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A comparative analysis
on quality
implementation in ODL
in 5 European
countries



Experience-based Quality in European ODL
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Methodology



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Objective of the study

To make a comparative analysis of quality and evaluation issues in different cultural and educational contexts (limited to Higher Education)...

... to determine how these contexts impact upon the implementation of Quality process in ODL services.



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A study in 5 countries...

- A common questionnaire on:
- The technical and educational context
- Representation and implementation of Quality
- Implementation of Quality in HE institutions
- Quality and ODL in HE
- Situation in the partners' institutions



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...leading to:

- Five national reports
- +
- A comparative analysis and a synthesis in a general report



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Main results



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ATTENTION!

- The results are based on 5 countries, they don't necessarily reflect the diversity of situations in Europe
- Data presented here has been gathered in 2004
- Data may be dated 1, 2 or more years before...



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The ICT policies in education

- The delivery of technology is a basis in countries currently with less tradition in ICT policies such as Spain
- Main policies of all the studied countries aim to develop the production of online content.
- ICT are not yet commonly used in educational systems.



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The access to computers and to the Internet

- In **2003** figures show 2 opposite situations: Finland and Poland, other countries between them
- For instance:
 - Percentage of population having a PC at home
 - Finlande: 65% Poland: 33%
 - Percentage of population having a high-speed access to Internet at home
 - Finlande: 28% Poland: 4%
- The delivery of technological infrastructure in the institutions was still a priority in educational policies.



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The evaluation process in the universities

- In the 5 countries the evaluation process is divided into several phases, including internal and external evaluation
- Consequences are, at least, getting information to improve the situation, but in France it can be to stop a programme or in Switzerland to have an impact on grants.



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Teachers. Comparison of several indicators

- The current situation of teachers in each country is important, as they usually lead the main tasks in ODL courses.
- Particularly the part of the work time dedicated for teaching and the value of pedagogy.



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The use of ICT in traditional teaching in HE. Types of use

- In **2004**:
- Services completely widespread in the 5 countries: learning materials, forum and debate areas, links, and cooperative work, learning activities delivered through the web...
- In some but not all the 5 countries: administrative facilities for teachers and learners, databases and Internet special searchers, complete online subjects...
- The videoconference was not still widespread : not enough high-speed connection.



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Technical assistance in the use of ICT in HE

- The situation varies from a country to another:
- Assistance is general in Finnish universities
- In France and in Spain, this kind of help is not an obligation but most of the universities seem to provide it
- In Poland it is mainly a support provided by students to the teachers.



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Training of trainers in the use of ICT in HE

- The situation varies also from a country to another:
- In Finnish universities such training is organised at the national level, including tools and pedagogical use;
- In France there is no national programme; the local training actions are mainly aiming the use of tools based on teachers' needs;
- In Spain, training is mainly on the use of tools rather on pedagogical issues;
- In Poland there is no specific training actions at the national level.



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ODL policies in HE

- In **2004**:
- In Switzerland there is no national policy
- In other countries, ODL is mainly part of more general policies about ICT in promoting the information society as the development of infrastructure.



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ODL policies and trends in HE

- In **2004**:
- In Switzerland there is no national policy
- In other countries, ODL is mainly part of more general policies about ICT development in the information society.
- But everywhere is a trend to develop e-learning as another means of learning through large projects as virtual universities.



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Access to e-learning in HE

- In **2004**:
- In all countries efforts are made to facilitate the access to Internet and online resources to all students or to those who need them to follow their programme.



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Financial issues

- In **2004**:
- In all countries to follow ODL courses is more expensive (for students) than to follow face-to-face ones.



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Organisational & cultural issues...

- **...on implementing Quality in ODL in HE**
 - Comparison between countries
 - Favorable factors
 - Blocking factors

- Will be presented and discussed in **workshop 1**



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