

ICT-Strategy at the University of Zurich

Three Years of Experience

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▶ 1999 – The Call For New Technologies in Higher Education

- National and international ICT-initiatives and exchange of ideas
- Coping strategy for expected increase of student enrollment in 2002/2003
- Coping strategy for spatial restrictions
- Very promising technology
- Very nice budget perspectives

▶ Decision Makers for ICT development

- Federal and cantonal parliaments: financial planning and yearly university budgets
- University Board and University Management: ICT's share of university budget
- Rector's office for teaching: institutional basis
- ICT Department: ICT development strategy and realization
- Chairs in faculties, institutes, seminars, clinics

▶ First Strategic Decisions

- Linking to classic teaching and learning methods
 - no sudden break
 - blended learning approach
- WWW technology
 - Standards
 - Few high tech distribution scenarios
 - No special server - client architectures

▶ **Common Goal: Improved Learning**

- More effective learning environments
 - higher enrolment in courses
- Active and interactive learning
- Spatial flexibility in teaching and learning
- Combining university studies and lifestyle
 - Mobility, work, parenthood
 - Life long learning

▶ **1999-2002: First Steps towards ICT-Based Curricula**

- Learning about ICT-facilities
- Studying ways to incorporate ICT into existing subjects
- Choosing suitable teaching and learning approach
 - Respecting different forms of teaching and learning scenarios
- Official acknowledgement of the method
- Call for projects

▶ **Setting Up the Basis**

- Enabling project developments
- Giving space for innovations
- Experiencing new technologies in university teaching and learning
- Institutionalising central support
 - LMS
 - Hosting facilities
 - MM production
 - ICT Project development consulting
 - information, instruction facilities

▶ Main Requirements for Projects

- Embedded in the curriculum
- Didactical - and other - added value
- Scientific sustainability, development
- Organizational, financial sustainability
- Students` rating

► Various Types of Projects

- Telecooperative systems
 - Distant collaboration (synchronous and asynchronous)
- Web based / Computer based courses
 - Interactive courses
- Virtual seminars
 - Combination of course and telecooperative system
- Video conferencing

► Role of ICT-Department

- Organization, coordination, integration of E-Learning at the university
 - Developing and communicating the E-Learning strategy
 - Project selection criteria
 - Project controlling, evaluation, quality control
 - Supporting and coaching project teams
 - Information clearing
 - Promoting organizational development
- successful projects!

▶ **Networking is Part of the Strategy**

- External partners (ETH, SVC)
- University Teaching and Learning Centre
- Department for Study Reforms
- Department for Continuing Education
- Centre for Computing Services
- University Web-Office
- Multimedia Operation Centre
- Digital Library

► Results:

Online-University Zurich

- Since WS 00/02: Entry page to all ICT-based lectures and courses on the university homepage
- Overview of ICT-activities at departments and institutes
- Overview of E-Learning courses in progress
- WS 02/03: 77 blended learning courses

► Results:

E-Learning Know-How

- 2002: about 130 people involved in development of 80 ICT-projects
- Custom-designed training programs for faculty and staff: E-Learning Certificate Program
- Know-How exchange (web site, publications, networking events)

► Results:

Organizational development

- E-Learning is a well known development factor at the University
- It matters in curricula development, in the organization of university administration, in IT development, infrastructural development, in financial planning
- It is part of the University's public image and helps to realize the goals of our «Leitbild»

► Future Developments

- Switch from project funding to regular integration, «mainstreaming»
- Promote low budget production by building upon achieved E-Learning infrastructure
- Stronger integration by widely shared LMS
 - less space for innovation
- Further integration with SVC
- Reach 10%-15% of courses (CRUS)

► Future Scenarios

- Firmly established Swiss university network using common ICT-resources
- Interoperability between different LMS, CMS
- Easy exchange between research and teaching
- Exchange of administrative data, student portal services, credits
- Additional project funding by public-private partnerships and marketing

Thank you for your attention.

<http://www.ict.unizh.ch>