



# The state of implementation of SVC projects: an overview

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Current state of information: last e-site visit Nov. 26...

8 days of e-site visits, 6 (or 7) projects per day

1 h per project, discussions among experts afterwards

Projects will receive a letter with a short feedback.

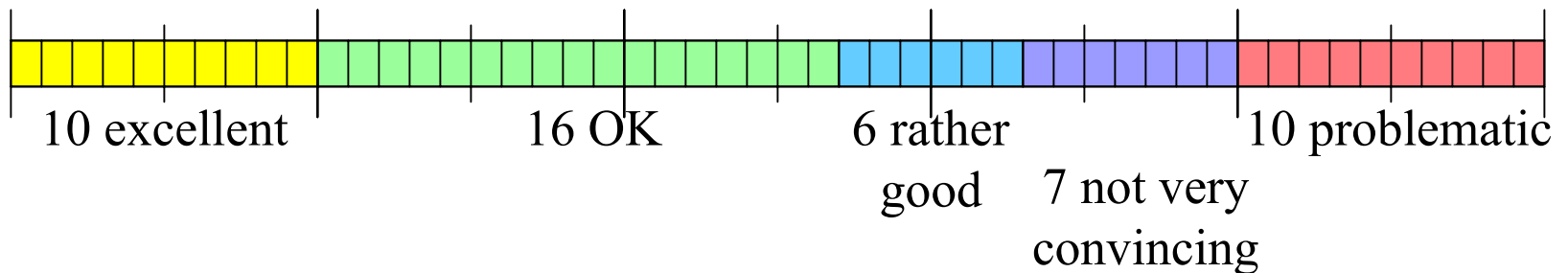
Overview out of minutes of the e-site visits



# Overview of experts' results

Feedbacks range from "very good" to "problematic", but contain individual texts, not following a ranking scheme. Projects are too different for immediate comparison.

I try to give an overview all the same.





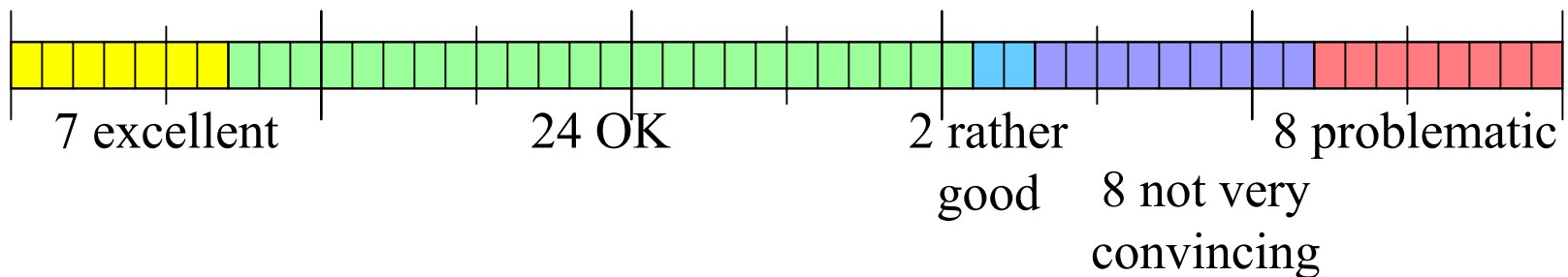
## A. CONFORMITY OF RESULTS; B. FINANCIAL ASPECTS

Most projects are delayed by about 4 months because of problems of finding qualified staff. Otherwise they are mostly on track, i.e. in different stages of implementation.

Phase 1: field tests going on (project start 2000)

Phase 2: field tests imminent (project start 2001)

Otherwise no distinction between phase 1 and 2 in this qualification.

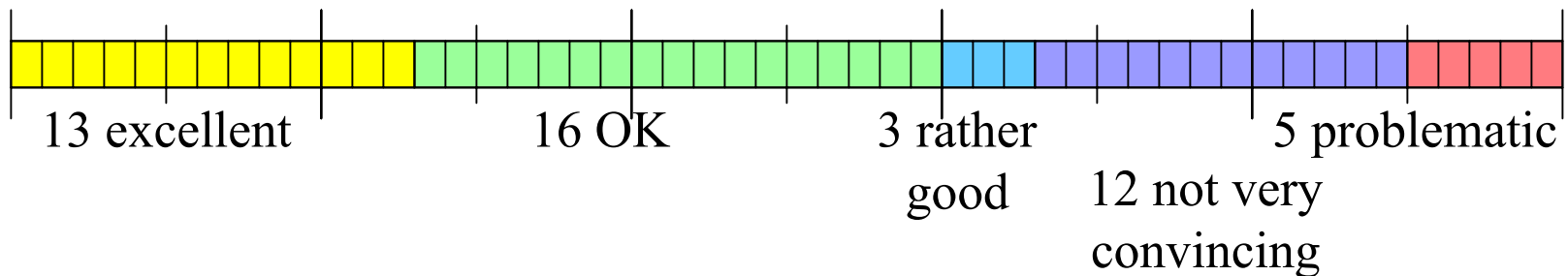




## C. TEACHING ASPECTS

Some projects developed extensive didactical guidelines and project documentations. In this evaluation we considered rather the didactical effect of the real course than the quality of the underlying didactical concept.

Well reflected and strict project organizations with well established quality control procedures generally lead to better teaching material.





## C. TEACHING ASPECTS - Example

Pharmasquare

Many ways of computer based learning are used.



Focused on elite teaching for the happy few: virtual laboratory ETH

Focused on integration of student's work: e-learning modules produced as diploma works

Focused on mandatory courses with large numbers of students: didactically refined online course modules

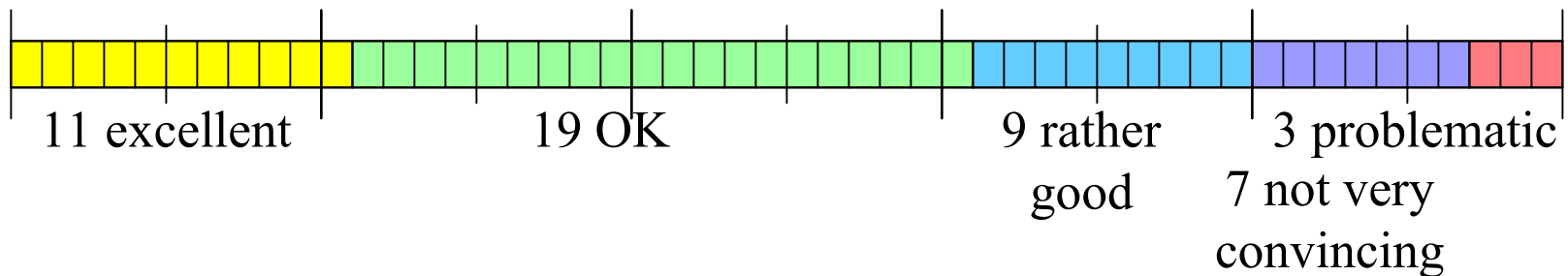
Focused on mandatory exams or continuous education: large testing system (database) with security measures to allow "sharp" exams



## D. TECHNICAL ASPECTS

In the year 2000 no platform was truly convincing. Worst of all: Truly dynamic, modular content management was not possible on the discussed e-learning platforms in the year 2000...

Therefore several projects developed their own platforms. Here general "well working" – whether on WebCT or homemade or whatever – is taken into consideration. With some negative points for own developments or outsourcing, because of sustainability...





## D. TECHNICAL ASPECTS - Example

Objective Earth

multilingual authoring system

all languages in parallel on the same screen

no technical skills needed to put multimedia material together

professional look and feel

modular, flexible, dynamic system, all standards and open source

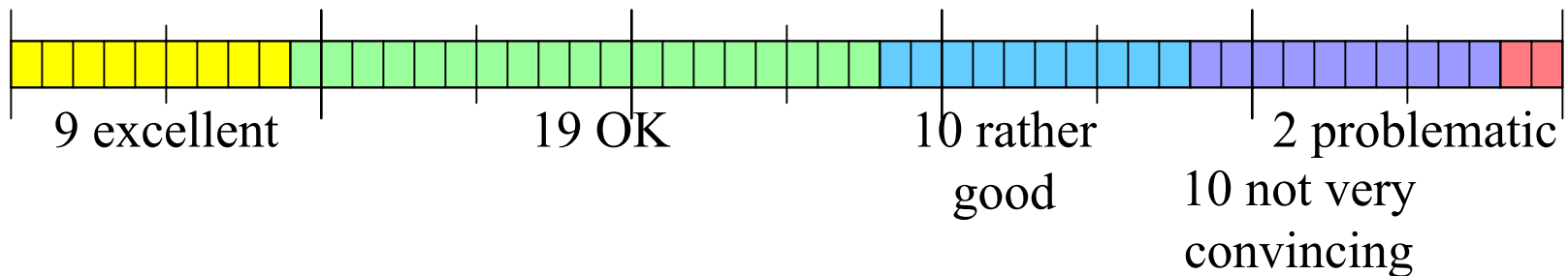
but will it be sustainable?

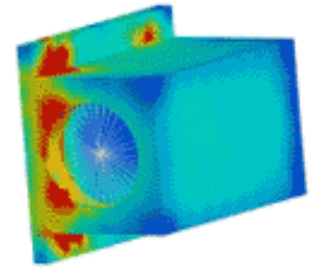




## E. TUTORING / STUDENT COUNSELLING

In the beginning the focus lay on complete online courses with no face-to-face teaching. In the meantime blended learning has proven to be more convincing. Even distance teaching by open universities contains more and more face-to-face sessions. It has become clear that human beings must accompany a course, otherwise it won't get the acceptance needed from students. Did projects acknowledge these issues?





## E. TUTORING / STUDENT COUNSELLING - Example

FE-Transfer (mechanical engineering)

very demanding subject; there is no definitely correct solution, students must learn to argue why they chose their solution (a situation that is very similar to the normal case in humanities!)

1. a case is presented; the student writes down a solution
2. a prefabricated solution is presented automatically
3. the student writes down why he didn't present this solution
4. the tutor considers the two texts and gives feedback
5. maybe a discussion; maybe it will be enlarged to other students.

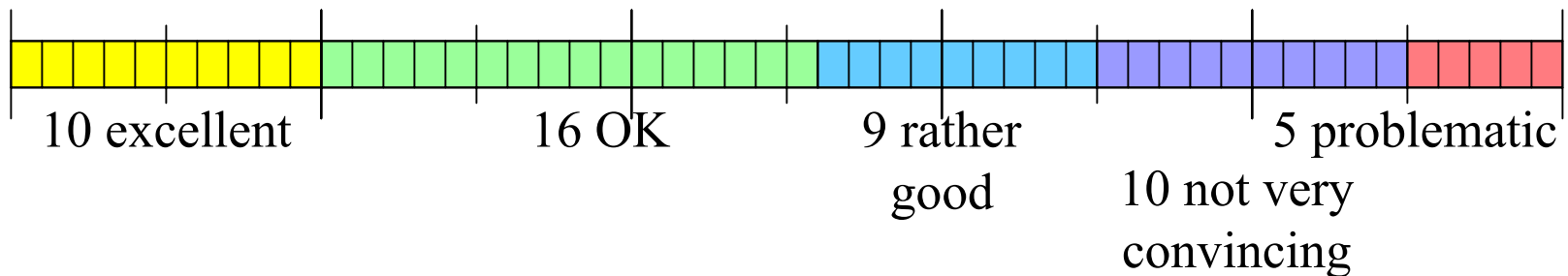


## F. PROJECT ORGANISATION AND NETWORK FUNCTIONING

Getting in contact at conferences and working together to develop teaching modules that will be used by both – two ways of contact that are radically different!

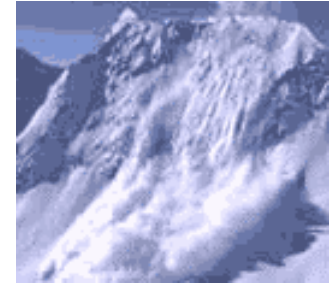
Many problems arose with the integration of partners, but now there's peace in most teams – a very good success!

Projects without strong organization tend to fall apart into single modules that will not necessarily be reused by the partners...





## F. PROJECT ORGANISATION AND NETWORK – Example



NAHRIS – Natural Hazards and Risks

large number of official and unofficial partners, all producing content

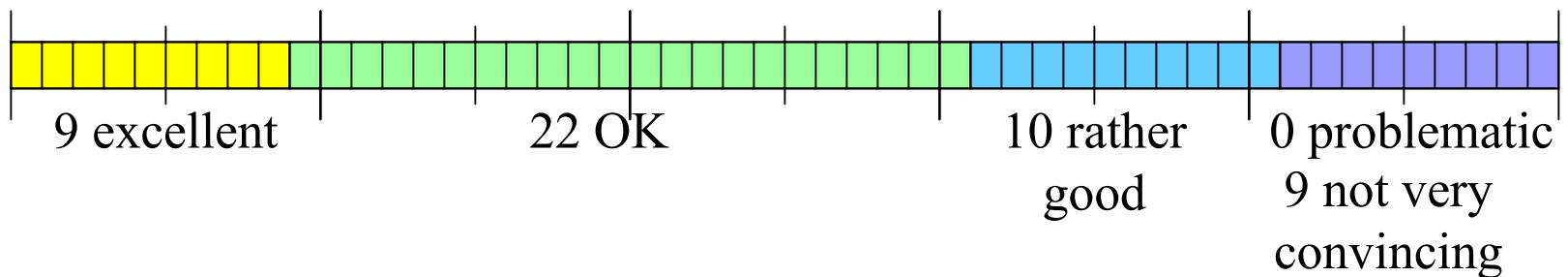
partners from universities, ETH, universities of applied sciences,  
research institutions...

common didactical approach, common look and feel, one single  
course environment – one consistent network, strong central  
functions, strongly supported by partners (they pay additional funds  
to central coordination because it took more time than expected!)



## G. INTEGRATION IN CURRICULUM

Most projects have foreseen to integrate their course in specific curricula – they had to, as it was an important criterion for the SVC. Up to now most projects are not implemented enough to be truly used – which gives them a 3 (rather good) for integration at the moment, but this rating might very well change considerably during the next months.





# G. INTEGRATION IN CURRICULUM

## - Example

CALIS Information Retrieval



Basic module teaching what is needed for all  
(boolean operators etc.)

Branch specific modules teaching specialized bibliographies,  
information research tools and index structures

A specialized librarian will need about 3 months to prepare the  
course for a new branch

But how will these courses become integrated in curricula?



## H. SUSTAINABILITY

Will the course be maintainable in the long run?

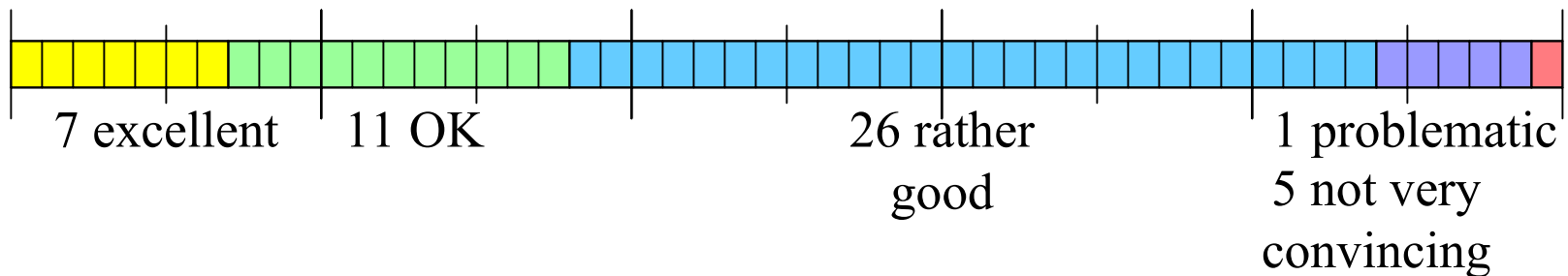
Probable future users?

Probable new markets?

Will partners help to propagate the course?

Are contacts already established?

rather good = rather convincing ideas about the future of the course





## H. SUSTAINABILITY - example

SOMIT



lucky because of new ETH curriculum in sports sciences...

collaboration with Swiss Olympics

used for continuous education

Will it always stay open for university students?



# I. STUDENT ASSESSMENT

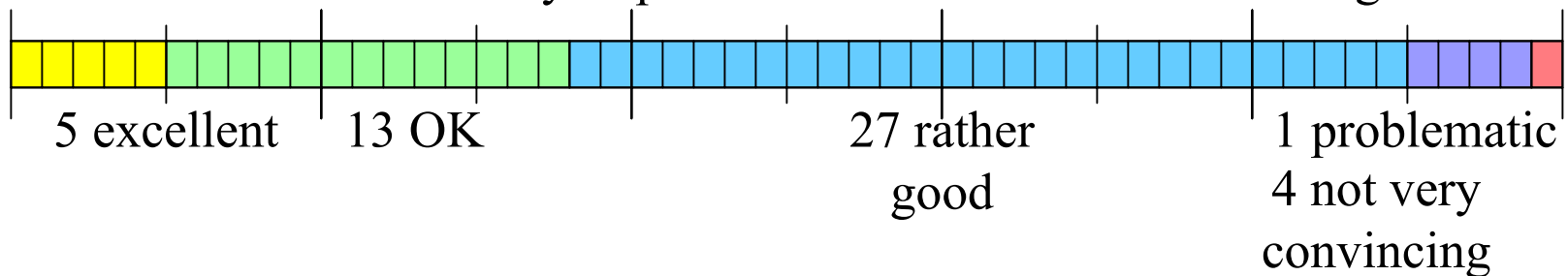
Field tests, review cycles, redesign...

In what depth are tests organized? Data tracking, objective / subjective data; or just some test persons to check immediate usability?

If the course is well tested and already implemented = excellent

If redesign is done = OK

If tests are under way or planned in the near future = rather good





# I. STUDENT ASSESSMENT - example

eCF Corporate Finance



Large numbers of students, organized in classes of about 25 students

Tutors, main tutor (hierarchical, strict organization, but collegial, enthusiastic spirit)

Group work, forums; meetings organized by students under online supervision

professional evaluation, strict collection of subjective and objective data by students and – above all – by tutors



# Summary

Not a particularly alarming picture

For most criteria the majority is OK or excellent

Sustainability and student assessment: majority "rather good" because of the current state of implementation (in the middle of development)

Some additional info:

21 projects use WebCT (no other platform is used more than twice)

26 projects are already testing their courses

12 projects have already used their online courses in regular curricula