

Perspectives of the E-University: Innovative Learning and Teaching Scenarios at the University of Duisburg-Essen

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- **E-Learning at University of Duisburg-Essen**
- **Bologna and the European Higher Education Area**
- **Changing Roles of Lecturers and Students**
- **Information Commons at the University Library**
- **From „Pen and Paper“ – to Online Exams**
- **Conclusions**



- **Two-Campus University (since 2003)**
- **33.800 students**
- **4.387 employees**
- **12 Faculties**

- **Essen will be European Capital of Culture in 2010**
- **E-Leader Conference 2009**



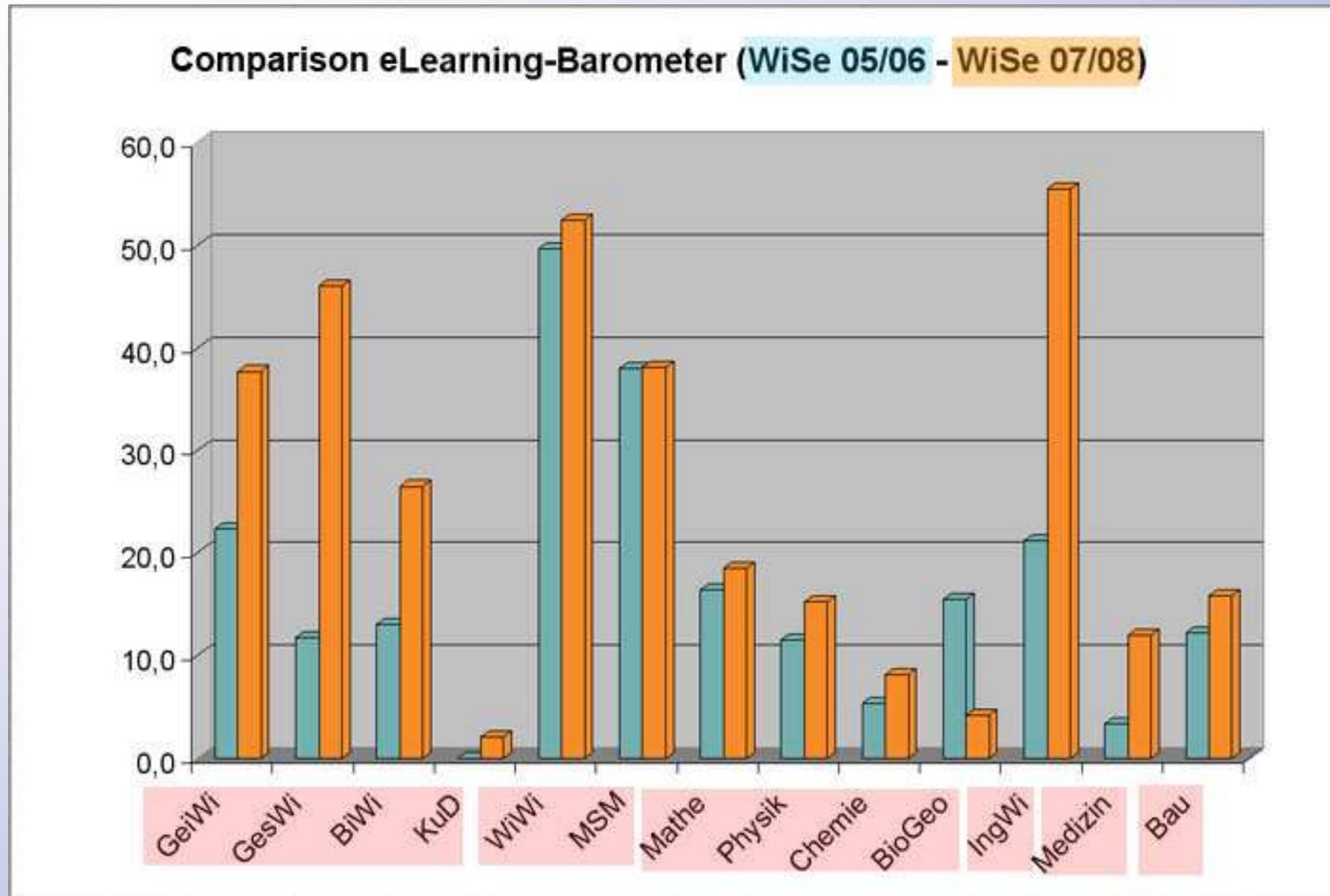


Fig. 3: eLearning at the University of Duisburg-Essen, Source: E-University 2008



- **Bologna Declaration signed by 29 countries in 1999**
- **European universities are in a process of creating a European Higher Education Area by 2010**
 - through better access, quality, competitiveness, attractiveness
- **The adoption or general implementation of the European Credit Transfer and Accumulation System (ECTS)**
- **Two neuralgic points in the day-to-day operation of universities on the road to 2010 are the increasing requirements**
 - to offer support, spaces, technologies for informal studies
 - to help lecturers to shoulder the increased workload



■ Lecturers

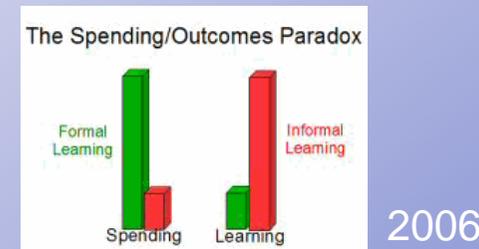
- have to change their roles more to facilitators and moderators, especially in the beginning of a course to stimulate students self-organizing competencies
- variety of roles: content expert, moderator, motivator, permanent contact person

■ Students

- have to assume more individual responsibility for their own learning
- have to shape a wide range of competencies
- learning biography changes
- informal learning becomes more and more important

- **Informal learning can be characterized as follows:**
 - it does not take place in special educational establishments apart from normal life and professional practice,
 - it has no curriculum and is not professionally organized,
 - it is not planned in a pedagogically conscious, systematic manner according to subjects, test and qualification
 - it is not unrealistic stockpile-learning, but is experienced directly in its “natural“ function as a tool for living and survival

- **Jay Cross:** Informal learning is the unofficial, unscheduled, impromptu way most people learn to do their jobs
- Formal trainings and workshops account only for 10-20% of what people learn at work



- **Comparison: riding a bus (formal learning) and riding a bicycle (informal learning)**
 - Riding a bus: the driver decides where the bus is going
 - Riding a bicycle: the rider chooses the destination and the route

- **To enable students to come together, discuss and work in self-organized learning teams**
- **Information Commons should bring together:**
 - **student´s ideas**
 - **resources of the university (e.g. digital work places, information resources, support)**
- **New media and technologies enable learning environments**
 - **accessible independently of time and place**
 - **overcome the limitations of traditional learning environments**
 - **support scientific work**
- **To provide for different learning and working styles/scenarios (silent room, group work, project work, supported work/training on demand)**



- student learning team
- working with new media technologies
- using information technologies
- in a group working area at the Library of Duisburg-Essen

- **Project is currently in its planning phase**
- **Centre is essentially conceived as a public open space equipped with**
 - mobile furniture
 - accessible infrastructure and resources, e.g. broadband Internet access, hard- and software, notebook workplaces, technical services, mobile devices
 - wide range of analogous and digital information services and technologies
 - eCompetence and technical support through help-desks, student advisors and professional e-competence, media and information management consultants and coaches
 - Qualified student advisors as immediate contact, possibility to request qualified advice or coaching from staff members of the central units

- **One of the consequence of the Bologna Process is the increasing workload for lecturers because of the amount of written examinations and storage of results**
- **New media technologies can support lecturers with great numbers of students e.g.**
 - **distribution of learning materials and tests for preparation on a learning platform**
 - **tools for asynchronous communication**
- **Oral exams are already realized – but in a limited way e.g. videoconferencing,**
- **growing demand for specifically equipped rooms, where online exams can be taken under secure and controlled conditions**

- **Survey conducted in 2007 among lecturers: high degree of interest in Exam Center**
- **The CIM is presently building an Online Exam Centre with almost 200 places**
- **Half a million EUR funded by a grant from the German Research Association, the university itself (partly by study fees)**
- **LPLUS as a professional test and assessment software product running on dedicated separated exam server**
- **First centre of this kind in Northrhine Westfalia**

From the “Pen and Paper”- to Online Exams



Will be available end of 2009.



With the two projects presented here, the UDE underlines its commitment to eLearning as one of the pillars of its eStrategy.

Specifically, they demonstrate the orientation towards innovation and customers' demands by the central service units.



Thank you for your attention!

For further information or exchange of experience, please
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