

# **E-Competence - Rooting and Spreading eLearning and eServices in the University**

E-Competence Agency  
University Duisburg-Essen, Germany  
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- eLearning in Germany
- eLearning at the University Duisburg-Essen
- Historical development of eLearning
- E-Competence Teams (Project)
- E-Competence Agency (sustainable Agency)
- Summary and Conclusions

## eLearning Scenarios at German Universities

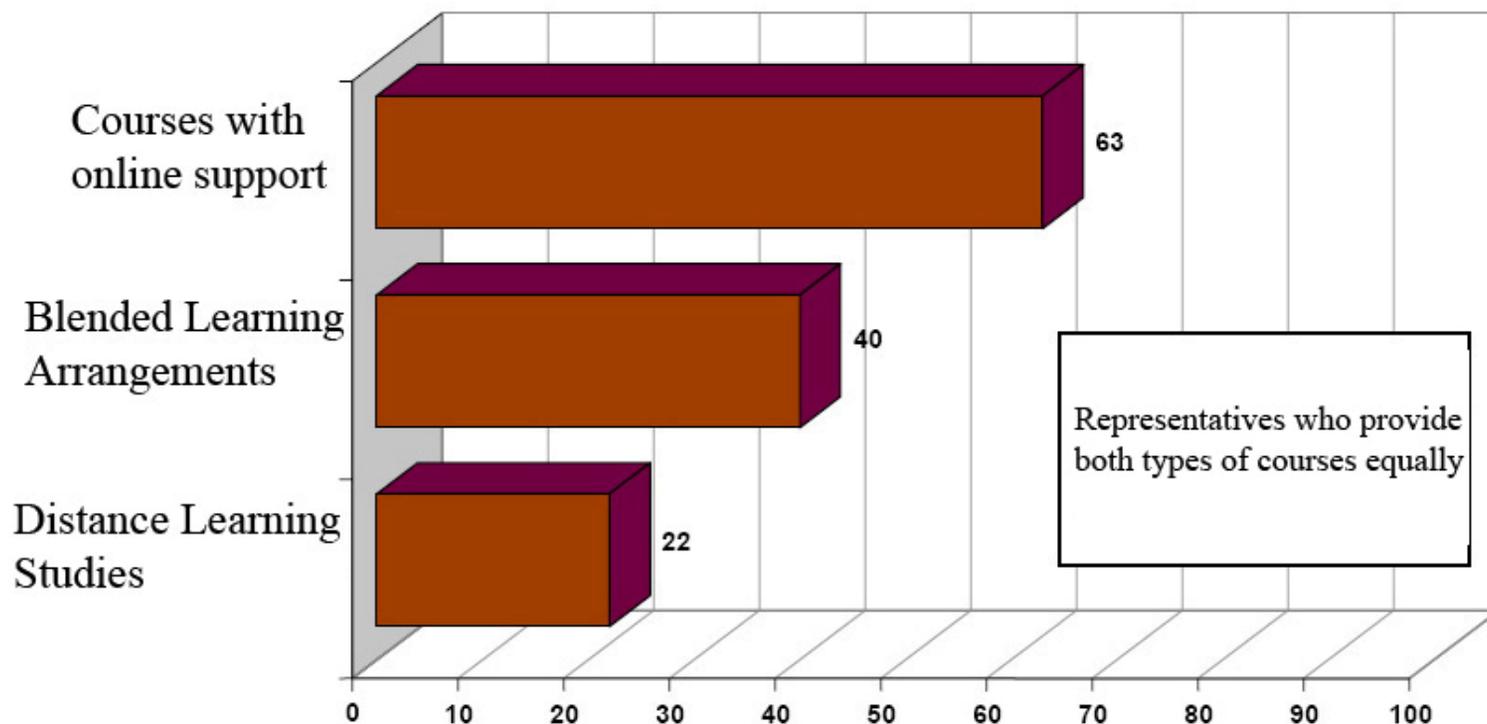


Fig. 1: Interview of representatives from 86 universities, Source: MMKH/MMB „E-Learning at german universities – Trends 2004“

**Different learning tools and scenarios for students - Today in in 2011**

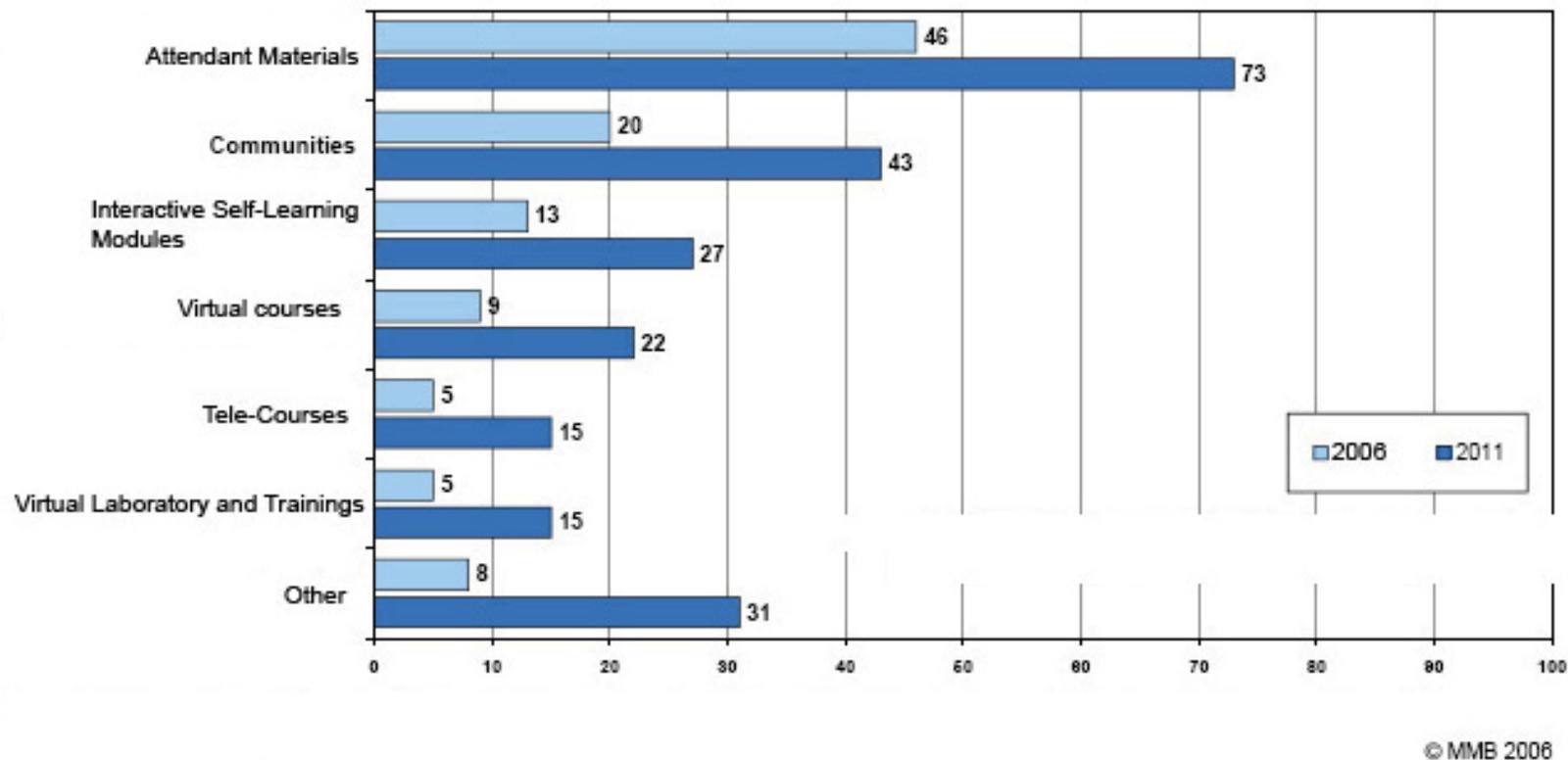


Fig. 2: Detailed overview of new learning types in %, Source: MMB 2006

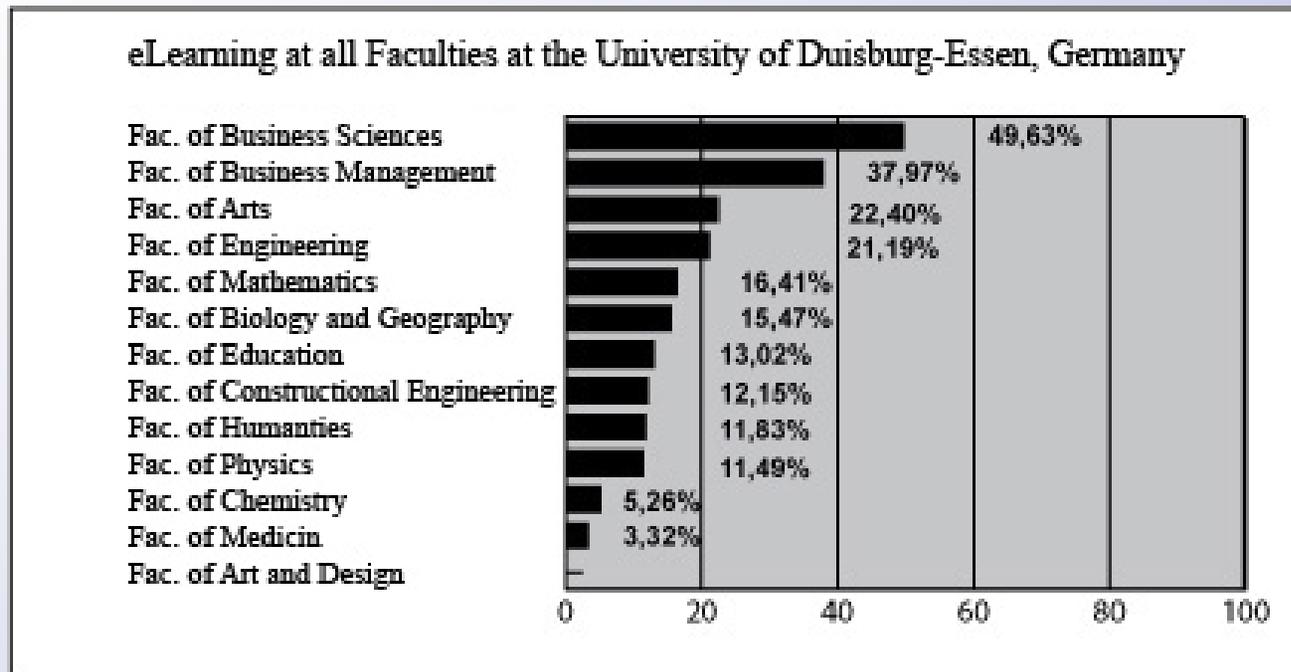


- two-Campus University (since 2003)
- 33.800 students
- 4.349 employees
- 12 Faculties (Figure from 2006)
  
- Essen and the Ruhr Area will be European Capital of Culture in 2010



- **E-Strategy (towards a vision of the „E-University“)**
  - Rectorate of University adopted eLearning Strategy, 09.08.2006
  - Maximum use of digital technologies and services in an integrated manner for all key processes of the University
  - Key strategic projects: extension of WLAN, integrated research dokumentation, study portal
  - Guidelines for Faculties: utilisation of strategic digital tools and the multimedia e-publishing server DuEPublico
  - E-University project (2005-08): innovation projects, study portal
  
- **eLearning Award 2007 (July 2007)**
  - Innovative e-learning scenarios will be eligible for 3 awards
  - Total prize money: 5.000 Euro.





Survey, autumn  
2006/07

Fig. 3: eLearning at the University of Duisburg-Essen, Source: E-University 2007

- eLearning is used in about 18% courses at the University
- Nearly every 5th course is using eLearning elements
- Significant differences between faculties and heterogeneous eLearning scenarios

- First generation of funded eLearning projects had not resulted in large-scale adoption of eLearning
- Only small layer of „early adopters“
- Standard courses did not really reach the groups targetted
- Traditional ways of IT- and media services led to the development of high level multimedia applications, but not necessarily to a higher degree of e-competence
- Mostly „first-wave“ customers were reached
- Winning „second wave“ lecturers to eLearning and understanding E-Competence

- E-Competence at the University of Duisburg-Essen started in the summer 2002 (Life-Time: 2002-05)
- Project supported by the Ministry of Research and Science from the state Northrhine-Westfalia, Germany
- Goal: Winning new layers of university lecturers to eLearning
- Realisation:
  - Interpersonal service of direct „face-to-face“ consulting and coaching according to individual requirements
  - Lecturers are encouraged to „learn by doing“ to gain e-competence
  - Online information resources, e.g. online tutorials, presentation of best practice examples, tips and tricks
  - Partner-project [www.e-teaching.org](http://www.e-teaching.org) a portal for e-teaching
  - Embedded into the cooperation of the central media service units
- Portfolio consisted of a wide range of tools and applications

- **E-Competence Agency was launched February 2006**
  - Cooperation project of University Library (UL) and Centre for Information and Media Services (CIM)
  - Transformation of the project into a stable service
  - Two staff posts were granted (1=UL, 1=CIM)
  
- **Sector of Information, Communication Media (ICM)**
  - UL and CIM together make up the institutionalised sector of Information, Communication Media
  - ICM is represented by a board
  - Sector is directly linked to the rectorate

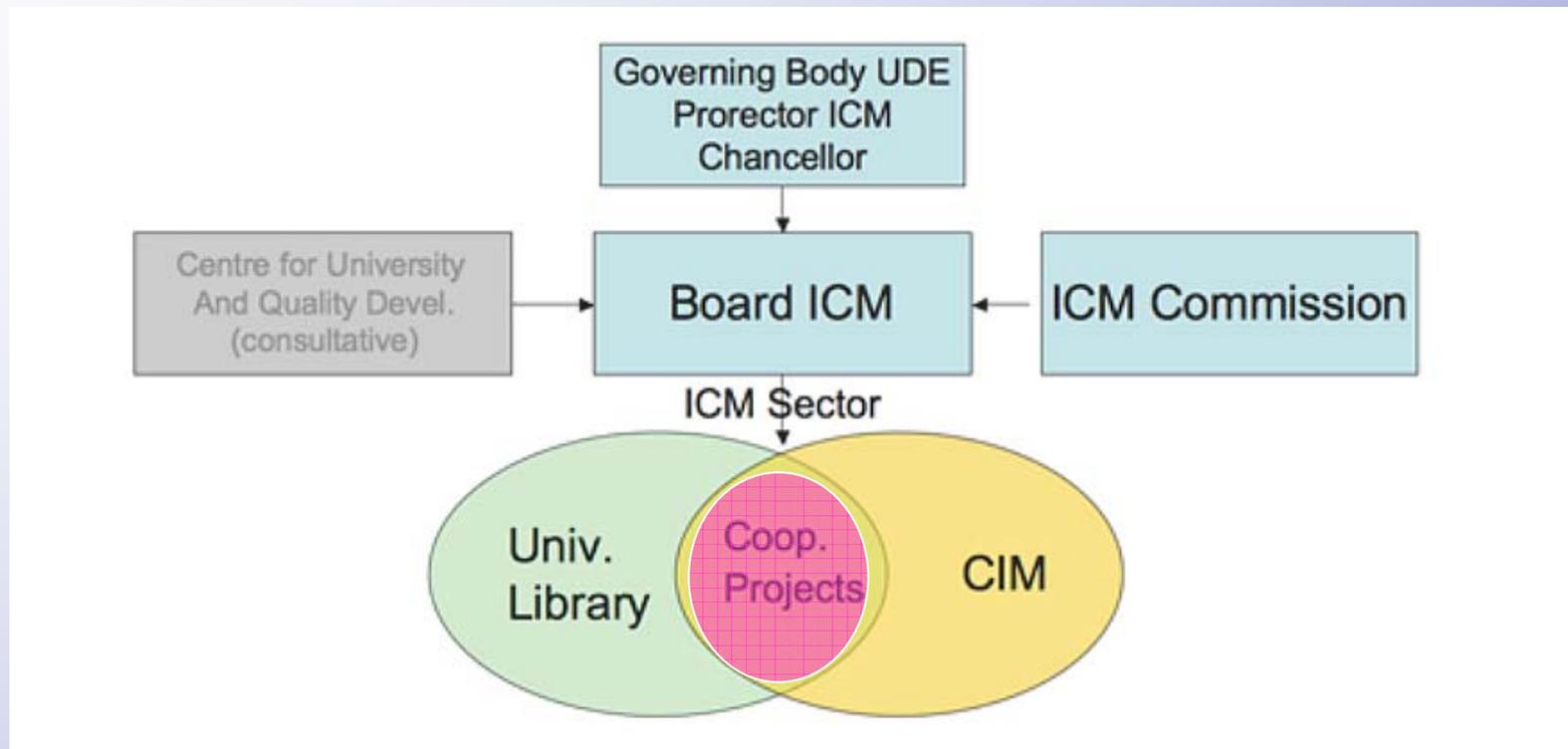


Fig. 4: The Sector Information, Communication and Media

- **E-Competence as an Agency**
  - Promotion of eServices of UL and CIM
  - Proactive manner, using diversity of „marketing“ channels (e.g. personal presentations, Website incl. RSS-Feeds, Flyer, News)
  - Networking: Players and services for the realisation of complex projects
  - Evaluating trends
  
- **Original concept extended in scope and target groups**
  - Support of ALL members of staff as well as students (mostly advanced students and postgraduates)
  - Greater awareness of postgraduates and students requiring e-competence and e-skills (Bologna process)

- Standard of Quality
  - Agreements on objectives and performance
  - Setting a number of qualitative and quantitative goals
  - E-Competence Agency: target set 300 consultings (2006) – annually
    - ➔ We nearly doubled: 577 Consultations!

<b>STATUS GROUP</b>	
Rector	3
Prorectors	2
Professors	69
Scientific Assistants	204
Students	160
Diploma and Ph.D. students	55
Others	65
External Partners	29
<b>TOTAL</b>	<b>577</b>

← The largest group was the Scientific Assistant group with 204 consultations

Fig. 5: Consultations by status groups (February 2006 - January 2007)

Topics	
Moodle E-Learning in general/scenarios	
E-Skills for BA students	
IT-/Media Infrastructure, Hard-/Software issues	112
Digital Library Tools	93
E-Competence Portfolio (General Presentation)	87
Rapid E-Learning and Presentation	55
Audio-/Video processing, media development	53
Videoconferencing, Forum, Chat, Groupware	44
Online Exams, Management/Evaluation Issues	16
Social Software	12
Other	26

media-enabled lecture halls,  
WLAN, e-mail access,  
portals, data base  
technologies

Fig. 6: Breakdown by Topics (February 2006 - April 2007)

Topics	Number of consulting/coaching
Moodle E-Learning in german	256
E-Skills for BA students	127
IT-/Media Infrastructure, Hardware	112
Digital Library Tools	93
E-Competence Portfolio (General Presentation)	87
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E-Publishing server  
DuEPublico, scientific  
research repositories,  
catalogues, databases,  
copyright

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Powerpoint  
Camtasia  
Mindmanager

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Digital Library Tools	93
E-Competence Portfolio (General Presentation)	87
Rapid E-Learning and Presentation	55
Audio-/Video processing, Content Management	53
Videoconferencing, File Sharing	44
Online Exams, Management Issues	16
Social Software	12
Other	26

Wikis,  
Podcasts, etc.

Fig. 6: Breakdown by Topics (February 2006 - April 2007)

- Central eLearning platform since 2005: Moodle
- The proportion of users is growing steadily
  - More than 300 active courses across almost all the faculties
  - About 12.000 users
- Success of Moodle is due to these factors:
  - Easy learning curve for lecturers and students
  - Scalability from simple to complex scenarios
  - Existing materials can be re-used
  - Flexibility: a wide variety of scenarios can be implemented
  - Communicative and cooperative activities
- moodleconference 2007 at Duisburg-Essen

- E-Competence plays an important role as an „agency“ of the service units, „marketing“ their services and relaying customer needs to UL and CIM
- The Agency is double anchored by UL and CIM
- eLearning strategy cannot be isolated from „the university of the global digital age“ and the change-management involved
- Thus, E-Competence is one of the change-agents in the University

# Thank you for your attention!

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