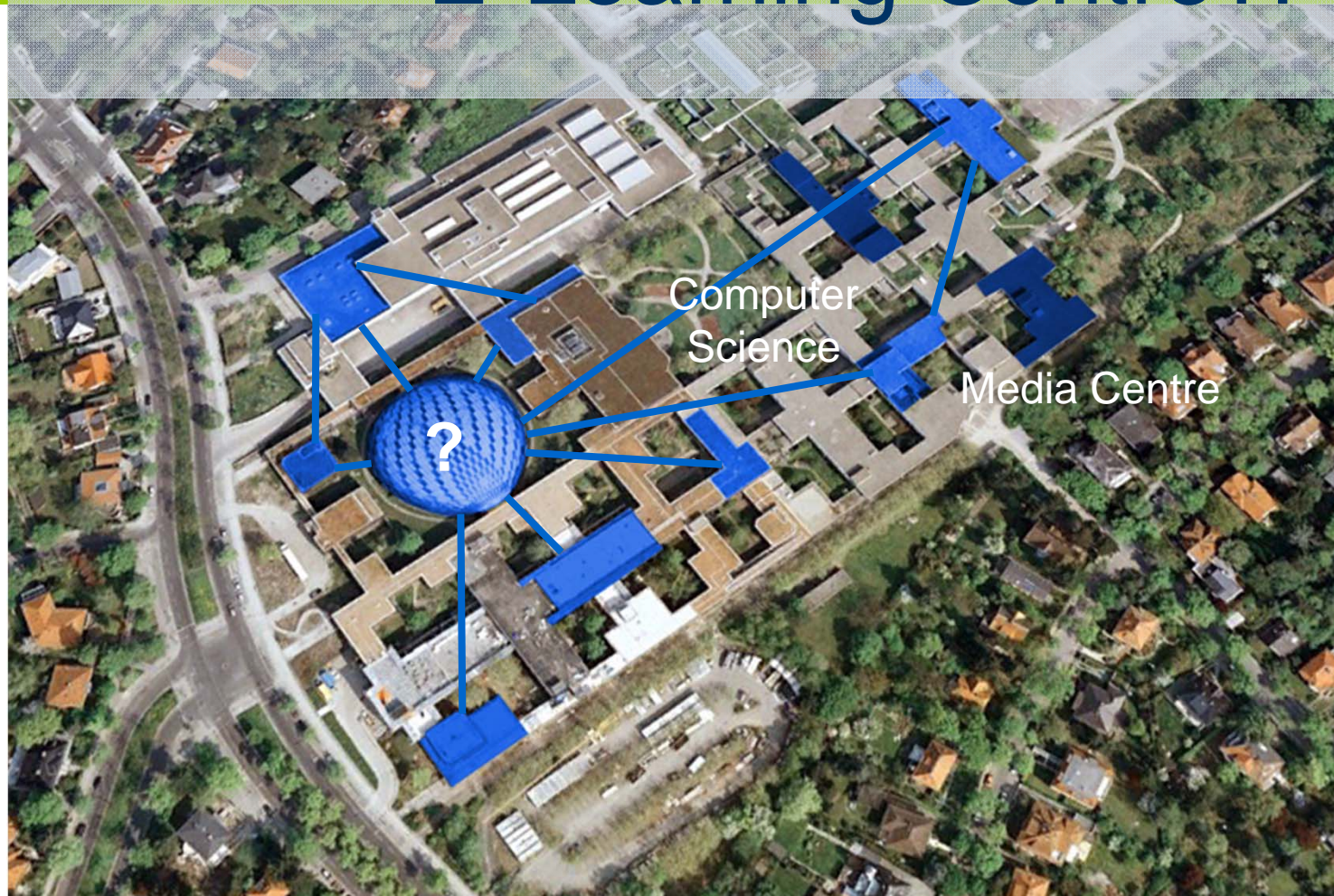
Grant Programme II: Top-Down (Organisation)



Establishment of central ELC support structures, (mainly) service-oriented



E-Learning Centre?!



The Variety of ELC Organisations...



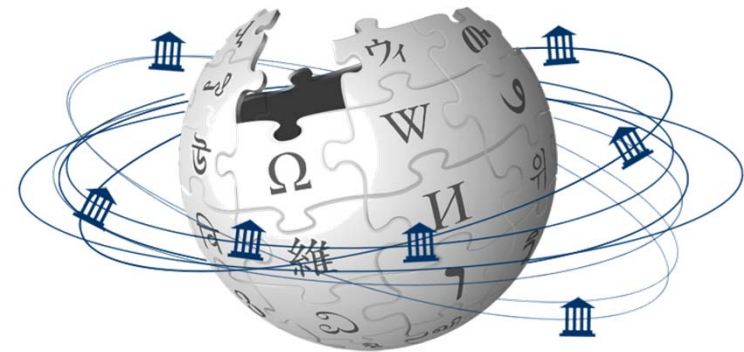
Wordle evaluation: Selection of German-speaking E-Learning Support Institutes

Digital Technology and Media

have become the strategic tools (or weapons?) of the university

- in communication
- in modern research
- in the fight for funding (research networks)
- in new teaching concepts
- in the exploitation of new markets (LLL)
- in the distribution of teaching materials...

► **The involvement of DT into the overall strategy of the university is essential.**



ELC Consolidation after the Initial Phase?!

The demand for support, advice and training on e-learning topics decreases (conclusion of introductory phase, saturation of demand (on a low level)).

- Teaching staff have acquired basic e-skills. E-Learning is part of the everyday teaching. Some downsizing becomes essential.

The demand for strategic advice shrinks.

- Key problems with the establishment of infrastructure have already been solved. Basic systems and technologies have been implemented.

The introduction of more ambitious teaching and learning arrangements reaches the capabilities of the teaching staff and exceeds the budget of the ELCs.

- New ways of teaching and learning are only introduced very gradually. DT innovation reaches its limit. (Note: New teaching methods have always been difficult to teach and to implement!)

Funding is not anymore easy to get!

Web 2.0 and the Centres...



- Do the possibilities offered by Web 2.0. cannibalise the established central structures?
- SaaS

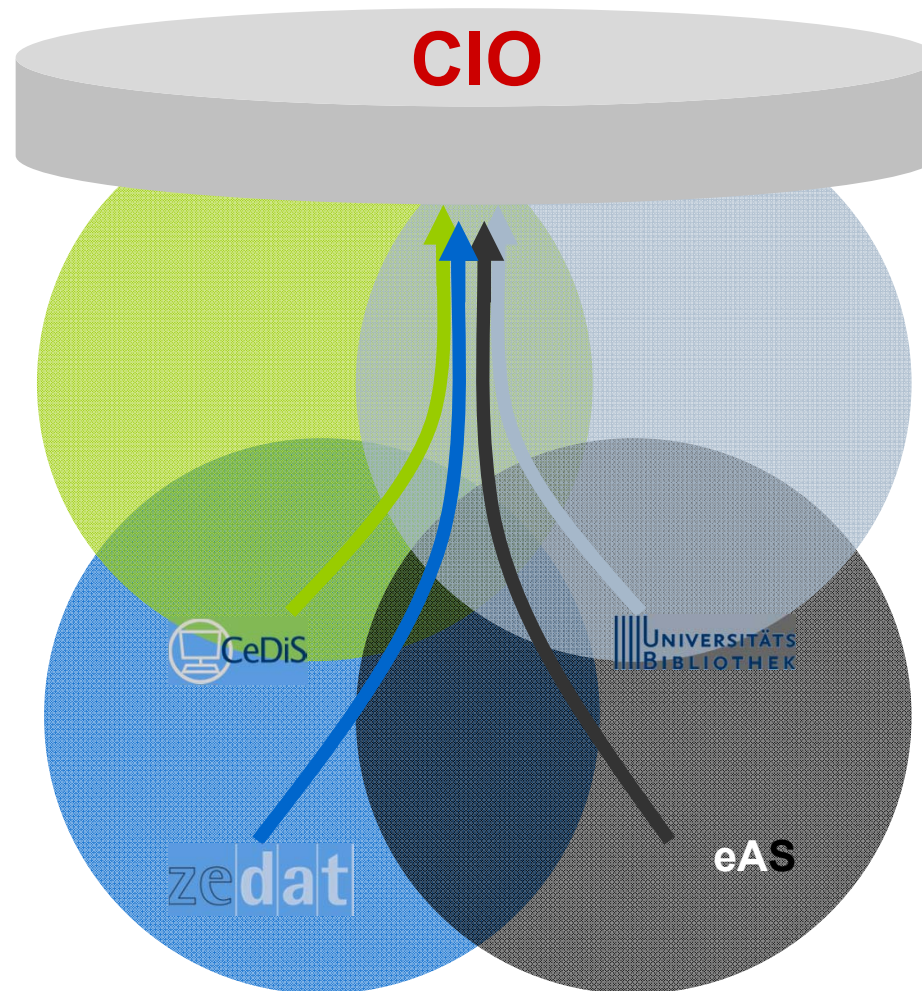
Conclusion and Options for ELCs

- ELCs have to shrink after the initial phase.
- ELCs turn into profit centres within the university.
- ELCs become providers for external clients.
- ELCs are subdivided/ absorbed (IT, Media, Educational Technology).
- ELCs merge with other centres of the university (!?).
- ELCs merge to form regional service units.
- ELCs have to consider the new challenges!
- ...

► **It's time to act!**

- Computer Centres
- Libraries
- Media Centres
- Information Technology
- Dept. of Education
-

FIT: Freie Universität Information Technology



New Challenges?

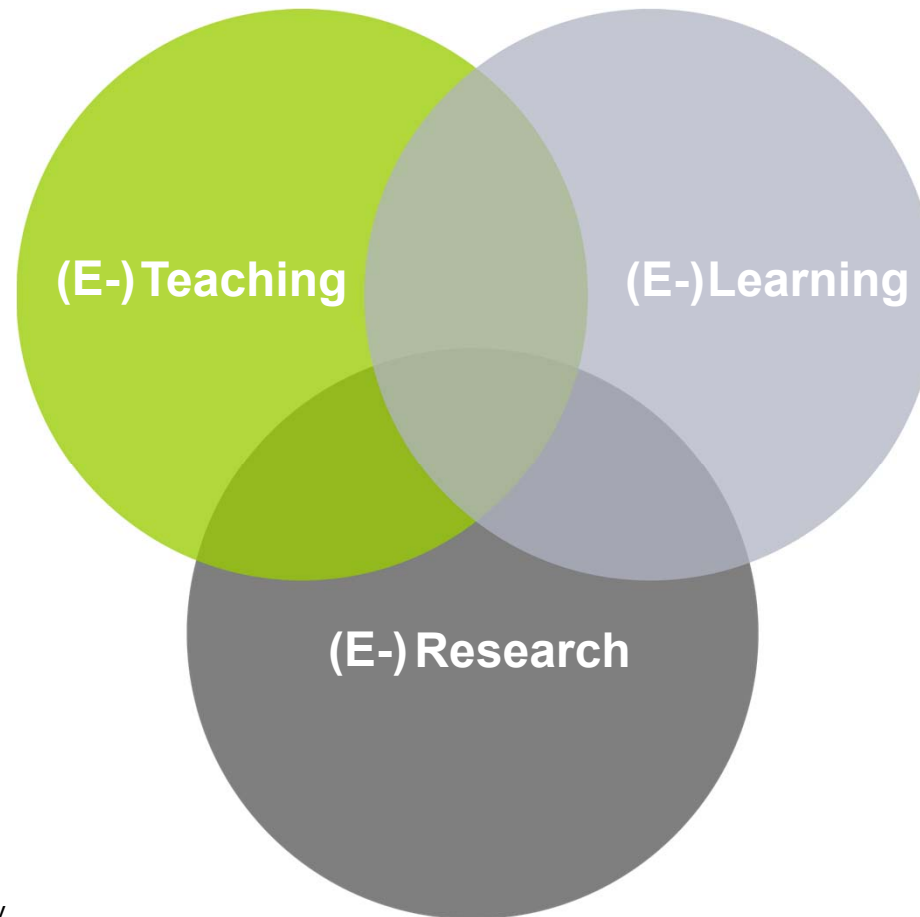
A few Big Challenges for universities with opportunities for ELCs:

- Multimedia-based communication
- Teaching international students (exchange programmes)
- Set-up of new (Blended Learning) Master programmes
- Professional Studies (LLL)
- E-Examinations
- Internationalisation of research
- Digitalisation of research (E-Science)

► Is E-Science a new chance?

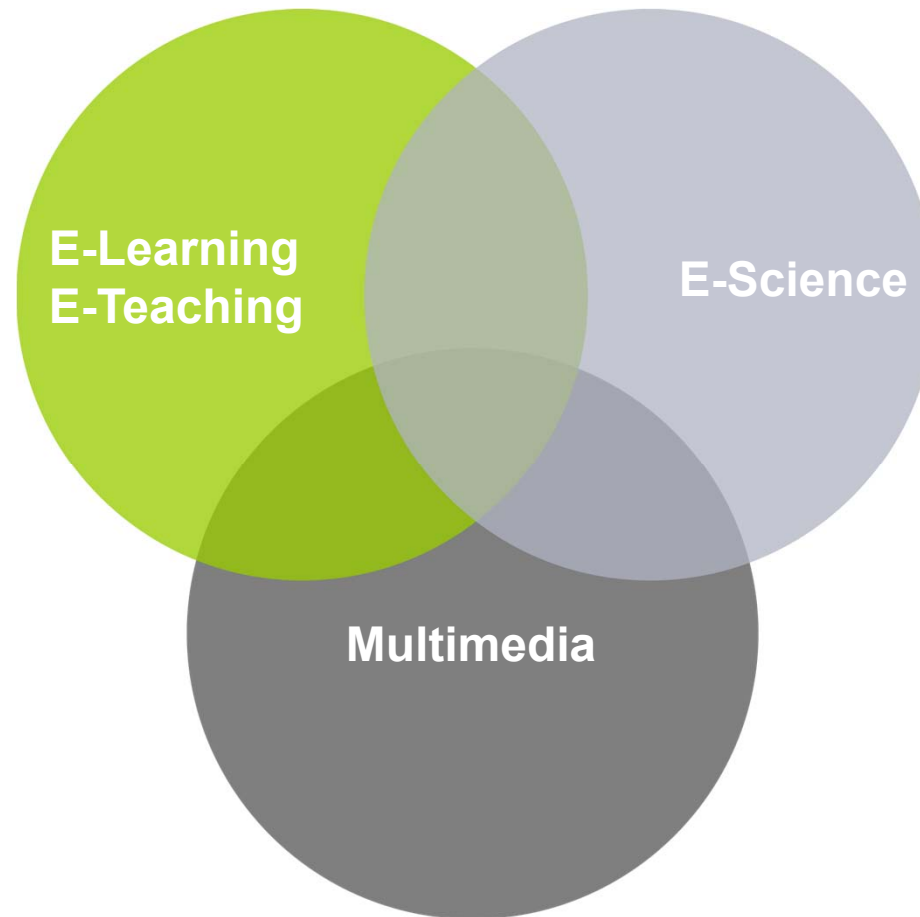
Role model

Excellent (E-) University



after Gerhard Casper (Hamburg),
former President of Stanford University

New „markets“ for ...



Areas of Application

E-Learning/E-Teaching

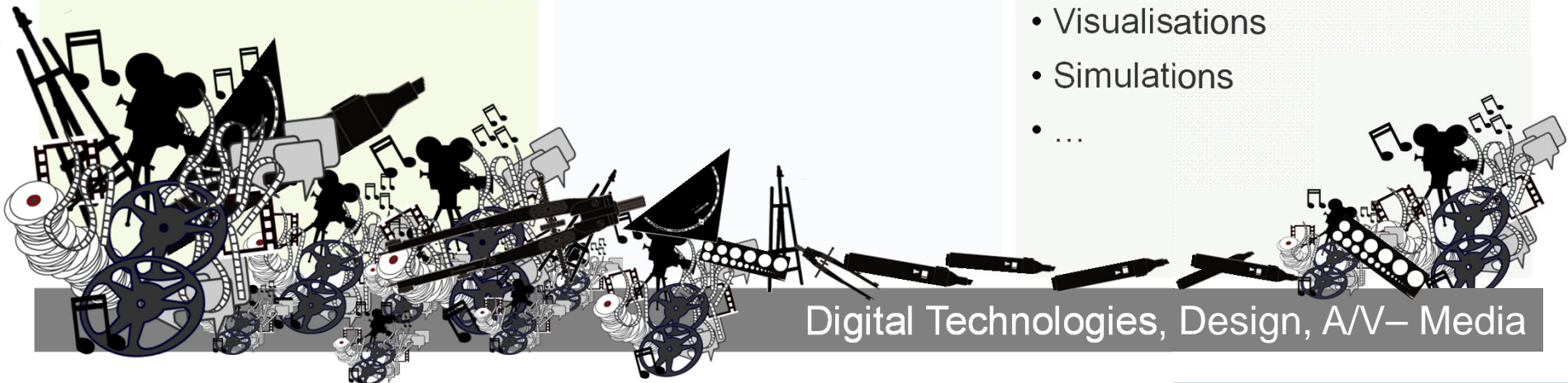
- Teaching methodology
- LMS
- E-Examinations
- Virtual Classrooms
- Educational Software
- Serious Games
- ...

E-Science

- Open Access
- E-Publishing
- Data repositories
- Special Applications
- Semantic Web
- *Scientific Computing?*
- ...

E-Learning/E-Teaching and E-Science

- Training
- Communication Tools
- Web 2.0 Tools (Weblog, Wiki, Tagging, Podcast, ...)
- Portals
- Content Repositories
- Multimedia Archives
- Visualisations
- Simulations
- ...



Digital Technologies, Design, A/V– Media

Does E-Learning Fit With E-Science?

Advantages:

- Researchers are more interested in E-Science than E-Learning!
- There are similarities and synergies that are latent in the use of computer-based tools, digital work environments etc that are worth noting.
- Working with technology for E-Science makes it easier for researchers to integrate IT-based technology in their teaching

Problem:

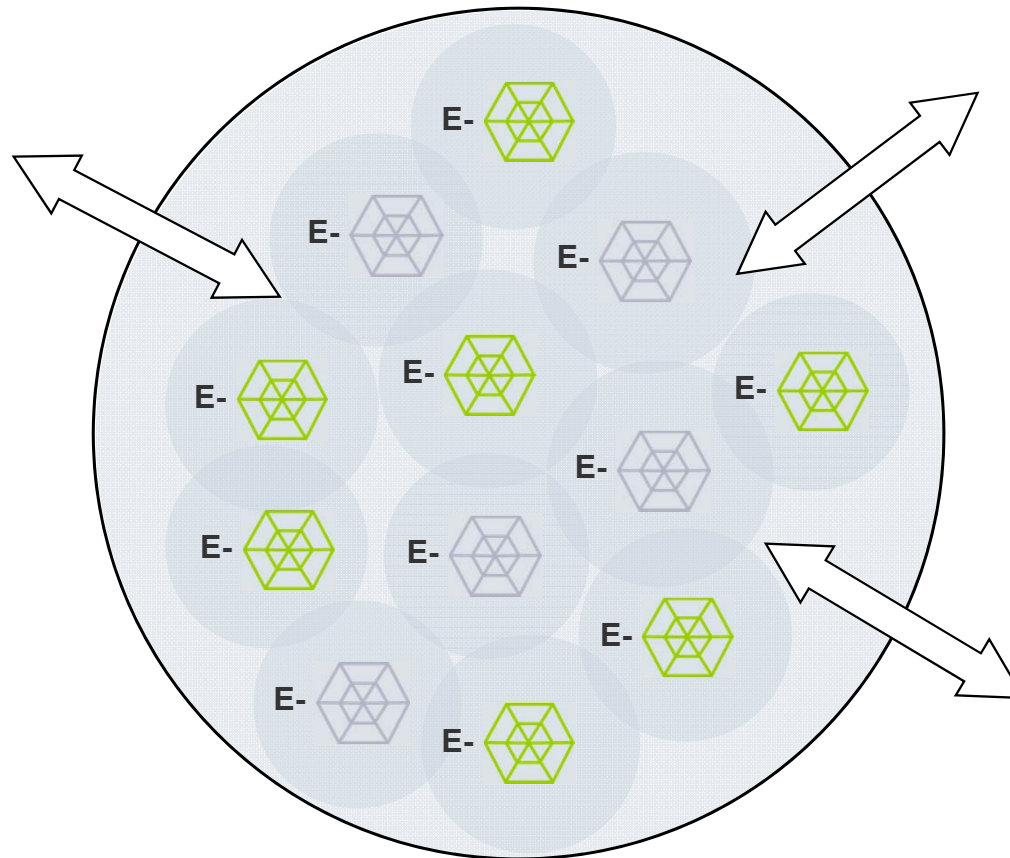
- E-Science solutions cannot easily be generalised. Methods derived from IT based environments for research are strongly subject-specific.

► **Is there an analogy with subject-specific solutions in E-Learning?!**

Vision: E-Learning ↔ E-Science



Teachers



Researchers



Students

„Centre for Digital Education and Research“ ?

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