



**Evaluation Campus Virtuel Suisse
Programme de consolidation**

**Evaluation Virtueller Campus Schweiz
Konsolidierungsprogramm**

2004-2007

I Rapport des experts

Expertenbericht

II Background report

III Prise de position du Comité de pilotage

Stellungnahme des Lenkungsausschusses


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 <p>Swiss Virtual Campus Campus Virtuale Svizzera Campus Virtuel Suisse Virtueller Campus Schweiz</p>	<p>Evaluation Campus Virtuel Suisse Programme de consolidation</p> <p>Evaluation Virtueller Campus Schweiz Konsolidierungsprogramm</p> <p>2004-2007</p>
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I Rapport des experts / Expertenbericht

Prof. Dr. Friedrich Hesse, Universität Tübingen
Prof. Dr. Robin Mason, The Open University
Prof. Dr. Rolf Schulmeister, Universität Hamburg

Berne, juin 2008 / Bern, Juni 2008

II Background report

Benedetto Lepori, Carole Probst, Università della Svizzera italiana, Scuola
universitaria professionale della Svizzera italiana

Lugano, février 2008 / Lugano, Februar 2008

III Prise de position du Comité de pilotage / Stellungnahme des Lenkungsausschusses

Prof. Dr. Marcel Jufer, Président du Comité de pilotage / Präsident des
Lenkungsausschusses

Berne, septembre 2008 / Bern, September 2008

Avant-propos

Le programme de consolidation 2004-2007 du Campus Virtuel Suisse (CVS), qui a été financé par des contributions liées à des projets allouées selon la loi sur l'aide aux universités, s'est achevé à la fin 2007. Conformément aux bases légales en la matière, les effets des contributions fédérales font alors l'objet d'une évaluation et les résultats de celle-ci sont publiés dans un rapport. En tant qu'organe qui octroie les contributions liées à des projets, la Conférence Universitaire Suisse (CUS) a été chargée de définir les mandats nécessaires à cette évaluation et de choisir les experts qui y procéderaient.

L'évaluation du programme de consolidation CVS poursuivait un double objectif. Il s'agissait d'une part d'évaluer l'état et les perspectives d'adoption du e-learning dans les hautes écoles suisses; il fallait notamment déterminer dans quelle mesure ces institutions disposaient d'un niveau de compétences suffisant pour pouvoir continuer de soutenir le e-learning même après la fin du Programme CVS. D'autre part, il convenait de vérifier si les fonds alloués avaient été utilisés de manière efficace et si les objectifs du programme de consolidation avaient été atteints.

La CUS a prévu à cette fin une procédure en deux étapes. Dans un premier temps, un rapport de base a été établi pour donner des informations sur les activités et sur les principales réalisations du Programme. Les auteurs de ce rapport, Benedetto Lepori et Carole Probst, ont non seulement analysé la documentation disponible, mais ils ont aussi effectué des enquêtes en ligne et participé en 2007 aux monitorings des différents projets; plusieurs interviews de recteurs et de chefs de projet sont par ailleurs venues compléter leur recherche. Ils en ont tiré un bilan globalement positif, même s'ils ont constaté qu'il existe encore de grandes différences entre les hautes écoles concernées.

L'évaluation proprement dite du programme de consolidation CVS s'est déroulée lors d'une seconde étape; celle-ci a été menée avec le concours de trois experts internationaux, à savoir les Professeurs Friedrich Hesse (de Tübingen), Robin Mason (de Milton Keynes) et Rolf Schulmeister (de Hambourg). Ces experts se sont penchés sur la mise en oeuvre du programme, ils ont examiné le système suisse de e-learning d'un point de vue international et ont finalement formulé des recommandations à l'intention des autorités, des universités et des hautes écoles spécialisées de notre pays. Pour remplir leurs tâches, ils se sont fondés sur le rapport de base précité et sur les résultats de deux ateliers de travail organisés en Suisse et au cours desquels ils ont rencontré différentes personnes concernées par le projet CVS. Le premier de ces ateliers a eu lieu du 15 au 17 avril 2008; il a permis aux experts internationaux de poser des questions à plus de vingt-cinq parties prenantes au programme, d'évaluer les différentes réponses obtenues et de les comparer entre elles. Lors du second atelier, le 11 juin 2008, les

experts ont retrouvé les personnes intéressées et, avec elles, ils ont tiré au clair certaines questions et mis au point leur rapport d'évaluation.

Le rapport des experts parvient à la conclusion que les fonds alloués au Programme CVS ont été bien investis. Certains projets ont été couronnés de succès en ce sens qu'ils ont débouché sur la création de très bons produits de e-learning et qu'ils ont reçu des prix. Les experts ont toutefois fait part de leur inquiétude quant à l'avenir des projets CVS une fois leur financement terminé. Pour assurer leur viabilité, le rapport des experts recommande dès lors à la Conférence des recteurs des universités suisses (CRUS) et à la Conférence des recteurs des hautes écoles spécialisées suisses (KFH) de prendre des mesures de suivi du Programme CVS.

Dans la dernière partie de la présente publication, le Professeur Marcel Jufer, Président du Comité de pilotage, fait lui-même le point sur le Programme CVS avant de prendre position sur l'évaluation finale. Il constate tout d'abord que le Comité de pilotage a atteint les objectifs qui lui avaient été assignés. Il relève ensuite que ce Comité partage les doutes des experts quant à l'avenir des projets CVS. Enfin, il termine en insistant sur le fait que pour le Comité de pilotage, c'est la qualité de l'enseignement à tous les niveaux qui constituera, à terme, le facteur déterminant de la qualité de nos institutions académiques.

Berne, octobre 2008

Vorwort

Das Konsolidierungsprogramm 2004-2007 des Virtuellen Campus Schweiz SVC wurde durch projektgebundene Beiträge gemäss dem Universitätsförderungsgesetz finanziert und auf Ende 2007 abgeschlossen. Die rechtlichen Grundlagen sehen vor, dass eine Schlussevaluation über die Wirkung der eingesetzten Bundesgelder durchgeführt wird, welche in einem Bericht publiziert wird. Die Schweizerische Universitätskonferenz SUK, die die projektgebundenen Beiträge gewährt, ist dafür verantwortlich, die Aufträge für die Evaluation zu definieren und die Expertinnen und Experten zu bestimmen.

Die Evaluation des SVC-Konsolidierungsprogramms hatte die beiden folgenden Ziele: Einerseits sollten der Stand und die Aussichten des E-Learning an den Schweizer Hochschulen beurteilt werden. Dies beinhaltete besonders die Frage, ob an den Institutionen auch nach dem Ende des SVC-Programms im Jahr 2008 genügend Kompetenzen vorhanden seien, um das E-Learning weiterhin zu unterstützen. Andererseits sollte geprüft werden, ob die bereitgestellten finanziellen Mittel effizient genutzt wurden und inwieweit die Ziele des Konsolidierungsprogramms erreicht wurden.

Die SUK setzte dafür ein zweistufiges Verfahren fest. In einem ersten Schritt wurde ein Hintergrundbericht erstellt, der über die Aktivitäten und die wichtigsten Errungenschaften des Programms informiert. Dieser Bericht basiert zum einen auf der Analyse der verfügbaren Dokumente. Zum andern führten die Autoren Benedetto Lepori und Carole Probst Online-Umfragen durch und nahmen im Jahr 2007 an den Monitorings der verschiedenen Projekte teil. Mehrere Interviews mit Rektoren und Projektleitern rundeten die Recherche ab. Die Autoren ziehen generell eine positive Bilanz, wobei sie aber auf grosse Unterschiede zwischen den einzelnen Hochschulen hinweisen.

Die eigentliche Evaluation des SVC-Konsolidierungsprogramms erfolgte in einem zweiten Schritt, bei dem internationale Experten herbeigezogen wurden. Die gewählten Experten waren die Professoren Friedrich Hesse (Tübingen), Robin Mason (Milton Keynes) und Rolf Schulmeister (Hamburg). Sie bewerteten die Ausführung des Programms, stellten die schweizerischen Verhältnisse in einen internationalen Zusammenhang und gaben schliesslich ihre Empfehlungen an die Schweizer Behörden sowie an die Universitäten und Fachhochschulen ab. Die Grundlage der Arbeit der Expertengruppe waren der Hintergrundbericht und zwei Workshops, in denen sie sich in der Schweiz mit den beteiligten Institutionen und Personen trafen. Im ersten Workshop vom 15.-17. April 2008 führten die Experten zunächst mit mehr als 25 Beteiligten des SVC-Programms Gespräche, die sie untereinander verglichen und auswerteten. Im zweiten Workshop vom 11. Juni 2008 trafen sich

die Experten dann mit den Betroffenen zur Klärung von Fragen und zur Bereinigung des Evaluationsberichts.

Die Expertengruppe kommt im Bericht zum Schluss, dass die finanziellen Mittel gut eingesetzt und genutzt worden sind. Der Erfolg einiger Projekte zeigte sich darin, dass sie für die Entwicklung ihrer E-Learning-Produkte mit Preisen ausgezeichnet worden sind. Was die Zukunft der Projekte nach Ablauf der Finanzierung betrifft, äussern sich die Experten besorgt über die Nachhaltigkeit der Projekte. Deshalb empfehlen sie der Rektorenkonferenz der Schweizer Universitäten CRUS und der Rektorenkonferenz der Fachhochschulen der Schweiz KFH Anschlussmassnahmen an den SVC.

Im letzten Teil der vorliegenden Publikation zieht der Präsident des Lenkungsausschusses, Prof. Dr. Marcel Jufer, eine eigene Bilanz des Programms SVC und nimmt Stellung zur vorliegenden Schlussevaluation. Prof. Dr. Marcel Jufer hält einerseits fest, dass der Lenkungsausschuss die festgelegten Ziele erreicht hat. Andererseits teilt der Lenkungsausschuss die Bedenken der Experten über die Zukunft der Projekte. Abschliessend betont der Lenkungsausschuss, dass die Qualität der Lehre allgemein der entscheidende Qualitätsfaktor unserer akademischen Institutionen ist.

Bern, Oktober 2008



Schweizerische Universitätskonferenz Conférence universitaire suisse Conferenza universitaria svizzera

Evaluation du Programme Campus Virtuel Suisse 2004-2007

Rapport des experts

Juin 2008

Rapport des évaluateurs du Campus Virtuel Suisse

Le Campus Virtuel Suisse (CVS) est un programme financé par la Confédération qui a pour but de diffuser l'utilisation des nouvelles technologies dans le système suisse d'éducation supérieure. Le financement de ce programme a pris fin en 2008. Comme convenu avec l'Office fédéral de la formation professionnelle et de la technologie (OFFT), qui a accordé des subventions à des projets spécifiques au sein du CVS, la Conférence universitaire suisse (CUS) a choisi les trois experts suivants pour procéder à une évaluation du Campus Virtuel Suisse:

- le Professeur Friedrich Hesse, de l'Université de Tübingen
- la Professeure Robin Mason, The Open University
- le Professeur Rolf Schulmeister, de l'Université de Hambourg

Les évaluateurs avaient reçu une copie du rapport de base qu'ils ont lu avant de participer à un atelier de trois jours à Berne, en avril, afin d'évaluer l'importance du projet.

1. Objectifs et cadre de l'évaluation

L'évaluation poursuivait un double objectif:

- Vérifier l'utilisation effective des fonds de la Confédération alloués au programme CVS durant sa seconde phase (2004-2008) ainsi que la progression du programme de consolidation par rapport aux objectifs fixés. L'évaluation analyse en particulier dans quelle mesure le programme de consolidation a aidé les institutions suisses d'éducation supérieure à développer des capacités et des outils permettant d'utiliser le *e-learning* dans leurs activités pédagogiques.
- Évaluer la situation et la perspective d'adoption du *e-learning* au sein des institutions suisses d'éducation supérieure et déterminer dans quelle mesure ces institutions ont développé un niveau de compétences suffisant pour être à même de recourir au *e-learning* après la fin du programme CVS en 2008. Il convient ici de prendre en considération les besoins en mesures additionnelles au niveau national ou institutionnel.

Dans le cadre de l'évaluation de ces deux objectifs, les experts se sont fondés sur les sources d'information suivantes:

- le rapport de base rédigé par B. Lepori et C. Probst;
- des interviews menées avec plus de 25 parties prenantes au projet CVS: responsables du financement, administrateurs, recteurs, responsables de la mise en œuvre du projet et étudiants;
- leurs propres connaissances et expériences sur des projets similaires dans d'autres pays.

Questions d'évaluation

Voici quelques exemples des principales questions d'évaluation posées par les évaluateurs:

- Quels sont vos critères de succès concernant le programme CVS?
- Le programme a-t-il réussi à développer la coopération entre les universités?
- Quel engagement a été pris vis-à-vis des Centres de compétence en *e-learning* (CCSP)?
- Quels ont été les différents domaines des programmes d'études couverts par le projet?
- Quel a été l'accomplissement majeur du projet CVS?
- Que reste-t-il encore à faire?
- Comment y parvenir sans financement supplémentaire?
- Diriez-vous qu'il existe une *culture du e-learning* dans votre institution?
- Y a-t-il eu une restructuration quelconque du programme d'études?
- Quelles relations y a-t-il eu entre le *e-learning* et le processus de Bologne?

Rôle des évaluateurs

Les experts ont élaboré et posé les questions et ont évalué les réponses données par les différentes personnes interrogées. Ils ont eu des discussions privées entre eux afin de comparer leurs réactions et d'analyser leurs expériences acquises dans le cadre d'initiatives similaires à l'étranger. Ils se sont fondés sur le rapport de base en tant que source d'information. Dans le laps de temps limité dont ils disposaient, ils n'ont été en mesure ni de confirmer, ni d'infirmer les déclarations figurant dans le rapport de base, mais en ont simplement fait usage en tant qu'apport d'informations pour leurs délibérations. Dès lors, le présent rapport reflète les points de vue exprimés par les différentes parties prenantes interviewées et repose sur les expériences faites par les membres du panel dans d'autres régions d'Europe.

2. Objectifs généraux du Campus Virtuel Suisse

Le programme CVS a été lancé en 1999 sur proposition de la CUS et de sa commission de planification afin de promouvoir l'utilisation des nouvelles technologies de l'information et de la communication dans les hautes écoles suisses. Outre cet objectif général, ce programme mettait la priorité sur la création d'unités d'enseignement disponibles sur Internet qui pourraient être utilisées par les étudiants de différentes institutions et qui pourraient être reconnues dans leurs cursus.

Les objectifs globaux de politique générale, tels qu'énoncés dans le Message du Conseil fédéral pour l'encouragement de la formation, de la recherche et de la technologie pendant les années 2000–2003, consistaient à encourager la coopération entre les hautes écoles afin de promouvoir l'innovation dans les méthodes pédagogiques et de produire du matériel de formation de haute qualité. Ce programme faisait partie des activités gérées par la CUS en vertu de la Loi fédérale

sur l'aide aux universités (LAU) afin d'encourager la coopération et la modernisation du système suisse d'éducation supérieure.

Si les objectifs globaux du programme n'ont pas été modifiés, la seconde phase (*phase de consolidation*; 2004-2007) a toutefois donné lieu à des changements significatifs dans la stratégie de mise en œuvre du projet, en prenant également en compte l'objectif formulé dans la planification pluriannuelle de la Conférence des Recteurs des Universités Suisses (CRUS), à savoir parvenir à au moins 10% de cours assistés par les nouvelles technologies d'enseignement. En outre, puisqu'il était prévisible que le programme fédéral prendrait fin (peut-être avec une troisième période de cessation progressive), l'un des objectifs généraux du programme de consolidation était que les hautes écoles elles-mêmes assument la responsabilité du développement du *e-learning*.

Ces objectifs généraux ont débouché sur un objectif plus précis: développer un Centre de compétence, de service et de production (CCSP) dans chaque haute école suisse. Ces centres devaient consister en des équipes professionnelles dotées des compétences technologiques et pédagogiques requises pour élaborer des cours en *e-learning*, avec deux avantages principaux: 1) assurer l'accumulation à long terme de compétences et d'expériences dans ce domaine, donc au-delà de l'objectif des projets individuels; 2) réduire les coûts de développement grâce aux effets d'économies d'échelle et transférer ces expériences d'un projet à l'autre. En outre, ces centres devaient permettre une meilleure intégration des projets CVS à la stratégie universitaire globale. Un financement supplémentaire a également été alloué à des projets préexistants afin d'aider à les maintenir et à les intégrer au sein des universités participantes.

Enfin, deux appels à propositions pour de nouveaux projets ont été lancés en 2004 et 2005. Si les principes généraux étaient les mêmes que durant la phase d'impulsion, l'approche de l'enseignement mixte (*blended learning*) était officiellement avalisée dans l'appel à propositions, tandis que le CCSP de la *leading house* était simultanément chargé de produire les modules de *e-learning* en collaboration avec le chef de projet.

3. Accomplissements

Les évaluateurs sont heureux de confirmer que, de leur point de vue, le CVS a réussi à introduire le *e-learning* dans le système suisse d'enseignement supérieur. La taille du projet et l'ampleur de son financement ont inévitablement attiré l'attention et ont donné un profil plus visible au *e-learning*. L'accent placé sur les partenariats multiples a permis une large couverture des parties prenantes, et toutes les institutions concernées ont pu au moins jouer un certain rôle

dans le projet. Comparé à des initiatives similaires (voir chapitre 6), le CVS a été un succès et a évité bon nombre d'écueils sur lesquels d'autres projets de ce genre s'étaient brisés. Il s'agit en soi d'un accomplissement majeur, dès lors que d'autres projets ont été critiqués pour avoir gaspillé de l'argent public. Les évaluateurs en concluent que le CVS a fait un bon usage de l'argent public – il s'agit même d'un usage nécessaire au vu des développements en cours en matière de *e-learning* dans d'autres pays.

Les experts ont constaté que certains projets avaient débouché sur la création de très bons produits de *e-learning*, avaient reçu des prix et continuaient à être utilisés. Toutefois, d'autres projets se situaient à un niveau assez élémentaire: donner accès à une plate-forme d'apprentissage virtuel en permettant à tous les étudiants et enseignants de mettre des transparents PowerPoint sur les sites web de leurs classes respectives, par exemple, n'est pas considéré dans d'autres pays comme un projet de *e-learning*. Il s'agit peut-être d'étapes nécessaires sur la voie du développement d'une culture du *e-learning*, mais dans le contexte de l'enseignement présentiel, on considère généralement que le *e-learning* doit inclure:

- le recours à des ressources multimédias afin de démontrer des choses qu'il serait trop dangereux, trop malaisé ou trop onéreux à mettre en œuvre dans une salle de classe;
- le recours à des forums de discussion en ligne où les étudiants apprennent la valeur de l'apprentissage de pair à pair, de l'apprentissage collaboratif et d'une interaction avec les enseignants plus étroite que ce qui est possible dans des cours *ex-cathedra*;
- le recours à un grand choix de ressources en ligne afin de réduire la dépendance des étudiants par rapport aux enseignants et d'accroître l'apprentissage centré sur l'étudiant;
- le recours à des activités, projets, présentations et débats permettant de rendre l'éducation supérieure plus active et interactive et d'éviter ainsi un simple «matraquage d'informations».

Certains de ces avantages ressortaient dans quelques projets financés, mais dans l'ensemble, la composante *e-learning* était un ajout au dispositif existant. Une telle approche ne peut jamais être viable en raison (i) des coûts occasionnés, (ii) de la charge de travail de l'enseignant, (iii) de la charge de travail de l'étudiant. En effet, pour être viable, le *e-learning* doit obligatoirement REMPLACER d'autres formes d'études et d'enseignement. Par exemple: diminuer le temps consacré à donner des cours et réduire l'étendue du programme d'études couvert par l'enseignant. Il n'est possible de tirer profit des avantages de l'utilisation adéquate du *e-learning* que lorsque les étudiants ont le temps de réfléchir, de discuter et de résoudre des problèmes, et que les processus d'évaluation sont adaptés en conséquence afin de refléter les nouvelles compétences ainsi encouragées. Les membres du panel ne proposent pas d'abandonner

l'enseignement en face à face, bien au contraire. Le *e-learning* est une approche nécessaire, tant dans l'enseignement présentiel que dans l'enseignement à distance.

Quant à savoir dans quelle mesure cette initiative réussie pourra se poursuivre sans financement supplémentaire, la conclusion du panel est plus mitigée. Parmi les CCSP, certains ont été clairement efficaces et sont donc bien positionnés pour continuer. En revanche, d'autres CCSP ne le sont pas. De même, quelques projets ont intégré les changements du processus de Bologne au programme CVS, mais la plupart d'entre eux n'en ont pas tenu compte. Du point de vue du panel, il semble qu'il s'agisse là d'une occasion manquée. Pour certains projets, les partenariats entre les institutions ont vraiment porté leurs fruits, exactement comme l'envisageaient les objectifs du CVS. Toutefois, le panel nourrit des doutes considérables sur la question de savoir si ces partenariats pourront se poursuivre après 2008. Certains projets CVS avaient introduit diverses formes d'apprentissage interactif, mais bon nombre de ces projets étaient obsolètes, basés purement sur du texte ou semblaient plutôt prosaïques. Enfin, certains participants étaient satisfaits du soutien et de la formation qu'ils recevaient (de la part des CCSP), mais d'autres pas, ce qui a semé le doute sur la viabilité de cette initiative une fois que le financement touchera à sa fin. Certes, les CCSP sont parvenus à stabiliser le *e-learning*, l'appui et les services fournis dans ce cadre, mais en raison de leur taille et de leur statut respectifs, il se peut qu'ils ne soient pas, à l'avenir, les promoteurs du *e-learning* ou les principaux développeurs de nouveaux projets.

La viabilité des initiatives de *e-learning* n'est pas une question de technologie. Comme nous le savons, les technologies changent, parfois à une vitesse alarmante. Mais ce qui est crucial pour assurer la viabilité du *e-learning*, c'est une compréhension de la pédagogie sous-jacente à l'utilisation de toute technologie dans l'éducation. Les pédagogies changent aussi, ou plutôt elles évoluent, mais ce changement est beaucoup plus lent que le changement technologique. Partant, ce qui permettra de conserver l'élan initial du CVS ne sera pas un centre technique, mais bien un centre d'enseignement/d'apprentissage doté d'un bon personnel technique.

Si le panel a reçu des garanties sur l'intégration et la poursuite de certains projets, les évaluateurs ont relevé des signes inquiétants montrant que d'autres projets ont simplement été arrêtés pour les raisons suivantes:

- le personnel avait quitté l'université;
- le partenaire s'était retiré parce que les programmes d'études étaient différents;
- le CCSP allait fermer ses portes;

- seuls les étudiants de première année avaient fait l'expérience du *e-learning* et le personnel *senior* n'était toujours pas impliqué dans le projet CVS.

Certains projets ont appris aux étudiants de nouveaux savoir-faire ou leur ont offert des expériences multimédias à la pointe de leur discipline. Cependant, des personnes interviewées ont déclaré au panel que «ces développements nécessiteront toujours un financement». Certains professeurs avaient certainement amélioré leur enseignement, acquis de nouvelles méthodes éducatives et diversifié leurs méthodes d'évaluation, mais dans l'ensemble, le panel n'a pas eu l'impression qu'un nombre suffisant de professeurs avait mis en œuvre ces changements afin de garantir la viabilité de l'élan initial du *e-learning*. En décrivant le cadre de la politique générale suivie par le CVS, il est frappant de constater que les accords de Bologne ont été conclus durant la même période, mais qu'ils n'ont pas constitué l'objectif du CVS. Si nous comparons la politique générale des projets HEAD et JISC (Royaume-Uni) à celle du CVS, il est évident le projet CVS n'a pas contribué à aider à la transformation des universités dans le sens de Bologne ni à intégrer le *e-learning* au cursus étudiant. Le projet n'incluait pas non plus une composante de gestion du changement, ce qui a eu pour conséquence une absence de changement dans la relation enseignement-apprentissage. En ce qui concerne la diffusion du *e-learning* à travers l'ensemble du paysage des plans d'études, la constatation est la suivante: les projets financés ainsi que le contenu développé ressemblent plus à des archipels dispersés dans le Pacifique qu'à des continents solidement ancrés. Néanmoins, il se peut qu'un certain nombre d'objectifs situés au-dessous de l'échelon national aient été atteints.

4. Que reste-t-il encore à faire ?

Le panel en conclut qu'un certain nombre d'activités n'exigeant pas de financement supplémentaire devraient être entreprises:

1. Un nouvel élan pourrait être donné au projet en instituant un suivi sur la prise de conscience et l'instauration d'une culture du *e-learning* à tous les niveaux institutionnels. En particulier, le CRUS et la Conférence des recteurs des hautes écoles spécialisées suisses (KFH) devraient avoir inscrit en permanence à leur ordre du jour un point sur les activités de suivi du projet CVS. Le panel a déjà pu détecter un certain contentement au sujet du CVS et des processus prévus pour la poursuite et le soutien du projet; de plus, les évaluateurs ont eu l'impression que sans un appui continu de la part des recteurs, une part importante de l'élan avec lequel le CVS avait démarré serait perdue.

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2. Les CCSP ont été clairement considérés comme le mécanisme assurant la viabilité du CVS et partout où il existe un solide CCSP, il s'agit d'une bonne solution. Toutefois, la présence d'un tel CCSP n'était pas décelable dans l'ensemble des institutions. Les CCSP ont notamment besoin du soutien direct du recteur et, dans certains cas, il semble que ce facteur faisait défaut. Les CCSP ont besoin d'échanger des idées sur la manière dont ils devraient être organisés et sur la façon dont il convient de mettre en œuvre la formation et le développement du personnel. Des réunions ont eu lieu pendant la période de financement, et certaines réunions continuent d'être organisées. Toutefois, sans cet élan, les évaluateurs doutent que cet échange d'idées puisse se poursuivre.

 3. Le panel a été préoccupé par le besoin continu d'une fonction de «veille technologique». En effet, le secteur du *e-learning* évolue si rapidement que, même durant la période du projet CVS, des développements d'importance majeure, tels que l'avènement des blogs, des wikis et des réseaux sociaux ont eu de profondes répercussions sur l'apprentissage et les étudiants. Le corps professoral doit nécessairement disposer d'un processus continu d'information sur les résultats de la veille technologique.

 4. Switch a également besoin d'un soutien continu si l'on prévoit qu'il prenne la relève en assumant certaines des activités d'Edutech. La KFH a déjà donné son accord en acceptant de soutenir ce processus par le biais d'Edutech et de Switch. Certains doutes ont été communiqués au panel en faisant valoir que Switch ne disposerait pas du personnel adéquat ou d'un statut suffisamment important pour porter à lui seul l'étendard du *e-learning*. Le panel ne partageait pas le scepticisme de certaines personnes interviewées selon lequel Switch serait une solution inappropriée, mais il avait l'impression que Switch avait besoin d'un appui dans ce sens.

 5. Le panel a eu l'impression qu'un programme national de recherche sur les nouvelles technologies pour l'éducation devrait être lancé, ce qui permettrait de garder en tête de liste le thème du *e-learning* en tant que préoccupation nationale. L'une des idées proposées serait d'inciter le FNS et la CTI d'accueillir en leur sein un tel projet. A l'évidence, les responsables de l'éducation supérieure suisse sont déterminés à poursuivre l'enseignement présentiel, mais les nouvelles technologies ont un rôle important à jouer dans la préparation des diplômés au monde du travail. La Suisse a besoin de rester à la pointe de ces développements et d'y contribuer par sa propre recherche.

6. Il est généralement admis que le développement de modules d'enseignement basé sur les nouvelles technologies (*Technology-Enhanced Learning*, TEL) est une tâche qui requiert un temps considérable pour le personnel, du moins pendant la phase initiale avant le début des cours. Dès lors, il y a lieu d'envisager des incitations pour le personnel qui travaille sur les processus TEL. En voici des exemples provenant de l'étranger: réduire la charge d'enseignement, offrir des opportunités de développement du personnel, introduire un certificat de participation aux cours de développement du personnel et une reconnaissance lors des promotions là où les applications TEL ont rencontré un succès particulier. De plus, il y a lieu de tenir compte de la valeur d'une expérience TEL lorsqu'il s'agit de recruter de nouveaux membres du personnel. Des prix récompensant l'excellence dans l'enseignement constituent un autre moyen d'encouragement qui doit être poursuivi.

5. Autres questions

Faute de temps disponible, un certain nombre de questions soulevées par le projet CVS n'ont pas pu être traitées en profondeur par le panel. L'un de ces thèmes est celui de l'enseignement à distance et des programmes de formation dispensés intégralement en ligne. Le panel a constaté qu'au cours du projet CVS, la pratique *du blended learning* a été adoptée de préférence à celle de l'apprentissage à distance. Cette décision semble entièrement appropriée aux yeux des experts, dès lors que l'enseignement à distance exige une structure différente et un système de soutien qui n'est pas en place en Suisse à l'heure actuelle. Néanmoins, le panel est en mesure d'envisager des applications de niche pour des cours donnés entièrement en ligne dans le système suisse d'enseignement supérieur.

Un autre thème que le panel n'a pas eu le temps d'étudier était celui d'une plate-forme nationale de *e-learning*. Il semble que les deux aspects du débat puissent se justifier: d'un côté, avec des institutions disparates financées par différents cantons, il est compréhensible que chacune d'elles veuille son propre système de gestion de l'apprentissage (*Learning Management System* (LMS)); d'un autre côté, une seule plate-forme nationale serait plus pertinente du point de vue économique. Toutefois, le choix d'un LMS est une question très volatile, et bien que Moodle semble monter en puissance à l'heure actuelle, on aurait pu dire la même chose de Blackboard il y a seulement quelques années. Le panel a décidé de ne pas faire de commentaires à ce propos.

Le thème du processus global de prise de décision en matière de directives sur le *e-learning* est une troisième question que le panel n'a pas été chargé d'étudier, mais qu'il faudrait, de l'avis des évaluateurs, inscrire au programme dans un autre cadre. Dans d'autres pays, en effet, la

plupart des universités disposent d'un membre de la direction en charge de la gestion des changements continus qu'entraîne la technologie. La question de savoir qui devrait être cette personne et comment gérer la question est un besoin identifié par le panel, mais son étude se situe hors du champ de son mandat.

6. Comparaisons internationales

C'est en 1998 déjà, avec le programme DELTA, que la Commission européenne a lancé le premier programme de recherche systématique sur les Technologies de l'Information et de la Communication pour l'Éducation et la Formation. A l'époque, avant l'avènement de l'Internet, l'enseignement basé sur les nouvelles technologies était axé sur le développement de programmes multimédias complexes dont la plupart n'ont jamais été utilisés après la fin du financement.

Grand-Bretagne

Le gouvernement britannique a lui aussi parrainé un Programme d'Enseignement et d'Apprentissage de la Technologie dans les années 1990 poursuivant des objectifs similaires à ceux du CVS: les universités ont été incitées à créer des partenariats à travers le pays, la question de la viabilité étant alors une préoccupation centrale. Ce programme est parvenu à élever de manière significative le niveau de prise de conscience des avantages qu'offre la technologie multimédia à l'éducation supérieure, mais une faible part du matériel de cours produit par ce programme a pu générer les gains de productivité et les performances escomptés. Les responsables du financement étaient certes très désireux de voir les résultats intégrés au système d'enseignement; toutefois, on pouvait se demander si ce n'était pas non seulement l'utilisation des ressources qui aurait dû être intégrée à l'enseignement, mais aussi la production continue de ressources supplémentaires et le recours accru au *blended learning*. Bien qu'aucun des deux programmes précités ne puisse véritablement être qualifié de succès, ils ont contribué à jeter les bases du projet, à développer des réseaux de contacts humains et donner un avant-goût de ce que pouvait être l'*e-learning*. Tous deux ont bénéficié d'un suivi avec des programmes de financement subséquents qui se sont appuyés sur les bases instaurées par les projets initiaux.

Au Royaume-Uni, le financement actuel est axé sur le «Teaching and Learning Research Programme (TLRP)». Il s'agit de l'investissement le plus important dans la recherche en éducation consenti par le Conseil de la Recherche Économique et Sociale (*Economic and Social Research Council*) du Royaume-Uni. Il a été lancé en l'an 2000 et il devrait prendre fin en 2011. Ce programme comprend 700 chercheurs travaillant sur 70 projets.

Allemagne

A l'instar de la Grande-Bretagne, l'Allemagne a expérimenté un bon nombre d'approches dont l'objectif était de soutenir l'introduction et le développement du concept de «campus numérique» ainsi que de formes d'enseignement et d'apprentissage basées sur les nouvelles technologies. Ce projet a été lancé par les Länder, tels que le Bade-Wurtemberg dans les années 1990; il a ensuite été suivi par la quasi-totalité des autres Länder comme la Rhénanie du Nord-Westphalie, la Basse-Saxe, etc. Des programmes spéciaux pour les hautes écoles spécialisées ont également vu le jour, comme celui développé avec l'Université de Lubeck et un certain nombre d'autres partenaires («Virtuelle Fachhochschule») ou encore celui réalisé avec la «Virtuelle Hochschule Bayern» en Bavière, qui offre des cours d'enseignement à distance soutenus par les différentes hautes écoles participantes. Ces approches régionales étaient accompagnées et suivies par des programmes similaires du gouvernement fédéral, élaborés en partie en collaboration avec les Länder. Initialement, l'accent avait été mis principalement sur la technologie, puis sur le contenu. Entre-temps, tous les organismes de financement ont réalisé que sans le soutien des unités d'infrastructure technologique et sans l'appui des recteurs des universités, aucun progrès viable n'était possible. A l'heure actuelle, seul un nombre restreint de Länder finance encore des initiatives plus ciblées en faveur de l'apprentissage et de l'enseignement basés sur les nouvelles technologies, p.ex. la Basse-Saxe et le Bade-Wurtemberg. Cette nouvelle tendance se reflète dans des initiatives du gouvernement fédéral et de certains Länder visant à soutenir l'excellence dans l'enseignement et préconisant un recours aux nouveaux médias.

Autriche

En Autriche, le Ministère a bénéficié de l'assistance d'un Comité directeur. Ce dernier a sélectionné les projets et a choisi parmi ses membres un évaluateur pour chaque projet. Cet évaluateur devait suivre le projet et rendre visite à ses responsables une fois par année. Il y a eu une seconde phase de développement du contenu similaire à celle de la Suisse, suivie d'une phase d'élaboration stratégique de la politique générale où l'appel à propositions était intitulé «Entwicklung und Umsetzung von e-Learning/e-Teaching-Strategien an Universitäten und Fachhochschulen» (2005). Les projets ont été sélectionnés par un panel d'experts étrangers provenant d'Allemagne et de Suisse. Il a été demandé à ces évaluateurs de suivre deux années durant les projets retenus et de les évaluer. Les responsables des projets ont été invités une fois par an à Vienne à une réunion où était présentée une démonstration de chaque projet, suivie d'un échange entre les différents acteurs, d'un rapport établi par l'évaluateur et d'un questionnaire sur le projet.

Le Ministère autrichien a en outre financé un «projet serveur» qui assurait la maintenance d'un portail web pour tous les projets et publiait une *newsletter* mensuelle. Outre le Comité de direction, une instance de représentation des universités, appelée «Forum Neue Medien (FNM)», a été créée. Le Forum était représenté au sein du Comité de direction. A l'heure actuelle, le Forum s'appelle «fnm-austria». Il a la forme d'une association d'utilité publique et les universités en sont membres. Une réunion a lieu chaque trimestre.

Dans l'ensemble, les projets autrichiens ont connu un très grand succès. Ce dernier est dû en partie au fait que ces projets ont fait l'objet de consultations et d'évaluations continues, mais il pourrait aussi s'expliquer par le processus de consultation déployé avec des experts externes. Enfin, la constitution d'une solide communauté au sein de «fnm-austria», qui existe déjà depuis 8 ou 9 ans, contribue également à cette réussite.

Autres pays

En fait, la plupart des gouvernements occidentaux continuent à financer la recherche et le développement dans le domaine de l'enseignement basé sur les nouvelles technologies, comme l'explique Robert E. Dunker, président du Western Iowa Tech Community College (USA): «En tant que présidents, si nous ne faisons pas cas de la technologie de l'information et de l'impact qu'elle a sur nos institutions, nous allons vite sombrer.»

Les évaluations de projets TEL (qui sont nombreuses sur le web) font habituellement remarquer que les projets technologiques dans l'éducation sont connus pour être hérissés de difficultés. Elles constatent également qu'une vigilance continue est nécessaire de la part de la direction des hautes écoles afin de s'assurer que l'on tire effectivement parti des avantages du TEL au bénéfice des étudiants. L'un de ces rapports déclare par exemple ce qui suit:

«Le Comité recommande que le directeur d'établissement continue de répondre à la demande croissante du corps enseignant en matière d'assistance technique TEL en augmentant les capacités de la Division d'Innovation et d'Évaluation de l'Enseignement, en promouvant l'excellence dans l'enseignement, et en facilitant l'intégration de la technologie d'enseignement.»

Un autre rapport fait le commentaire suivant:

«La recherche sur les aspects pédagogiques du *e-learning* est nécessaire afin de créer un cadre théorique qui reconnaisse la diversité des styles d'apprentissage personnels et des comportements dans différents contextes et applications.

Les critères d'apprentissage pour des applications universelles exigent une redéfinition faisant appel à de nouveaux modèles de gestion, d'organisation et d'apprentissage (tant pour les nouveaux que pour les anciens acteurs concernés) en tenant compte des facteurs socio-économiques et culturels, des compétences et des motivations.»

L'avènement des technologies Web 2.0 telles que les blogs, les wikis, les appareils mobiles et les réseaux sociaux, etc. commence à changer le paysage de l'éducation supérieure exactement de la même façon que l'Internet il y a dix ans. Ces nouvelles technologies offrent beaucoup plus d'opportunités pour l'interaction entre les étudiants et l'autonomisation dans leur apprentissage. Les bibliothèques numériques sont également un phénomène important pour l'enseignement supérieur dès lors qu'il y a de plus en plus de revues scientifiques en ligne et que les informations actualisées sont de plus en plus diffusées par voie numérique. Ces tendances ne sauraient être ignorées.

Ces comparaisons mettent en évidence plusieurs facteurs:

- les premiers programmes de financement n'ont pas toujours été des succès éclatants;
- les initiatives de *e-learning* déployées dans les autres pays bénéficient TOUJOURS d'un financement et sont régulièrement alimentées;
- la question du financement par des fonds tiers et du soutien de la part de la direction des universités est d'une importance cruciale;
- les développements en cours dans les technologies du *e-learning* (p.ex. Web 2.0) continuent d'affecter l'environnement d'enseignement et d'apprentissage et, partant, ont toujours besoin de pilotage stratégique.

7. Conclusions et recommandations

Dans ses conclusions, le panel aimerait faire la distinction entre ce qui a déjà été accompli et ce qu'il reste à faire. La présente évaluation se concentre davantage sur ce dernier aspect (objectif 2) que sur le premier (objectif 1). Les experts évaluent les deux objectifs fixés comme suit:

1. Le programme CVS a été un projet réussi et n'a certainement pas fait un mauvais usage des fonds de la Confédération, en particulier lorsqu'on le compare à des programmes similaires à l'étranger. Il y a une bonne couverture des différentes institutions et le projet dans son ensemble a permis d'accroître la sensibilisation sur l'importance du *e-learning* à travers les institutions suisses. La coopération au sein des projets du réseau, qui a été mentionnée par plusieurs personnes interviewées comme étant l'un des principaux objectifs du CVS, a été

généralement considérée comme très positive, même lorsque la répartition du travail au sein du projet était unilatérale.

2. La viabilité de l'initiative CVS est moins assurée. Le panel a quelques inquiétudes quant à son avenir: il craint que certaines institutions se retirent complètement du projet, que d'autres institutions se satisfassent d'appliquer le *e-learning* à un niveau très élémentaire et qu'elles décident de stopper le développement d'applications plus ambitieuses.

L'utilisation effective du *e-learning* dépendra de l'ampleur de la poursuite des activités et le panel a eu l'impression qu'il n'était pas justifié de penser que le projet allait néanmoins continuer de se dérouler sans prendre de mesures dans ce sens. Par conséquent, les experts formulent les recommandations suivantes:

- Même en l'absence d'un mécanisme de financement, la question doit rester inscrite à l'agenda des hautes écoles. Le soutien institutionnel au niveau de la CRUS et de la KFH est primordial; il est en outre nécessaire d'adopter certains modes opérationnels d'organisation afin de faire en sorte que l'attention requise soit consacrée à ce thème. L'implication des recteurs demeure primordiale. La poursuite du projet de *e-learning* en Suisse aura besoin de *leadership* et de champions, aussi bien au niveau national que sur le plan institutionnel.
- Le *e-learning* ne peut être viable que s'il devient «quelque chose qui remplace» au lieu de «quelque chose qu'il est simplement bon d'avoir». Les vrais bénéfices du *e-learning* ne peuvent être retirés que si une redéfinition du programme d'études et du processus d'enseignement et d'apprentissage est opérée. Ce changement nécessite la formation continue du personnel, une fonction de veille technologique, et, surtout, un *leadership* en matière de surveillance des changements, permettant de rester à la pointe des derniers développements relatifs à l'enseignement supérieur et à l'apprentissage en général. L'excellence dans l'enseignement devrait être considérée comme un critère pour la promotion du personnel.
- Des liens devraient exister entre les CCSP et les établissements qui font de la recherche dans le domaine de l'éducation, de même qu'entre les CCSP et le développement du personnel pour l'enseignement supérieur. De plus, les CCSP ont besoin d'un coordinateur global.
- Un programme national de recherche dans le domaine de l'enseignement basé sur les nouvelles technologies devrait être lancé afin de soutenir cette initiative.

Enfin, il faudrait déclarer explicitement que l'objectif de toute activité de *e-learning* devrait être l'excellence dans l'enseignement. A l'heure actuelle, l'un des aspects de l'excellence dans

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l'enseignement réside dans la valorisation de l'apprentissage centré sur l'étudiant. A cet égard, il devrait y avoir davantage de suggestions de la part des étudiants dans ces développements.



Schweizerische Universitätskonferenz Conférence universitaire suisse Conferenza universitaria svizzera

Evaluation des Bundesprogramms Virtueller Campus Schweiz 2004-2007

Evaluationsbericht

Juni 2008

Einleitung

Der Virtuelle Campus Schweiz (SVC) ist ein Bundesprogramm mit dem Zweck, neue Technologien an den Schweizer Hochschulen zu fördern. 2008 läuft die finanzielle Unterstützung für das Programm aus. Die Schweizerische Universitätskonferenz bestimmte in Absprache mit dem BBT – das einzelne SVC-Projekte subventionierte – die folgenden drei Personen als Experten zur Evaluation des Virtuellen Campus Schweiz:

- Prof. Friedrich Hesse, Universität Tübingen
- Prof. Robin Mason, The Open University
- Prof. Rolf Schulmeister, Universität Hamburg

Die Experten studierten den Hintergrundbericht und nahmen im April an einem dreitägigen Workshop in Bern teil, um die Tragweite des Projekts zu erfassen.

1. Zielsetzung und Rahmen

Die Evaluation hatte zwei Ziele:

- die effiziente Nutzung der für die zweite Phase (2004-2008) des SVC-Programms bereitgestellten Bundesmittel sowie den Umsetzungsgrad der Ziele des Konsolidierungsprogramms zu überprüfen und insbesondere zu untersuchen, ob die Schweizer Hochschulen aufgrund des Konsolidierungsprogramms genügend Kompetenzen und Instrumente für den Einsatz von E-Learning in ihrem Bildungsangebot aufbauen konnten;
- den heutigen Stand sowie die weiteren Aussichten für E-Learning an den Schweizer Hochschulen zu beurteilen und zu prüfen, ob die Hochschulen genügend Kompetenzen für den Einsatz von E-Learning nach Ablauf des SVC im Jahr 2008 entwickelt haben. Es sollte ferner beurteilt werden, ob landesweit oder bei einzelnen Hochschulen weitere Massnahmen erforderlich sind.

Die Experten stützten sich bei der Beurteilung der beiden Punkte auf folgende Grundlagen:

- Hintergrundbericht von B. Lepori und C. Probst;
- Gespräche mit über 25 Beteiligten des SVC-Projekts: mit Vertreterinnen und Vertretern der Geldgeber, der Verwaltung, mit Rektoren, Projektmitarbeitenden und Studierenden;
- Ihre Kenntnis und Erfahrungen mit ähnlichen Projekten im Ausland.

Evaluationsfragen

Beispiele für die wichtigsten Fragen der Experten:

- Nach welchen Kriterien beurteilen Sie den Erfolg des SVC?
- Hat das Programm zu einer engeren Zusammenarbeit zwischen den Hochschulen geführt?
- Welche Verpflichtungen ist man gegenüber den E-Learning-Kompetenz-, Dienstleistungs- und Produktionszentren eingegangen?
- Welche Lehrbereiche wurden abgedeckt?
- Was ist der wichtigste Beitrag, den der SVC geleistet hat?
- Was bleibt noch zu tun?
- Wie ist dies ohne weitere Finanzierung zu erreichen?
- Besteht nach Ihrer Einschätzung an Ihrer Hochschule eine E-Learning-Kultur?
- Gab es Anpassungen in den Curricula?
- Welche Verbindungen gab es zwischen E-Learning und dem Bologna-Prozess?

Aufgabe der Experten

Die Experten erarbeiteten die Fragen, führten die Befragungen durch und werteten die Antworten aus. In Gesprächen untereinander verglichen sie die eingegangenen Antworten unter Berücksichtigung ihrer Erfahrungen mit analogen Projekten im Ausland. Der Hintergrundbericht diente ihnen dabei als Informationsquelle. Innerhalb der knappen Frist war es ihnen nicht möglich, die Schlussfolgerungen des Hintergrundberichts zu bestätigen oder zu widerlegen, er diente ihnen ausschliesslich als Diskussionsgrundlage. Dieser Bericht gibt daher das ganze Meinungsspektrum der befragten Personen wieder, wobei auch die Erfahrungen der Expertengruppe aus anderen Ländern Europas eingeflossen sind.

2. Allgemeine Zielsetzung des Virtuellen Campus Schweiz

Das Programm Virtueller Campus Schweiz (SVC) wurde 1999 auf Vorschlag der Schweizerischen Universitätskonferenz (SUK) und des Lenkungsausschusses lanciert, um zur Verbreitung der neuen Informations- und Kommunikationstechnologien an den Schweizer Hochschulen beizutragen. Abgesehen von dieser allgemeinen Zielsetzung lag der Programmschwerpunkt ursprünglich auf der Entwicklung von anrechenbaren digitalen Unterrichtseinheiten, die von Studierenden verschiedener Hochschulen genutzt werden können. Das grundsatzpolitische Ziel bestand laut der Botschaft über die Förderung von Bildung, Forschung und Technologie in den Jahren 2000-2003 (BFT-Botschaft 2000-2003) in der Förderung der Zusammenarbeit zwischen Hochschulen, der Innovation der Lehrmethoden und der Ausarbeitung von hochwertigem Unterrichtsmaterial. Das Programm war Teil der SUK-Tätigkeiten im Rahmen des Universitätsförderungsgesetzes, mit denen die Zusammenarbeit und Modernisierung des schweizerischen Hochschulwesens gefördert werden sollten.

In der zweiten Programmphase, der so genannten Konsolidierungsphase 2004-2007, kam es – bei unveränderter allgemeiner Zielsetzung – zu einer erheblichen Neuausrichtung der Ausführungsstrategie: Neu wurde auch das Ziel der Rektorenkonferenz der Schweizer Universitäten (CRUS) aufgegriffen, mindestens 10% aller Kurse mit neuen Unterrichtstechnologien anzubieten. Mit dem absehbaren Ende des Bundesprogramms (möglicherweise nach einer dritten Abschlussphase) wurde zudem die Entwicklung des E-Learning durch die Hochschulen selbst als Grundsatz festgesetzt, was sich konkret in dem Ziel niederschlug, an jeder Schweizer Hochschule ein Kompetenz-, Dienstleistungs- und Produktionszentrum (CCSP) für E-Learning einzurichten. In diesen Kompetenzzentren sollten professionelle Teams mit dem nötigen technologischen und pädagogischen Fachwissen eingesetzt werden, um Online-Kurse auszuarbeiten. Davon versprach man sich vor allem zwei Vorteile: Es werden langfristig Kompetenzen aufgebaut und Erfahrungen gesammelt, die auch über das Ende der einzelnen Projekte hinweg bestehen bleiben, und durch Skalenvorteile und die Nutzung von Erfahrungen aus älteren Projekten sinken die Entwicklungskosten. Durch die Kompetenzzentren sollten die SVC-Projekte zudem besser in die Gesamtstrategie der Universitäten eingebettet werden. Es wurden auch zusätzliche Mittel für den Unterhalt und die Integration bestehender Projekte in die teilnehmenden Hochschulen bewilligt.

2004 und 2005 kam es zu zwei neuen Ausschreibungsrunden. Man ging dabei von denselben Grundsätzen wie beim Impulsprogramm aus, doch wurde nun der Ansatz des „Blended Learning“, also der Verknüpfung von Präsenz- und Online-Unterricht, offiziell in die Ausschreibung aufgenommen. Das Kompetenzzentrum des „Leading House“ wurde mit der Produktion der E-Learning-Module in Zusammenarbeit mit der Projektleitung beauftragt.

3. Was ist bisher erreicht worden?

Die Experten bestätigen mit Genugtuung, dass es dem SVC in ihren Augen gelungen ist, E-Learning in das schweizerische Hochschulwesen einzuführen. Der Umfang und die bereitgestellten Mittel haben auf den Virtuellen Campus Schweiz aufmerksam gemacht und den Bekanntheitsgrad von E-Learning gesteigert. Dank der Auflage, Projekte mit mehreren Partnern durchzuführen, kam es zu einer breiten Abdeckung: Alle Hochschulen waren in irgendeiner Form am Programm beteiligt. Im Vergleich mit ähnlichen Initiativen (siehe Kapitel 6) war der SVC äusserst erfolgreich – es ist ihm gelungen, gewisse Fehler zu vermeiden, die in anderen Programmen gemacht wurden. Das allein ist eine grosse Leistung, denn anderen Programmen wurde angekreidet, öffentliche Mittel zu verschleudern. Die Experten kommen zum Schluss, dass die öffentlichen Gelder beim SVC richtig genutzt worden sind und dieser Mitteleinsatz angesichts der Entwicklung von E-Learning in anderen Ländern sogar notwendig war.

Die Expertengruppe stellte zudem fest, dass bei einigen Projekten sehr gute E-Learning-Produkte entwickelt wurden, die mit Preisen ausgezeichnet wurden und weiterhin im Einsatz sind. Andere wiederum waren recht elementar – die Einrichtung einer virtuellen Lernplattform, auf die Studierende und Unterrichtende zugreifen können, um Powerpoint-Präsentationen für den Unterricht zu deponieren, gilt anderswo nicht als E-Learning. Möglicherweise sind das nötige Etappen auf dem Weg zu einer E-Learning-Kultur, doch weist E-Learning im Kontext des Präsenzunterrichts in der Regel folgende Merkmale auf:

- Verwendung von Multimedia für Demonstrationen, die zu gefährlich, zu aufwendig oder zu kostspielig sind, um sie direkt vor den Studierenden im Unterrichtsraum durchzuführen;
- Einsatz von Online-Diskussionsforen, bei denen die Studierenden erleben, wie wertvoll es sein kann, von Kommilitonen zu lernen und beim Lernen zusammenzuarbeiten, und bei denen ein intensiverer Austausch mit den Dozierenden als bei Vorlesungen möglich ist;
- Sehr breite Auswahl von Online-Ressourcen, um die Abhängigkeit von den Dozierenden zu senken und das eigenständige Lernen der Studierenden zu fördern;
- Aktivitäten, Projekte, Vorträge und Diskussionen, damit der Hochschulunterricht aktiver und interaktiver wird und weniger ein Wiederkäuen von Informationen ist, die von Dozierenden vorgegeben werden.

Einige dieser Vorteile kamen in einzelnen Projekten zum Tragen, doch war die E-Learning-Komponente im Allgemeinen eher eine Ergänzung zum bestehenden Angebot. Allerdings kann die Nachhaltigkeit so nicht gesichert werden 1. wegen der Kosten, 2. wegen des Arbeitspensums der Dozierenden, 3. wegen des Arbeitspensums der Studierenden. Damit E-Learning nachhaltig wird, muss es andere Lehr- und Lernformen ERSETZEN. Beispielsweise sollten die Vorlesungszeit und der behandelte Curriculumumfang entsprechend reduziert werden. Echte Vorteile ergeben sich beim E-Learning nur, wenn die Studierenden Zeit haben zum Reflektieren, Diskutieren und zur Problemlösung, und wenn die Bewertungsmethoden so angepasst werden, dass die angestrebten neuen Fertigkeiten berücksichtigt werden. Der Expertengruppe geht es dabei nicht um die Abschaffung des Präsenzunterrichts – ganz im Gegenteil. E-Learning braucht es als Methode sowohl beim Präsenz- als auch beim Fernunterricht.

Die Frage, ob diese erfolgreiche Initiative ohne weitere Finanzierung weiterbestehen wird, beurteilt die Expertengruppe skeptisch. Einige Kompetenzzentren haben eindeutig gute Arbeit geleistet und bieten beste Voraussetzungen, um weiterzubestehen. Bei anderen sind diese nicht gegeben. Darüber hinaus hatten nur ein paar wenige Projekte die Bologna-Umstellung im SVC vollzogen. Die Expertengruppe sieht darin eine vertane Chance. Bei einigen Projekten waren die

Partnerschaften zwischen den Hochschulen sehr fruchtbar, genau wie es die SVC-Zielsetzung anstrebte. Es bestanden aber erhebliche Zweifel, ob die Partnerschaften nach 2008 weiterbestehen. Einige SVC-Projekte hatten verschiedene Formen des interaktiven Lernens eingeführt, viele hingegen waren überholt, ausschliesslich textbasiert oder schienen etwas umständlich. Einige Teilnehmende waren mit dem Support und der Schulung (durch die Kompetenzzentren) zufrieden, andere wiederum nicht. Deshalb kamen bei den Experten Zweifel an der Nachhaltigkeit der Initiative nach Ablauf der Finanzierung auf. Den Kompetenzzentren ist es sicher gelungen, E-Learning, den Support und die Dienstleistungen zu stabilisieren, doch wegen ihrer beschränkten Grösse und Stellung werden sie nicht unbedingt die Schrittmacher für E-Learning oder die Entwicklung neuer Projekte sein.

Ob E-Learning-Initiativen nachhaltig sind, ist keine Frage der Technologie. Technologien ändern sich bekanntlich – manchmal sogar rasant. Ausschlaggebend für die Nachhaltigkeit ist das pädagogische Konzept für den Einsatz von Technologien im Bildungswesen. Zwar ändern sich auch die pädagogischen Konzepte – sie entwickeln sich weiter – doch ist das Tempo bei weitem nicht so hoch wie bei der Technologie. Folglich kann der SVC-Elan nicht durch ein technisches Zentrum, sondern durch ein Lehr-/Lernzentrum mit kompetenten Technikern aufrechterhalten werden.

Den Experten wurde zwar versichert, dass einige Projekte integriert und fortgesetzt würden, doch gab es beunruhigende Anzeichen dafür, dass sich andere einfach aufgelöst hatten:

- die zuständigen Personen haben die Universität verlassen;
- der Partner hat sich zurückgezogen, weil das Curriculum geändert wurde;
- das Kompetenzzentrum wurde geschlossen;
- nur Studierende aus dem ersten Jahr waren mit E-Learning konfrontiert worden, während leitende Mitarbeitende nicht in den SVC involviert wurden.

Bei einigen Projekten wurden neue Fertigkeiten gelehrt oder den Studierenden Multimedia-Erfahrungen auf dem neusten Stand der jeweiligen Disziplin vermittelt. Den Experten wurde allerdings gesagt, dass für derartige Entwicklungen immer Mittel erforderlich sein würden. Zwar hatten einige Dozierende ihren Unterricht verbessert, neue Lehrmethoden erlernt und unterschiedliche Prüfungsmethoden eingeführt, doch haben die Experten den Eindruck, dass nicht genügend Dozierende diesen Wandel durchgemacht haben, um die E-Learning-Dynamik aufrechtzuerhalten. Bei der Beschreibung des grundsatzpolitischen Rahmens des SVC fällt auf, dass Bologna zwar genau in diese Zeit fiel, dass dies aber nicht in die Zielsetzung des SVC aufgenommen wurde. Im Vergleich zu der von HEAD und JISC (Grossbritannien) verfolgten

Stossrichtung wird deutlich, dass die Begleitung des Bologna-Prozesses und die Integration von E-Learning in den gesamten Studienablauf und die spätere Weiterbildung beim SVC nicht erfolgten. Zudem wurde an der Lehr-/Lernorganisation nichts geändert, mit anderen Worten wies der SVC also keine Komponente für die Umstellung auf. Zur Frage, wie E-Learning über die Curricula-Landschaft verteilt ist, lässt sich sagen, dass die unterstützten Projekte und die dabei entwickelten Inhalte eher Inselgruppen im weiten Ozean als feste Kontinente bilden. Verschiedene Ziele unterhalb der nationalen Ebene wurden vermutlich aber doch erreicht.

4. Was bleibt noch zu tun?

Die Experten kamen zum Schluss, dass verschiedene Tätigkeiten durchgeführt werden sollten, für die keine zusätzlichen Mittel erforderlich sind.

1. Die Nachhaltigkeit könnte erheblich verbessert werden, indem die Sensibilisierung und E-Learning-Kultur auf allen Hochschulebenen institutionalisiert würden. Die CRUS und die KFH sollten Anschlussmassnahmen an den SVC als festen Punkt auf ihre Tagesordnung aufnehmen. Selbstzufriedenheit mit dem SVC und den Prozessen für die Fortsetzung und den Support machten sich bereits bemerkbar; nach Meinung der Experten würde ohne Unterstützung durch die Rektorate viel von dem so erfolgreich geschaffenen Elan des SVC verlorengehen.
2. Für Nachhaltigkeit sollten die Kompetenzzentren sorgen, und wo ein starkes Kompetenzzentrum besteht, ist das eine gute Lösung. Allerdings verfügen nicht alle Hochschulen über ein starkes Kompetenzzentrum. Dafür ist die Unterstützung durch das Rektorat notwendig, was nicht überall der Fall ist. Die Kompetenzzentren sollten sich austauschen können über ihre Organisation, die Schulung und Weiterbildung ihres Personals. Während der Projektzeit kamen sie zusammen, und es gibt auch jetzt noch Treffen, jedoch ohne die damalige Aufbruchstimmung. Daher stellt sich die Frage, ob der Gedankenaustausch auch in Zukunft fortgesetzt wird.
3. Nach Ansicht der Experten ist eine Stelle erforderlich, die technologische Entwicklungen mitverfolgt („Technology Watch“). Im E-Learning-Bereich ist alles in Bewegung: Allein in der kurzen Zeitspanne des SVC-Projekts kam es zu grösseren Entwicklungen wie Blogs, Wikis und sozialen Netzwerken („Social Networking“), die sich nachhaltig auf das Lernen und die Studierenden auswirken. Deshalb müssen die Erkenntnisse aus der Beobachtung der technologischen Neuentwicklungen laufend den Dozierenden weitergegeben werden.

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4. Switch ist auf Unterstützung angewiesen, wenn es einige Tätigkeiten von Edutech übernehmen soll. Die KFH hat bereits zugestimmt, diesen Prozess über Edutech und Switch zu unterstützen. Gegenüber der Expertengruppe wurden Zweifel geäußert, ob Switch über geeignete Fachleute bzw. über einen ausreichenden Stellenwert verfügt, um das E-Learning allein zu tragen. Die Experten teilen die Skepsis gewisser Befragten betreffend Switch nicht, doch sind sie der Auffassung, dass eine entsprechende Unterstützung erforderlich ist.

 5. Die Expertengruppe regt ein nationales Forschungsprogramm zu neuen Technologien im Bildungsbereich an, damit E-Learning in der Schweiz weiterhin zuvorderst in den Köpfen bleibt. Wenn möglich sollten der SNF und die KTI dafür gewonnen werden. Im Schweizer Hochschulsystem wird natürlich der Präsenzunterricht fortgeführt, doch spielen die neuen Technologien eine wichtige Rolle, um die Studierenden auf die Arbeitswelt vorzubereiten. Die Schweiz muss mit diesen Entwicklungen Schritt halten und sie durch eigene Forschungsarbeiten mitgestalten.

 6. Es besteht allgemeine Einigkeit, dass die Entwicklung von E-Learning-Elementen für Lehrende zeitaufwendig ist, zumindest in der Anfangsphase bis zum Kursbeginn. Daher ist zu überlegen, ob Mitarbeitenden, welche sich auf E-Learning-Technologien einlassen, Anreize geboten werden sollten. Im Ausland wurden zum Beispiel Unterrichtspensen gekürzt oder Weiterbildungsmöglichkeiten mit Teilnahmezertifikaten geboten sowie bei besonders erfolgreichen E-Learning-Applikationen Beförderungen ausgesprochen. Bei der Einstellung neuer Mitarbeitender sollten zudem Erfahrungen mit E-Learning berücksichtigt werden. Auch sollten weiterhin Preise für besonders gute Lehre verliehen werden.

5. Weitere Fragen

Im Zusammenhang mit dem Virtuellen Campus Schweiz kamen verschiedene Fragen auf, mit denen sich die Expertengruppe aus Zeitgründen nicht eingehend auseinander setzen konnte. Dazu zählen Fernlehrgänge oder Programme, die nur online angeboten werden. Im Verlauf des SVC-Projekts setzte sich „Blended Learning“ gegenüber dem Fernunterricht durch. Das hält die Expertengruppe für richtig, da Fernunterricht eine andere Struktur und ein anderes Betreuungssystem voraussetzt, als zur Zeit in der Schweiz umgesetzt wird. Trotzdem sieht die Expertengruppe Nischen im Schweizer Bildungssystem für reine Online-Kurse.

Die Frage einer landesweiten Plattform konnte von der Expertengruppe ebenso wenig geprüft werden. Sie kann den Argumenten auf beiden Seiten etwas abgewinnen: Einerseits ist es angesichts der Vielfalt der Institutionen, die von verschiedenen Kantonen finanziert werden,

verständlich, dass die Hochschulen ihr eigenes LMS wollen; andererseits wäre eine einzige Plattform wirtschaftlicher. LMS entwickeln sich rasant, so dass die Auswahl nicht einfach ist: Moodle ist zwar zur Zeit im Aufschwung, doch hätte man vor ein paar Jahren noch auf Blackboard gesetzt. Die Expertengruppe enthält sich diesbezüglich jeglichen Kommentars.

Zu einer dritten Frage erhielt die Expertengruppe zwar keinen Auftrag, doch ist sie der Auffassung, dass sie an anderer Stelle geprüft werden sollte: die Entscheidungsfindung zu der allgemeinen Stossrichtung des E-Learning. In anderen Ländern wird an den meisten Universitäten ein leitender Dozent oder eine leitende Dozentin mit der Anpassung an die laufenden, technologisch bedingten Änderungen beauftragt. Wer damit beauftragt wird und wie diese Aufgabe zu erledigen ist, sollte nach Auffassung der Expertengruppe geprüft werden, doch gehört das nicht zu ihrem Auftrag.

6. Internationaler Vergleich

Die Europäische Kommission nahm systematische Forschungsarbeiten zu Informations- und Kommunikationstechnologien für Bildung und Ausbildung bereits 1988 mit dem Programm DELTA auf. Damals konzentrierte man sich im Rahmen des technologiegestützten Lernens auf die Entwicklung komplexer Multimedia-Programme – Internet gab es damals noch nicht – die nach Einstellung der Finanzierung aber nur wenig praktische Anwendung fanden.

Grossbritannien

Die britische Regierung finanzierte in den 90er-Jahren ein Programm für Lehr- und Lerntechnologie mit einer ähnlichen Zielsetzung wie beim SVC: Die Universitäten wurden aufgefordert, Partnerschaften in ganz Grossbritannien einzugehen, und Nachhaltigkeit war eine Priorität. Mit dem Programm konnte das Bewusstsein für das Potenzial von Multimedia-Technologie in der Hochschulbildung geschärft werden, doch nur wenig Unterrichtsmaterial, das im Rahmen des Programms entwickelt wurde, erzielte die erwarteten Produktivitäts- und Effizienzgewinne. Den Initiatoren war die Integration der Ergebnisse sehr wichtig. Dem könnte entgegengehalten werden, dass nicht nur die Nutzung der Ressourcen hätte integriert werden sollen, sondern auch die Produktion weiterer Mittel sowie der zunehmende Einsatz von „Blended Learning“. Auch wenn keines der beiden Programme als eigentlicher Erfolg gewertet werden kann, schufen sie immerhin ein Fundament und ein Beziehungsnetz und gaben einen Vorgeschmack auf das, was E-Learning sein könnte. An die beiden Programme schlossen weitere an, die auf dem Fundament der ursprünglichen Projekte aufbauten.

In Grossbritannien wird zur Zeit vor allem das „Teaching and Learning Research Programme“ (TLRP) unterstützt. Noch nie hatte die zuständige britische Stelle, der „Economic and Social

Research Council“, so viel Geld für ein Forschungsprogramm im Bildungsbereich bereitgestellt. Es wurde im Jahr 2000 aufgenommen und läuft voraussichtlich bis 2011. Es umfasst 70 Forschungsprojekte, an denen 700 Forscherinnen und Forscher beteiligt sind.

Deutschland

Wie in Grossbritannien gab es auch in Deutschland zahlreiche Initiativen, um einen „digitalen Campus“ aufzubauen sowie technologiegestützte Lehr- und Lernformen zu entwickeln. Erste Projekte gingen in den 90er-Jahren von einzelnen Ländern wie Baden-Württemberg aus, gefolgt von fast allen anderen Ländern wie Nordrhein-Westfalen, Niedersachsen usw. Ausserdem gab es besondere Programme für Fachhochschulen wie zum Beispiel jenes der Fachhochschule Lübeck in Zusammenarbeit mit verschiedenen Partnern („Virtuelle Fachhochschule“) oder die „Virtuelle Hochschule Bayern“, die mit der Unterstützung der einzelnen Trägerhochschulen Fernlehrgänge anbietet. Mit den Projekten auf Länderebene gingen ähnliche Programme auf Bundesebene teilweise in Zusammenarbeit mit den Ländern einher. Zuerst lag der Schwerpunkt auf der Technologie, danach auf den Inhalten. Mit der Zeit sahen alle Träger ein, dass ohne die Unterstützung der Fachstellen für die technologische Infrastruktur und der Hochschulrektoren keine nachhaltigen Fortschritte möglich sind. Nur noch ein paar wenige Länder wie Niedersachsen und Baden-Württemberg finanzieren zur Zeit spezifische Initiativen für technologiegestütztes Lernen und Lehren. Als neuer Trend kristallisieren sich Projekte der Bundesregierung und einiger Länder zur Förderung von hochwertiger Lehre unter Einsatz der neuen Medien heraus.

Österreich

In Österreich setzte das zuständige Bundesministerium eine Steuerungsgruppe ein. Diese wählte die Projekte aus und bestimmte für jedes Projekt einen Experten oder eine Expertin aus ihren Reihen, die das Projekt betreuten und einmal pro Jahr besuchten. Ähnlich wie in der Schweiz gab es eine zweite Phase zur Entwicklung von Inhalten. Darauf folgte eine politisch-strategische Phase mit Ausschreibungen rund um die „Entwicklung und Umsetzung von E-Learning-/E-Teaching-Strategien an Universitäten und Fachhochschulen“ (2005). Eine Expertengruppe mit Mitgliedern aus Deutschland und der Schweiz wählte die Projekte aus. Diese Gutachter erhielten den Auftrag, die ausgewählten Projekte zwei Jahre lang zu betreuen und zu evaluieren. Einmal pro Jahr wurden die Projektverantwortlichen zu einem Treffen nach Wien eingeladen. Dort wurde jedes Projekt vorgestellt, es wurden Erfahrungen ausgetauscht, jeder Gutachter berichtete über „sein“ Projekt und es gab eine Befragung.

Ausserdem finanzierte das Bundesministerium ein so genanntes „Server-Projekt“ mit einem Portal für alle Projekte und einem monatlichen Newsletter. Zusätzlich zur Steuerungsgruppe

wurde eine Vertretung der Hochschulen gebildet, das so genannte Forum Neue Medien (FNM). Das Forum war in der Steuerungsgruppe vertreten. Inzwischen heisst es fnm-austria und ist ein gemeinnütziger Verein. Vereinsmitglieder sind die Hochschulen, die vierteljährlich zusammenkommen.

Insgesamt waren die Projekte in Österreich sehr erfolgreich. Teilweise ist dies auf die laufende Betreuung und Auswertung zurückzuführen. Auch Beratungen durch externe Experten mögen dazu beigetragen haben. Der Erfolg rührte aber nicht zuletzt vom Aufbau einer starken Gemeinschaft bei fnm-austria über die letzten acht bis neun Jahre her.

Weitere Länder

Die meisten westlichen Regierungen unterstützen weiterhin Forschung und Entwicklung des technologiegestützten Lernens. Robert E. Dunker, der Präsident des Western Iowa Tech Community College, USA, sagte: „Verfolgen wir als Schulleiter die IT-Entwicklung und ihre Auswirkungen auf unsere Schulen nicht mit, ist es um uns geschehen.“

Den (zahlreichen auf dem Internet veröffentlichten) Evaluationen von E-Learning-Projekten ist zu entnehmen, dass technologische Projekte im Bildungsbereich von allerlei Problemen geplagt werden. Die Schulleitungen sollen stets darauf achten, dass die Vorzüge der Technologie tatsächlich zum Nutzen der Lernenden eingesetzt werden. In einem Bericht heisst es beispielsweise:

„Der Ausschuss empfiehlt, dass der Dekan die Kapazitäten der Abteilung für Innovation in der Lehre und Bewertung durch die Förderung der Lehrqualität und der Integration von Lehrtechnologien ausbaut, um der wachsenden Nachfrage der Dozierenden nach E-Learning-Support gerecht zu werden.“

Ein anderer Bericht enthält die Aussage:

„Die pädagogischen Aspekte von E-Learning müssen erforscht werden zur Schaffung eines theoretischen Rahmens, in dem die Vielfalt individueller Lernstile und Verhaltensformen je nach Umfeld und Anwendungen berücksichtigt werden.

Ein Paradigmenwechsel bei den universellen Anwendungen ist gefragt – dafür sind neue Organisations-, Geschäfts- und Lernmodelle (für bisherige und neue Beteiligte) auszuarbeiten, bei denen sozioökonomische und kulturelle Faktoren, die Kompetenzen und die Motivation zu berücksichtigen sind.“

Web 2.0-Technologien wie Blogs, Wikis, mobile Geräte und Social Networking beginnen die Hochschullandschaft zu verändern, genau wie dies vor zehn Jahren mit dem Internet geschah. Damit eröffnen sich noch mehr Möglichkeiten zur Interaktion und zum Selbststudium der Studierenden. Auch digitale Bibliotheken sind für die Hochschulbildung von Bedeutung: Immer mehr Zeitschriften und aktuelle Informationen werden online veröffentlicht. Diese Trends dürfen nicht übersehen werden.

Der Vergleich lässt folgende Schlüsse zu:

- früh subventionierte Programme waren nicht immer sehr erfolgreich;
- E-Learning wird in anderen Ländern weiterhin subventioniert und gepflegt;
- die finanzielle und moralische Unterstützung durch die Hochschulleitung ist wesentlich;
- neue Entwicklungen bei der E-Learning-Technologie (wie Web 2.0) wirken sich auf das Lehr- und Lernumfeld aus, was weiterhin strategische Vorgaben bedingt.

7. Schlussfolgerungen und Empfehlungen

Bei den Schlussfolgerungen will die Expertengruppe unterscheiden zwischen Erreichtem (Ziel 1) und dem, was noch zu tun bleibt (Ziel 2). Bei dieser Evaluierung konzentrieren wir uns stärker auf Ziel 2 als auf Ziel 1. Die Expertengruppe kommt zu der folgenden Beurteilung der beiden Zielsetzungen:

1. Der SVC ist ein erfolgreiches Projekt und die Bundesbeiträge wurden auf gar keinen Fall falsch eingesetzt – besonders im Vergleich zu ausländischen Programmen. Die Abdeckung bei den Hochschulen war gut und das Projekt hat zu mehr Bewusstsein für E-Learning in Schweizer Institutionen geführt. Die Zusammenarbeit innerhalb der Netzwerk-Projekte, die von mehreren Personen als eines der Hauptziele des SVC genannt wurde, wurde im Allgemeinen als sehr positiv eingestuft, auch wenn die Arbeitsbelastung im Projekt einseitig ausfiel.
2. Die Nachhaltigkeit des SVC ist weniger gesichert. Die Expertengruppe hat gewisse Bedenken für die Zukunft und befürchtet, dass gewisse Hochschulen sich ganz daraus zurückziehen und andere davon ausgehen, dass das, was sie gegenwärtig auf einer sehr elementaren Stufe anbieten, bereits E-Learning sei, und auf die Entwicklung von echten Applikationen verzichten.

Inwiefern das E-Learning-Potenzial genutzt wird, hängt davon ab, in welchem Mass die Tätigkeiten fortgeführt werden. Die Expertengruppe ist der Auffassung, dass diese ohne weitere Massnahmen nicht unbedingt gewährleistet ist. Daher gibt sie folgende Empfehlungen ab:

- E-Learning muss auch ohne Budget auf der politischen Tagesordnung bleiben. Die institutionelle Unterstützung der CRUS/KFH/Rektorate ist wesentlich und muss konkret organisiert werden. Die Rektorate müssen sich weiterhin für E-Learning engagieren. Jemand muss sowohl auf nationaler als auch auf Hochschulebene eine Führungs- und Vorbildfunktion übernehmen, wenn E-Learning in der Schweiz eine Zukunft haben soll.
- E-Learning wird erst dann nachhaltig, wenn es nicht mehr einfach ein nettes Plus ist, sondern an die Stelle anderer Unterrichtsformen tritt. Erst wenn das Curriculum und das Lehr-/Lernkonzept überdacht werden, kann das gesamte Potenzial von E-Learning ausgeschöpft werden. Voraussetzungen für diesen Wechsel sind die Weiterbildung der Mitarbeitenden, eine „Technology-Watch“-Stelle und vor allem jemand, der federführend ist bei den erforderlichen Umstellungen, damit Schritt gehalten werden kann mit den Veränderungen beim Lehren und Lernen an den Hochschulen. Erstklassige Lehrqualität sollte bei Beförderungen als Kriterium berücksichtigt werden.
- Es sollte Verbindungen geben zwischen den Kompetenzzentren und Hochschulen, die pädagogische Forschung betreiben, sowie zwischen den Kompetenzzentren und der Weiterbildung von Hochschulmitarbeitenden. Für die Kompetenzzentren braucht es einen Gesamtkoordinator bzw. eine Gesamtkoordinatorin.
- Unterstützend sollte ein nationales Forschungsprogramm zum technologiegestützten Lernen aufgenommen werden.

Schliesslich sollte auch ausdrücklich festgehalten werden, dass das Ziel von E-Learning die Optimierung der Lehrqualität ist. Ein aktueller Aspekt bei der Optimierung der Lehrqualität ist die Verbesserung des Selbststudiums. Deshalb sollten die Studierenden bei diesen Entwicklungen stärker einbezogen werden.



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Evaluation of the Swiss Virtual Campus Programme 2004-2007

Evaluators' Report

June 2008

Introduction

The Swiss Virtual Campus (SVC) is a federally-funded programme to diffuse the use of new technology into the higher education system of Switzerland. Funding for the programme came to an end in 2008. The Swiss University Conference as agreed with FOET, which awarded grants to specific projects in the SVC project, chose the following three evaluators to carry out an assessment of the Swiss Virtual Campus:

- Professor Friedrich Hesse, University of Tübingen
- Professor Robin Mason, The Open University
- Professor Rolf Schulmeister, University of Hamburg

The evaluators were sent a copy of the Background Report which they read before attending a three day workshop in Bern in April to assess the significance of the project.

1. Objectives and framework

The objectives of the evaluation were twofold:

- To verify the effective use of federal funds allocated by the SVC programme in its second phase (2004-2008), as well as the degree of achievement of the consolidation programme goals. In particular, the evaluation will examine the extent to which the consolidation programme helped the Swiss higher education institutions to develop capabilities and instruments for the use of elearning in their educational activities.
- To assess the state and perspective of the adoption of elearning in the Swiss higher education institutions and to what extent these institutions have developed sufficient competencies to use elearning after the end of the SVC in 2008. The need for further measures at the national or institutional level should be considered.

Accordingly, the evaluators used the following sources in their assessment of these two objectives:

- the background report prepared by B. Lepori and C. Probst;
- interviews with over 25 stakeholders in the SVC project: funders, administrators, rectors, project implementers, and students;
- their knowledge and experience of similar projects in other countries.

Evaluation Questions

Examples of the main evaluation questions posed by the evaluators were:

- What are your criteria of success in relation to SVC?
- Has the programme been successful in developing co-operation amongst the universities?
- What commitment has been made to the elearning competence centres (CCSPs)?
- What coverage has there been of the various curriculum areas?
- What has been the major achievement of the SVC?
- What is still left to do?
- How can it be done with no further funding?
- Would you say there is an elearning culture in your institution?
- Has there been any re-structuring of the curriculum?
- What relation has there been between elearning and the Bologna process?

Role of the Evaluators

The evaluators devised and posed the questions and assessed the responses given by the various interviewees. They had private discussions amongst themselves to compare their reactions, and to consider their experiences of similar initiatives in other countries. They used the background report as an information source. In the limited time available, they were not able to confirm or deny the findings of the background report, but merely to use it as an input to their deliberations. This report, therefore, mirrors the range of views expressed by the various stakeholders interviewed and is informed by the experience of the panel in other parts of Europe.

2. General goals of the Swiss virtual campus

The SVC programme was launched in 1999 on the proposition of the Swiss University Conference (SUC) and of its planning commission to promote the use of new information and communication technologies in the Swiss Higher Education Institutions (HEI). Besides this general goal, the main initial focus of the programme was to produce digital educational units which could be used by students of different institutions and recognized in their curricula. The overall policy goals, as stated in the Research and Higher Education Message 2000-2003 of the Federal government, were to promote the cooperation between HEI, to promote innovation in pedagogical methods and to produce high-quality educational materials. The programme was part of the activities managed by the SUC under the University Act in order to promote cooperation and modernization of the Swiss higher education system.

While the overall goals of the programme were not modified, the second phase (*consolidation phase*; 2004-2007) entailed a significant change in the implementation strategy, taking also into

account the goal stated in the multiyear planning of Swiss universities of the Rector's Conference (CRUS) to have at least 10% of the courses supported by new educational technologies. Moreover, since it was foreseeable that the federal programme would come to an end (possibly with a third phasing-out period), a general goal of the consolidation programme was that the HEI themselves assume the responsibility in the development of elearning.

This was translated in the goal of developing an elearning competence centre (CCSP) in each Swiss HEI. These centres should consist of professional teams with the technological and pedagogical competences needed to develop elearning courses, with two main benefits: ensuring long-term accumulation of competences and experiences, also beyond the end of the individual projects, as well as a reduction of the development costs through scale effects and transfer of experiences from project to project. Moreover, these centres should permit better integration of the SVC projects in the overall university strategy. Additional funding was also provided to already existing projects to help their maintenance and integration in the participating universities.

Finally, two calls for proposals for new projects were launched in 2004 and 2005. While the general principles were the same as in the impulse phase, the blended learning approach was officially endorsed in the call, while the CCSP of the leading house was charged with the production of the elearning modules in collaboration with the project leader.

3. What has been achieved?

The evaluators are pleased to confirm that in their view, the SVC has been successful in introducing elearning into the Swiss higher education system. Its size and funding scale have inevitably attracted attention and raised the profile of elearning. The insistence on multiple partnerships resulted in widespread coverage and all institutions having a least some part in the scheme. Compared with similar initiatives (see section 6), the SVC has been highly successful and has avoided many of the pitfalls which other schemes have not. This is a major achievement in itself, as other schemes have been criticized for wasting public money. The evaluators have concluded that the SVC was a good use of public money – even a necessary use, given developments in elearning elsewhere.

The panel noted that some projects had produced very good elearning products, had won awards and were continuing to be used. Nevertheless, others have been at a fairly basic level – access to a virtual learning platform by all students and teachers putting powerpoint slides on

their class website, are not considered to be elearning elsewhere. These are perhaps necessary steps on the way to developing an elearning culture, but in the context of presential teaching, elearning is generally considered to include:

- the use of multimedia resources for demonstrating things that would be too dangerous, too inconvenient or too expensive to provide hands on experience of in the classroom;
- the use of online discussion forums in which students learn the value of peer-to-peer learning, collaborative learning and closer interaction with the teacher than is possible in lecture-based teaching;
- the use of a very wide selection of online resources in order to reduce teacher dependency and increase student-centred learning;
- the use of activities, projects, presentations and debates as a means of making higher education more active and interactive, and less a regurgitation of information provided by the lecturer.

Some of these benefits were apparent in a few of the funded projects, but on the whole, the elearning component was an add-on to existing provision. This approach can never be sustainable because of (i) cost (ii) teacher workload (iii) student workload. In order to be sustainable, elearning has to REPLACE other forms of teaching and study. Examples include: reducing lecturing time and reducing the amount of curriculum covered. The advantages of the proper uses of elearning can only be gained when students have time to reflect, discuss and problem-solve, and when the assessment processes are adapted to reflect the new skills being encouraged. The panel are not proposing the abandonment of face-to-face teaching; far from it. Elearning is as necessary an approach in presential teaching as it is in distance teaching.

The panel's conclusion about the extent to which this successful initiative will continue without further funding are more mixed. Some of the CCSPs had clearly been very effective and were positioned to continue. Others clearly were not. Similarly, a few projects had integrated the Bologna process changes with the SVC project, but most had not. This seemed to the panel to be a lost opportunity. For some projects, the partnerships amongst the partner institutions were very fruitful, just as was envisaged by the SVC goals. However, there was considerable doubt as to whether any partnerships would continue after 2008. Some SVC projects had introduced various forms of interactive learning, but many projects were dated, purely text-based or seemed rather pedestrian. Finally, some participants were satisfied with the support and training they received (from the CCSPs), but others were not and this left the panel with doubts about

how sustainable the initiative would be after the funding finished. Certainly, the CCSPs have achieved a stabilisation of elearning, support and services, but because of their relative size and status, they may not be the future promotor of elearning or the major developer for new projects.

The sustainability of elearning initiatives is not about technology. As we know, technologies change, sometimes with alarming speed. What is crucial to elearning sustainability is an understanding of the pedagogy underlying the use of any technology in education. Pedagogies change as well, or rather they evolve, but the change is very much slower than technology change. Consequently what will maintain the SVC impetus is not a technical centre but a teaching/learning centre with good technical staff.

While the panel received assurances about the integration and continuation of some funded projects, there were alarming indications that others had simply dissolved:

- the staff had left the university;
- the partner had pulled out because the curriculum was different;
- the CCSP would not continue;
- only the first year students had been exposed to elearning and senior staff remained uninvolved in SVC.

Some projects were teaching students new skills or providing multimedia experiences at the forefront of the discipline. However the panel was told, “these developments will always require funding.” Some professors had certainly improved their teaching, acquired new teaching methods and diversified their testing, but on the whole, the panel did not feel that enough professors had made these changes to sustain the elearning impetus. In describing the framework of the policy followed by SVC, it is remarkable that Bologna happened at the same time but was not consequently the target of SVC. If we compare the policy of HEAD and JISC (UK) to that of SVC then it is obvious that the idea of assisting the transformation to Bologna and integrating elearning into the student lifecycle did not occur in the SVC project. There also was no change management component involved, that is to the teaching-learning organisation, as it has remained untouched. Concerning the distribution of elearning across the landscape of the curricula the answer is: the funded projects and their developed content are more like archipelagoes in the Pacific and not solid continents. Nevertheless, a number of goals underneath the country-wide level may have been achieved.

4. What is still to be done?

The panel concluded that there were a number of activities which should be undertaken that would not entail further funding.

1. A significant impetus to sustainability could be given by instituting work on awareness and an elearning culture at all institutional levels. In particular, the CRUS and KFH should have a regular agenda item on SVC follow-up activities. Complacency about SVC and the processes for continuation and support was already detectable, and the panel felt that without continued support from rectors, much of the impetus which SVC so successfully initiated would be lost.
2. The CCSPs were clearly seen as the mechanism for sustainability, and where a strong CCSP exists, this is a good solution. However, a strong CCSP was not in evidence across all institutions. In particular, they need direct support from the rector, and in some cases this appeared to be lacking. The CCSPs need to exchange ideas about how they should be organised, and how to carry out training and staff development. Meetings took place during the funding period, and some meetings still continue but without this impetus, it was questionable whether this exchange of ideas would continue.
3. The panel was concerned about the continuing need for a 'technology watch' function. The field of elearning is moving so rapidly, that even in the lifetime of the SVC project, major developments such as blogs, wikis and social networking have taken place and have had profound impacts on learning and on students. An on-going process of feeding in the results of technology watch to the professoriate is required.
4. Switch also needs continued support if it is to take over some of the activities of Edutech. KFH has already agreed to support this process through Edutech and Switch. Doubts were expressed to the panel that Switch had the right staff or significant enough status to carry the elearning banner on their own. The panel did not share the scepticism of some interviewees that Switch was an inadequate solution but did feel that support would be needed in this direction.
5. The panel felt that a national research programme on new technologies for education should be launched as a way of keeping elearning at the forefront of Swiss thinking. One idea was

that SNF and CTI might be encouraged to host this. Swiss higher education was obviously set to continue with presential teaching, but new technologies have an important role to play in preparing graduates for the world of work. Switzerland needs to keep abreast of these developments and to contribute to them through its own research.

6. There is general acknowledgement that developing TEL components is time-consuming for staff, at least in the initial stage before the course starts. Consequently, incentives for staff who engage with TEL processes need to be considered. Examples from abroad include: a reduced teaching load, opportunities for staff development, a certificate of participation in staff development and acknowledgement in promotion rounds where the TEL application has been particularly successful. Furthermore, consideration should be given when hiring new staff of the value of TEL experience. Awards for outstanding teaching are another incentive which should be continued.

5. Other Issues

There were a number of issues raised by the SVC project which the panel did not have the time to tackle in any depth. One of these was the issue of distance or fully online programmes. The panel noted that through the course of the SVC project, the practice of blended learning was adopted over that of distance learning. This seems entirely appropriate to the panel, as distance education requires a different structure and support system than is currently in place in Switzerland. Nevertheless, the panel could foresee niche applications of fully online courses in the Swiss system.

Another issue which the panel lacked the time to consider was that of a national platform. There seems to be evidence on both sides of the debate: on the one hand, with such disparate institutions funded by different cantons, it is understandable that institutions want their own LMS; on the other hand, a single platform would make economic sense. However, the choice of an LMS is a very volatile issue and although Moodle appears to be gaining ascendancy at the moment, the same could have been said about Blackboard only a few years ago. The panel chooses not to comment on this matter.

A third issue which the panel is not tasked with considering, but which they feel should be on the agenda somewhere, is the matter of overall decision making about elearning directions. Most universities elsewhere have a senior member of academic staff tasked with managing the

continued changes brought about by technology. Who this should be and how it is managed is a need identified by the panel, but outside their mandate to consider.

6. International comparisons

The European Commission started the first systematic research on Information and Communication Technologies for Education and Training as far back as 1988 with the DELTA programme. At that time, before the advent of the Web, technology-enhanced learning (TEL) focussed on the development of complex multimedia programs, most of which were never used after the funding finished.

Britain

The British government also sponsored a Teaching and Learning Technology Programme in the 1990s with similar aims to those of the SVC: universities were encouraged to partner across the country and sustainability was a key concern. The programme succeeded in significantly raising the level of awareness of what multimedia technology has to offer in higher education, but very little of the courseware that the programme produced, achieved the anticipated gains in productivity and efficiency. The funders were very keen to see the results embedded; however, it could be argued that it was not just the use of the resources that should have been embedded, but the continued production of further resources and the increased use of blended learning. Although neither of these programmes could really be called successful, what they both did was lay the foundations, develop the human networks, and provide a taste of what elearning could be. Both have been followed up with subsequent funding programmes which have built on the foundations laid by the initial projects.

Current funding in the UK centers on the Teaching and Learning Research Programme (TLRP). This is the United Kingdom's Economic and Social Research Council's largest investment in education research. It was initiated in 2000 and is expected to end in 2011. The programme incorporates 700 researchers in 70 projects.

Germany

As in Britain there have been numerous approaches in Germany to support the introduction and development of the concept of a “digital campus” and technology enhanced forms of teaching and learning. It was started by the Länder e.g. Baden-Württemberg in the 1990s and followed by nearly all other Länder like Northrhine Westphalia, Lower Saxony and so on. There also have been special programs for universities of applied sciences as with the Lübeck university of applied science and a number of partners (“Virtuelle Fachhochschule”) or with “Virtuelle

Hochschule Bayern" in Bavaria offering distance teaching courses supported by the single participating universities. The Länder approaches were accompanied and followed by similar programs of the federal government, partly in cooperation with the Länders. In the beginning a main focus was laid on the technology, followed by a focus on the content. In the meantime all funding agencies realized, that without the support of the technology infrastructure units and the rectors of the universities no sustainable progress was possible. Currently only a few of the Länders still fund more focused initiatives for technology enhanced learning and teaching, e.g. Lower Saxony and Baden-Württemberg. The new trend can be seen in initiatives of the federal government and some of the Länders to support excellence in teaching which will be including the use of new media.

Austria

In Austria the ministry was assisted by a Steering Group. The steering group selected the projects and chose among its members an evaluator for each project who had to accompany the project and visit it once a year. There was a second content development phase similar to that in Switzerland. Then came a strategic policy phase, in which the call was titled "Entwicklung und Umsetzung von e-Learning/e-Teaching-Strategien an Universitäten und Fachhochschulen" (2005). The projects were selected by a panel of foreign experts from Germany and Switzerland. These evaluators were asked to accompany the chosen projects for two years and evaluate them. The projects were invited once a year to a meeting in Vienna in which there was a demonstration of each project, an exchange between the projects, a report by the evaluator and a questioning of the project.

Additionally, the Austrian ministry financed a so-called "server project" that maintained a portal for all projects and issued a monthly newsletter. In addition to the steering committee there was formed a self representation of the universities, called "Forum Neue Medien (FNM)". The Forum was represented in the Steering Group. Now the Forum calls itself "fnm-austria", and is an association (gemeinnütziger Verein), and the universities are its members. They have a business meeting every quarter of the year.

On the whole, the Austrian projects were very successful. A certain part of their success was due to the fact that they were continuously consulted and evaluated. Another part might be due to the consultation process with external experts. Finally, the building of a strong community in fnm-austria that has been in existence for 8 or 9 years also contributes to this success.

Other countries

In fact, most Western governments continue to fund research and development in technology-enhanced learning: as Robert E. Dunker, the president of Western Iowa Tech Community College, USA says: “As presidents, if we don’t pay attention to IT and the impact IT has on our institutions, we are going to be dead in the water.”

Evaluations of TEL projects (which are numerous on the Web) usually make the point that technology projects in education are notoriously dogged with difficulties. They also note that continuous vigilance is necessary on the part of the senior administration to ensure that the advantages of TEL are harnessed for the benefit of students. For example, one report states:

“The committee recommends that the provost continue to respond to the growing faculty and program demands for TEL support by increasing the capacity of the Division of Instructional Innovation and Assessment in promoting teaching excellence, and facilitating the integration of instructional technology.”

Another report comments that:

“Research into the pedagogic aspects of e-learning is needed, to create a theoretical framework that recognises the diversity of personal learning styles and behaviours in different contexts and applications.

Learning paradigms for ubiquitous applications require redefinition, with new organisational, business and learning models (for new and old stakeholders) taking into account socio-economic, competency, and cultural and motivational factors.”

The advent of Web 2.0 technologies such as blogging, wikis, mobile devices and social networking etc. are beginning to change the higher education landscape just as the Web did a decade ago. They provide many more opportunities for student interaction and self-direction in their learning. Digital libraries are also a significant phenomenon for higher education, as more and more journals are online and the drift of up-to-date information is increasingly digital. These are not trends which can be ignored.

There are several things that these comparisons highlight:

- early funding programmes were not always outstandingly successful;

- elearning initiatives elsewhere are STILL receiving funding and nurturing;
- the sponsorship and support of senior management within universities is crucial;
- developments in elearning technologies (e.g. Web 2.0) continue to affect the teaching and learning environment, and therefore continue to need strategic direction.

7. Conclusions and recommendations

In its conclusions, the panel would like to distinguish between what has been accomplished and what remains to be done. This evaluation concentrates more on the latter (objective 2) than the former (objective 1). The panel's assessment of the two objectives set for it are:

1. The SVC was a successful project and certainly did not misuse federal funds, especially if compared with similar programmes abroad. There was a good coverage of different institutions and the project as a whole has raised the level of awareness about elearning across Swiss institutions. The cooperation within the network projects that was mentioned by several people as one of the main goals of SVC, was generally regarded as very positive, even when the distribution of labour within the project was one-sided.
2. The sustainability of the SVC initiative is less assured. The panel had some concerns for its future – that some institutions might opt out completely and that some might consider they were applying elearning at the current very basic level and stop the development of real applications.

Effective use will depend on the extent to which activities continue, and the panel felt that the implication that it will go on without actions is not justified. Therefore, the panel makes the following recommendations:

- Even without a funding scheme, the issue needs to stay on the policy agenda. Institutional support at the level of CRUS/KFH/rectors is foremost and some operational ways of organising this attention is required. The involvement of the rectors remains crucial. The continuation of elearning in Switzerland will need leadership and champions, both at national and institutional levels.
- Elearning can be sustainable only if it becomes ...'in place of'...instead of "nice to have" things. The true benefits of elearning can only be realised when there is a re-conceptualisation of the curriculum and of the process of teaching and learning. This change requires staff development, a technology watch function and most of all, leadership in

overseeing the changes needed to remain abreast of changes in higher education teaching and learning. Excellence in teaching should be considered one criterion for promotion.

- There should be links between the CCSPs and institutes that do research in the field of education, and there should be links between the CCSPs and staff development for Higher Education. CCSPs need an overall co-ordinator.
- A national research programme in the field of technology-enhanced learning should be launched in order to sustain the initiative.

Finally, it should be stated explicitly that the aim of all elearning activity should be excellence in teaching. Currently one aspect of excellence is the enhancement of student-centred learning. In this regard, there should be increased input from students in these developments.



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Swiss Virtual Campus Consolidation Programme Background report

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Résumé

Le présent rapport fournit les informations générales destinées à l'évaluation finale du programme Campus Virtuel Suisse (CVS) et, plus précisément, de sa phase de consolidation. Il réunit des éléments d'appréciation à partir de documents et de rapports CVS, d'un questionnaire en ligne sur des projets CVS ainsi que d'interviews menées avec des dirigeants d'Institutions d'Enseignement Supérieur (IES) suisses et des directeurs de Centres de Compétences, de Services et de Production (CCSP) portant sur les trois problématiques suivantes:

- le fonctionnement et les activités des CCSP et la contribution du programme CVS à leur établissement;
- la mise en œuvre et l'intégration de projets CVS au sein des cursus de formation et leurs perspectives d'avenir au terme du financement fédéral;
- le fonctionnement de la coordination CVS et la contribution des mandats CVS au développement du *e-learning* dans les IES suisses.

Ce rapport sert de base à l'évaluation du programme réalisée par trois experts internationaux au printemps 2008.

Sur la base des renseignements disponibles, les auteurs sont parvenus aux conclusions suivantes:

1) Premièrement, pendant la durée du Programme CVS, la plupart des IES suisses ont développé une stratégie *e-learning* et ont créé un centre de soutien dont les activités se poursuivront après la fin du programme. La plupart des personnes travaillant dans les rectorats et dans les CCSP qui nous ont répondu étaient tout à fait confiantes dans l'avenir et ont déclaré que la responsabilité du *e-learning* peut maintenant être intégralement assumée par les institutions elles-mêmes. Parallèlement, un certain nombre de cas problématiques ont surgi dans lesquels le CCSP est toujours en développement ou la situation est très peu claire. Ainsi, à nos yeux, le soutien aux CCSP ainsi que la promotion de ces derniers ont été la partie la plus réussie de l'ensemble du Programme de Consolidation et constituent un héritage solide pour le futur développement du *e-learning*.

2) Deuxièmement, les responsables de projets considèrent eux-mêmes leurs perspectives d'avenir de façon assez positive et affirment que les produits qui ont été développés sont et seront utilisés dans la formation dans la plupart des cas, même si l'absence de financement pourrait entraver de futurs développements. Les responsables des CCSP et des visites de surveillance donnent un point de vue plus différencié en précisant que les projets qui sont basés sur des solutions techniques standard seront maintenus alors que les projets plus innovants et les projets de niche auront davantage de difficultés. Dans l'ensemble, les deux parties concernées considèrent que la collaboration entre les projets et les CCSP est très positive et fonctionne bien. Les personnes interrogées ont aussi déclaré qu'à l'avenir, des projets ne seront pas seulement utilisés par la *leading house*, mais aussi par des partenaires et, dans l'ensemble, la collaboration entre différentes institutions a été jugée positive.

3) Enfin, le pilotage et la gestion du programme ont été généralement appréciés alors que les mandats ont clairement eu un impact plus faible, ce qui est largement dû aux fonctions supplémentaires assumées par les CCSP. En particulier, la décision de créer un LMS national basé sur un système commercial s'est révélée mauvaise a posteriori.

D'un point de vue général, les opinions recueillies donnent une évaluation assez positive de ce programme sur l'ensemble de sa durée. Le Programme CVS a imprimé un élan considérable au *e-learning* et a été un facteur décisif pour l'introduction du *e-learning* dans les institutions d'enseignement supérieur suisses. Il existe également, dans la communauté concernée, un fort sentiment selon lequel le programme a pris le bon chemin malgré un concept initial trop fortement axé sur l'élaboration de produits et de technologies. L'évolution vers les thèmes adoptés pour la phase de consolidation – soutien aux CCSP, réduction de la taille des projets, intégration de ces derniers aux CCSP – semble avoir joué un rôle important à cet égard. Dès

lors, à notre avis, la décision de ne pas poursuivre le programme est amplement justifiée, même s'il reste une question d'importance majeure, à savoir comment encadrer et aider les IES qui sont encore en train de développer leurs CCSP et/ou qui ne sont pas au clair s'agissant de leur stratégie *e-learning*.

Zusammenfassung

Dieser Bericht enthält das Hintergrundmaterial für die abschliessende Evaluation des Programms „Virtueller Campus Schweiz“ (SVC) und konkret seiner Konsolidierungsphase. Die erhobenen Daten stammen aus SVC-Unterlagen und -Berichten, einer Online-Umfrage zu SVC-Projekten und Befragungen von Hochschulleiterinnen und -leitern und Verantwortlichen von Kompetenz-, Dienstleistungs- und Produktionszentren (CCSP) zu den drei folgenden Themenbereichen:

- Tätigkeit und Arbeitsweise der Kompetenzzentren und Beitrag des SVC-Programms bei ihrer Errichtung;
- Umsetzung und Integration von SVC-Projekten in die Curricula und Zukunftsaussichten nach Einstellen der Bundesbeiträge;
- SVC-Koordination und Beitrag der SVC-Mandate zur Entwicklung von E-Learning an den Schweizer Hochschulen.

Der Bericht bildete die Grundlage für die Evaluierung des Programms durch drei internationale Experten im Frühjahr 2008.

Auf der Grundlage des verfügbaren Materials sind die Autoren zu folgenden Schlüssen gekommen:

1) Während der SVC-Programmdauer haben die meisten Schweizer Hochschulen eine E-Learning-Strategie ausgearbeitet und ein Supportzentrum eingerichtet, das bei Programmende fortgeführt wird. Die meisten Befragten in den Rektoraten und Kompetenzzentren sehen der Zukunft recht zuversichtlich entgegen und sind der Meinung, dass die Hochschulen bereit seien, nun selbst Verantwortung für E-Learning zu übernehmen. Gleichzeitig traten auch einige Problemfälle zutage, bei denen die Kompetenzzentren noch im Aufbau begriffen sind oder die Lage unklar ist. In unseren Augen liegt der grösste Erfolg des ganzen Konsolidierungsprogramms in der Unterstützung und der Förderung der Kompetenzzentren. So konnte nämlich ein solides Fundament für die Weiterentwicklung von E-Learning gebildet werden.

2) Die Projektmitarbeitenden schätzen die Zukunftsaussichten für ihre Projekte eher positiv ein und erklärten, dass die entwickelten Produkte meistens jetzt schon oder aber später im Unterricht eingesetzt werden, auch wenn ihre Weiterentwicklung bei Wegfallen der finanziellen Unterstützung gefährdet sein könnte. Gespräche mit Kompetenzzentren und Besichtigungen ergaben ein differenzierteres Bild: Projekte, die auf technischen Standardlösungen beruhen, werden fortgeführt, während es innovativere Projekte oder Nischenprodukte schwieriger haben werden. Beide Seiten werten die Zusammenarbeit zwischen den Projekten und den Kompetenzzentren insgesamt als sehr positiv und effizient. Es wurde auch ausgesagt, dass die Projekte in Zukunft nicht nur im „Leading House“, sondern auch bei den Partnern eingesetzt werden, und im Allgemeinen wird die Zusammenarbeit zwischen den verschiedenen Hochschulen als positiv eingestuft.

3) Insgesamt wurde die Programmleitung und -durchführung geschätzt, wobei die Mandate eindeutig eine geringere Wirkung erzielten – hauptsächlich wegen der zusätzlichen Funktionen, welche die Kompetenzzentren übernahmen. Insbesondere der Entscheid, ein landesweites LMS aufgrund eines handelsüblichen Systems zu errichten, erwies sich im Nachhinein als unglücklich.

Zum Programm in seinen verschiedenen Phasen wurden eher positive Meinungen geäussert. Das SVC-Programm schuf starke Impulse für E-Learning und war ausschlaggebend bei der Einführung von E-Learning an den Schweizer Hochschulen. Man ist zudem entschieden der Auffassung, dass das Programm ausgehend von dem anfänglich zu technologie- und produktlastigen Konzept eine gesunde Entwicklung durchgemacht hat – hin zu den Schwerpunkten, die für die Konsolidierungsphase festgelegt wurden wie Unterstützung der Kompetenzzentren, Zurückfahren des Projektumfangs und Integration der Projekte in die Kompetenzzentren. In unseren Augen ist es daher durchaus legitim, das Programm nicht

weiterzuführen, selbst wenn die Frage offen bleibt, wie jene Hochschulen, die immer noch daran sind, ihr Kompetenzzentrum aufzubauen und noch keine klare E-Learning-Strategie haben, betreut und unterstützt werden sollen.

Executive summary

This report provides the background material for the final evaluation of the Swiss Virtual Campus (SVC) programme and, more precisely, of the consolidation phase. It collects evidence from SVC documents and reports, an on-line questionnaire to SVC projects and interviews with leaders of Swiss Higher Education Institutions and directors of Centres of Competence, Service and Production (CCSP) concerning the following three issues:

- the functioning and activities of the CCSPs and the contribution of the SVC programme to their establishment;
- the implementation and integration in educational curricula of SVC projects and their perspectives after the end of federal funding;
- the functioning of the SVC coordination and the contribution of the SVC mandates to the development of elearning in Swiss HEI.

The report serves as a basis for the evaluation of the programme done by three international experts in spring 2008.

On the basis of the available materials, the authors have come to the following main conclusions:

1) Firstly, during the time of the SVC Programme most Swiss HEIs developed an elearning strategy and established a support centre which will be further continued after the end of programme. Most respondents in rectorates and CCSPs were quite confident in the future and stated that responsibility for elearning can now be fully taken by the institutions themselves. At the same time, a number of problematic cases emerged where the CCSP is still in development or the situation is largely unclear. Thus, in our opinion, support and promotion of CCSP has been the most successful part of the whole Consolidation Programme and a solid heritage for the future development of elearning.

2) Secondly, projects themselves see their future perspectives as rather positive and affirm that the developed products are and will be used in education in most cases, even if lack of funding might impair future developments. CCSPs and monitoring visits give a more differentiated view, where the projects which are based on standard technical solutions will be maintained, while more innovative and niche projects will have more difficulties. Overall, both sides see the collaboration between projects and the CCSP as very positive and well-functioning. It is also stated that in the future, projects will be used not only by the leading house, but also by partners and, overall, the collaboration between different institutions has been judged as positive.

3) Finally, the steering and management of the programme have been generally appreciated, while the mandates had a clearly lower impact, largely because of the additional functions assumed by the CCSP. In particular, the decision to establish a national LMS based on a commercial system revealed itself a posteriori as not a good one.

Overall, the opinions collected give a rather positive assessment of the programme across its whole life. The SVC Programme gave a strong impulse to elearning and was decisive in introducing elearning in to the Swiss higher education institutions. Also, there is a strong feeling in the community that, from an initial concept too strongly oriented towards the development of products and technology, the programme developed a healthy trajectory and the evolution to the themes decided for the consolidation phase – support to the CCSP, reduction of the size of the projects, their integration with CCSP – was quite important in this respect. Thus, in our opinion, the decision not to continue with the programme is largely justified, even if there remains a major issue of how to coach and assist the HEIs which are still developing their CCSP and/or are unclear concerning their elearning strategy.

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List of abbreviations

BFH	Berner Fachhochschule
CCSP	Centre of Competence, Service and Production
CHF	Swiss Francs
CRUS	Rector's Conference of the Swiss Universities
EPFL	Ecole Polytechnique Fédérale de Lausanne
ETHZ	Eidgenössische Technische Hochschule Zürich
FHNW	Fachhochschule Nordwestschweiz
FHO	Fachhochschule Ostschweiz
FIT	Federal Institutes of Technology
FTE	Full Time Equivalents
HEI	Higher Education Institutions (Cantonal Universities, FIT, UAS)
HES-SO	Haute Ecole Spécialisée de Suisse occidentale
HSLU	Hochschule Luzern
ICT	Information and Communication Technologies
KFH	Conference of Rectors of Universities of Applied Sciences
LMS	Learning Management System
OPET	Federal Office of Professional Education and Technology
SCIL	Swiss Centre for Innovation in Learning
SER	State Secretariat for Education and Research
SUC	Swiss University Conference
SUPSI	Scuola Universitaria Professionale della Svizzera Italiana
SVC	Swiss Virtual Campus
SVC-SC	Swiss Virtual Campus, Steering Committee
UAS	Universities of Applied Sciences
UNIBAS	Universität Basel
UNIBE	Universität Bern
UNIFR	Université de Fribourg – Universität Freiburg
UNIGE	Université de Genève
UNIL	Université de Lausanne
UNILU	Universität Luzern
UNINE	Université de Neuchâtel
UNISG	Universität St. Gallen
USI	Università della Svizzera Italiana
UZH	Universität Zürich
ZFH	Zürcher Fachhochschule

1 Introduction

This report constitutes the background report for the final evaluation of the Swiss Virtual Campus (SVC) programme and, more precisely, of its consolidation phase (2004-2008): it collects factual information on the programme itself, as well as the opinions and judgments given by the actors themselves on the working and results of the programme. It serves as a basis for the interviews and evaluation of the programme done by three international experts during spring 2008, whose report is published separately.

The document is organised as follows. The rest of this section provides more precise information on the SVC evaluation and on the sources and data collection for the report. Then the next section gives an overview of the SVC programme, of its objectives and history. The three following sections deal with the three main actions of SVC, namely the establishment of Centre of Competence, Service and Production (CCSP) in Swiss higher education institutions, the support to elearning development projects and, finally, the financing of a number of support services and mandates. We conclude with a summary of the main results and with some comments.

1.1 Framework of the evaluation

The final evaluation of the Swiss Virtual Campus programme was launched by the Swiss University Conference (SUC) with two main objectives:

- Firstly, to verify the effective use of federal funds allocated by the SVC programme in its second phase (2004-2008), as well as the degree of achievement of the Consolidation Programme goals. In particular, the evaluation will examine to which extent the Consolidation Programme helped the Swiss higher education institutions to develop capabilities and instruments for the use of elearning in their educational activities.
- Secondly, to assess the state and the perspective of the adoption of elearning in the Swiss higher education institutions and to which extent these institutions have sufficient resources and competences to develop the use of elearning after the end of the SVC in 2008. If needed, to envisage possible measures at the national level or concerning individual institutions.

The main addressees of the evaluation results are, on the one hand, the federal organisations (Swiss University Conference; State Secretariat for Research and Education; Federal Office of Professional Education and Technology; Rector's Conference of Swiss Universities and Rector's Conference of Swiss Universities of Applied Sciences), and, on the other, the higher education institutions themselves.

The evaluation process is organised in two main steps:

- Firstly, the redaction of a *background report* which provides detailed information on the SVC activities, based on available information from SVC documents and monitoring activities, as well as interviews and questionnaires to actors in higher education institutions, SVC projects and other people involved in the programme.
- Secondly, an assessment done by an international panel of experts on the basis of the background report and of a site visit in Switzerland.

1.2 Scope and main issues of the evaluation

The evaluation will assess the activities in the consolidation phase of the Swiss Virtual Campus Programme (years 2004-2008) and more precisely (in decreasing priority order):

- The functioning and activities of the Centres of Competence, Service and Production (CCSP) in the Swiss higher education institutions (Cantonal universities, Universities of Applied Sciences, Federal Institutes of Technology). Firstly, the extent to which federal funding has promoted the establishment of these centres and their development will be examined; secondly, the evaluation will examine the support delivered by these centres for the implementation of the 3rd and 4th series of SVC projects and for the maintenance of the 1st, 2nd and 3rd series projects. Finally, the extent to which the services delivered by the centres will be continued by the institutions themselves after the end of the federal funding will be assessed (see section 3 of this report).
- The implementation and integration in educational curricula of SVC projects of the 3rd and 4th series (taking into account the different degrees of development of the different project

series since 4th series projects are just finishing their production phase), as well as for the 1st and 2nd series projects that received funding for maintenance. Since pedagogical and technological aspects have already been investigated by a number of SVC mandates, the evaluation will focus on the use of the projects in the curricula, on their coherence with the institutional elearning strategy (if available), on their sustainability after the end of federal funding and on support and integration with CCSP activities. Concerning 1st and 2nd series projects without maintenance, a more limited assessment has been undertaken focusing essentially on their sustainability and integration in the curricula. For the projects which received a maintenance contribution, the evaluation will especially focus on the use of maintenance funds and on their impact on the durability of the developed course modules. Finally, it will be of interest to look at the functioning of the cooperation between different institutions and to the infrastructure (in the widest sense) needed to maintain it (see section 4 of this report).

- The contribution of the mandates funded by SVC during the consolidation phase to the implementation of the SVC projects, as well as to the support and cooperation of CCSP.

The evaluation covers all Swiss higher education institutions, namely the Cantonal universities, the Federal Institutes of Technology and the Universities of Applied Sciences.

1.3 Redaction and data sources

The report is based on a wide number of different sources, including information collected especially for this report, as well as existing sources. We can describe these sources and their use as follows:

- 1) Documentary information from the programme itself. This includes following main documents:
 - basic documents on the SVC including the execution plan 2004-2007 and the calls for projects;
 - the SVC annual activity and financial reports to the Confederation for the years 2004, 2005, 2006, as well as the yearly reports of most mandates;
 - the evaluation report of the impulse phase of the programme, as well as the reports of some SVC mandates (see chapter 5 and references);
 - complete monitoring dossiers (CCSP/project reports and performance reports) of the CCSP and SVC projects for the years 2006 and 2007; and
 - an examination of the CCSP websites, as well as of the projects websites when available.

This information was essentially elaborated during the Summer and Autumn of 2007 and served also as a basis for the following data collection.

- 2) Participation to the monitoring activities. A member of the team participated in most of the monitoring meetings between November and December 2007, both for the CCSP and for projects presentations. The aim was to integrate the information contained in the monitoring reports with more direct information on CCSP and projects. Following these visits, the descriptions of CCSPs contained in the annex (chapter 8) have been updated and, finally, validated with the CCSP leaders themselves.

- 3) On-line questionnaires to the SVC projects. We have developed two questionnaires, a shorter one devoted to already closed projects (those not any more examined in the monitoring 2007) and a longer one for the ongoing projects.

Both questionnaires are in the annex to this report. The concluded projects questionnaire focused especially on the use of the products in the curricula and on future needs for maintenance and the prospects that the projects will survive in the future. This was particularly important since a significant share of SVC money has been directed to these projects (most of them are in the 1st and 2nd series, which received a much larger funding).

The questionnaire for ongoing projects provided a larger number of questions, focusing also on issues like the relationship of the projects to the CCSP, the state of development of the products and their needs in the near future. Since these projects are still in direct contact with the SVC programme, the questionnaire included also a set of questions on the working of the programme and on its services.

The response rate of the questionnaire has been extremely positive, especially for the concluded projects. Overall, we received answers from 23 concluded projects out of 26 (88%) and from 80 ongoing projects out of 88 (91%).

4) Phone or face-to-face interviews either to the person in charge at the rectorate or to the CCSP leaders in the different higher education institutions. These interviews focused mostly on the following items:

- the strategy concerning elearning at the institutional level and the measures taken to implement it (instruments, organizational measures, funding);
- the role and position of the CCSP and its future prospects after the end of the SVC programme;
- the prospects for the maintenance and integration in the curricula of the SVC projects; and finally,
- an overall evaluation of the whole programme, of its achievements and of its main shortcomings.

The complete list of the interviewed people is given in the annex.

5) A small number of interviews of people in the SVC programme itself focusing specifically on the functioning of the programme and its results (see the annex for the list of interviews).

Finally, this report owes very much to the members of the evaluation accompanying group, which gave a large number of useful comments and inputs, as well as to the SVC steering committee. We would like to thank especially the SVC coordination team which provided us with information on SVC activities and copies of the monitoring dossiers; without their support, the preparation of this report would not have been possible.

2 The SVC programme: general outline

The Swiss Virtual Campus (SVC) is the federal programme to diffuse the use of new education technologies in Swiss higher education institutions (HEIs). It lasted nine years (1999-2008) with a total federal funding of about 75 mio. CHF. It has been part of the so-called university cooperation projects financed by the State Secretariat for Education and Research (SER) under the new University Act and managed by the Swiss University Conference (SUC). It has been co-funded by the Federal Office for Professional Education and Technology (OPET) for the participation of Universities of Applied Sciences (UAS) and by the Council of the Federal Institutes of Technology (FIT) for the participation of the two FIT to the programme.

In this section, we briefly present the history and development of the SVC programme from its creation in 1999; although the consolidation phase is the object of this evaluation, many of the features of the programme can be understood only by looking at its whole development.

2.1 History and background

The SVC programme was launched in 1999 by a proposal of the SUC and of its planning commission to promote the use of new information and communication technologies in the Swiss HEI, following a number of studies and reports at the end of the 90's showing that Swiss HEI were slow in introducing these instruments in education activities (CUS 1996 and 1997). Besides this general goal, the main initial focus of the programme was to produce digital educational units which could be used by students of different institutions and recognized in their curricula, hence the name of Swiss Virtual Campus (Conseil fédéral 1998). The overall policy goals, as stated in the Research and Higher Education Message 2000-2003 of the Federal government, were to promote the cooperation between HEIs, to promote innovation in pedagogical methods and to produce high-quality educational materials. The programme was part of the activities managed by the SUC under the University Act in order to promote cooperation and modernization of the Swiss higher education system.

The so-called *Impulse Programme* in the years 2000-2003 was essentially focused on the realisation of projects for the development of on-line educational modules in specific subjects; in two calls for proposals, 50 projects were selected, covering almost all educational domains in Swiss higher education institutions. The projects were realised by consortia of different universities from a minimum of 3 partners up to a maximum of more than 10 partners for some projects, including higher education institutions, research institutes, support services and private companies. Projects were built as largely stand-alone teams including all the needed competences for their realization in the specific educational subject, in pedagogy, technology and design. Accordingly, the size of the projects was rather large, with an average federal contribution of 600,000 CHF; some projects received more than 1 mio. CHF of federal funding (plus the resources invested by the involved institutions; see the evaluation report of the impulse phase for detailed data).

Overall, the Impulse Programme was financed by the Confederation with 30 mio. CHF for the universities, 7 mio. CHF for the UAS and 2 mio. CHF for the FIT; about 34 mio. CHF have been spent by the projects, the rest for the management of the programme and for specific support mandates in organization, pedagogy and technology. To these funds, we should add the matching funds for projects invested by the institutions themselves (at least the same amount as the federal funding).

The evaluation of the impulse phase showed that the programme had been quite successful in promoting new initiatives for the introduction of ICT in higher education and had created a favourable environment for experimenting with e-learning in higher education (Gertsch, Perellon and Weber 2004); moreover, specific competences were developed and many of the realised educational modules were evaluated as being innovative and of quite good quality. During this phase, it became progressively clear that the goal of developing shared educational modules fully on-line was not well-adapted to the Swiss context, and, in practice, most projects shifted to a blended-mode approach, where the use of electronic resources was closely integrated with classroom work and therefore adapted by the course/teacher. A second concern was raised about the consolidation of the developed competences after the end of the projects and about their technical viability, since many projects were based on tools developed ad hoc (Lepori and Rezzonico 2003) and there were fears that the projects were actually too closely linked to individual people (with the risk of abandoning them for example in case of retirement of the

involved professors). The creation of institutional centres of competence in the higher education institutions was also meant to answer to these issues which emerged in the impulse phase.

2.2 The Consolidation Programme: mission and outline

While the overall goals of the programme were not modified, the second phase (*consolidation phase*) took into account these experiences and, hence, entailed a significant change in the implementation strategy, taking also into account the goal stated in the multiyear planning of Swiss universities of the Rector's Conference (CRUS) to have at least 10% of the courses supported by new educational technologies.

The main innovation has been the goal of developing elearning competence centres (CCSP) in each Swiss HEI, in a number of cases by strengthening already existing structures. These centres should dispose of professional teams with the technological and pedagogical competences needed to develop elearning courses, with two main benefits: ensuring long-term accumulation of competences and experiences, also beyond the end of the individual projects, as well as a reduction of the development costs through scale effects and transfer of experiences from project to project. Moreover, these centres should permit a better integration of the SVC projects in the overall university strategy, overcoming a weakness of the impulse phase projects, which were largely located at the level of individual chairs.

To strengthen these centres, the SVC devised three types of mechanisms:

- A basic funding for each centre linked to the number of students and teachers. For universities, the CCSP received a fixed allocation of 100,000 per university and per year plus a variable allocation depending on the number of students and teachers. For UAS, a similar mechanism was put in place through OPET funding.
- A stronger involvement of the centres in the SVC projects: both for the maintenance of the existing projects and of the new projects the involvement of the CCSP was required; for new projects, the CCSP received a fixed amount of money (*overhead*) to take care of the production of the elearning modules. This was particularly emphasised for the last series of projects, where the project proposal was jointly prepared and co-signed by the CCSP.
- Finally, a regular review of the CCSP functioning and activities by the SVC steering committee, meant largely as a coaching for the development of the centres.

Moreover, additional funding was provided to already existing projects to help their maintenance and integration in the participating universities (on the average 60,000 CHF per project and year; no additional funding for UAS projects) which could be requested through applications evaluated by the SVC steering committee; maintenance was later also available for the new projects of the consolidation phase (3rd project series). The decision on maintenance was based on criteria related to the project network, the reduction of in-class hours, the number of users and the recognition in the curricula of the developed modules. The main aim of the maintenance was to finance updating of materials and to give more time and resources to integrate them in the curricula.

Two calls for proposals for new projects were launched in 2004 and 2005. While the general principles were the same as in the impulse phase, the new calls entailed a number of significant changes:

- the blended learning approach was officially endorsed (instead of developing completely on-line modules);
- the CCSP of the leading house was charged with the production of the elearning modules in collaboration with the project leader and had to be integrated from the beginning in the project;
- the amount of federal funding of the projects was significantly reduced. Each project received a basic allocation of 300,000 CHF, of which 100,000 as a fixed overhead for the CCSP (for the 4th call the amounts were reduced to 150,000 CHF, respectively 50,000 CHF; with a supplement of 50,000 CHF for some projects). UAS projects received lower funding.

Finally, a number of support measures and mandates were foreseen, concerning technical support – including the provision of national learning management systems – as well as pedagogy and organization of elearning.

2.3 Organisational structures

The organisational structure of the SVC programme has been largely the same throughout its whole life (see Figure 1). The main change from the impulse to the consolidation phase has been the transfer of operational tasks to the CRUS.



Figure 1. Organisational structure of the SVC programme

While the general responsibility has been attributed to the SUC – taking the formal decisions on funding of CCSP and projects –, the implementation of the programme has been assumed by a steering committee SVC-SC, composed by ten experts in the field, including two foreign experts. The SVC-SC has been responsible for evaluating the CCSP applications, for organizing the call for new projects and the selection process, for defining mandates and support services and, finally, for organising the reporting and monitoring of the activities.

The programme coordination was transferred for the consolidation phase from the SUC to the CRUS, with the aim of strengthening the link of the SVC to higher education institutions.

Although the programme was launched by the SUC, UAS were integrated into it both concerning the projects and the programme organization; thus, the Federal Office of Professional Education and Technology (OPET) progressively transferred all tasks, except the contracts and payments, to the SVC coordination, which was charged also with the monitoring of CCSP in UAS, of the project selection and monitoring (including financial reporting). With this aim, the OPET financed half a position in the SVC coordination, while the SVC-SC included also UAS representatives.

Participation of FIT was slightly different, since both ETHZ and EPFL developed their own support centres without direct support from the SVC programme; FIT participated in some of the projects and mandates, but their degree of involvement has been lower, especially in the consolidation phase (both institutions disposed also of their own funds for educational innovation and elearning). The FIT board has always been represented in the SVC-SC.

2.4 Funding

As was the case for the Impulse Programme, funding was provided separately for universities through the SUC, for UAS through OPET and for the FIT through the FIT themselves and the FIT board. Overall, the programme was allocated 30 mio. CHF for universities; additionally 7 mio. CHF were provided for UAS and 5 mio. CHF for FIT.

UAS were confronted with limitations in the available budget: thus, UAS CCSP received a decreasing level of funding during this period, while the OPET decided not to finance

maintenance of UAS projects of the first phase (or for UAS partners in university projects). Moreover, for 3rd and 4th series projects UAS received lower amounts of funding than universities and, actually, for the 4th series projects it was not possible to fund all projects selected by the SVC committee. The following table provides more information on the use of the federal funds.

	Cantonal universities	Universities of Applied Sciences
New projects	9.7	3.1
Maintenance	6.3	0
Mandates	4.0	0.2
CCSP	8.0	3.2
Coordination	2.0	0.5
Total	30.0	7.0

Table 1. Federal funding for the SVC programme, 2004-2008, mio. CHF

To these federal funds, the substantial contribution by the involved higher education institutions, at least at same level, should be added (matching funds).

2.5 Conclusion of the programme

At the beginning of the consolidation phase, it was already foreseen that the programme as such would not be continued in the new funding period 2008-2011, but it was felt by the Steering Committee that a gradual phase-out would be needed, especially to allow for the integration of the CCSPs in their institutions and to complete and maintain the 4th series projects (which would have had just two years development time).

Consequently, a proposal was submitted in 2006 to the Swiss Rector's Conference (CRUS) for a specific programme on technology-enhanced learning. However, in September 2006, the CRUS decided not to include this programme in the new cooperation programmes for 2008-2011 since the goal of establishing e-learning as a standard tool in university education was considered as achieved and it was expected that the future development of elearning could be assumed by the HEIs themselves.

Consequently, SVC activities will be concluded during 2008. CCSPs, projects and mandates are allowed to use remaining federal funding until summer 2008, while the programme structures – coordination unit and Steering Committee – will be progressively closed by the end of 2008.

We notice that a number of proposals have been elaborated to establish a number of activities inside the Switch association (which manages the Higher education informatics network), under the still provisional name of Switch eduHub, including dissemination of elearning products (with the creation of a platform displaying existing projects), networking and information, as well as some technical services such as the establishment of a Learning Objects Repository to ease the exchange of didactical materials between institutions (a pilot project has been launched in 2007). Moreover, the creation of an assembly of the HEI support centres is foreseen, whose secretariat would be hosted by Switch. Federal funding will be partially provided through the new cooperation project series for the period 2008-2011.

3 Institutional strategies and their implementation

In this chapter, we present the state of development of centres of competence and support (CCSP) in the Swiss higher education institutions, focusing on the contribution of the SVC programme to their establishment and on the situation after the end of the programme.

The information is based on the SVC monitoring carried out in 2007 and on a series of interviews with rectors of Swiss HEIs and CCSP leaders done at the end of 2007 and at the beginning of 2008 (see the annex for the list of interviewed persons).

3.1 Strategies and commitment of Higher Education Institutions

The development of elearning in Swiss HEI has to be put in the context of the organisation of the Swiss higher education system which comprises three different types of institutions (Lepori 2007):

- the ten Cantonal universities are under the sovereignty of their respective Canton and co-funded by the Confederation and the other cantons. These are educational and research institutions delivering undergraduate degrees as well as doctorates; seven of them are generalist universities covering most scientific domains (except engineering and, in some cases, medicine), while the Universities of Lugano, Lucerne and Sankt Gallen concentrate on a more limited range of domains.
- the two Federal Institutes of Technologies, in Zurich (ETHZ) and in Lausanne (EPFL), are under the direct sovereignty of the Confederation and almost entirely financed by it; they have a similar degree structure to the Cantonal universities, but are almost entirely concentrated on engineering and natural sciences.
- the seven Universities of Applied Sciences were created in 1997 through the merger of existing Cantonal professional schools at the tertiary level; they offer three-years professional Bachelor degrees, as well as continuing education and, from 2008, Master degrees. As a result of their origin, most UAS have a complex structure with geographically dispersed establishments in different Cantons; central strategies and structures are well-developed in some of them, but less in others (Lepori and Attar 2006). This organisation has a strong impact on the development of elearning support structures.

As a consequence, not only the different HEIs are subject to different rules, but also federal intervention is based on three different acts – the University Act, the FIT Act and the UAS Act – and channelled through different organizations (SUC for Cantonal Universities with SER funding, FIT board for the two FIT and OPET for UAS), which explains the complex organisation of funding of the SVC programme. This environment has to be taken into account to understand correctly the information presented in this chapter.

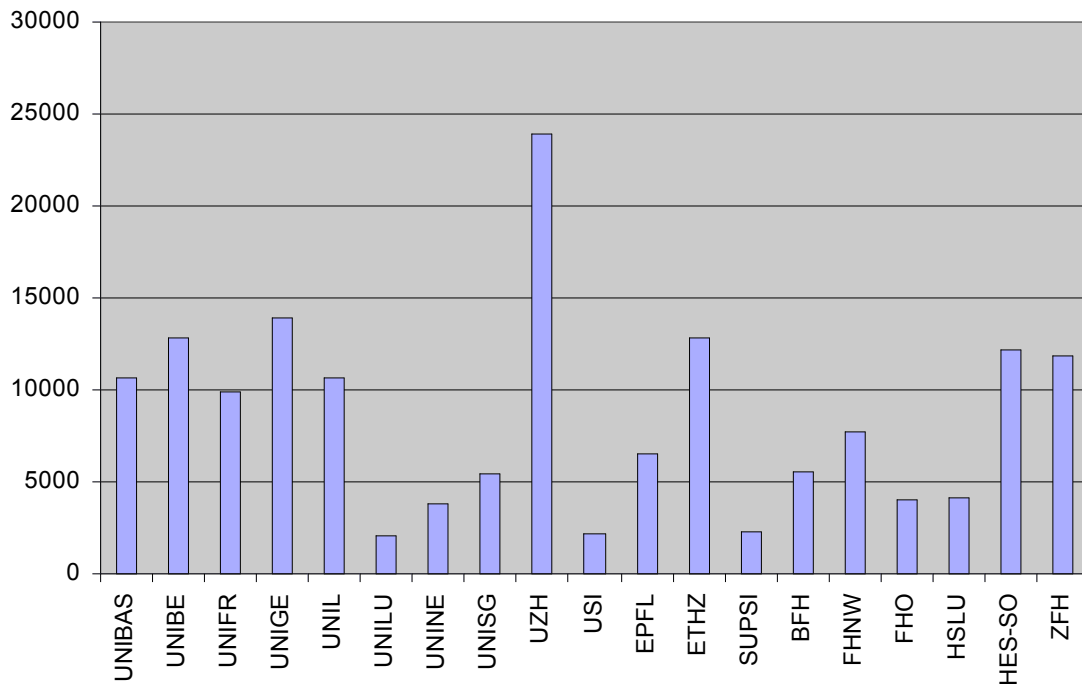


Figure 2. Students of higher education institutions, 2006/2007

UAS: bachelor and license students; Universities and FIT: licence, bachelor, master and PhD students.

Both the monitoring reports and our interviews show a quite diverse situation concerning elearning strategies and commitment of the rectorates in Swiss HEIs. In some of them, either there is an elearning strategy approved by the rectorate or elearning is directly integrated in the overall institutional strategy. In these cases, it was also easy to find an interview partner in the rectorate or directorate (mostly the vice-rector education), who was able to give precise answers concerning the university objectives and measures for elearning. In these cases, there is also a strong push towards integrating the elearning strategy with the overall development of education and didactics and exploiting elearning to solve some of the issues raised by the Bologna reform, including the need for restructuring curricula, the increase of the workload of teachers and the increasing number of students.

In other cases the situation is more difficult, since, as emerged from our interviews, the development of elearning at the institutional level is essentially a task of the CCSP leader who has also to convince the rectorate of the importance of elearning and of the need for funding the CCSP. Lack of institutional support was in these cases explicitly indicated as a problem for the diffusion of elearning; a consequence is also the different levels of development in the departments, depending on their preferences and interests. In some cases (see the CCSP description), CCSP leaders still have to get their strategy approved by the rectorate and, in one case, the strategy was refused by the university directorate.

However, in our opinion, the overall picture looks positive, since in the directorates of most Swiss higher education institutions there is an awareness of the importance of elearning and of the need for investment in this area. Large variations are however found in the degree of implementation of such a strategy.

3.2 CCSP: an overview of the current situation

The establishment of a centre of competence, support and production CCSP in each Swiss higher education institution has been a priority of the SVC programme; it was expected that these centres would significantly help to reduce the implementation costs of elearning, thanks to the accumulation of experience and standardization of technology. Thus, CCSPs should have

contributed to the expected wider diffusion of elearning, beyond the few projects of the impulse phase.

Our analysis shows that all Swiss higher education institutions managed to establish a centre of competence in the SVC programme. However, a more in-depth analysis shows that there are quite wide differences concerning the role and structure of these centres and their future perspectives.

Roughly speaking, we can distinguish between three types of situation:

- The centres which have found a stable organizational position and are nowadays largely recognized as the support unit for elearning, meaning also that their services are used by a large share of teachers (for example a large share of courses is hosted by the learning management system (LMS) offered by the CCSP). Normally, behind these centres there is also a clear strategy of the university and explicit support by the rectorates. This includes Zurich, Basel, Sankt Gallen, the USI-SUPSI joint CCSP, Fribourg, the Federal Institutes of Technology (even if they didn't receive SVC funding), Lausanne, the Hochschule Luzern and the Haute Ecole Spécialisée de Suisse occidentale.
- A number of centres that possess some basic structure and funding, but are less firmly established than the previous ones. Even if the distinction with the previous category is not clear-cut, this list could include two universities where the development of a CCSP has been made difficult by conflicting interests, namely Geneva and Bern, where the decision to continue was taken just at the end of 2007. The list could also include the Zürcher Fachhochschule and the Berner Fachhochschule, where the situation is made more difficult because of the lack of a central strategy on elearning.
- Finally, there are some difficult cases where the existence of a centre cannot now be ensured: the University of Neuchâtel where a decision on continuation and funding has yet to be taken, Lucerne where the centre has been outsourced to the pedagogical school the Fachhochschule Nordwestschweiz, where the existing centre will be closed and elearning will be decentralised in the departments, and the Fachhochschule Ostschweiz, where the situation is unclear due to the lack of a central structure in the UAS.

From interviews, it emerges that the SVC, through its funding but also the monitoring, has been a strong promoting force to establish university competence centres; this was especially the case where these structures did not exist before, like in Southern Switzerland, and for some universities where federal intervention forced competing actors to find a form of cooperation to establish a single network with some central coordinating unit.

Moreover, in a number of cases the SVC projects acted as gatekeeper to introduce for the first time sizeable elearning activities in the institution and thus to raise the rectorates' awareness of the importance of the issue. Some interviewed people remarked that the large number of these projects and the sheer size and visibility of the SVC programme as a whole acted as a strong incentive to university directorates to take some action in this field. In some cases, competences developed in projects have also become the basis for the establishment of CCSP. The following table provides a short overview of the organization of the different CCSPs. For more detailed descriptions see the tables in the annex.

Institution	CCSP description
University of Basel	LearnTechNet (LTN) is a network of services coordinated by the Akademische Lehrentwicklung ALE, with the participation of the Universitätsrechenzentrum URZ and the New Media Center NMC, plus associated services (university library, etc.).
University of Bern	The VC-Supportzentrum is based on collaboration between the Abteilung Unterricht und Medien (AUM) of the Institut für Medizinische Lehre and the Institut für Erziehungswissenschaften (IfE).
University of Fribourg	The Centre Nouvelles Technologies et Enseignement (Centre NTE) has been established in 1996 and depends on the educational commission, which depends on the rectorate of the university.
University of Geneva	The Réseau e-learning is a network coordinated by the recently established delegation of the rectorate for elearning, including the informatics services and the teaching evaluation units, with a small central coordinating unit.
University of Lausanne	RISSET (Réseau interfacultaire de Soutien Enseignement et Technologies) is a network with a small coordination unit directed by a vice-rector, the support of specialised services and pedagogical engineers in each of the departments. Strong collaboration with the computer support unit; the learning engineers can thus concentrate mainly on didactical support to projects and teachers.
University of Lucerne	The E-Learning-Zentrum is a small team at the Pädagogische Hochschule Zentralschweiz (PHZ) providing also elearning support for UNILU.
University of Neuchâtel	The central unit Coordination elearning consists of the coordinator and two part-time research collaborators; additionally there is a network in different institutes and faculties. Continuation after the end of federal funding has yet to be decided.
University of Sankt Gallen	The CCSP is located at the Institut für Wirtschaftspädagogik (Self-Study Team), with a collaboration with the StudyNet Team (StudyNet is the university LMS). The CCSP has good contacts with the faculties through a network of correspondents.
University of Zurich	The elearning centre ELC provides elearning support to teachers and coordinates the development of elearning services; it cooperate strongly with the Multimedia & E-Learning Services, which manage the OLAT LMS and provide support for multimedia production.
University of Lugano and SUPSI	eLab is the joint support centre of USI and SUPSI; it is administratively managed by the USI and located in Lugano, but strongly integrated with both institutions. It is based on an agreement signed by the heads of the two institutions.
Berner Fachhochschule	InnoTeach is located at the department of engineering and information technology in Biel. It is now integrated in one unit with the didactical services of the BFH inside the central services at the rectorate.
Hochschule Luzern	The Fachstelle Neue Lernmedien is a central service for the whole institution, directly subordinated to the rectorate, plus a network of five elearning delegates in the different departments.
Fachhochschule Nordwestschweiz	No single CCSP for the whole institutions. From 2008 elearning will be decentralised to the departments, with central technical support from the IT services and a forum to ensure exchange of information.
Haute Ecole Spécialisée de Suisse occidentale	Cyberlearn is a network of elearning delegates in the different schools and domains of the HES-SO with the lead, technical and financial support located in Sierre.
Zürcher Fachhochschule	Network composed by teams in three schools of the ZFH – ZHAW, ZHdK, PHZH (pedagogy, design and technology), with a small coordination unit at the Zürcher Hochschule der Künste ZHdK in Zurich.
Fachhochschule Ostschweiz	The Kompetenzzentrum elearning is a network with its leader at the HTW in Chur and two representatives per department (Buchs, Chur, Rapperswil, St.Gallen) in the steering group. Mandate and future organization yet unclear.
ETHZ	The Network of Educational Technologies NET is part of the Centre for Higher Education, an ETH infrastructure division which is directly responsible to the rector. NET has been founded in 1996 and divides into 5 sub-units: ELBA (E-Learning-Baukasten), groupware/LMS ,e-collaboration, Filep and the elearning strategy implementation team.
EPFL	The Center for Research and Support of Training and its Technologies (CRAFT) is a hybrid unit with both a function of service for the development of elearning at the EPFL and an academic function as research unit on new learning technologies. For the former mandate it depends on the vice-president education of the EPFL, for the second it depends on the Information and Communication Technologies Department.

Table 2. Description of CCSPs

3.3 Strategic and organisational issues

In the institutions where the CCSPs have found stable positions, they have been mostly integrated in the central services, as a part of the vice-rectorate for education; in a number of cases, the CCSP is strongly integrated with the support service for didactics, emphasizing the fact that it is considered as an integral part of the improvement of the educational quality. Thus,

some CCSPs make a clear link with reforms of curricula as in UNISG – where elearning has been explicitly targeted to support the self-study component – and with the introduction of Bologna; many CCSPs are directly integrated in the process of reform of curricula. A special case is southern Switzerland, where the two HEIs (USI and SUPSI) have decided to join their forces in a single support centre, while in Lucerne the university has delegated the support centre to the pedagogical school.

In a number of cases, the CCSP has been decentralized inside a specific faculty or institute: this reflects the existence of a specialised service at this level (like AUM in the faculty of medicine in Bern), but also the will to have units which still keep a strong link with research on educational technologies, thus avoiding a pure function of service. This is clearly the case for UNISG, EPFL and USI-SUPSI, whose CCSPs are integrated in three institutes with a strong research function in the field, cooperating together in the new doctoral programme on new media in education funded by the Swiss National Science foundation. Other CCSPs found this link with (mostly practice-oriented) research in the field through participation in networks and organization of international events (like the conference of the Gesellschaft für Medien in der Wissenschaft GMW in the German-speaking universities). Some of our respondents clearly stated that the relationship to research is critical in a fast-evolving field like educational technology: it seems that developing a well-functioning CCSP in a long-term perspective entails also a difficult balance between service activities and link to research (with their different internal logics and ways of functioning).

Institution	CCSP	Organization	FTE	LMS
UNIBAS	LearnTechNet	Network	6.9	WebCT, OLAT
UNIBE	VC-Supportzentrum	Network	1.5 (centre)	ILIAS
UNIFR	Centre NTE	Centre	4-5	Moodle
UNIGE	Réseau e-learning	Network	1.75 (centre)	Dokeos + Moodle
UNIL	RISSET	Network	5	Moodle
UNILU	E-Learning-Zentrum	Centre	1.7	Blackboard
UNISG	Institut für Wirtschaftspädagogik	Centre	5	Studypoint
UNINE	Coordination elearning	Network	1	Claroline
UZH	ELC	Centre	6.35 (ELC)	OLAT
USI- SUPSI	eLab	Centre	6.6	Moodle
HES-SO	Cyberlearn	Network	2 (centre)	Moodle
FHNW	eLearning Services	Network	-	-
BFH	InnoTeach	Centre	3	Moodle + Sharepoint
FHO	Kompetenzzentrum elearning	Network	?	-
HSLU	Fachstelle Neue Lernmedien	Centre + delegates	2.9	ILIAS
ZFH	CSPC e-Learning	Network	1.2 (centre)	-
EPFL	CRAFT	Centre	17	Moodle
ETHZ	NET	Centre	9.3	various

Table 3. CCSP in Swiss higher education institutions

At the organizational level, roughly speaking, we can distinguish between two different models for the establishments of a CCSP:

- The model of the individual centre gathering in a single unit the competences needed for elearning: this model characterizes UZH, UNIFR, USI-SUPSI, UNILU, UNISG and, among the UAS, the HSLU. In some cases, the centre also has delegates in the departments and faculties to allow for a better integration with education.
- The network model where the CCSP is composed by the coordination of different units, for example a didactical centre and the informatics services; this model characterizes UNIGE, UNIBAS and UNIL and most of the UAS. This model answers better to the needs of decentralised institutions like UAS or where different centres existed already before the establishment of the CCSP.

The interviews showed that both models can function well and, at the end, it is left to individual institutions to find a solution which suits their situation best, even if one has to recognize that network structures are to some extent more difficult to manage. A further concern is about the

size of the centres since for some institutions it might be that a critical mass for offering different services and ensuring continuity (for example if the CCSP leader leaves) is not attained. From this perspective, our opinion is that some of the small and more decentralised structures are still rather fragile and depend on the person of the coordination itself and thus consolidation will be required in the next years.

3.4 Resources and SVC funding

As already introduced, CCSPs have been funded by the SVC programme through two different mechanisms:

- A basic funding composed, for universities, of a basic allowance of CHF 100,000 per year, plus a variable allowance in proportion to the number of students and teachers. UAS had similar rules, but because of limitation in funds from the OPET, the amounts have been subsequently reduced and in 2007 were just half of the amount of the years 2004 and 2005.
- An overhead for the production of didactical materials in the new SVC projects. In the 3rd call, the CCSP of the leading house received 100,000 CHF (universities) and 50,000 CHF (UAS); in the 4th call this amount was reduced to 50,000 CHF (universities) and 33,000 CHF (UAS).

The analysis shows that there have been significant differences in the level of funding between CCSPs. The high basic allowance had the result that small universities were favoured in the repartition of basic funding: thus, if measured per teacher, small universities like USI, UNINE, UNILU and UNISG received about double the resources per student than the largest ones. This was motivated by the need to give a basic level of resources to set-up the centre to all higher education institutions.

The repartition of the overheads was extremely skewed since the lead of most of the new projects was concentrated on just a few institutions. Overall, about 2/3 of the whole amount distributed as overhead was received by the two support centres of UZH and USI-SUPSI. Consequently, these two centres clearly stand out for the amount of total money received. While for Zurich, this corresponds also to the number of teachers in the university, the eLab USI-SUPSI received a very high level of funding if compared with the total number of academic staff.

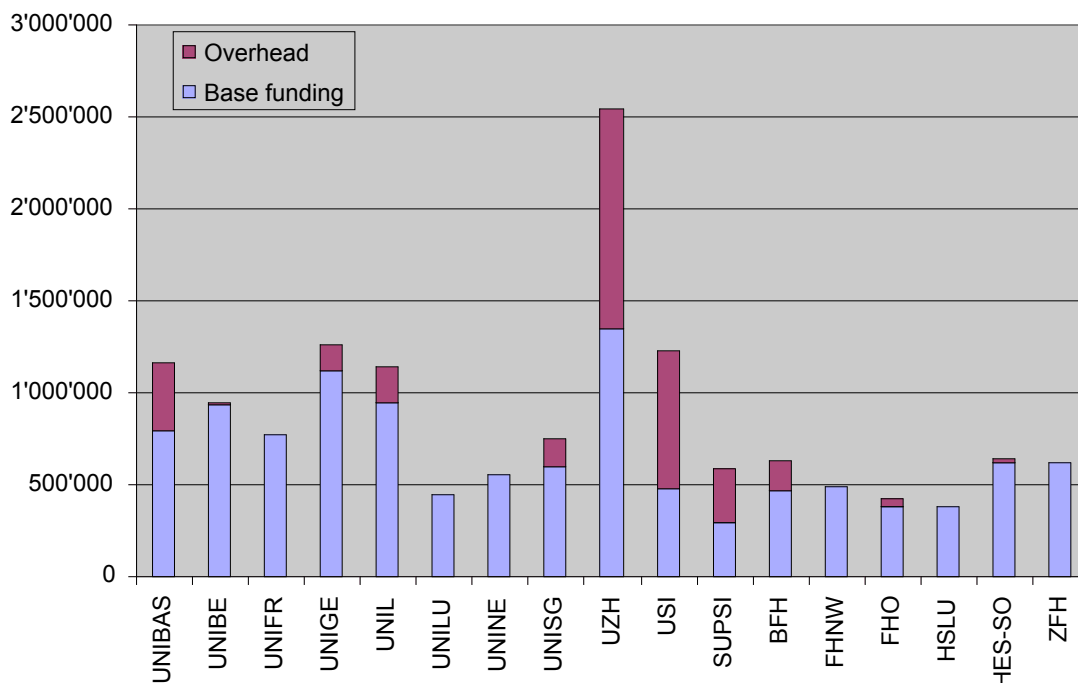


Figure 3. CCSP funding 2004-2007 (CHF)

Source: SVC data.

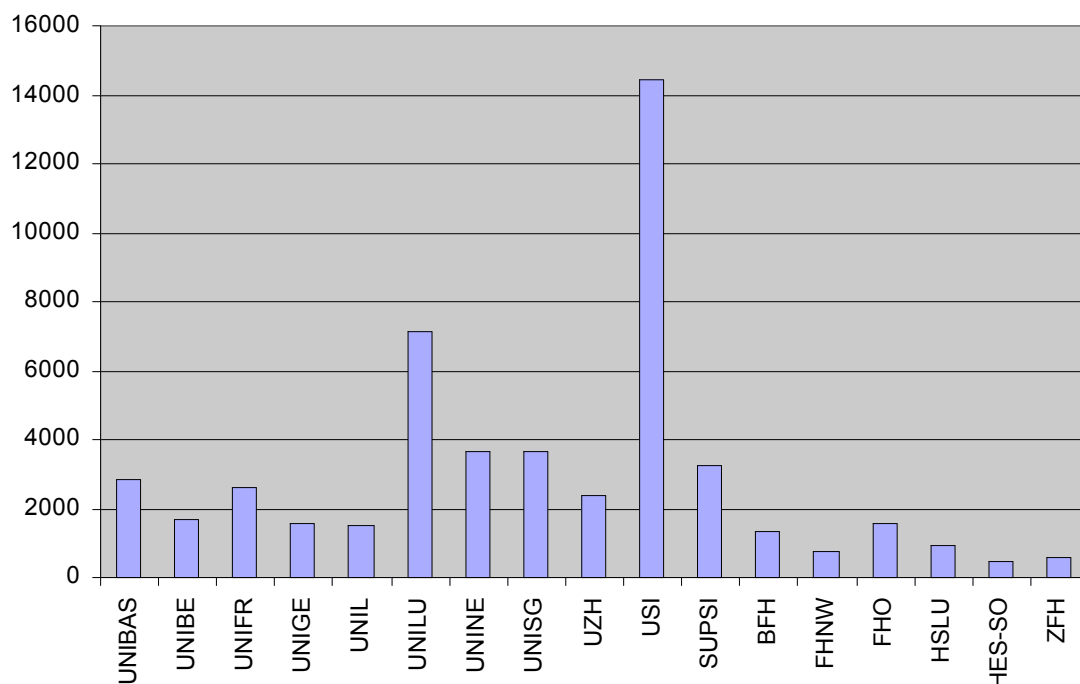


Figure 4. CCSP funding 2004-2007 (CHF per FTE of teachers)

Source: SVC data and data from the Swiss federal statistical office (FTE for 2006).

Personnel categories: professors and other teachers.

If we put this in a larger perspective, the role of SVC funding was relatively limited for the larger Swiss HEIs: CCSPs like those in Basel, Lausanne and Zurich have a yearly budget exceeding 1 mio. CHF. Thus amounts in the order of 200,000–300,000 CHF per year – the funding received by the large universities from SVC – allowed the financing of some additional positions, but did not constitute the majority of funding of the whole CCSP. On the contrary, SVC funding was essential as seed money for the institutions which did not have a CCSP at the beginning of the consolidation phase, since for example it allowed the funding of a coordinator who then developed the whole structure; federal funding was also quite important in proportion for USI-SUPSI and for UNIFR, whose centre also hosted the Edutech mandate.

The interviews showed that the end of federal funding will not raise major problems where the CCSP has been well established: in all these cases, the institutions have guaranteed the funds for the next years and most of the CCSP employees have been integrated in the permanent staff of the university. Some of the respondents clearly stated that, also for developing internal projects, money will not be a major problem if the applications of elearning are clearly useful to education. Also, there was a fairly shared view that for the development of elearning inside the universities there will be, in the future, no major need for external funding schemes like SVC projects: many universities have introduced their own small-scale scheme for seed money for projects; this seems to be a preferred way. However, some of the respondents indicated that if there is need and will to have broader elearning cooperation at national level in some specific domains, national funding would be required; it was also pointed out that some instruments already exist, like SUC cooperation projects and European projects (see chapter five for additional information).

The situation concerning funding is much more difficult where the CCSP has not been established and supported actively by the rectorate, since CCSP leaders had to ask for money to replace SVC funding and had much larger difficulties; some decisions have been taken just in time for the end of federal funding (like at UNIBE), while in a few other cases the rectorate has yet to decide and there is a risk that the activities will be discontinued during 2008. In these

cases, funding has been mostly agreed on a project basis for the next 2-3 years and not as a basic recurrent funding.

3.5 Services offered

A look at the services offered by CCSP shows a clear picture: namely, with very few exceptions, CCSPs focus their strategy on offering basic services and consultancy to a wide audience of teachers, instead of developing products for a few curricula. CCSPs have thus made the transition from a technology and product-based approach to elearning to an approach oriented to the improvement of (face-to-face) education even with simple services (for example, a number of CCSPs offer basic consultancy such as on the didactically correct use of PowerPoint). Some CCSP leaders explicitly praised this approach and emphasised the strong difference with this approach from many SVC projects (especially in the 1st and 2nd series).

It appears that this orientation was functional to reach a much wider diffusion of elearning activities in education: in some institutions more than half of the courses already make use of a LMS (even if, in most cases, for simple activities like delivering documents and communication internal to the course). In this respect, the adoption of simpler LMS oriented towards support to face-to-face education rather than to the development of high-end products was quite important. Other delivered services include, in detail:

- an overall activity of dissemination of elearning, including the organisation of workshops, courses and face-to-face consultancy, both concerning didactics and technological aspects;
- the introduction and maintenance of a university-wide LMS; as shown before, most CCSPs adopted an open-source LMS, with Moodle being the most common choice. In a number of HEIs (for example UZH, UNISG, USI and SUPSI), most of the courses are already managed through the LMS and focus is now on shifting towards selectively developing more advanced uses of the platform;
- management and advice on other technical instruments and on media production (in some cases the network integrated a specialised centre for these services); and
- management of internal calls for proposals and support for these projects. In most cases, these are rather small-scale projects promoting didactical innovation at the level of individual courses.

Support and production for the SVC projects has been quite important for the few CCSPs which had many projects, but overall it has not been the main focus. CCSPs with a large number of SVC projects developed guidelines on how they will be supported after the end of federal funding, indicating which services are included in their basic activities and which ones (for example development of multimedia) require additional funding. Overall, CCSP leaders were quite confident that at least the maintenance of these projects can be ensured with available resources; however, some open questions concern the service towards project partners (for example for updating contents or managing students accounts).

3.6 A final appreciation

In our opinion, the support and coaching provided by CCSPs has been a successful activity of the SVC programme, thanks also to the active engagement of most HEIs. Thus, the SVC support was decisive to move from a situation where, at the beginning of the Consolidation Programme, just a few HEIs had internal elearning centres to a situation where this is the case in most of them. The introduction of CCSPs was also clearly decisive for the diffusion of elearning in Swiss HEI and thus to reach the original SVC goal. Except for a few cases, the assessment of the services of CCSP by the rectorates and the SVC projects gives a positive picture.

From the information we collected, the main issue which needs to be addressed concerns the large differences between institutions: in some of them not only the CCSP has been established, but a basic use of a LMS has been generalised to most courses and more advanced applications are being introduced. Thus, in these institutions elearning has become an integral part of education. On the contrary, in some other institutions elearning is used mostly by some enthusiastic people and the role and existence of the CCSP are not assured. Overall, the situation is more difficult in UAS because of the decentralized structure of most of these institutions and of on-going reorganisation processes which, in some UAS, make more difficult the development of central strategies and structures. Even if federal funding will no longer be available and the development of elearning will now be the responsibility of individual

institutions, our opinion is that some form of monitoring and coaching would be advisable in the most difficult cases.

In this context, most interviewed persons foresee a rather smooth transition to the end of federal funding, made certainly easier by the fact that the end of the programme has been decided well in advance. The answers range from a 'nice to have' assessment – if there would be a federal programme it would have been nice, but not indispensable – to some respondents who clearly stated that it was the right moment to close the programme. Also, some interviewees stated that progressively shifting the responsibility of elearning to the universities themselves was a correct move.

Overall, the respondents give a rather positive assessment of the programme itself. In their opinion, the SVC was extremely important to promote elearning in Switzerland and a large programme, with its visibility and critical mass, was needed to give a really significant push. Also, the overall trajectory shifting from large projects towards the institutional support to CCSPs and to small projects with stronger institutional integration is seen as a correct evolution. There are some critical voices that suggest that a weakness of the initial conception of the Impulse Programme was that it was too strongly oriented towards technology and the development of products; also, the initial idea of a Swiss campus, with shared courses at Swiss level, is seen as somewhat unrealistic as there was a lack of a clear political will in this direction. In this context some affirm that the programme could have gone further in the consolidation phase in shifting its priorities towards didactical support and away from the development of products.

4 The SVC projects

In this chapter, we provide information on the status and perspectives of the SVC-funded projects, including their integration in the curricula and their relationships with their CCSP.

The information has been collected through the monitoring dossiers of the projects, passive participation in the monitoring visits during 2007 and two different online questionnaires: one for already concluded projects, which did not get any more federal funding, and one for projects that were still continuing in 2007, and thus had a monitoring in 2007 (either in the production or maintenance phase).

23 out of 26 project leaders or coordinators from concluded projects answered the questionnaire (88 %), and 80¹ out of 88 ongoing projects (91 %). The total response rate is therefore 90% (103 out of 114; Table 4).

	1c	1m	2c	2m	3c	3m	3p	4p	total
not answered	2	1	1			1	4	2	11
answered	11	14	11	10	1	10	18	28	103
Total	13	15	12	10	1	11	22	30	114

Table 4: Respondents by series²

Some information has been cross-checked with the answers of the CCSP leaders concerning their views on the situation and perspectives of the SVC projects.

4.1 Number and status of projects

Overall, the SVC has funded 112 projects divided in four series. Two more projects were funded by OPET and administratively managed by the SVC. After the end of their production phase, the projects had the possibility of asking for a maintenance support to help their integration in the curricula (with the exception of the 4th series projects whose production phase ends only at the end of 2007 or, for most of them, before July 2008). Thus, there are different situations of projects to consider.

Table 5 gives an overview on the projects by series and status. In 2007, 26 projects were already concluded, while 88 were still going on, 36 of them in maintenance, 52 in production phase. While at the beginning it was foreseen that projects should be concluded at the end of 2007, many made use of the possibility to ask for prolongation until mid 2008 (without additional federal funding).

	1st	2nd	3rd	4th	total
Concluded	13	12	1		26
Maintenance	15	10	11 ³		36
Production			22	30	52
total	28	22	34	30	114

Table 5: Projects by status and series

The developed projects are not equally distributed among scientific fields (Table 6). Areas with many projects are Medicine/Pharmacy/Health, Computer Sciences/Telecommunications, Sciences/Mathematics and Social Sciences/Social Work. Projects in Social Sciences/Social Work have been developed mainly in the consolidation phase, while the other fields were very active in the impulse phase as well. Architecture/Engineering is a field that started with a considerable number of projects, but then decreased steadily.

¹ One of these projects answered only to half of the questions, thus in several questions we have one missing answer.

² 1c = first series, concluded, 1m = first series, maintenance, 3p = third series, production, etc.

³ Two of these projects are only administratively managed by the SVC coordination. This raises the total number of projects to 114.

Project series	1	2	3	4	total
Art, Design, Music			1	3	4
Computer Sciences, Telecommunications	5	3	5	7	20
Economics, Political Science	2	2	3	1	8
Engineering, Architecture	4	3	2		9
History, Archaeology	1	1			2
Humanities, Liberal Arts, Art Studies	1	1			2
Law, Criminology	1	1	1		3
Linguistics, Literary Studies, Communication, Information	1	2	1	1	5
Medicine, Pharmacy, Health	6	4	6	5	21
Sciences, Mathematics	5	5	5	3	18
Social Sciences, Social Work	2		6	8	16
Sports, Human Movement Sciences				1	1
Teaching Qualifications				1	1
Other			4		4
total	28	22	34	30	114

Table 6: Projects by domain and series

4.1.1 SVC projects funding

As we have said above, there have been quite important differences between the four series concerning the funding level and the organization of the projects. Thus:

- The 50 projects of the 1st and 2nd series received on the average 600,000 CHF per project (with large differences between individual projects, some of them receiving more than 1 mio. CHF.).
- The 30 projects of the 3rd series received a fixed amount of 200,000 CHF for content development, as well as 100,000 CHF as overhead for the CCSP for the technical development (a small number of projects received slightly higher funding). For UAS projects, these amounts were reduced to 100,000 CHF, respectively 50,000 CHF as overhead.
- These amounts were further reduced to 100,000 CHF plus 50,000 CHF for the 4th series projects (66,000 + 33,000 for UAS projects; supplement of 50,000 CHF for some university projects).

Moreover, maintenance projects received additional funding between 70,000 and 100,000 CHF. This increased the differences in funding between the project series, since most of the money was allocated to the 1st and 2nd series projects and to some 3rd series projects. For UAS projects, OPET decided not to grant maintenance support.

Thus, there has been throughout the programme an evolution from very large projects, which developed their contents and tools on their own, to smaller projects which should at the same time have benefited from the support of their CCSP. These differences have to be taken into account in the following discussion.

Engineering, Architecture	Science Computer, Telecommunications	Social Sciences, Social Work
Advancement of reading and writing skills of engineering students at UAS	BLIN: Blended Learning in Numerical Analysis	ARGUMENTUM: E-course of Argumentation Theory
BiotechLAB: Modelling and Simulation of Dynamic Systems - A Collection of Applied Examples	CALIS: Computer-Assisted Learning for Information Searching	CATCH: CommunicAtion Technologies for Cultural Heritage
e-Ducation	CasIS: Casis in Information Systems	Democratic Processes and Political Behaviour
EAD: Ecology in Architecture Design	Core IT Mathematics	DEVIL: Development, Emotion, Vision, Imagery and Learning Psychology Lab Class
FE-Transfer: Development of a computer and web based course for the application of the finite element analysis in structure mechanics	Database Systems: Concepts, Design and Architecture	DIGIREP: Digital Repository of Shareable Learning Objects Introducing to Communication and Media Studies
H-Bridge: Development, realisation, testing and implementation in the curricula of a course module entitled "H bridge" from the power electronics syllabus which can be studied via the World Wide Web	eduswiss online	ECHO: E-course in Communication for Health Operators
i-Structures: Interactive Structural Analysis by Graphical Methods	eMathematics: Modules in Applied Mathematics	EGGS: English through Game-based & Gender-oriented Scenarios
POLE: Project Oriented Learning Environments	FABEL: Fallbasierte Einführung zu e-Learning	EMI: Ethnomusicology Interactive (german. Musikethologie interaktiv)
Postgraduate Courses in a Hybrid Classroom using Mobile Communication	FNL: Forum New Learning	eTeach-Net: E-Teaching Network for Training and Support
	Foundations of Information Systems	Hear and See!: A Media Memory Project
	Fundamental Programming Modules	I2C: Improving Intercultural Communication. A multimedia course in Intercultural Communication
	Information- & IT Management online	Mesosworld: Methodological Education for the Social Sciences
	Internet based course on Fundamentals of Signals and Systems	PTO: Psychopathology Taught Online
	LWM: Learning with UAS-Working Methods	SOMIT: Sport Organisation Management Interactive Teaching and Learning
	MACS: Continuous Education Modules	USABLE
	OPESS: Operations Management, ERP- and SCM-Systems	Viz.ch: An E-learning Course on Visual Literacy for Communication, Engineering and Business
	OS Lab: Operating Systems Laboratory	
	Understanding 3D	Sports, Human Movement Sciences
	ViLoLa: a Virtual Logic Laboratory	Gymfacts
	VITELS: Virtual Internet Telecommunications Laboratory of Switzerland	
Linguistics, Literary Studies, Communication, Information	Sciences mathematics	Teaching Qualifications
E-Cid: An online laboratory for Spanish grammar learning	ALPECOLE: Alpine Ecology and Environments	studycube2: A powerful tool for quality in scholarly work and success in learning
eHistLing: Introduction to English Historical Linguistics	BIOSYM: Learning Modules for Modeling Biological Systems	
Information Theory	CartouChE: Cartography for Swiss Higher Education Dealing with natural hazards	
SWISSLING: A Swiss network of Linguistics Courseware	Develop your practical skills in biotechnology	
	Do it your soil	
Linguistics, Literary Studies, Communication, Information	eSCENARIO: A scenario based problem solving course in natural hazard and risk assessment	
TransTech: Language Technology for Translators	General chemistry: General Chemistry for students enrolled in a life sciences curriculum	
Medicine, Pharmacy, Health (21)		History, Archaeology
AD Learn: A comprehensive course on Alzheimer's disease and related disorders for medical students.		Antiquit@s: Ancient history learning project
Basic and Clinical Pharmacology: A National Platform for Students in Medicine and Pharmacy		ESO: Economics and Social
Basic course in Medicine and Pharmacology		
BOMS: Basics of Medical Statistics		
Clinical Immunology Online: From organ to disease		

Computers for Health	GITTA: Geographic Information Technology Training Alliance	History Online – Switzerland and Europe
CRANIONLINE: Cranio-Maxillo-Facial Surgery	GLOPP: Globalisation and Livelihood Options of People living in Poverty	Latinum electronicum: A web-based Latin course for beginners
Dentistry meets e-learning	History of Life	
DOIT: Dermatology online with interactive technology	Immunology online: Basic and Clinical Immunology	Humanities, Liberal Arts, Art Studies
E-GONE: Gynaecology, Obstetrics, Neonatology, Endocrinology	Nano-World: The Virtual Nanoscience Laboratory	artcampus
eBioMed: Biomedical sciences teaching modules	Objective Earth: A planet to Discover	Introduction to Systems Theory and Analysis
eFeed	Press: 'Plant Response to Stress'	
Embryology: A Web-Based Training in Medical Embryology	SUPPREM: Sustainability and Public or Private Environmental Management	Law, Criminology
Epidemiology: Internet course for Swiss Medical Students and for Public Health Training	TropEduWeb: Web-based learning tools for Public and International Health and Epidemiology with special reference to Tropical Medicine	European Law Online
FORM@TOX: Online Education in Addiction Medicine	ViLab: A video-based, interactive learning system	Family Law Online
GPS: Gerontology - Psychiatric symptoms in older patients		On-line Course in Scientific and Forensic Photography
PathoPedia		
pharmasquare: Course of Pharmaceutical Chemistry in a Virtual Laboratory		Art, Design, Music
Physica pro medicis: Interactive Course On The Physics Of The Human Body		Colour
SVAP: Swiss Virtual Animal Pathology		D-net: Internet platform for teaching and learning basics of design
VSL: Virtual Skills-Lab		RACOON: Restauration And COnservation Online
		TEMAS: Experimental TEchniques: MAterials and Structures
		Economics, Political Science
		Corporate Finance
		E-MHEM: E-course in Management for Masters in Health Economics and Management
		ESO: Economics and Social History Online – Switzerland and Europe
		Financial Markets: Modern Portfolio Theory and Derivatives
		Market Research Interactive: Data Collection - Analysis and Interpretation
		Marketing Online
		Oecotrophology: Basic Principles of Oecotrophology
		Tricks of the Trade: Teaching the students scientific working skills

Figure 5. List of all SVC projects

4.2 The status of projects at the end of 2007

We look in this section at the actual status of the projects and especially at the extent to which their production has been concluded and they are used in education.

4.2.1 Concluded projects

The 26 concluded projects are nearly equally divided between 1st and 2nd series projects, plus one from the 3rd series. 23 project leaders or coordinators answered our questionnaire. In one case, we received the answer that the project leader and the coordinator have left the university already some time ago – combined with the fact that the project homepage has not been updated for two years now, it seems that this project has been abandoned.

Out of the 23 projects that have answered the questionnaire, two have not been developed to an extent that allows didactical use of the products – in one case, the project leader has left the HEI and the successor was not interested in following up the project, in the other case it seems that the development has not been concluded, fine-tuning is needed, but parts of the products are already used. In 15 cases, the products are used regularly, and in additional 7 cases some activities are still going on. The products are most often used as independent supplementary material offered to the students, or for self-study or as additional material in an existing course. In 19 cases, the products are used, in some way, in existing lectures. In 8 cases, the products are used as mandatory standalone courses, and also in 8 cases as optional standalone courses.

Table 7 shows the respondents' estimation of the use of the course by students both at the leading house and in partner institutions in the academic year 2007/08.

	leading house	partner institutions
nobody	2	2
<10	2	
<50	8	3
<100	3	5
<500	4	3
<1000	2	2
don't know	1	7
total	22	22

Table 7: respondents' estimation of course use in 2007/08

Thus, we can conclude that a large share of the projects that are already concluded in terms of SVC support are still existing and in use, even if for many of them by rather small numbers of students.

4.2.2 Projects in the maintenance phase

Out of the 34 (14 1st series, 10 2nd series, 10 3rd series) of the 36 projects in the maintenance phase that answered our questionnaire, 32 have already been used for some time in a curriculum. In the other two, content development is nearly finished, but one of them is already used in a regular curricular course. Some projects report that small parts such as short introductions or illustrations or refinement work are still missing.

The projects in the maintenance phase are most often used in already existing lectures, as additional material (30) or for self-study (31), or as independent supplementary material (27) – at the leading house or the partner institutions, but most frequently in both places. 13 of them are used as mandatory standalone courses, 21 as optional standalone courses.

Table 8 shows the estimated use of the projects in the academic year 2007/08; with the exception of one project which is not used at all and therefore not represented in the table, all projects are used in the leading house, and all but two also in partner institutions. In most cases, 50-500 students are expected to use the projects.

Students	leading house	partner institutions
0		2
<10	3	1
<50	2	8
<100	14	13
<500	13	8
<1000	1	1
total	33	33

Table 8. Estimated use of maintenance projects in academic year 2007/08

4.2.3 *Projects in the production phase*

Here we deal partially with projects that have asked for prolongation and will therefore be finished only during the next months. This has to be considered when looking at the results – for some projects the questionnaire came ‘too early’.

46 projects actually in the production phase answered our questionnaire – 18 from the 3rd, 28 from the 4th series. In 24 cases the course has already been used in the curriculum for some time, 12 projects have nearly finished contents development, 2 are just starting to use the course, in one case (4th series) essential parts are still missing, and 7 state that their project is not yet finished. 32 projects are already used in curricula, 10 are actually being tested, and 4 are not yet being used at all.

These projects are used most often in existing courses as additional materials (37 out of 42 courses that are used) or for self-study (36) or as independent supplementary material offered to the students (31). 12 are used as mandatory standalone courses, 13 as optional standalone courses. Most of them are estimated to be used in the academic year 2007/08 by 10 to 500 students (Table 9).

Students	Leading house	Partner institutions
0	2	3
<10	1	3
<50	11	8
<100	13	14
<500	12	11
<1000	1	2
>1000	2	1
No answer	4	4
total	46	46

Table 9. Estimated use in academic year 2007/2008, projects in production phase

Thus, also most projects in the production phase are already used in curricular courses. The difference with the projects in the maintenance phase is that a lower share of the products in the production phase is used as standalone courses – be it mandatory (12 out of 46 vs. 12 out of 34 in the maintenance phase) or optional (13 out of 46 vs. 21 out of 34). So it seems that a standalone use of courses requires – besides curricular decisions – a concluded production phase, while not yet completely finished products can already be used in classroom teaching. Of course, this difference could be also related to the different goals and size of the projects between impulse and consolidation phase.

4.3 Leading house and participation to the projects – project organization

In this section, we discuss the organization of the projects and the working of their network. Promoting the cooperation between Swiss HEIs was in fact a major goal of the SVC programme and projects were required to have the participation of at least three different Swiss HEIs to receive funding.

4.3.1 Leading house

Table 10 displays the distribution of the projects between the series and leading houses. A strong change in the distribution of the projects between the series is visible. Thus, in the 1st and 2nd series, the distribution was quite even and was related to the size of the different institutions; the large cantonal universities got more projects – 9 for UNIL, 8 for UZH, 6 for UNIBAS, 4 for UNIBE -, with just the exception of UNIGE; while the other institutions received 1 to 3 projects each.

Project series	1	2	3	4	Total
UNIBAS	4	2	3	6	15
UNIBE	2	2		1	5
EPFL		1			1
ETHZ	1		2		3
UNIFR	2	1			3
UNIGE	1	1	2	1	5
UNIL	3	5	2	2	12
UNILU		1			1
UNINE	1				1
UNISG		1	1	1	3
USI	1		5	5	11
UZH	5	4	8	7	24
BFH	4		2	1	7
FHNW	1	2	4		7
FHO			1		1
HSLU			1		1
HES-SO		1		1	2
SUPSI	1		2	5	8
ZFH	2	1	1		4
<i>total university</i>	20	18	23	23	84
<i>total UAS</i>	8	4	11	7	30
grand total	28	22	34	30	114

Table 10. Projects by leading house and series

In the consolidation phase, the distribution was rather different: four institutions received 2/3 of all leading houses, namely 15 at UZH, 9 at UNIBAS, 10 at USI and 7 at SUPSI. Moreover, in the consolidation phase there has been a number of institutions which were not a leading house of projects (EPFL, UNIFR, UNILU, UNINE) or which had just a single project (UNIBE, FHO, HSLU, HES-SO, ZFH). To some extent this might have been related to the stronger role of the CCSP in the submission of 3rd and 4th phase, since the four institutions with many projects have also well developed CCSP (but some institutions with a established CCSP had no or few projects, like UNIFR and UNISG). Also, interviewed people clearly stated that the project selection by SVC was just based on the outcome of the evaluation from the experts (using a quantitative ranking scale), while distribution criteria were not taken into account.

The share of UAS projects has been more or less the same in both phases: 24% (12 out of 59) in the 1st and 2nd series, 28% (18 out of 64) in the consolidation phase. In the 4th series, however, 5 of 7 projects were lead by SUPSI.

4.3.2 Partner institutions

In the consolidation phase, both funding and project size in terms of partners were reduced; in the 3rd and especially 4th series most projects have just the minimum number of partners required by the call (3), while large network projects as in the 1st and 2nd series do not exist any more.

N. of partners/Series	1	2	3	4	Grand Total
2	2	1		1	4
3	11	7	15	21	54
4	9	9	10	6	34
5 – 9	6	5	7	2	20
Grand Total	28	22	32	30	112

Table 11. Number of university partners in the SVC projects

Also the number of external partners was strongly reduced. In the 1st and 2nd series, about half of the projects had other partners outside higher education institutions, while this is true just for 20% of the 4th series projects.

A look at the project participation by HEI (both coordinator and partners) gives a broader view and shows that, despite the concentration of leading houses, it was possible for most institutions to get involved in a sizeable number of projects.

Project series	1	2	3	4	Total
UNIBAS	10	10	13	11	44
UNIBE	12	11	12	8	43
EPFL	3	4	3	3	13
ETHZ	5	7	8	6	26
UNIFR	12	6	6	1	25
UNIGE	7	8	9	9	33
UNIL	10	12	7	8	37
UNILU	0	1	0	0	1
UNINE	8	0	4	2	14
UNISG	2	1	3	2	8
UNISI	4	2	9	7	22
UZH	12	8	15	13	48
BFH	6	2	8	4	20
FHNW	5	5	8	5	23
FHO	1	3	3	2	9
HSLU	3	1	4	3	11
HES-SO	7	2	4	4	17
SUPSI	4	2	8	7	21
ZFH	3	3	5	5	16
total university	85	70	89	70	314
total UAS	29	18	40	30	117
total	114	88	129	100	431
HEI abroad	6	4	2	7	19
Others	14	10	14	4	42

Table 12: Project participation by institution and series

4.3.3 Project organisation

This changing organization raises a number of interesting issues on the nature of collaboration and of the impact of these projects on Swiss higher education. In the Impulse Programme, the goal was possibly to establish large networks covering many institutions with courses on the same subject domain, to allow for pooling and large reusability of the developed materials. Clearly, 3rd and 4th series projects have many more small-scale networks due also to reduced funding.

In most ongoing projects from all series that answered our questionnaire (67 out of 80), the leading house has a strong role – only two projects, one from the 1st and one from the 3rd series, denied this: in one of them, one partner plays the most important role, in the other one the

central role is shared between several partners. In 18 projects, one or several partners play a strong role (several partners, however, only in the 3rd series projects and in one 1st series project), 22 projects state that the network has an important role.

Collaboration often goes beyond the institutionalised collaboration through the SVC project. Thus, 51 of the 80 ongoing projects have some collaboration also in other projects – 14 with a legally binding agreement or contract, 15 with a committed work plan and 22 in an informal way. From the 23 concluded projects, 16 report that collaboration with at least one project partner still exists: in 9 cases regarding the project itself, 4 do joint research related to the project, 7 have other joint research activities. 5 of them state that collaboration has already been established before the SVC project. The already concluded projects also report that other uses besides the use in the curricula have emerged through the SVC projects: stable collaboration with (some of) the partners (13), new research activities (9) or other results such as doctoral theses, the development of technology competence in the team, knowledge dissemination to the international community and experience both regarding elearning and collaboration in large teams.

Regarding the ongoing projects, all reported that contents developed by the leading house are used by the leading house. In 70 cases, contents developed by the partner institutions are used by themselves (in 4 projects, no contents are developed by partner institutions, while in one case they are not used at all), in 65 projects they are used by the leading house. Jointly developed contents exist in 60 cases, in 2 cases they are not used at all, in 56 cases by the leading house and in 54 cases by the partner institutions. Also other institutions use developed contents: contents by the leading house are used in other institutions in 39 cases, those developed by the partner institutions in 31 cases, and jointly developed contents in 25 cases. This overview shows that the importance of partner institutions in developing contents is rather high.

We asked ongoing projects to evaluate the cooperation in the network. The results are displayed in the following tables.

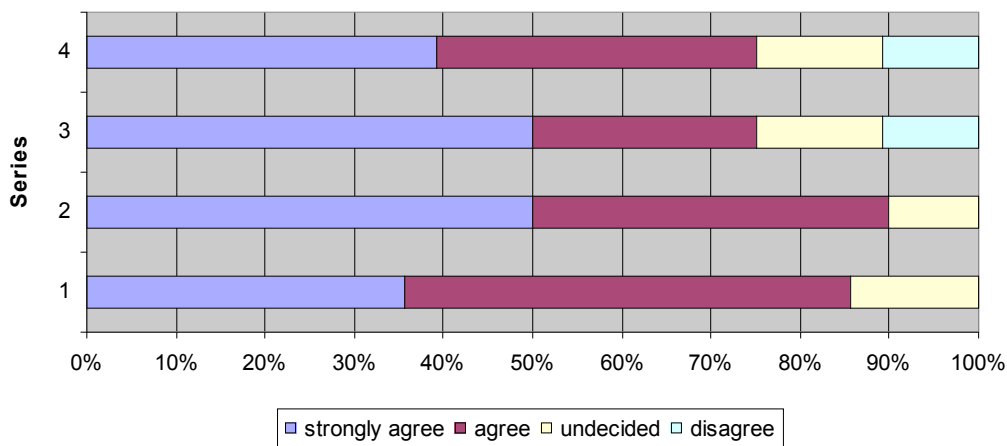


Figure 6. 'Having the network was essential for project development'

N = 80

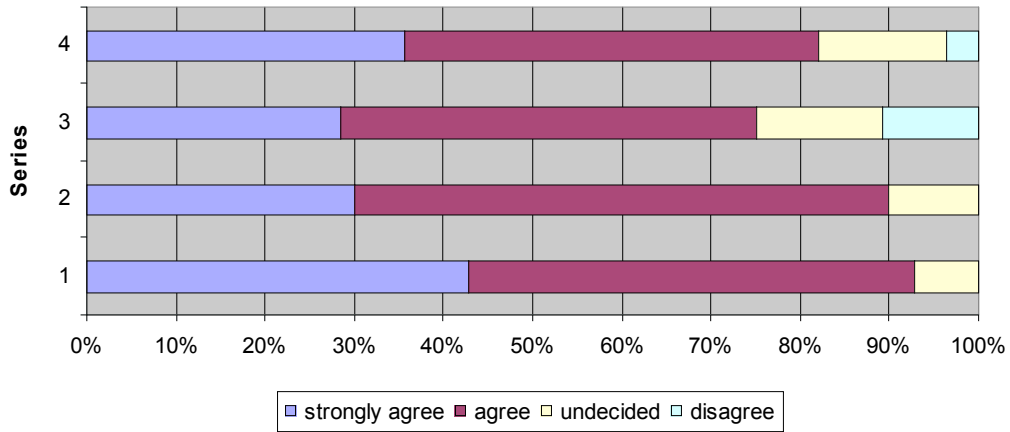


Figure 7. 'Establishing these collaborations was a significant added value for the project'

N = 80

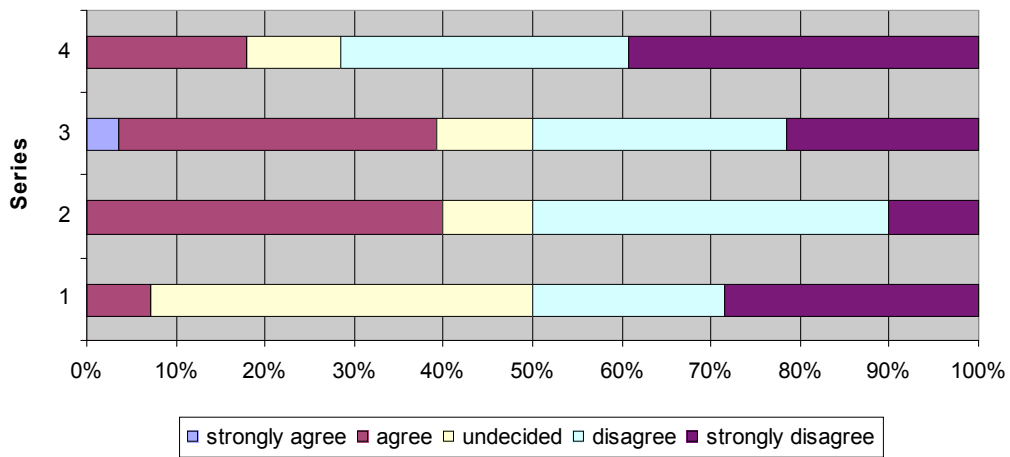


Figure 8. 'It was more a complication in the work'

N = 80

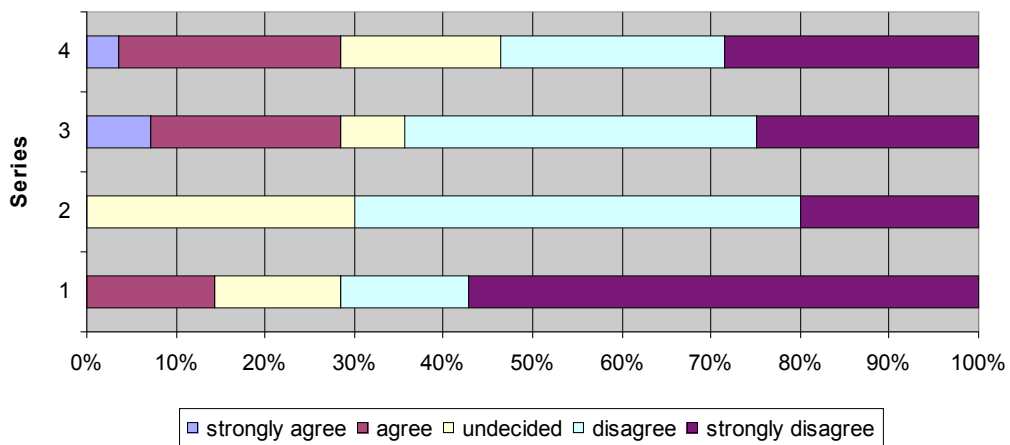


Figure 9. 'Collaboration was very limited'

N = 80

Overall, collaboration is rated well. But we can see that especially in some 3rd and 4th series projects, it is also seen as a complication, or has only been limited. It might be that these issues emerge in the 3rd and 4th series because these projects do not yet exist as long as 1st and 2nd series projects, where probably a way of handling the collaboration has already been found (or where project partners also have changed in the meantime). It is, however, interesting to see that only 22 projects strongly disagree with the statement that collaboration was more a complication in the work. Also during the monitoring visits, challenges have been reported: for example the difficulty of reconciling different points of view or other duties of the project members leading to delays in delivery.

One could expect that in 3rd and 4th series projects, due to the smaller overall partner numbers, it was possible to develop better collaborations. This does, however, not hold true in our data: The share of projects disagreeing or strongly disagreeing with the statement that collaboration was limited (and thus saying that collaboration exists) remains more or less the same in the 1st, 2nd and 3rd and even decreases in the 4th series.

Collaboration and exchange between projects from different teams, however, seems to be less intensive. At the monitoring visits, several projects seemed not to know about other projects in their own or a close domain (but at other HEIs), which could also be of interest to them. Thus, exchange among projects of the same disciplinary fields could be an interesting tool for extending the impact of the SVC programmes.

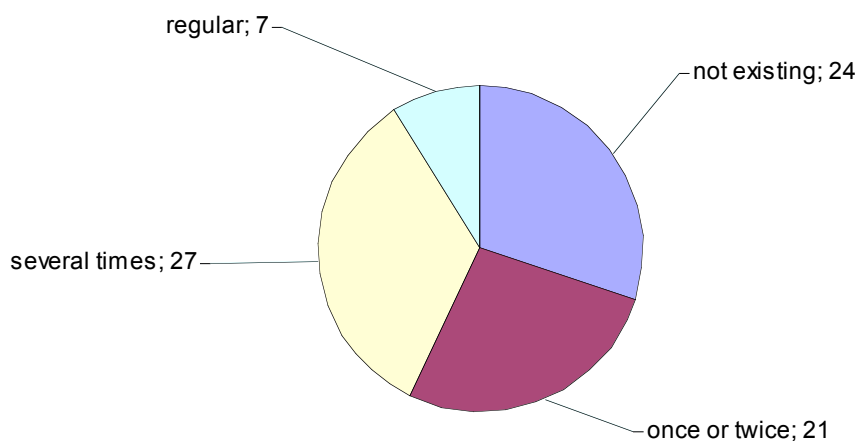


Figure 10. 'How frequent was your relationship with other SVC projects similar to yours?'

N =79

Overall, it appears that the SVC projects have been effective in promoting and reinforcing the collaboration between higher education institutions and that in most of the projects this collaboration was real and brought some benefits, even if, as some of the interviewed persons underscored, it certainly made the management of the projects more difficult and increased their costs.

4.4 Involvement of CCSP

Concerning the relationship between projects and CCSPs, we find two quite different situations: the SVC established CCSPs only in the consolidation phase, thus most 1st and 2nd series projects have originally been developed without the support of a CCSP, except in some places where such structures already existed before the SVC programme. For 3rd series projects, involvement of the CCSP was mandatory and a fixed overhead for their services was included, while for 4th series projects CCSP leaders had to sign the application.

Some HEIs emphasised that the involvement of the CCSP allowed an internal selection of projects so that those submitted were better designed than in the impulse phase and had a higher chances of being used in education, thus helping their sustainability in the future.

4.4.1 *Concluded projects*

We asked concluded projects whether the CCSP is involved in their maintenance. 9 out of 22 still existing projects (among whom the concluded 3rd series project) confirmed this, 13 denied. The reasons why the CCSP is not involved are various: Mostly (in 5 cases), the projects feel no need for a support by the CCSP. That the CCSP doesn't have the necessary time or resources was mentioned three times, as were different cultures or views. Other reasons are incompatible technology (2), a not identifiable or visible CCSP (2), or little interest from CCSP (1). Two projects, mention in the comments that they will approach the CCSP for support once the project is finalised or for any new development and experience sharing.

We have asked those projects where the CCSP is involved in maintenance about the CCSP's role regarding 5 aspects: technical support, didactical support, content creation/updating, course management and maintenance of the whole projects. The CCSP's role in technical support is seen as very important or important in all projects, the role in maintenance of the whole project is important or very important in 7 projects. Content creation/updating and course management are seen as unimportant both in 3 projects.

Overall, we can say that the involvement of CCSP in concluded projects is not huge, but there are, however, 9 projects which rely on the CCSP for maintenance, especially regarding technical support. One could estimate that the involvement of the CCSP does also depend on the CCSP themselves. In our sample, we have 7 institutions from which more than one concluded project answered the questionnaire. In 4 of them, the answer regarding involvement of the CCSP was the same (3 yes, 1 no), in three of them there were differences between the projects.

4.4.2 *Ongoing projects*

From the 80 ongoing projects that answered our questionnaire, 67 state the project was developed in collaboration with the CCSP. Half of the 12 projects where the CCSP was not involved (1 project did not answer the question) are from the 1st and 2nd series (4 and 2 projects), where CCSP did not exist at the launch of the project; 4 of them are from the 3rd series and 2 from the 4th. Thus, nearly all 3rd and 4th series projects are developed in collaboration with the CCSP, as required by the SVC programme. However, it is commendable that also a good share of 1st (69%) and 2nd (80%) series projects which have received maintenance relies on the support from the CCSP.

The reasons for the missing involvement of the CCSP are in 7 cases seen in the fact that the CCSP came too late for the project (all 4 1st series projects with no involvement of CCSP, 1 in the 2nd series and 2 in the production phase of the 3rd series). Two of these projects underline that for later projects they collaborated with the CCSP. Three projects (2nd, 3rd and 4th series) say that there was no need for them to collaborate with the CCSP. One project relies on the CCSP only for technical aspects because it was disappointed by the didactical support, and one 2nd series project lists the complete change of the CCSP as reason for the lack of existing collaboration.

In the ongoing projects which collaborate with the CCSP, technical support is most often mentioned as an aspect where the CCSP has a very important or important role (53 out of 65), followed by technical implementation (48) and administrative aspects (43). Didactical support is seen as very important or important by 30 projects, 30 see this role as only moderately important and 7 even as unimportant. Content creation and course management are mostly the project team's tasks: in 38 (content creation) respectively 27 (course management) cases, the CCSP's role in this aspects is seen as unimportant, in 12/13 as moderately important and only in 17/27 cases as important or very important. Overall, more 3rd and 4th series projects attribute the CCSP an important or very important role than 1st or 2nd series projects.

37 of the 80 projects rated the collaboration with the CCSP as excellent, 31 as good, 9 as fair and only 2 as poor. Only 5 of the 17 CCSP get ratings below good, but given the rather low number of projects (only 3 CCSP with more than 6 projects) and the fact that most of them rate the services as excellent or good, no patterns are identifiable. Also regarding the project series, we can not identify any patterns.

If we look more in detail at services offered, the picture is similar: Most projects rate them as very good or good. We asked them to rate technical, pedagogical and financial support as well as services regarding management and administration of the projects. Technical and administrative support receive the highest number of very positive ratings.

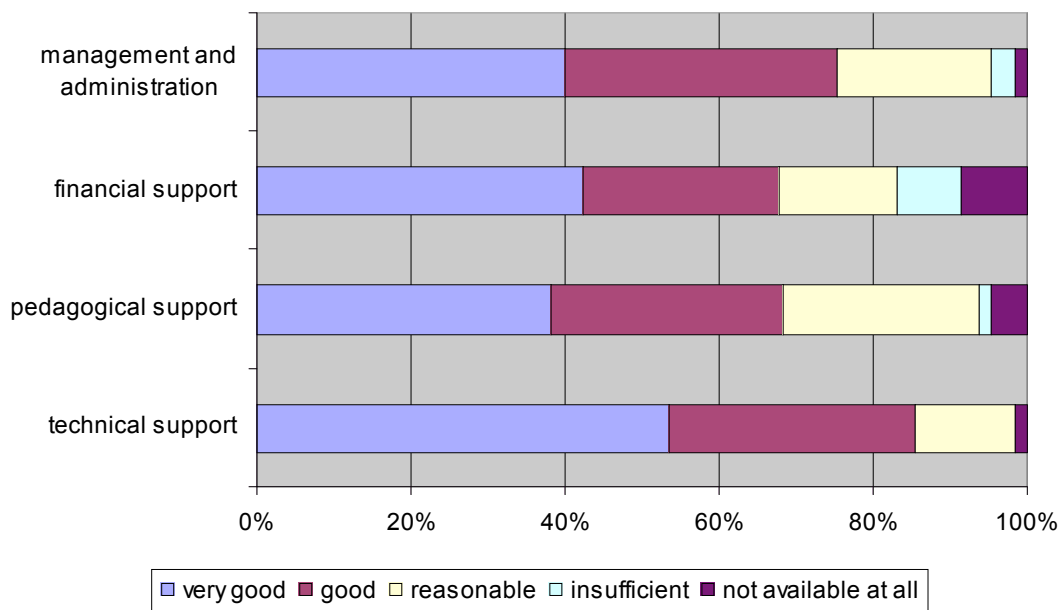


Figure 11. Rating of CCSP services by ongoing projects

N ranges between 60 and 70 depending on the question (excluding projects which did not use these services).

40 of all ongoing projects expect the CCSP to maintain their project in the future. This number is especially high in the 4th series where 18 of the projects expect this to be the case, while only 8 are unsure. This might be a sign of the positive impact of the establishment and mandatory involvement of CCSP in the 4th series requested in the call for projects (with CCSP co-signing the proposal). Only two 4th series projects state that their project will not be maintained by the CCSP – over all series, this rate is 13% (10 out of 80). 35 projects, however, are not sure how this maintenance will be paid for. 32 expect this to be paid by the CCSP budget, 22 by the institutions' (HEI's, department's) budget (11 of these projects choose both possibilities in the questionnaire). Only 3 state that this will be paid by the project budget, one of them adding also the institution's budget, one the CCSP budget.

Overall, the picture of the collaboration between projects and CCSP is quite positive and it seems that CCSP fulfilled well the functions for which they have been introduced in projects; we should however take in mind that most 3rd and 4th series projects had their leading house in just a few institutions, which also happen to have a well-established CCSP.

4.4.3 Used Learning Management Systems (LMS)

Table 13 depicts the use of LMS by all projects. Several projects use more than one LMS, thus the total of answers is higher than the number of respondents (78).

series					total
	1	2	3	4	
national content server	4	3	6	3	16
LMS by CCSP	9	8	15	11	43
other: open source	8	5	14	10	37
other: commercial	2		1	1	4
system by project	7	6	4	7	24
no answer		1			1
total	25	21	29	28	103

Table 13: LMS used by projects

Ongoing projects N=78

The LMS offered by the CCSP is the most used LMS in nearly all categories – but its use is more frequent in ongoing projects, where overall 45% of the projects use this LMS, compared to 30% in concluded projects. Every fourth project developed its own system – this number decreased in the 3rd series, but then increased in the 4th series. The use of the national content server is rather low. 62 of 80 ongoing projects also answered that they never used the national content server, mostly because they preferred their CCSP's LMS or because they already had their own LMS and considered the transfer too complicated.

Regarding future maintenance and updating of the LMS, 8 concluded projects (including those 7 using the LMS offered by the CCSP) expect the CCSP to do this, 7 state that it will be the project team. In 5 cases, the LMS will not be maintained or updated. 34 of the ongoing projects agree that future technical maintenance can be completely done by the CCSP, 28 disagree with this.

15 projects state that the CCSP lacks appropriate competence for the maintenance of some of the applications (18, however, are undecided on this question), and 34 projects state that they definitely need their own technical support staff, while this is denied in 34 cases. More than half of the ongoing projects state that they don't need technical (46) or pedagogical support (47) on a national level after the end of the SVC programme, as this can be done locally by the CCSP (8 (technical) and 20 (pedagogical) projects don't need this kind of support at all).

4.5 Future perspectives

Most projects are optimistic regarding their future. From the already concluded projects, 2 1st series projects state that they already no longer exist – in one of these cases, the department decided to close down the whole study course in which the project was involved, but developed competences are still in use, and the project team was the basis for the future CCSP. 2 1st series and 2 2nd series projects see that the courses they have produced thanks to the projects are slowly closing down – in one case because of a total change of the environment. 7 respondents see their projects as rather stable with well-defined uses and prospects, while 10 projects state that the course will be developed and improved in the near future. 7 projects state that there are resources available for improvement and updating. Thus, in the majority of the cases (17 out of 23 projects), the – at least near – future of the projects looks positive.

Regarding (future) organisational structure of the projects, in 7 cases of the ongoing projects the network is already broken apart. 24 projects think that this might happen. The majority (48), however, does not think that this is likely to happen. Overall, however, 72 projects think that it is unlikely that their project will be lost, while 7 see this as likely.

No ongoing project agreed with the statement that 'there's a high risk that the project will have to close down soon. 6 projects, however, state that probably their project will have to close down within the next one or two years – they are divided among all four series. The majority of the projects is positive about future perspectives – 51 respondents state that the project is likely to continue existing for the next years, while 22 even ascribe very good future prospects to their project and think that it will continue to exist for a long time. Thus we can say that ongoing projects overall have an even better future perspective than already concluded projects. The fact that over all projects (concluded and ongoing) one fourth of the 1st series projects (6 out of 25) has already closed down or is estimated to do so within the next one or two years probably

shows that there is a certain risk that, after a certain time, projects do no longer respond to the requirements of curricula or people.

It is, however, possible, that over the whole number of projects there is a higher share of projects which do no longer exist or are not likely to continue existing for more than one or two years, because one could assume that those projects responding to the questionnaire are those that are more active, while projects that do no longer exist or are slowly closing down are less likely to answer.

4.5.1 Strategies

We have asked ongoing projects about their strategies for organisation and making their projects sustainable for the future. 12 projects have signed a formal agreement between the partners, 12 foresee this option, and 8 think that it is likely, while the majority (47) sees only a marginal chance in this possibility. Similarly, 7 projects have already created an association, 17 expect to do so, 13 think it is likely and 42 attribute only a small chance to this option. In 16 projects, the team is already an independent unit and will continue, while this option is foreseen in 15 cases, 9 see it likely.

As requested by the programme, the strategy that is followed most frequently is the integration of the course in existing curricula: In 56 projects, this has already happened, 15 foresee to do so, 6 see it likely. Only two projects think that this is not likely to happen. The option to sell contents to external partners, on the other hand, is implemented only in four projects, 47 projects don't think that this could be feasible.

4.5.2 Financial sustainability

We have asked ongoing projects what they will need money for in the future, and who might provide the money. Figure 12 gives an overview. Money is mostly needed for the updating of existing and development of new content and for technical and didactical support. Updating of existing content is mostly expected to be paid for by individuals (for example chairs) or the project, while development of new content is also expected to be funded by external funds – but in many cases, it is stated that there is no money available for this. Technical support and, to a lesser extent, didactical support, is clearly expected to be funded through the university, for example directly through the CCSP. There are several projects that do not need money for translations and the commercialisation of the products, but there is also a similar number of projects stating that they would need the money, but it is not available.

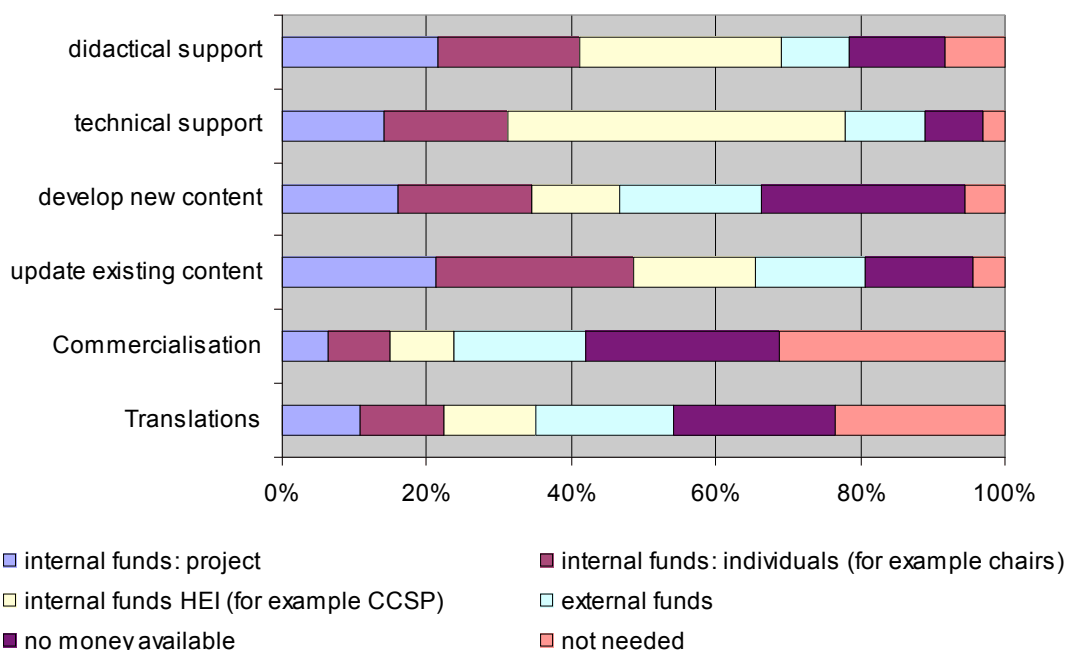


Figure 12. What projects will need money for and who will provide it

N=80, multiple answers possible

There are several possibilities for creating income with the developed projects, and some projects already use them in order to ensure financial sustainability. The possibility that is seen as feasible by the highest number of projects, and already implemented in 17 cases, is the use of the products in continuous education. Generating research projects is another option that 13 projects have already applied, 2 see as certain and 23 as possible. Selling the whole course is seen as impossible or having only a slight chance by a majority of the projects, the same holds true for selling parts of the course or services. Thus, it seems that generating income is rather likely to be done by options in which the project developers remain the main users of the project, than by handing it over to others. This might be a sign of the high people dependency of the projects, which puts them also at risk as soon as there are changes in the team or project leaders.

4.5.3 *Future curricular integration of courses*

Regarding future use and curricular integration of ongoing projects, the expected or already happened integration in the leading house seems rather good. In 51 cases, the project is already used at the leading house – with a high share also of 4th series projects –, other 14 projects foresee this to happen, 4 think it is likely and 10 see only a marginal chance in the use of the whole project at the leading house (none of them is a 4th series project).

The expected future use of all products by the partner institutions, on the other hand, is clearly lower. The whole project is already used in 32 cases, in 20 cases it is foreseen. 13 projects expect this to be likely, while 14 see only a marginal chance for this. In this question, also 4th series projects are less optimistic: while for the use of the whole project at the leading house, 26 stated that this was happening already or was foreseen, here this number is reduced to 19. 1st and 2nd series projects, on the other hand, have only slightly less optimistic estimations regarding the use of the whole project at the partner institutions, compared to the leading house.

The use of parts of the project by partner institutions is, however, estimated more optimistically: in 48 cases this happens already, for 14 projects it is foreseen, for 8 it is likely. 2 projects from the 1st, 2 from the 3rd and 4 from the 4th series see only a marginal chance in this kind of use.

Thus, we can see that the use of the whole project is mostly expected to happen or already happening at the leading house, while partial use of it is frequent both at the leading house and at partner institutions.

Most projects seem to be designed for a use as parts of already existing courses. Only in 16 cases, they exist already as standalone course, and this option is foreseen for 13 and likely for 12, while 38 projects reject this possibility. The integration of the products in courses, on the other hand, is already happening in 53 cases, foreseen in 15, likely in 8 and has a only marginal chance only in 3 projects – one from the 1st and two from the 4th series. No clear patterns regarding project series or status emerge.

4.5.4 *Risk for close-down of the projects*

We have asked the ongoing projects to which extent the following risk factors could be responsible for a close-down of their projects: financial reasons, a lack of curricular integration, retirement of key people and partners who are no longer interested in the project. As Figure 13 shows, financial reasons and the retirement of key people are seen as the most important risk factors, while missing interest of partners or missing integration in curricula are not estimated as likely to create the close-down of projects.

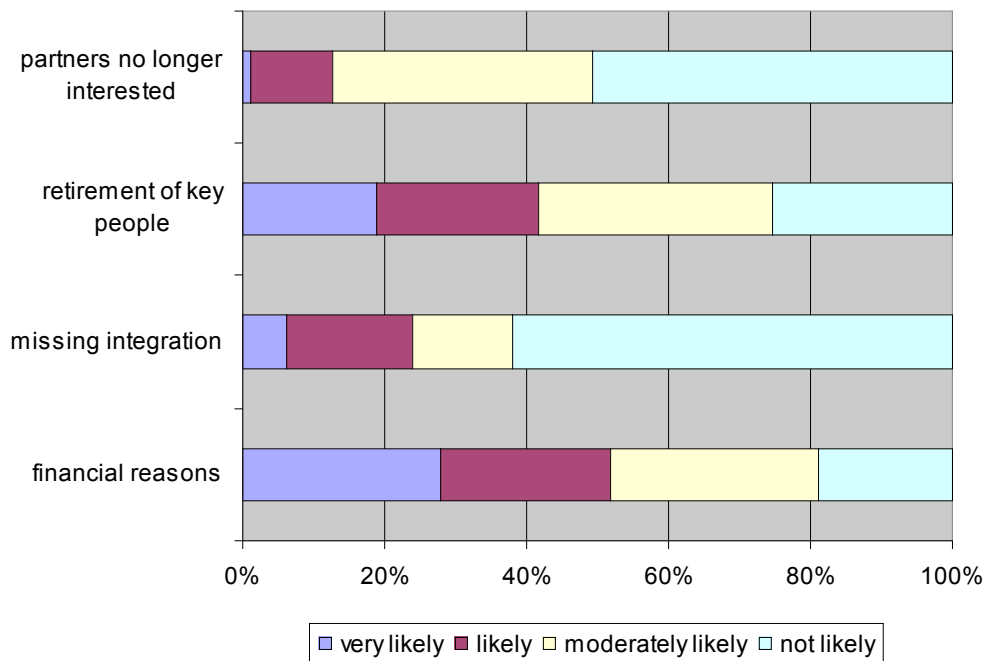


Figure 13. Risk factors

N = 79

In our sample, the risk of a close-down created by financial reasons is perceived most seriously by the 2nd series projects (7 out of 10 see it as very likely, 1 as likely), while it is estimated lowest by the 1st series projects (1 out of 14 very likely, 3 likely). In the 3rd and 4th series (both maintenance and production), around half of the projects sees this possibility as very likely or likely. Also the retirement of key people is perceived as the most serious risk factor by 2nd series projects (3 out of 10 very likely, 4 likely). This risk is perceived lowest by the 1st (4 out of 14 likely/very likely) and 4th series (8 out of 28). 11 out of the 19 projects stating that retirement of key people is not likely to be a factor for closing down the project are from the 4th series.

4.6 Final appreciation

The picture given by the respondents of our questionnaire looks, overall, very positive. Most projects are used in regular activities, even if they have been developed some years ago, and are expected to continue to be used. Collaboration with the CCSP is generally appreciated – even if there are some cases where this collaboration does not exist or is rather limited. This impression of varying degrees of collaboration was also perceived during the monitoring visits. There are projects that have developed their own technical and didactical competences, while in other cases the development of projects is done in very close interaction with the CCSP – in extreme cases, the project leader is part of (or leader of) the CCSP. Even if this was not directly a topic of the evaluation, one should also consider that a significant number of SVC projects won international prizes and awards, including two winners of the MEDIDA Prix (2003 and 2006) and many participated in the final round of prizes like MEDIDA Prix, Multimedia Transfer and EASA award.

The results from the questionnaires do not show many differences between projects in the production and those in the maintenance phase. One difference that emerged was that maintenance projects were used more often as – mandatory or optional – standalone courses than those still in the production phase; this might be related to the larger size of 1st and 2nd series projects.

It emerged in several monitoring visits that collaboration in large teams is a rather big challenge – but, however, more than 4/5 of the projects sees the network and collaborations as a significant added value in the project. In several cases, collaboration also goes beyond the SVC project. The lower number of project partners requested in the 3rd and 4th series, though, does

not seem to have an impact on the evaluation of collaboration. Our supposition is that projects from the impulse phase have automatically reduced real collaboration to a few partners, and thus are, in this respect, more similar to the consolidation phase projects.

Regarding learning management systems, the national content server is not used by many projects. During the monitoring visits, several times a certain degree of discontent emerged regarding the lack of a clear policy – projects state that they never knew about the future of the national content server, and some also expressed their disappointment regarding the fact that they are now suddenly required to pay fees for every student using this LMS. Overall, most projects use the LMS provided by their CCSP or an open source system.

Overall, the projects themselves evaluate their future sustainability rather positively. The monitoring visits, however, gave the impression of very different types of projects regarding their commitment and proactivity. Some projects already have clear ideas about how the future needs will be covered – for example by selling the course in continuous education, by employing assistants who, instead of other tasks, are responsible for maintenance and updating – or see it as part of their day to day work to continue to update and develop the projects (as they would do for traditional teaching as well), while other projects have less definite perspectives: they underline that they think it is a pity that SVC does not continue, that they will not have the resources for updating and development, that their project probably will get lost. Thus, it seems that some projects have become a really integrated part of the professors' teaching portfolio, while at the other extreme there are cases rather like independent projects that will be concluded at a certain moment in time and not integrated in the normal, day-to-day teaching/working/research process.

These results show that fears that most SVC projects will stop with the end of federal funding are not justified; but it is also not possible to say much about how effective was the use of money and if the relationship between funding volume and output has been correct. The opinion of most people interviewed in the rectorates and in CCSP was that especially the 1st and 2nd series projects were too strongly focused on high-level products and complex technology; these projects seem to have found their way to a use in face-to-face teaching, but most respondents agreed that there was little relationship between the uses and their funding volume. In this respect, the decision of going towards smaller projects in the Consolidation Programme is seen by most people as very correct. In fact, some HEIs stated that they went a step further in this direction, by funding even smaller projects and giving seed money to professors for some innovative activities.

5 Coordination, support services and mandates

In this section of the report, we look at the overall management of the SVC programme, at the functioning of the coordination unit and at support services which have been developed at national level, like the national content server and some support mandates.

The information presented is taken from the on-line questionnaire to the SVC projects, from the interviews with CCSP leaders and rectorates and finally from documents and discussions with people involved in the SVC programme.

5.1 Coordination and organisation of the programme

The main tasks of the programme itself included:

- the strategic management and the decisions concerning the of funding projects, mandates and CCSP;
- the operational management of the programme;
- the organisation of monitoring and financial reporting; and
- the organisation of different networking activities, including SVC days and other events.

5.1.1 Organisation and activities of the Steering Committee SVC-SC

Throughout the whole programme, the SVC-SC has been its main organ, in charge of almost all strategic and funding decisions (even if, de jure, the final competence on funding decisions was at the SUC).

The SVC-SC was composed of 10 people, including people from Swiss HEIs, representatives of the commercial sector and experts from abroad. At the beginning of the consolidation phase, the SVC-SC underwent quite significant changes in composition, with the inclusion of new members, including a second representative of UAS, and a new president taking over in 2005. Accordingly, it seems that the SVC-SC required, at the beginning of the consolidation phase, some time to achieve a stable way of working and decision-making.

The SVC-SC met regularly about 5 times per year, mostly in half-day or full-day meetings; its main duties have been the following:

- the organisation of the evaluation of project proposals and the selection of the projects, including not only the 3rd and 4th series projects, but also the decision on maintenance of ongoing projects. Most of this work was done in 2004/2005, but maintenance decisions were taken until the end of 2006;
- the decision concerning mandates and their follow-up and discussion of results, especially for the mandates with a broader implication for the future of the whole programme;
- the strategy and decisions concerning the national content server;
- the decision concerning different activities including monitoring and SVC days; and finally
- especially during 2006, the discussion on the future of the programme and the preparation of the corresponding propositions to the CRUS.

The project selection process was managed professionally, with external experts attributing grades to the projects according to a set of criteria and the SVC-SC taking decisions based almost exclusively on these rankings.

We notice that besides participating in the SVC-SC meetings and other activities, its members have been also heavily involved in the programme monitoring as experts.

5.1.2 Coordination unit

The coordination unit was fully reorganised at the beginning of the consolidation phase, with its transfer to the CRUS and the nomination of a new coordinator. Retrospectively, it seems that this change has been well managed and the coordination unit was quite stable during the whole Consolidation Programme in personnel terms. This makes a strong difference with the Impulse Programme which had three programme coordinators in four years.

Overall, the coordination unit consisted of just four persons (3 FTE), including a secretary and a person specialising in the handling of financial reports. Since the Summer of 2005, the coordination unit also assumed the management and reporting of UAS projects and CCSPs (to this aim the coordination was reinforced with 0.5 FTE funded by the OPET).

The coordination unit had a fundamental role in the whole management of the programme, for example preparing SVC meetings, managing the evaluation of proposals, preparing and guaranteeing the follow-up of the monitoring of CCSP and of projects.

5.1.3 Monitoring and financial reporting

In the Consolidation Programme, the SVC introduced a systematic procedure for the follow-up and monitoring of both CCSPs and projects, which was largely based on site visits. The attempt was thus to integrate paper reporting with a more interactive procedure, where CCSP and projects would receive direct feedback concerning their activities.

The yearly monitoring included the following steps:

- Firstly, the preparation by CCSP and projects of a report based on a template sent by the SVC coordination.
- Then, a site visit where CCSP and projects present themselves and the experts and members of the coordination unit can put questions and raise critical issues for the future. Normally, one expert from the SVC-SC and one member of the coordination team participated in the visits.
- Finally, a written feedback from the experts in the monitoring report which is then transmitted to the projects and/or CCSP.

Retrospectively, it seems that the site visits have been quite useful as an opportunity to exchange and get support from the SVC, even if the time investment for the experts and coordination team has been substantial; written monitoring reports strongly vary in their degree of detail and the extents of comments from experts (some being quite substantive, while other adding just a few lines of comments).

Projects and CCSPs also had to deliver to the coordination unit a yearly financial report; the reporting format was revised in the consolidation phase in an attempt to reduce the amount of information required; thus, the projects were asked to provide data only on general funding categories (no detailed indication of salaries) and, in 2007/2008, just on their total expenditures of federal funds.

5.1.4 SVC days and workshops

During the Consolidation Programme, the SVC coordination has organised three editions of the Swiss Virtual Campus Days in Neuchâtel (2004), Basel (2006) and Bern (2007). These have been large events which gathered together most of the SVC community (between 200 and 300 people) and have had a relevant role in giving to the involved people the feeling of being part of a single programme.

Moreover, the coordination has organised two dissemination workshops in 2007, as well some other events like the public event 'Education meets business' in March 2008.

5.1.5 The opinion of the projects

Overall, the answers of the projects give a rather positive view of the functioning of the programme. Thus, the most widely shared judgment concerning the coordination unit was that it was a fair and competent support unit for the whole programme, while 35 projects over 80 would agree that it was rather an administrative and executive unit.

Also, if we take into account that these kind of duties are usually a disturbance for the projects, the feedback on the financial reporting has to be considered as fairly positive: half of the projects judge that it was made as easy as possible, while the other half judged it as complicated but still feasible. The subsequent simplifications of the reporting seem to have reduced the burden for the projects, while many of them profited also by the support of their CCSP. The repeated complaints in the SVC yearly reports concerning missing or incomplete financial reports might show that this simplification did not necessarily improve the situation concerning timeliness and availability of financial data from the point of view of the coordination. More precisely, projects answers give a fairly precise picture of the functions fulfilled by the programme. The SVC function was perceived essentially as organisational – getting projects and CCSP to function and distributing funding – and political – to provide an overall framework for elearning in Switzerland; the programme also had some useful functions concerning didactical issues, but not concerning contents (as expected) and technology (a focus for the CCSP).

Among the activities, monitoring, SVC days, workshops and direct advice were used by most of the projects, while only half of the projects used the national content server and the mandates. The projects which used these services give a rather positive feedback on them.

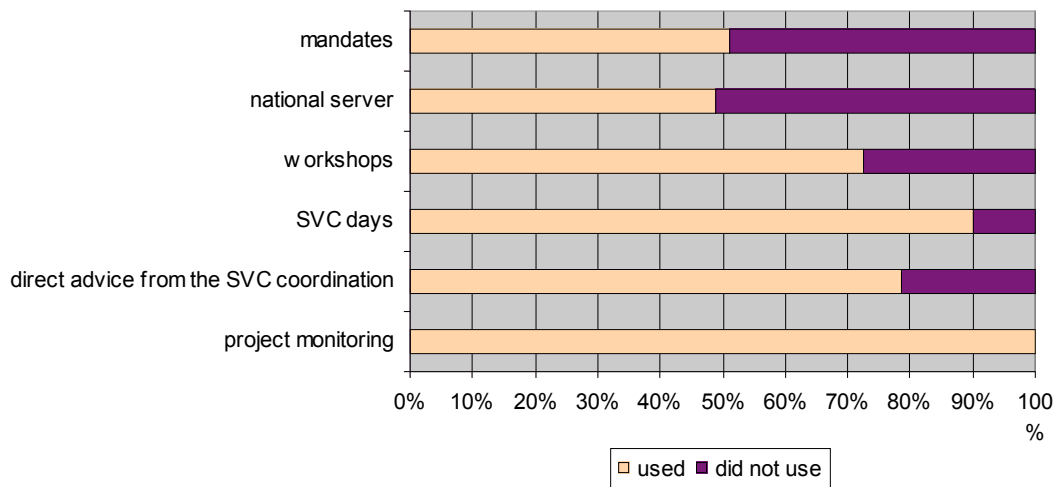


Figure 14. In which areas did you use SVC services?

N = 80 (ongoing projects only)

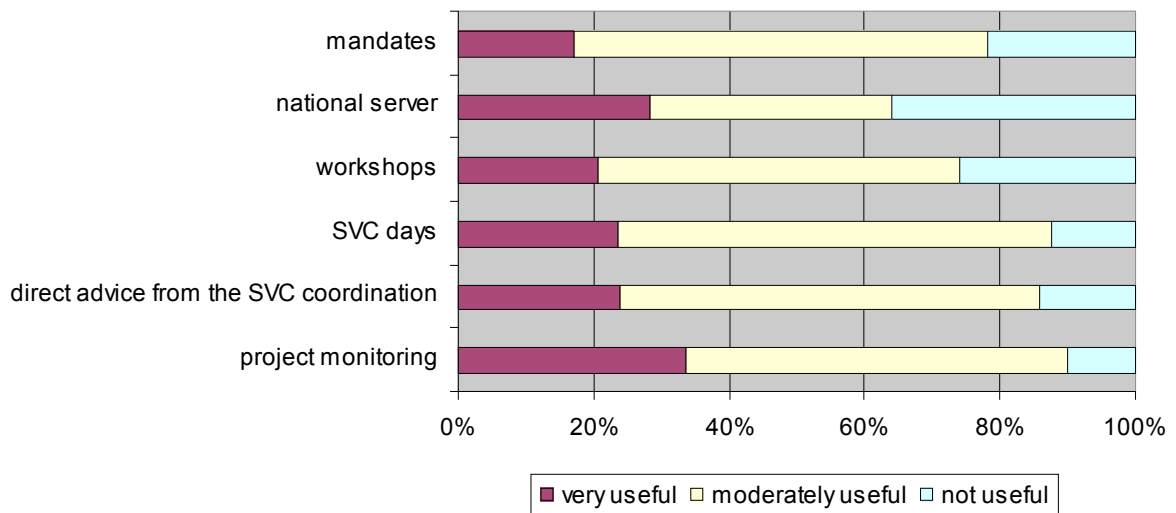


Figure 15. To which extent have the following activities been useful for your project?

Only projects which used these services

5.2 Mandates and support services

As in the impulse phase, the SVC programme has funded a number of mandate and service activities to support both CCSP and projects; however, the creation of CCSP entailed some reduction of the mandates directly targeted to the projects since this support function has been taken over by the CCSP themselves. The following table provides a complete list of mandates for the Consolidation Programme.

Title	Responsible	Funding
<i>Technical support mandates</i>		
National server for on-line courses (incl. training)	SWITCH-EDUTECH	777,616.-
Edutech	Jacques Monnard, University of Fribourg	1,453,000.-
<i>CCSP and project support</i>		
GIRAFE	Daniel Peraya, University of Geneva	195,000.-
Forum New Learning	Andreas Ninck, Berner Fachhochschule	93,100.-
A manual for projects and programme evaluation	Theo Wehner, ETH Zurich	181,800.-
CRITIQUEST	Nadia Spang-Bovey, University of Lausanne	15,367.-
<i>Programme support</i>		
Guide of e-learning good practices	Maia Wentland, University of Lausanne	48,420.-
SVC status reports and projects monitoring	Jürgen Oelkers, University of Zurich	339,085.-
Sustainable implementation of elearning	Sabine Seufert, University of St. Gallen	161,400.-
<i>Others</i>		
SVC measures initiatives and support		40,000.-
Salon de l'étudiant 2004		37,000.-
Final evaluation programme		132,000.-
MEDIDA-Prix 2006		312,000.-
Payments for Impulse Programme mandates		117,784.-
Total		3,896,742.-

Table 14. List of mandates for the Consolidation Programme

From the table, the strong focus on technological support is evident, since EDUTECH and the national content server make about half of the total funding volume; most of the remaining funds has been used for mandates to support the SVC programme as a whole and for monitoring purposes, while mandates devoted to the direct support to projects and CCSPs took a limited role.

5.2.1 Technical support and services

The technical support mandates and services include the long term EDUTECH mandate, as well as the set-up and maintenance of the national server for on-line courses.

EDUTECH is a long term service created before the beginning of the SVC programme itself with the following aims:

- supporting the SVC projects in their technical development;
- provide consultancy and monitoring in general concerning elearning technologies (for example evaluation of open source LMS); and
- provide support service to the SVC coordination itself, for the management of the website and for diffusion of information about news and events concerning elearning.

With the Impulse Programme, the activities of EDUTECH have progressively shifted from project support to more general services and, in particular, to the development of a national elearning infrastructure in close collaboration with Switch.

The main activity in this respect has been the set-up and maintenance of a national LMS (Web CT Vista, now Blackboard Vista), which is hosted by Switch from the year 2003, based on the strategy and decision of the SVC-SC. Further, EDUTECH has been involved in the integration of WebCT in the AAI project, which allows students and teachers in Swiss HEIs to access on-line services through an unique account.

In October 2006, the CRUS decided to evaluate a second LMS based on an open source solution; after an evaluation of the different open source LMS available performed by EDUTECH, a working group concluded that there was little interest in the universities in this service since most of them were already on the way to establishing their internal LMS. However, there was a considerable interest in developing a Learning Object Repository at national level which would allow easy exchanges of learning materials between different LMS (see <http://www.switch.ch/cms/services/els/LOR/index.html>). After evaluation of different solutions, a LOR pilot project started in summer 2007.

5.2.2 *Project and CCSP support*

Compared to the Impulse Programme, there have been few mandates devoted to support directly SVC projects and CCSPs.

1) The *Manual for Projects and Programme Evaluation*, awarded to ETHZ, was aimed at developing an on-line tool for the evaluation of elearning projects and programmes. After a testing phase a final version of the manual is now available on-line in three languages (<http://www.evalguide.ethz.ch/>). It is basically an on-line book providing information on evaluation, resources and hyperlinks on the subject.

2) The *CRITIQUEST* mandate, awarded to CCSP Riset of the University of Lausanne, has the aim of providing resources to CCSPs and project leaders concerning the management of elearning projects. An online documentation in four languages has been produced and is available on the SVC website.

3) Two earlier mandates, both terminated in early 2005, concerned respectively the coordination between support centres in the Romandie (*GIRAFE*) and the support of the *Forum New Learning*, a communication platform between the elearning community especially in UAS.

5.2.3 *elearning strategy and SVC development*

In the consolidation phase, the SVC has launched a number of mandates devoted to the status assessment of the programme and to the definition of strategic orientations for the next period.

1) The *SVC Status Reports and Project Monitoring* was awarded to Prof. Oelkers and the former SVC coordinator Dr. Rizek of the University of Zurich. It aimed at providing an assessment of the status of SVC projects at the end of the impulse phase and recommendations for their maintenance. On the basis of questionnaires and site visits, the mandate has produced an impressive quantity of information (about 1000 pages of reports), which has been criticised for its lack of focusing. A summary report has been produced at the end. A reading of the SVC yearly reports shows that this mandate has been heavily debated inside the SVC: thus the SVC yearly report criticises the report - 'nicht selten kann der Eindruck entstehen, dass die in den Informationen genannten Ergebnisse und gemachten Aussagen auf Basis der subjektiv von den Mandatarin wahren ihrer Zeit als Koordinatorin des Bundesprogramms SVC gemachten Erfahrungen beruhen' – but states also that with on reflection these results are a relevant information source for further analyses. However, one should consider that the results refer essentially to the situation in the year 2004 and thus can be hardly used for future planning.

2) The mandate on *Sustainable implementation of elearning* was awarded to Prof. Seufert and the Swiss Centre for Innovations in Learning SCIL of the University of St. Gallen in close cooperation with the SVC coordination team. Its main goal was to support the SVC Steering Committee in its strategic planning and, particularly, in the preparation of the strategies for the period 2008-2011. Additionally, the mandate has supported the SVC coordination team in the preparation of the SVC days 2006.

It seems that also this mandate has led to many discussions. According to the SVC coordination report 2006, the SVC-SC has evaluated the results of the mandate as unsatisfactory, while the mandate itself complained that too little time was devoted to the strategic discussion on the overall orientation of the programme.

The mandate has produced a final report which has been internally distributed to the SVC community (Seufert and Euler 2006).

3) The *Guide of Best Practices Mandate* was awarded to the SVC-SC vice-president Maia Wentland Forte. Its aim is to compare elearning strategies and practices in a number of countries, including USA, France, Germany and UK and to provide recommendations based on the 'best-of' of what is being done both in academic. The final report was delivered at the beginning of 2008.

5.2.4 The feedback of projects on the mandates

Overall, it seems that mandates played a much more limited role in the consolidation phase of the programme than in the first phase, especially because many of their functions have been assumed by the CCSPs. This was the case concerning pedagogical support, but also technological support where the EDUTECH mandate has been largely reoriented to the development of national services, rather than the direct support to the projects.

This is reflected in the answers of the projects (see Figure 16). Even if we limit ourselves to the few mandates largely directed to the projects listed in this figure, 30% of the respondents did not remember these mandates. The rest of the answers was divided between a ‘nice to have’ appreciation and a negative one, while just a minority of the projects judged these mandates as indispensable for them. It is unclear if this is due to the mandate itself, to the strong role played by the CCSP or to a lack of information on their services.

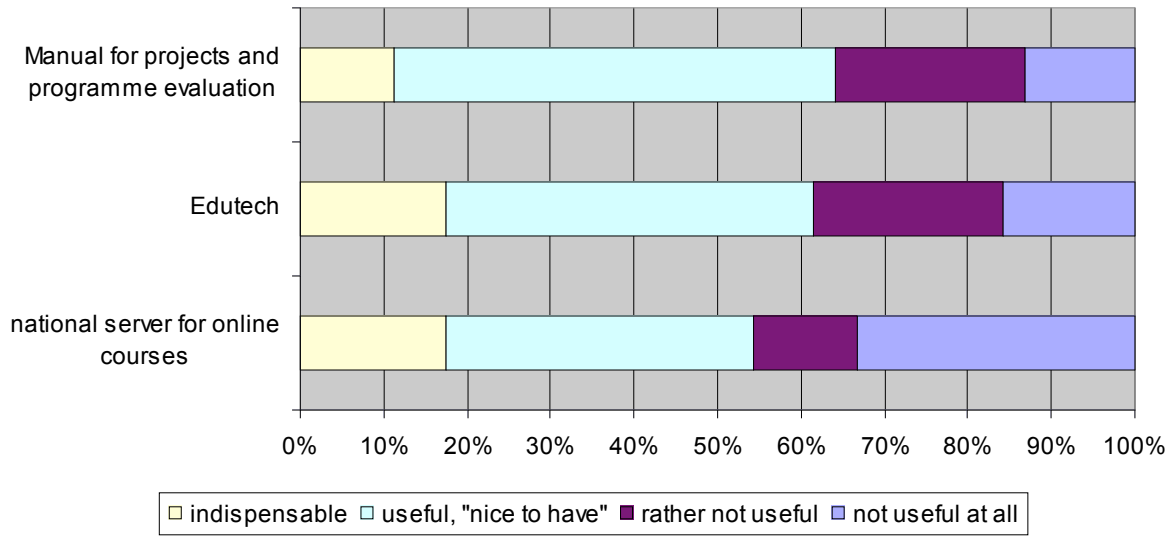


Figure 16. To which extent have the following mandates been useful for your project?

Figure refers only to projects which remembered the mandate (about 70% of the total). Clear answers emerge from the questionnaire concerning the national content server based on WebCT Vista, since only 10 projects over 80 answered that they use the national content server (plus 7 projects to some extent).

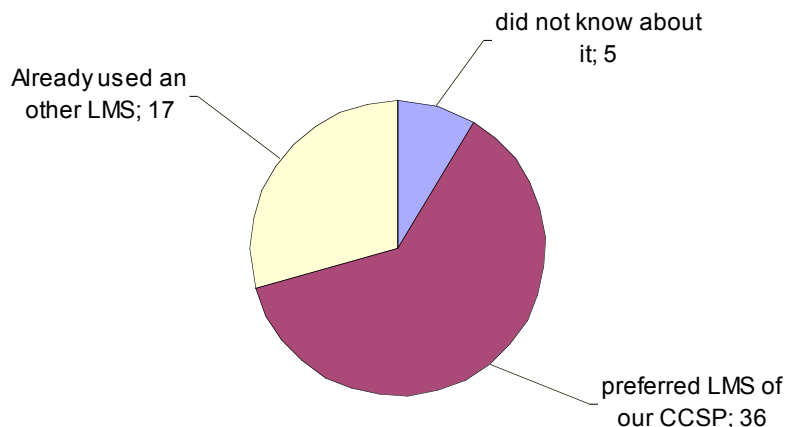


Figure 17. Why did you not use the National Content Server in your project?

N=69

The answers to the questionnaire show that it was not just the features of the national content server, but a matter of different institutional choices especially of the CCSP, which have introduced their own LMS based on open source solutions (mostly Moodle and OLAT for Zurich and some others). Of course the decision to introduce the national content server was taken in a quite different context, where most CCSPs did not exist, a number of 1st and 2nd series projects used the campus edition of WebCT and the development of the open source LMS was not fully foreseeable.

Also, the discussion with CCSP shows that there is now no rationale in having a national content server, especially if based on a commercial solution, since almost all universities made the switch to open source software (mostly Moodle, but also OLAT, Claroline and ILIAS).

5.3 Future prospects and needs for national services

An open question which has been raised at the end of the SVC programme is to which extent national services will be needed and how they can be organised in the future.

SVC projects provide clear answers in this respect (see Figure 18). They evaluate that their needs concerning technological and pedagogical support can be fulfilled by the CCSP – be aware that that most leading houses of on-going projects are in institutions with well-established CCSP. However, they identify some specific competences and support at national level: firstly, in guaranteeing the networking of people in the SVC community, then to manage marketing and certification of elearning products (a task which necessarily must be done at national level) and providing legal support for example concerning copyright (a task where CCSP seem not to be very well equipped everywhere).

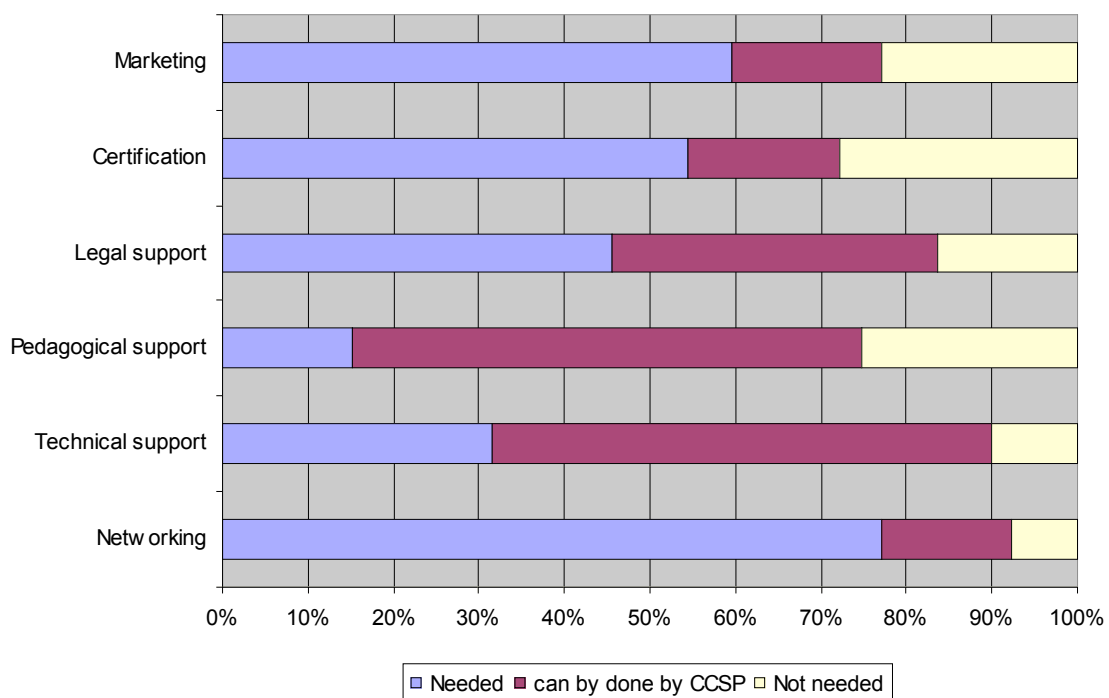


Figure 18. Need of support services by SVC projects

On-going projects, N = 79

The interviews with the institutions show a slightly different picture. Firstly, there is an overall preoccupation that the political visibility of elearning could suffer with the end of the SVC programme and this could weaken the institutional support, especially in Cantons and HEIs where elearning is not well established. Secondly, keeping cooperation and networking instruments is judged indispensable, and thus initiatives like the creation of a CCSP association, a national conference, forums and information bulletins are strongly welcomed.

On the other hand, there is some reticence about technical support services at national level, including the repository project, where especially people from the social sciences and humanities feel that exchange of learning materials will function better in small networks.

5.4 Final appreciation

The overall picture of the management of the SVC programme which emerges from the information we collected looks quite positive. Almost all the actors participating in the programme agree that decision-making process and management have been good and also that issues which could have become rather problematic, like financial reporting, were managed reasonably if take into account the complexity of the Swiss system. Also, the project selection process has been managed professionally and most activities promoted by the coordination unit have been appreciated; especially, the choice of having on-site monitoring, even if time consuming, seems to have brought better interaction between the programme from one side, CCSPs and projects on the other side. The different administrative rules for universities, FIT and UAS, originating from the complex governance of the Swiss higher education system, certainly made this task more complicated; it is a positive aspect of the SVC, due also to the flexibility of all involved actors in finding practical solutions, that it was possible to manage a programme covering the three types of HEI despite this complex environment.

The SCIL criticism that the SVC Steering Committee did not have time for discussion and definition of strategies, being overloaded by too many operational tasks needs also to be seen in context for two reasons: firstly, one should consider the different tasks of the SVC-SC and the fact that its members did it as a volunteer activity; secondly, there has been more strategic thinking especially in smaller task-groups, for example concerning the eHub project. Our appreciation is that the SVC-SC functioned relatively well given its working conditions.

The picture looks less positive concerning mandates and support services, which have been the least productive part of the whole programme, if we take into account the funding volume of 4 mio. CHF.. Half of this amount has been devoted to technical support and to the national content server. *A posteriori*, the decision to establish a national content server based on a commercial product has revealed itself as not correct, even if one could understand the motivations at that time (for example a number of projects using this platform) and that the evolution towards open source was not foreseeable to this extent when the decision was taken. It is clear also that this choice did not sufficiently take into account the impact of the introduction of CCSPs and the shift towards the introduction of elearning as a basic service (meaning also the need for a simpler LMS). A more positive aspect is that these activities laid the basis for the hosting by Switch of some support services after the end of the SVC programme (eHub project). The impact of the other mandates on the programme seems to have even less significance.

6 Conclusions

Before coming to some concluding points, it is important to state that one should understand some limitations of this report dictated by its original mandate. Namely, the report limits itself to present the views and appreciations of the SVC coordination unit, of the directorates of the higher education institutions and of the SVC projects, while we disregarded those of other stakeholders like students (which have been included in the expert evaluation). Some biases might emerge for this reason. At the same time, the objective of this work has been more to understand the overall impact of the SVC programme on the development of elearning in Swiss higher education, than to measure the efficiency of spending in an economic sense or to compare the SVC with similar programmes abroad.

If we come back to the main questions of this evaluation – elearning strategies and CCSP, sustainability of SVC projects, coordination and mandates – we get the following overview.

1) Firstly, during the SVC programme, most Swiss HEIs developed an elearning strategy and established a support centre which will be further continued after the end of programme. Most respondents in rectorates and CCSPs are confident in the future and stated that responsibility for elearning can now be fully taken by the institutions themselves; they also agreed that in many cases political pressure, financial support and coaching from the SVC gave a strong impetus to this process. At the same time, a number of problematic cases emerged where the CCSP is still in development or the situation is largely unclear.

In our opinion, support and promotion of CCSP has been the most successful part of the whole programme and a solid heritage for the future development of elearning; also, most institutions answered positively to this impetus and found well-adapted solutions for their context. The SVC cannot be blamed for the few cases where, because of lack of institutional support or of difficult internal or personnel constellations, a CCSP has not yet been established. It remains an open issue to which extent some kind of monitoring and follow-up of CCSP should be organised, for example in the framework of the CRUS, to avoid some institutions losing momentum.

2) Secondly, projects themselves see their future perspectives as rather positive and affirm that the developed products are and will be used in education in most cases, even if lack of funding might impair future developments. CCSP and monitoring visits give a more differentiated view, where the projects which are based on standard technical solutions will be maintained, while more innovative and niche projects will have more difficulties. Overall, both sides see the collaboration between projects and CCSP as very positive and well-functioning. It is also stated that projects will also be used in the future by partners and not only by the leading house and, overall, the collaboration between different institutions has been judged as positive (even if resource- and time-consuming).

Our opinion is that it would be incorrect to affirm that most of the SVC projects will just die after the end of federal funding, but that their outcome might be quite different from that foreseen at the beginning, especially for the 1st and 2nd series projects which were clearly aimed at developing fully on-line courses. It is likely that, with the exception of few projects, in most cases their impact will be more in the renewal of educational practices than in the development of widely used products and, in this respect, the decision to reduce funding levels quite considerably in the 3rd and 4th series has been seen as correct.

3) Finally, the steering and management of the programme has been generally appreciated, while the mandates clearly had a lower impact, largely because of the additional functions assumed by the CCSPs. Especially, the choice to establish a national LMS based on a commercial system revealed itself *a posteriori* as not adequate because of the stronger role assumed by the LMS adopted by a CCSP, of the development of open source software and technical problems with the adopted system.

Our opinion is that these choices have to be considered in the context of the time when they were taken, but that it is correct to question if the rather large amount spent for mandates (4 mio. CHF) could not have been spent better. In the whole context of the programme, however, this seems to us to be a rather minor point.

Overall, the opinions collected give a rather positive assessment of the programme across its whole life. Thus, the SVC, thanks already to its size, gave a strong impulse to elearning and was decisive in introducing it in the Swiss higher education institutions. Also, there is a strong feeling in the community that, from an initial concept oriented towards the development of products and technology, the programme developed a healthy trajectory and the evolution decided for the consolidation phase – support to the CCSP, reduction of the size of the projects, their integration with CCSP – were quite important in this respect.

We completely share this view. It is now clear that the initial concept in the impulse phase did not correspond to the applications of educational technologies best adapted to Swiss HEI and that it was too strongly influenced by experience in distance (on-line) education. One should recognize that evolving from this starting point to an approach more suitable to the Swiss context was essential in reaching the overall policy goal of the programme, namely diffusing elearning in Swiss HEI. It should be considered as a success of the programme that this evolution was managed without major disruptions.

Finally, the trajectory of the SVC programme from the development of stand-alone products towards a stronger integration in existing educational activities (and answering to the needs raised by reforms like Bologna) explains why its conclusion seems to raise rather few problems and, in many cases, it is seen as natural outcome of this process. Most HEI prepared themselves for this transition and progressively integrated CCSP funding in their regular budget. They introduced seed money for internal projects, although a few difficult cases still remain. Also, the request for national services seems to be rather limited, with the exception of keeping network activities like a CCSP assembly and some regular national events and communication channels, while the request for technical support seems to be less.

Thus, in our opinion, the decision not to continue with the programme is largely justified, even if there remains a major issue on how to coach and assist the HEIs which are still developing their CCSP and/or are unclear concerning their elearning strategy.

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8 Annexes

8.1 Detailed description of CCSP

8.1.1 LearnTechNet, Universität Basel

General description and organisation	
LearnTechNet (LTN) is a network of different services coordinated by the Akademische Lehrentwicklung ALE and with the participation of the Universitätsrechenzentrum URZ and the New Media Center NMC, plus associated services (university library, etc.).	
Website	http://ltn.unibas.ch
Mission and strategy	
Implementation of the university's strategy of integration of elearning (see below). Support of members of UNIBAS in the development of elearning offers and their integration in teaching, through consulting, training, infrastructure and information. UNIBAS includes elearning as a measure for modernising teaching, together with other measures such as Bologna. elearning is implemented only when it leads to a didactic surplus (didactic and cultural diversity) – face-to-face teaching should be enhanced and not replaced by virtual courses. LTN has the mandate to implement this strategy.	
Activities	
<p><i>SVC projects:</i> 15 as leading house: 4 first call (Nano-World, Latinum electronicum, BOMS, Financial Markets), 2 second call (TropEduWeb, pharماسquare), 3 third call (Physica pro medicis, Epidemiology, CRANIONLINE), 6 fourth call (eHistLing, Gymfacts, Dentistry meets e-learning, ViLab, PathoPedia, EMI). Different levels of collaboration with CCSP – highest level of collaboration with fourth-call projects.</p> <p><i>Support and other activities besides SVC projects:</i> Support - development, consulting and monitoring of e-learning projects:</p> <ul style="list-style-type: none"> ▪ coordination and administration ▪ didactical conception ▪ evaluation and quality assurance ▪ curriculum integration ▪ media development ▪ platforms and technical infrastructure • training for teachers and participants in projects • information about publications, conferences, links • development and maintenance of tools and platforms <p><i>Infrastructure:</i></p> <ul style="list-style-type: none"> • learning management systems (2007: WebCT: 2418 students, 43 courses; OLAT (cooperation agreement with UZH): 2029 students, 28 courses, BSCW 862 students, 299 courses) • platforms for cooperation (2007: EVA (developed by LTN): 5450 students + 510 courses at UNIBAS, 2545 students + 153 courses at ETHZ) • online evaluation / survey tool (FlexiForm (developed by LTN): 7390 students + 198 courses at UNIBAS) • other tools for construction of lectures, web based communication and cooperation, online surveys, data bases, learning management systems, video-based tools, etc. • hardware to loan • multimedia rooms <p><i>Competences:</i> The LTN offers its services to organisations outside UNIBAS – consulting and product services have to be paid, tools developed by LTN are free (open source).</p>	
Resources	
FTEs: 6,85 (URZ 2,55 (5 persons), NMC 2,5 (4 persons), ALE 1,8 (5 persons)). Annual budget: 1.309 Mio. CHF	
Future perspectives	
From 2007 on, financing is included in the ordinary budget, all services will be continued.	
Remarks and comments	
LTN seems to be working very well; it offers a wide range of services and tools, including also tools developed by itself. Its members are active in research and in the scientific community. The future of the CCSP is secured; the LTN is completely aligned with the university's strategy and therefore will receive funding from the university. The network combines competences that were already present before. Several projects supported by LTN have won prizes.	

8.1.2 Virtueller Campus Supportzentrum, Universität Bern

General description and organisation	
Organisational form: network. Collaboration between the Abteilung Unterricht und Medien (AUM) of the Institut für Medizinische Lehre and the Institut für Erziehungswissenschaften (IfE). Good collaboration with IT services.	
Website	http://www.vc.unibe.ch
Mission and strategy	
The VC-Supportzentrum is a network that promotes and supports teaching with new media and technologies on the levels of content, didactics, technology, finances and organisation. The offer for teachers includes information events, training, consulting, technical resources such as platforms for learning and other tools, etc. There is no explicit university e-learning strategy and involvement of the university direction is quite an open issue.	
Activities	
<p><i>SVC projects:</i> SVC projects of UNIBE have been essentially developed without the participation of the CCSP because the CCSP started in Summer 2005. The CCSP supports some projects in the production of multimedia materials.</p> <p><i>Support and other activities besides SVC projects:</i></p> <ul style="list-style-type: none"> • LMS: ILIAS (WebCT Vista, OLAT and Moodle will no longer be supported, for OLAT and Moodle the request is too low, WebCT Vista users can change to SWITCH Blackboard Vista) • Organisation of 8 elearning colloquia with totally 18 speakers and 20-30 participants per colloquium • Courses for teachers: 12 courses, 225 participants (drastically reduced because a fee of 20.-/hour was introduced) – crash-courses on several topics • Individual consulting • Internet platform as information source for teachers interested in elearning • Small local elearning projects founded every year by UNIBE (duration per project: 1 year, max. funding 30,000.- CHF per project, overall max 150,000 CHF) <p><i>Competences:</i> usability evaluation, courses, development of media, podcasting.</p>	
Resources	
<i>Collaborators:</i> 11 collaborators (media and e-learning specialists), most founded by the two Institutions AUM and IfE. 2 FTEs founded by SVC.	
Future perspectives	
In December 2007, the Senate of UNIBE decided to support the CCSP for the next 2 years, each year with 1,5 FTE and cash 15,000.- CHF per year, which will ensure the existence of the CCSP for that period and its functions for the whole university.	
Remarks and comments	
The CCSP's involvement in SVC projects is rather low due to the late opening of the CCSP (all but one project already existed before). It mainly consists in organising the monitoring visits and producing some multimedia materials (e.g. making a unitary design for all animations of one course). Most activities are for developing an elearning culture at university of Bern (courses, colloquia, LMS, small projects).	

8.1.3 Centre Nouvelles Technologies et Enseignement, Université de Fribourg

General description and organisation	
Organisational form: centre, created in 1996, some members have teaching responsibilities on BA or MA level (stay in touch with students). The CCSP depends on the commission enseignement which is directly related to the rectorate.	
Website	http://nte.unifr.ch
Mission and strategy	
Promote and observe the pedagogical use of electronic tools for documentation and communication at UNIFR – encourage the use of ICT and observe its impact. The strategic goal is to implement blended learning courses. The rectorate supports four types of actions: annual project call, teachers' training, Moodle and helpdesk service.	
Activities	
<p>SVC projects: 3 projects as leading house: 2 first call (ELO, Embryology), 1 second call (Antiquit@s), development of pedagogical scenarios, technological development and maintenance, evaluation. Mandate EDUTECH to continue and develop the technological support activities for SVC projects.</p> <p><i>Support and other activities besides SVC projects:</i></p> <ul style="list-style-type: none"> • Support of Moodle (nearly 5000 students in nearly 500 courses). Claroline and WebCT are no longer supported • Pedagogical scenario for local elearning projects – annual call for projects, about 10 projects per year • Evaluation of local elearning projects • Training sessions (workshops and seminars) and support for teachers • Research and technology watch <p><i>Competences:</i> Moodle, user-friendliness, formative evaluation, Flash.</p>	
Resources	
<i>Collaborators:</i> currently 7 collaborators; will be reduced to 4-5 collaborators after the end of SVC funding.	
Future perspectives	
<p>Funding for the Centre NTE is guaranteed by the rectorate. As LMS, only Moodle will be supported; workshops, seminars and elearning helpdesk activities will be continued, the yearly local call for projects will be maintained, but probably limited. The CCSP plans to do more (applied) research.</p> <p>The Centre NTE will be decoupled from the didactique universitaire (which is part of sciences de l'éducation in the faculté des lettres), but the new organisational structure is not yet decided.</p>	
Remarks and comments	
The website of Centre NTE provides a lot of information, it looks interactive and current, with different blogs by the collaborators. It seems that the centre is well accepted and integrated in the university and that it aims at introducing innovation. Collaboration with SVC projects seems high, and also the local call for projects is an important instrument for the diffusion of ICT in learning scenarios. The centre is active in research and informs about conferences on its website. It seems that this is a good working centre. Even though it has to reduce the number of collaborators due to the end of SVC funding, it seems that the CCSP will be able to continue most of its activities.	

8.1.4 Réseau e-learning, Université de Genève

General description and organisation	
Réseau e-learning is a network coordinated by the recently established 'delegation du rectorat pour le e-learning'. Restructuring is ongoing.	
Website	http://elearning.unige.ch/index.html
Mission and strategy	
<p><i>Mission:</i> Services to the community instead of production of course material – professors are fully responsible for their courses and contents. The network provides help to the teachers when they ask for it.</p> <p>The university strategy is currently being reformulated. Enhancing the quality of teaching and learning is high on the university's agenda, elearning initiatives are fully supported by the university. The university policy provides a framework for elearning in higher education, supports programmes that encourage pedagogical innovation. It encourages teaching staff to develop elearning environments using Dokeos and Moodle.</p>	
Activities	
<p><i>SVC projects:</i> leading house: 1 first call (Computers for Health), 1 second call (SUPPREM), 2 third call (eTeach-Net, TransTech), 1 fourth call (Understanding 3D); 26 projects as partner. Besides the support activities mentioned below, the Réseau e-learning supports SVC projects in administrative work.</p> <p><i>Support and other activities besides SVC projects:</i></p> <ul style="list-style-type: none"> • Support of 15 innovative projects (14 of them implemented) • Support for teachers regarding the development of specific learning contexts (not development of content) – regular technical and pedagogical consulting (to individuals and groups) regarding: instructional design; student assessment; interactive and collaborative learning; course evaluation; curriculum development • Training sessions and workshops on teaching and learning in higher education include sessions on the use of educational technologies • Implementation and maintenance of institutional learning platforms <ul style="list-style-type: none"> ○ Dokeos: 1200 online courses in 2006 (ca. 30% of all courses available at UNIGE), more than 15000 users (some may be counted several times if registered to several courses) ○ Moodle: proposed from October 2006 on (for teachers with more experience in e-learning and student centred learning models) • Technical support – training sessions for Dokeos, helpdesk activities, upgrades of elearning software • Evaluation of teaching effectiveness • Report on the status of elearning at the University of Geneva • Participation in e-Leru and other international networks • Organisation of elearning days (first in November 2007) <p><i>Competences:</i> Expertise in use and contribution to development of Dokeos – the ICT group is a member of the Dokeos consortium. Experience in networking and knowledge/expertise/experience sharing. Expertise in training faculty in implementation of elearning and evaluation of pedagogical innovations.</p>	
Resources	
<p><i>Collaborators:</i> coordination (1.75 FTEs): 1 professor (50%), 1 scientific collaborator (45%), 1 assistant (80%). Plus network: NTICE, FormEv, life long training, legal department, etc.</p>	
Future perspectives	
<p>By the end of 2006, the university established the position of a professor (50%) as CCSP. Besides this position, the university also finances the scientific collaborator and assistant. The structure of the network is currently under revision; the introduction of local coordinators in the faculties and schools is planned. A new strategic plan should be approved by the rectorate in the next months including also additional funding for new internal projects.</p>	
Remarks and comments	
<p>This CCSP is currently in an important phase of development. The new coordinator – a person from outside – has taken over the task to make the network become a coordinated network. There is support from the rectorate (before, two vice-rectors were responsible for the CCSP), but, however, the coordinator's task does not seem to be that easy – the network as it is at the moment is rather complex and hence not easily understandable, it seems to need a more explicit coordination. They now have started establishing a central website. The aim is that in the future the coordinator becomes the 'natural entry point' for all questions regarding elearning.</p>	

8.1.5 Réseau interfacultaire de soutien enseignement et technologies, Université de Lausanne

General description and organisation	
RISET is a strong network with a small coordination unit directed by a vice-rector, the support of specialised services and pedagogical engineers in each of the departments. Strong collaboration with the computer support unit, the learning engineers can thus concentrate mainly on didactical support to projects and teachers.	
Website	http://www.unil.ch/riset
Mission and strategy	
Coordination of flexible and distance learning FDL (coordination, development and integration at UNIL, criteria for pedagogical evaluation, provision of resources, participation in networks), development of FDL (pedagogical and technological monitoring, applied research, documentation of e-learning initiatives) and promotion of implementation of FDL (information and valorisation of initiatives, integration in curricula, training of teachers and users). A new elearning strategy has been developed by RISET, its first draft has been approved. The strategy focuses on three levels: institution-wide support of adoption of current elearning tools, specific target-groups (develop a flexibility concept aiming at promoting new forms of teaching) and innovative individuals (supporting individual teaching projects). Innovation, transversal competences and flexible courses are part of the strategic objectives of the university.	
Activities	
<p><i>SVC projects:</i> as leading house: 4 first call (general chemistry, SOMIT, Objective Earth, eBioMed), 4 second call (Information Theory, Immunology online, Marketing online, VSL, E-Cid), 2 third call (On-line Course in Scientific and Forensic Photography, History of Life), 2 fourth call (FORM@TOX, Clinical Immunology online: From organ to disease). Support from RISET for SVC and other projects includes production of learning materials, feasibility evaluations, project meetings, administration and management, technical coordination and resources sharing, maintenance activities.</p> <p><i>Support and other activities besides SVC projects:</i></p> <ul style="list-style-type: none"> ○ internal call for projects – 11 projects supported in 2007 ○ Support for Moodle and TYPO3 at university level ○ Training modules ('ateliers lunch') introducing technology for teaching staff ○ Support for teaching staff: pedagogical and technological support in faculties, individual coaching (learning scenario building, platform usage, resources production), training module, procedures for medical school teachers ○ Support for students: basic training and technical support ○ Support for research projects and network collaborations ○ Inter-university collaborations ○ Conferences and publications ○ Internal communications in the university gazette ○ CritiQuest: Handbook and software in 4 languages <p><i>Competences:</i> Know-how, good practices. Experience with network function.</p>	
Resources	
RISET works as a network of strongly integrated entities, coordinated by the network leader and a coordinator. 5 pedagogical engineers collaborate in the network, but they are affiliated to the faculties. Other integrated units are: learning and teaching support, IT and media support. In addition, the SVC project collaborators are involved in regular meetings. The CCSP is attached to the directorate (the head of the CCSP is a Vice-Rector).	
Future perspectives	
Salaries of RISET members are integrated in the budget of the faculties and the directorate, they are regular UNIL employees on a long term basis; a request for funds for projects and technical staff has been accepted: in 2008, the CCSP will have three more technical staff members (development, server administration, graphics – two of them already contributors to SVC projects) and twice as much money as from the SVC. Funding for projects will increase yearly over the next four years. The CCSP aims at developing also applied research in elearning.	
Remarks and comments	
This CCSP seems to be a very well developed, well working network that develops new initiatives on its own. It is completely integrated and well known inside the university; it is expanding, and its sustainability seems secured. The website contains a lot of information and gives the impression of a good working unit.	

8.1.6 E-Learning-Zentrum der Universität Luzern

General description and organisation	
Centre, interdisciplinary team with a flat hierarchy. The centre is part of the Pädagogische Hochschule Zentralschweiz (PHZ), but it gives also elearning support for University of Luzern.	
Website	http://www.unilu.ch/deu/elearning_4414.aspx
Mission and strategy	
<p>Coordination and promotion of computer supported learning, teaching and research at UNILU and the Pädagogische Hochschule Zentralschweiz (PHZ) within the didactic-pedagogical and technological areas. To build up and maintain technical elearning structure, support structures, to coach teaching staff (use of elearning as method for teaching and knowledge management, e.g. research), to provide continuing education, training and workshops, to produce online courses in cooperation with teaching staff, to develop and implement elearning strategy, to initiate and coordinate regional, national and international partnerships, to develop strategies for the sustainability of the CCSP.</p> <p>In the university strategy, the role of elearning is currently under discussion. elearning is seen as a strategic instrument to improve learning, teaching and research through a wide range of methods, support of different learning experiences, international cooperation and the extension of course offers.</p>	
Activities	
<p><i>SVC projects:</i> The University of Lucerne had 1 project from the 2nd call (Introduction to Systems Theory and Analysis for the Social Sciences) which is concluded.</p> <p><i>Support and other activities besides SVC projects:</i></p> <ul style="list-style-type: none"> • >1800 students (>80%) participate in elearning, >150 members teaching staff (>65%) use BlackBoard. 161 elearning enhanced courses (as of autumn 2007) • Hosting of learning management systems and authoring tools • Introduction to the use of the platform, didactical and technical support for teaching staff and assistants, including elearning workshops and individual sessions • Technical support for students • Content development on demand • elearning services to partner institutions • Ongoing evaluation of CCSP services (feedback from teaching staff and students) <p><i>Competences:</i> Experiences with the platform BlackBoard and other LMS, evaluation and implementation of authoring tools, experience with formative and summative evaluation, continuing education (elearning, knowledge management, instructional design, etc.).</p>	
Resources	
4 collaborators with didactic-pedagogical and technical backgrounds: leader (50%), scientific collaborator (~20%), web publishing/instructional design (50%), IT (50%). For individual trainings or group workshops external experts are called in.	
Future perspectives	
<p>By selling of services to other institutions (as a elearning Service Provider), the CCSP aims at lowering the costs for the university. The CCSP already generates ~100,000.- per year by providing services to partner institutions. Contribution of the University for 2008 yet to be negotiated, but probably around 50,000 CHF.</p> <p>There are some discussions and plans regarding closer cooperation with other higher education institutes in Central Switzerland with the aim of forming an elearning centre for the entire region ('Campus Luzern'). With the collaboration with PHZ, this goal seems now more realistic to achieve.</p>	
Remarks and comments	
Since UNILU is a rather small HEI, the E-Learning-Zentrum needs to collaborate with other partner institutions – a common elearning centre with PHZ has been established. It seems that there is still potential for diffusion of elearning. The role of an elearning provider, selling services to other institutions, seems to be a good way to support sustainability.	

8.1.7 Coordination elearning, Université de Neuchâtel

General description and organisation	
The central unit of Coordination elearning consists of the coordinator and two part-time research collaborators. Moreover, the CCSP includes a network involving ~10 people in different institutes and faculties. The coordinator recently moved his office into the faculty of sciences in order to be closer to the university's IT and telematics services.	
Website	https://claroline.unine.ch/claroline/
Mission and strategy	
Contribute to the development of elearning (understood as every use of information and communication technologies that are integrated in teaching activities and that enrich the study environment) and facilitate the students' personal or group work through multimedia support and the electronic allocation of scientific resources. There is at the moment no explicit strategy of the rectorate to introduce elearning.	
Activities	
<p><i>SVC projects:</i> 1 project as leading house (DIYS), involved in 3 more projects (Argumentum, Improving Intercultural Communication, Operating Systems Laboratory), contribution to pedagogical and technical planning.</p> <p><i>Support and other activities besides SVC projects:</i> The CCSP coordinates a network of ~10 people (network of professors, assistants, technical staff, directly involved in projects), gives pedagogical and technological support to teachers and does some research.</p> <ul style="list-style-type: none"> ○ Platform 'Claroline' (big increase in use: fall 2006: 350 courses, 260 teachers – fall 2007: 1025 courses, 383 teachers; all students use the platform) ○ support to platform users (10-15 mail per week); ○ support to local projects (different degree of involvement due to different levels of competencies already present in the units) ○ projects in international collaboration with different institutes; Encyclopédie Grammaticale du Français (in collaboration with IT institute), Training and Ressources in Research Ethics Evaluation for Africa TRREE, Knowledge Practices Laboratory (KP-lab) – the CCSP supports the local partners ○ The CCSP is partner in the European SOCRATES project Minerva (leading house: University of Bologna) <p><i>Competences:</i> analysis of implementation and evaluation conditions for new teaching environments; particular attention on the impact of artefacts on pedagogical communication practices.</p>	
Resources	
1 coordinator, 2 research collaborators.	
Future perspectives	
<p>The perspectives are at the moment uncertain; a plan for future funding has been submitted to the new rectorate, which has yet to decide. SVC funding will be available until summer 2008.</p> <p>The CCSP aims at a more reflected use of communication technologies in pedagogical scenarios. Synergies with the teaching counsellor of UNINE will be used and contacts outside the UNINE will be re-activated.</p>	
Remarks and comments	
<p>During 2007, progress regarding the use of the platform has been made (from 350 to 1025 courses). Even though it is still mainly used as a repository, there are teachers using also other features. There have been several changes in the rectorate recently; therefore it is difficult to get the institutional support for elearning, for example for new projects. There is no homepage of the CCSP that would give some information on it. The performance report (2006) states that the CCSP is somehow under criticism and should establish synergies with another university. International collaboration is now established, and it seems that the reflection on the use of communication technologies for learning is a central concern.</p>	

8.1.8 Institut für Wirtschaftspädagogik, Universität St. Gallen

General description and organisation	
The CCSP is located at the Institut für Wirtschaftspädagogik (Self-Study Team), there is strong collaboration with the StudyNet Team (StudyNet is the university's widely used learning management system). The CCSP has good contacts with the faculties through a network of correspondents.	
Website	www.selbststudium.unisg.ch
Mission and strategy	
Self-study places the responsibility for learning more strongly on students and fosters both specialist and general goals. In this context, learning is perceived as a collaborative activity and hence requires an adequate preparation of learning material and other forms of teacher-student interaction. Thus, elearning plays a significant role in putting this vision into practice.	
elearning is particularly required to support self-study, which has been systematized in the last reform of curricula as an integral part of study.	
Activities	
SVC projects: 1 second call (Family Law Online, concluded); 1 third call (Market Research Interactive, conclude): close link with CCSP, CCSP will promote widespread dissemination of website); 1 fourth call (studycube2): CCSP coordinator uses product, constant knowledge exchange and mutual support.	
Support and other activities besides SVC projects:	
<ul style="list-style-type: none"> • LMS StudyNet used by approximately 80% of all courses at the university, seen by students as most important source of information • Consulting programme for teaching staff: students are trained to support teachers with the use of the LMS • Proactive approaching of teachers in order to involve them in elearning activities • Individual consultancy • Tailored workshops • Support of the curriculum reform in BA/MA International Affairs • Studycube: interactive website ('service station') about learning and scientific work • Individual consultancy – often long term relationships • Production of material • Course design • Medidaprix: assigned in 2006 (seen as benchmarking) 	
Competences: change management, faculty support.	
Resources	
Collaborators: Self-Study Team: 1 scientific director, 1 coordinator, 3 project/programme managers, 4 student assistants. StudyNet Team: 1 team leader, 1 elearning consultant, 1 system specialist. The technical capabilities are limited, for complex media products external partners are consulted.	
Future perspectives	
After the end of SVC funding, the university doubles its contribution to the CCSP. Strategic planning for a new elearning infrastructure was endorsed by the university rectorate in the fall 2007. The money received with the Medidaprix was set aside to allow the realization of visionary projects especially during the transition period.	
Remarks and comments	
At UNISG elearning is seen as an integral part of a student's life (both from the point of view of the university management/teaching staff and the students), and therefore will also be funded after 2007. The CCSP seems to be a well-accepted unit all over the university. The involvement of students in the support of teachers seems to be a very interesting and fruitful approach.	

8.1.9 E-Learning Center der Universität Zürich (ELC)

General description and organisation	
There are three e-learning contact points for teachers at UZH: ELC and MELS and e-learning coordinators. They are organised in a 'e-learning competence network'. There is collaboration, but also rivalry. Clarification of mandates and core competencies is planned.	
Website	http://www.elc.unizh.ch
Mission and strategy	
<i>Mission:</i> ELC promotes and coordinates the development and implementation of elearning in higher education at UZH. The university strategy contains a commitment to Bologna and elearning. The elearning strategy mentions university goals (Bologna, quality of teaching, more interactivity for big classes, international reputation), the new IT-strategy aligns with the goals of the elearning strategy (strategic platform policy, use of open source). Excellent quality in teaching is aspired and supported.	
Activities	
<p><i>SVC projects:</i> 23 projects as leading house: 4 first call (DOIT, eCorporate Finance, Mesosworld, Basic course in Medicine and Pharmacology), 4 second call (ALPECOLE, GITTA, Basic and Clinical Pharmacology, AD Learn), 8 third call (PRO, eFeed, GPS, Foundations of Information Systems, Press, DIGIREP, Core IT Mathematics, E-GONE), 7 fourth call (GLOPP, DEVIL, CasIS, SVAP, BIOSYM, Democratic Processes and Political Behaviour, ESO). The degree of involvement of the CCSP varies a lot. Mainly blended learning. Two projects finalists in Mediadaprix 2006 contest, eCorporate Finance wins.</p> <p><i>Support and other activities besides SVC projects:</i></p> <ul style="list-style-type: none"> ○ Support of creation and implementation of learning management system OLAT (implemented by IT services): 18,000 registered students at UZH ○ E-learning projects financed by university: ELC controls alignment with strategy and quality of proposals and provides instruments for evaluation ○ Actually more than 80 e-learning projects are about to be developed at UZH (smaller scale projects than SVC) ○ ELC and MELS provide information, support, hands-on help, content production, faculty development programmes for teaching staff and project teams ○ MELS: periodical reviews with user groups, feedback of project coordinators ○ ELC: workshops, presentations and events on e-learning ○ Quality management ○ Consulting of chairs of SVC projects and projects in continuing education, of whole institutions (UZH-ETH Sprachenzentrum and Department for Continuing Education, Prorektorat Lehre), of the university leaders by bringing in new concepts and proposals for development ○ Direct consulting with single chairs and institutes is done by the elearning coordinators of the faculties and by MELS in matters of OLAT and multimedia production ○ MELS: podcasting and streaming of lectures (10 per week) ○ Production of multimedia products <p><i>Competences:</i> MELS: multimedia competencies - MELS offers the use of OLAT to other Swiss universities, service agreement. ELC: models for organizational development, course programmes for teaching staff, information, events. Experiences in teleteaching and online teletransmission of didactical units.</p>	
Resources	
<p><i>Collaborators:</i> ELC: 1 leader, 1 leader substitute, 2 management assistants, 4 scientific collaborators: media pedagogues, psychologists, social scientists, administrators. MELS: engineers, multimedia producers, developers, graphic artists, etc. <i>FTEs:</i> ELC: 5,9 + 0,45 financed by SVC; MELS: total 25; 2,5 financed by SVC.</p>	
Future perspectives	
elearning resources are part of the Bologna curricula. SVC funds will not be substituted. University funding is expected to remain the same, services should continue as before, with a focus on better organisation of the services. Collaboration in elearning projects of LERU (League of European Research Universities) is foreseen.	
Remarks and comments	
It seems that the combination of a service and a network between coordinators in the faculties is a good solution for such a big university with so many projects going on. The ELC website provides a lot of useful information on elearning (including examples of best practices) that can help for example teachers wanting to implement elearning in their classes. The performance report praises the CCSP and also its collaboration with the other tertiary education institutes in the canton of Zurich.	

8.1.10 eLab USI-SUPSI

General description and organisation	
<p>eLab is the joint support centre of USI and SUPSI; it is administratively managed by the USI and located in Lugano, but strongly integrated with both institutions. It is based on an agreement signed by the heads of the two institutions. For every site, the presence of a collaborator once per week is guaranteed.</p> <p>The centre is directed by a board of directors with representatives of the two institutions and managed by a full-time executive director. Organisationally, it depends from the administrative directions of USI and SUPSI.</p>	
Website	http://www.elearninglab.org/
Mission	
<p>eLab's aim is to promote the development of elearning applications first of all at the USI and SUPSI, and then in the Italian Switzerland. To achieve this goal, eLab puts on disposition of faculties, departments, institutes, lecturers, and collaborators of USI and SUPSI, all the necessary infrastructures and support services. The laboratory offers its competences also for collaborations with others agency.</p> <p>eLab's vision is to promote among teachers and assistants a culture that allows to integrate new technologies in a fruitful and efficient way, not focussing on the technologies but on learning and the learners. eLab's strategy relies on the creation of niche top-quality elearning certificates.</p> <p>This mission is perfectly aligned to strategic goals of both institutions.</p>	
Activities	
<p>1) <i>SVC projects</i>: 20 projects (2 maintenance, 18 production), from the first (2 projects: Swisssling, MACS), third (8 projects: Argumentum, Colour, EAD, E-MHEM, eTeach-Net, Hear and See, Usable, VAVC) and fourth (10 projects: BLIN, CATCH, DLOB, ECHO, EGGS, I2C, Programming fundamentals, RACoon, TEMAS, Visual literacy) call.</p> <p>2) <i>Support and other activities besides SVC projects</i>:</p> <ul style="list-style-type: none"> • Management of the course platform e-Courses (Moodle as basic LMS at both institutions) for teachers and students: ~ 1700 courses and 6800 users, plus 13 projects. Integration of the platform into the AAI system • Management of WebCT Vista: used by 2 projects. Migration to e-Courses planned • Development of an OS learning objects repository (DOOR) and integration of this repository with e-Courses and AAI • Seminars and workshops on the use of e-Courses, the introduction of elearning activities in existing courses and the management of elearning projects: 14 seminars for teachers/assistants, total 75 participants • Just in time assistance to teachers, assistants and students, on average 2 per day • Monitoring of new technologies for education and other technologies useful for elearning • Test of a software for plagiarism prevention • Other elearning projects not related to SVC <p><i>Competences</i>: adoption, management and use of a Moodle learning management system (LMS); management of elearning projects; development, integration and use of a learning objects repository.</p>	
Resources	
<p>eLab has 12 collaborators (20-100%) covering instructional design, technology, graphics and legal support for a total of 6.6 FTE. Instructional designers are mostly post-doc and PhD students from USI, while technical support are informatics bachelors from SUPSI.</p>	
Future perspectives	
<p>From January 2008 on, eLab will be an official service common to SUPSI and USI. Some reduction in size is planned, still maintaining all competencies/functions. Some new projects are already on the horizon, so reduction might not be so radical.</p> <p>The budget will be provided through core funding from USI and SUPSI, additional funds should come from specific projects with dedicated funding (either internal to the institutions or external (institutions, companies or research projects)).</p>	
Remarks and comments	
<p>This seems to be a good working CCSP that receives also good 'marks' in the performance report. It is well integrated in the university, an established institution whose existence is secured also after the end of funding through SVC. Strong penetration of Moodle in education in both institutions. The fact that the challenges are to reach the 'last adopters' shows the wide use of elearning. The website seems complete and contains a lot of information.</p>	

8.1.11 *InnoTeach, Berner Fachhochschule*

General description and organisation	
InnoTeach is located at the department of engineering and information technology in Biel. After having changed its status already several times, the CCSP is now integrated in one unit with the 'Fachstelle Hochschuldidaktik' and is a part of central services at the rectorate. The CCSP collaborates strongly with advanced users, coordinators and IT-services at the departments.	
Website	http://innoteach.bfh.ch/
Mission and strategy	
InnoTeach aims at promoting and developing the application of new media in teaching and research at the BFH. It actively supports teachers, project teams or areas regarding the use of web-based technologies for elearning or e-collaboration. There is no overall strategy for the BFH; the departments are autonomous. Some of them have an elearning strategy, at others the implementation of elearning depends on bottom-up activities, i.e. teachers implementing elearning for their courses. The SVC projects aim at the enhancement of self-study, which is in line with the general strategy of fostering self-study and student centred learning within the Bologna process. elearning is considered as an instrument contributing to the implementation of Bologna and fostering quality and flexibility of study offers especially through blended learning scenarios.	
Activities	
SVC projects: 4 first call (Postgraduate Courses in a Hybrid Classroom using Mobile Communication, eduswiss online, FNL, education in environmental management) 2 third call (FABEL, ICT-law), 1 fourth call (D-net); customising and coordination of platforms, content production/adaptation/upload. In FABEL, the CCSP has the project lead. <i>Support and other activities besides SVC projects:</i>	
<ul style="list-style-type: none"> • Platform Moodle: <ul style="list-style-type: none"> ○ setting up and course customising (61 courses, 80 teachers, ca. 1000 users) ○ helpdesk and individual consultancy ○ workshops for teachers and students • Platform Sharepoint: (approx. 1,500 users, 150 modul-sites for lectures, ca. 200 sites for student-groups) <ul style="list-style-type: none"> ○ implementation of study portals and modul sites ○ support for users ○ workshops • InnoTeach Forum for exchange of experiences • Input presentations on elearning within the BFH course programme for basic didactical qualifications • Podcast and screencast production as service 	
Resources	
<i>Collaborators:</i> 5 collaborators (20-80%) for a total of 3 FTE. (approx. 1 FTE for management and didactical consulting, 1 FTE for application support and help-desk and 1 FTE for media production and technical works).	
Future perspectives	
Present services will continue. InnoTeach becomes part of the central unit 'Fachstelle Hochschuldidaktik und e-Learning' and will be covered by the budget for central services.	
Remarks and comments	
There is no official overall strategy, but it seems that elearning is seen as an important element at the BFH. After several changes in status, it seems that now the final solution is found with the integration of the CCSP in a central unit. The CCSP seems to be rather active in some departments, while in others there seems to be less interest in elearning. The CCSP is also concerned about its own performance and about the users' needs – it conducted a need analysis (elearning coordinators or other responsible persons) in 2006. The decentralised structure of the BFH is a challenge.	

8.1.12 Fachstelle Neue Lernmedien der Hochschule Luzern

General description and organisation	
Organisational form: Central service plus a network of five elearning delegates of HSLU	
Website	http://elearning.hslu.ch
Mission and strategy	
<p>The Fachstelle Neue Lernmedien is a service and competence centre offering services and tools for planning, implementation and use of computer supported teaching and learning, aiming at consolidating and expanding elearning as an inherent part of teaching.</p> <p>The orientation of the CCSP's activities corresponds to the target goals, an elearning strategy exists since August 2005 (it will be revised in 2008), the departments have autonomy but all use the centralised elearning platform, including the HSLU management. The elearning platform is strategically used for bachelor, master and further education. Services are provided for collaborative work, blended learning, test, assessment, survey, and quality assurance.</p>	
Activities	
<p>SVC projects: 1 project 3rd series (Unterstützung von Modulen in Grundlagenfächern durch E-Learning) as leading house – this project is also used for creating and implementing tools that can be used in other projects as well.</p> <p><i>Support and other activities besides SVC projects</i> for in-house clients and industry partners:</p> <ul style="list-style-type: none"> • Consulting: conception, management and production of blended learning arrangements; organisation and tutoring of elearning courses; implementation of elearning platform services • Training: Technical and didactical support as well as training for use of technology based media • Support: Help desk for teachers, course administrators and students • Platform services: administration and operation of the platforms ILIAS, MediaWiki, WordPress and EvaSys (~6'000 active user accounts, ~200,000 objects accessible online) • Software development: enhancements for ILIAS (MediaWiki integration, WebDAV access, Evento interface, usability improvements); tools for content production and interchange • Content production: online tutorials and tests, animations and simulations, audio and video sequences <p><i>Competences:</i> content production based on open standards and technologies (SCORM, QTI, Moodle GIFT, Flash, Java, PHP, etc.); content tailoring for mobile devices; interactive visualisations of software engineering concepts and financial models, active participation in ILIAS open source community.</p>	
Resources	
3 collaborators at the Fachstelle Neue Lernmedien: 1 leader (engineer FH, postgraduate diploma in education), 1 administration and development ILIAS platform (B.A. in business IT), 1 research and development (cand. M.A. in educational technology), five elearning delegates at the five departments (each at 10%), collaboration with Fachstelle Hochschuldidaktik for a total of 3 FTE.	
Future perspectives	
Costs for the platform are paid by the departments. Services at bachelor level will be continued, a demand for elearning content and support for collaboration in further education has been identified. Funding for 2008 is guaranteed, it is planned that the CCSP continues its existence with the same structures also afterwards. The CCSP seems well represented in the management structures of HSLU.	
Remarks and comments	
The CCSP has implemented an online wiki containing useful information on their services and tools as well as on elearning projects. It is very active in the technological development of ILIAS, but there are some challenges due to the fact that they are early adopters in the ILIAS community with their idea to use ILIAS with a strong focus on collaboration. The organisational form (central service and network) seems to work well, and it seems that the use of elearning is steadily growing at the HSLU and its departments – although not at the same speed everywhere, the CCSP also seems to concentrate on the three major schools. The fact that HSLU is a merger of different pre-existing schools seems to create fewer problems than elsewhere.	

8.1.13 E-Learning Services Fachhochschule Nordwestschweiz

General description and organisation	
Organisational form: a central service unit + network of local collaborators in each school of the FHNW. The CCSP will be suspended by the end of 2007, since the FHNW direction has decided that there will be not any more a central support structure.	
Website	http://www.fhnw.ch/elearning
Mission and strategy	
'elearning services offer information and consultancy services, they accompany lecturers in the integration of elearning in study courses and modules. They have a good network inside the FHNW and represent its elearning concerns.' There is no overall elearning strategy at the FHNW.	
Activities	
<p>SVC projects: 1 first call (POLE), 2 second call (H-Bridge, FE-Transfer), concluded. 3 third call (eMathematics, Information- & IT Management online, Tricks of the Trade), ongoing. Third call projects are more or less autonomous.</p> <p>Support and other activities besides SVC projects:</p> <ul style="list-style-type: none"> • case studies, survey on elearning activities at the FHNW • organisation of events/courses ('elearning Forum FHNW') for lecturers • individual consultancy (23 in 2006) • documentation of platforms at FHNW: WebCT Vista (15 courses), Plone (80 virtual classrooms), Moodle (90 virtual classrooms), Webcorp 2 (5000 users), specific tools and software • website, including some best practices (mainly third round SVC projects) • collaboration and other contacts at a national level, conference participation 	
Resources	
2006: Central support: 1 head, 2 consultants, 2 'coordinators didactics and ICT' (are also lecturers). 24 collaborators at the departments (elearning responsables, elearning assistants, IT support, lecturers, etc. – 'knowledge managers' providing information flow and support + superusers providing services and support).	
Future perspectives	
The FHNW direction has decided at the end of 2007 to decentralise elearning in the Departments because of their quite different requirements concerning new educational technologies. A forum for the exchange of information between the Departments interested in elearning will be created, while implementation of tools will be the responsibility of the informatics services. The existing CCSP will thus be closed. Among the Departments, elearning seems particularly well-developed in economy in Basel, where there is an established support team.	
Remarks and comments	
<p>Since the CCSP will be suspended, the monitoring report for 2007 does not contain much information. The following comments therefore are based on previous information.</p> <p>So far, in the monitoring dossier there is a lot about strategy papers and concepts that are being discussed or implemented. It seems that the CCSP's strengths are mainly in conceptual development and consultancy.</p> <p>The CCSP does not seem to be very centralised; they also report that platforms are hosted at different locations. It seems that it is difficult to get organisational acceptance for a centralised service; the performance report states a missing commitment by the board. However, some departments would like to have a common platform with centralised support. I have the impression that this CCSP has made the experience of heterogeneous development without strategy, and therefore has learned that strategy is a necessary tool; they also underline the importance of a common learning culture.</p>	

8.1.14 Cyberlearn Haute Ecole Spécialisée de la Suisse Occidentale

General description and organisation	
Cyberlearn is basically a network of elearning delegates in the different schools and domains of the HES-SO with the lead, technical and financial support located in Sierre.	
Website	http://www.cyberlearn.ch
Mission and strategy	
<p>To implement the elearning concept defined by HES-SO, to affiliate and support the projects developed in different places, to offer technical training and framing to teachers in order to allow them to integrate blended learning in their teaching, to provide students with online training resources, to draw a balance on research going on in the area of elearning, to integrate the departments with already advanced experiences in order to appreciate their development at the HES-SO level, to provide and manage the Moodle platform, to test and provide appropriate tools for elearning and to implement elearning courses.</p> <p>There is a Cyberlearn strategy, elearning is supported by the school management. The CCSP's position is reinforced by the implementation of the Bologna principles and therefore the introduction of elearning in all study courses.</p>	
Activities	
<p>SVC projects: 1 project second call (CALIS) 1 project fourth call (LWM – CCSP responsible is project leader).</p> <p><i>Support and other activities besides SVC projects:</i></p> <ul style="list-style-type: none"> • Moodle platform: 655 courses (nov 2007) • E-Creation: call for projects. First call: 10,000.- per project. >26 answered, 16 selected. Second call: 30,000.- per project, conditions: project involves at least two sites and three professors from the same branche d'enseignement. 9 projects answered, 6 selected • Hotline: phone, private courses and e-mail support to professors (around 20 calls per week and 8-10 mails per day, regarding both course creation and help/fixing) • Training: courses for professors and assistants about Moodle and the HES-SO Moodle structure, private courses on demand (so far 7 courses) • Newspaper once a year, distributed to all professors • On professor's demand, implementation of specific learning resources • elearning courses implementation <p><i>Competences:</i> Different tools developed (for example elearning course for teachers), quality assurance for CCSP and courses, handling of decentralised organizational units.</p>	
Resources	
1 executive committee (5 collaborators (2 FTEs): 1 responsible (20%), 1 technical support (100%), 3 other collaborators (20-30%)) + 12 members steering committee, from different HES-SO domains, all with solid background in elearning, working from time to time on specific mandates.	
Future perspectives	
From 1.1.08 on Cyberlearn is part of the global HES-SO structure. No major changes are foreseen. HES-SO will fund Cyberlearn with a yearly increasing budget at least until 2011. For 2008, the budget (350,000.-) is already accepted. The aim is that at least 80% of all courses use Moodle (now ~40%). ISO 9001 certification is ongoing, elearning certification is implemented. A concept of retribution of professors for online teaching is being tested.	
Remarks and comments	
<p>The most important challenge for this CCSP lies in the lack of time of people involved in the steering committee and in the decentralised structure of the HES-SO. People generally are overcharged with teaching; research tasks and e-learning tasks come asides. The CCSP seems to have found a valid answer to these challenges with the structure of the steering committee representing all sites and domains.</p> <p>However, it seems that this CCSP is well working and enthusiastic, even though time constraints are recognised also inside the CCSP. E-Creation seems to be an interesting tool for the diffusion of elearning and for the stimulation of more elearning projects, also outside these project calls. Cyberlearn's future is secured, HES-SO will fund it and the budget will even increase. It seems that the CCSP is well integrated and valued inside the HES-SO.</p>	

8.1.15 CSPC E-Learning Zürcher Fachhochschule

General description and organisation	
Network composed by teams in three schools of the ZFH – PHZH, ZHdK, PHZH (pedagogy, design and technology), with a small coordination unit at the Zürcher Hochschule der Künste ZHdK in Zurich.	
Website	http://www.elearning.zfh.ch
Mission and strategy	
Development (of pedagogical-didactic tools, tools for quality assurance, support and enhancements of elearning platforms), teaching and further education (CSPC e-Learning approves elearning projects together with the elearning board and accompanies them), training of teachers, cooperation (with other higher education institutes, educational and business institutions, know-how transfer through internal information, conference participation, speeches and expertises), sustainability assurance (introduction, monitoring and consolidation of the business plan). ZFH has an elearning strategy. With the re-organisation, a re-orientation is necessary also regarding the elearning strategies in the three schools (the ten former schools all had their own strategy).	
Activities	
<p>SVC projects: 4 projects: 2 first call (BiotechLAB, Internet based course on Fundamentals of Signals and Systems), 1 second call (Oecotrophology), 1 third call (Develop your practical skills in biotechnology) – integration of SVC projects depends on the single departments. The CCSP is not directly involved in the SVC projects 'Develop your practical skills in biotechnology' and 'BiotechLAB', the other three projects are already concluded, so actually no involvement in SVC projects.</p> <p><i>Support and other activities besides SVC projects in 2007:</i></p> <ul style="list-style-type: none"> • 6 new internal elearning projects supported (financially and logistically), continuation of support for 7 more projects • evaluation of internal project support • elearning teacher training • Conference (Fachtagung) on e-Teaching • Online magazine • Strategy document for 2008-2011 ('Zukunftspapier') 	
Resources	
2006: CSPC management (lead & secretary) plus 1 member per department in the elearning workgroup (CSPC board). FTEs: 1.2 at central management (1 for lead, 0.2 for secretary).	
Future perspectives	
The future of this CCSP is not yet clear. With the reorganisation of the ZFH, the CCSP is integrated into the Arbeitsgruppe Lehre, which contains also teacher training and Bologna. Only two people of the old structure are in this working group. Propositions for the future have already been made, but the rector's conference has not yet approved them and the budget. The decision is expected for March 2008. Until June 2008, the CCSP continues its work, collaborating strongly with the AG Lehre.	
Remarks and comments	
<p>CSPC e-Learning has been created only in 2005, and it seems that it is already performing well. I have the impression that there has been a lot of reflection on the CCSP, the website gives a lot of interesting information, including even legal information.</p> <p>Unfortunately, the existing structure is now affected by another re-organisation. It will be necessary to convince again other people (the rectors of the new schools) of the importance and impact of elearning and of the CCSP's work. The CCSP leader, however, seems rather positive about the decision to be taken by the rectors.</p>	

8.1.16 Kompetenzzentrum E-Learning der Fachhochschule Ostschweiz

General description and organisation	
The CCSP is a network with its leader at the HTW in Chur and two representatives per department (Buchs, Chur, Rapperswil, St.Gallen) in the steering group (total 8 people).	
Website	http://elearningfho.fh-htwchur.ch/
Mission and strategy	
<p><i>Mission:</i> development of teachers' competences in the areas of elearning and e-teaching in a sustainable way; pedagogical, technical and financial support for elearning projects at the departments, coordination of elearning projects in the FHO, conception and organisation of training opportunities, representation of the FHO regarding elearning in the 'Fachkommission elearning' of KFH.</p> <p>Since the four departments are partially autonomous, there is no overall strategy in the FHO. An elearning strategy exists so far only in two of the four departments.</p>	
Activities	
<p>SVC projects: 1 project third call (Advancement of reading and writing skills of engineering students at UAS): all contents produced at the CCSP</p> <p><i>Support and other activities besides SVC projects:</i></p> <ul style="list-style-type: none"> • Support: Besides the SVC project, there are eight projects supported by the CCSP – every project has two coaches (members of the CCSP, not from the department where the project is done at), usually there are between 2 and 4 meetings during the whole project period, plus e-mail and telephone exchange • Training offer for teachers (no new offer in 2007) • Information through website (limited) • Publications and presentations <p><i>Competences:</i> The CCSP offers its courses (writing learn texts for the web, quizzes online, e-learning in practice) to other departments, as well as the coaching of project groups planning to implement a learning platform for several curricula. Competences in the area of webcasts and eXeLearning (open source authoring tool, compatible with SCORM).</p>	
Resources	
8 coaches (2 per department), all with some experience in the area of elearning. The CCSP focuses on projects and thus only a small part of the money is used for the steering group.	
Future perspectives	
In the future, all four departments will pay 14,000.- CHF each per year for the CCSP. The steering group will be integrated into the Koordinationsstelle für Hochschuldidaktik and continue to exchange experiences and to organise one workshop per year. The future of elearning depends on the commitment of the single departments. It is expected, however, that within the next 2-4 years also the FHO will have to change its structure to a more centrally organised one, and then probably a common elearning strategy might become possible.	
Remarks and comments	
<p>This CCSP has chosen a particular approach: instead of constructing a strong centre or network, it decided to use money mostly for direct support to elearning projects at the schools, with the idea to train teachers for the use of elearning, expecting them also to act as multipliers in their departments. Members of the steering group are not primarily employed for the CCSP, and work overload seems to be a common problem. Thus, with the end of SVC funding, no CCSP exists any more. The integration of the steering group in the Koordinationsstelle für Hochschuldidaktik, however, seems to be a good idea: this coordination unit is well acknowledged in the FHO and might also have the necessary authority to promote elearning in the future.</p> <p>Since there is no common elearning strategy, and collaboration between the departments is rather scarce, the future of elearning depends very much on the commitment of the single departments. There are also other elearning projects at the departments that have not been coordinated by the CCSP.</p>	

8.1.17 Network for Educational Technology (NET) ETHZ

General description and organisation	
NET is part of the Centre for Higher Education, an ETH infrastructure division which is directly responsible to the rector. NET has been founded in 1996 and divides into 5 sub-units: ELBA (E-Learning-Baukasten), groupware/LMS ,e-collaboration, Filep and the e-learning strategy implementation team. Furthermore NET is currently establishing competence for e-assessment. NET and the Centre for Higher Education are currently adjusting their business areas according to the new elearning strategy of ETHZ.	
Website	http://www.net.ethz.ch/
Mission	
NET is responsible for a reasonable use of technologies for teaching and learning and thus fosters innovative didactical scenarios. NET offers a wide range of services: From the evaluation and selection of new applications to their hosting, from supporting their use in teaching and learning to evaluating their success, from the preparation of long-term elearning strategies to their actual implementation. All services distinctively focus on the customer as faculty members can choose between independent small standalone applications and complete web-based learning environments – subject to the individual usage scenarios. Most services are also open to faculty members of UZH.	
Activities	
<ul style="list-style-type: none"> • Didactical and technical support and consulting for the use of elearning • ELBA (E-Learning Baukasten): toolbox with easily usable, intuitive, single purpose applications for more interactivity (surveys, evaluations, homepages, discussion forum, wikis, quizzes, concept maps, document exchange) • Support for podcasting, production of an elearning Podcast • Support for e-collaboration • Support and consulting for teleteaching/videoconferencing in collaboration with Multimedia Services (ID) • Web based learning environments: Blackboard CE, ILIAS, Moodle, BSCW; Wimba Live Classroom, Marratech • Project for the introduction of online examinations • elearning certificate: a qualification programme for faculty members in cooperation with UZH and PHZH • Participation in the programme 'didactica' from DiZ, AfH and ELC • NET-ELC information event: once a year • NET-ELC-Tagung: once a year • NET à la carte: regular information events on elearning scenarios and tools • Several Blackboard, BSCW and ELBA instructor meetings per year • NET-website with up-to-date information, specific guidance, and general scenarios • Project partner of ETH's central weblog service • Support in the writing of applications for Filep (Fonds zur Förderung innovativer Lehrprojekte, ETHZ) • Review process for the project applications for the fonds Filep • Scientific publications • Implementation of a central-decentral support structure for elearning via elearning specialists at the Departments • Coordination of the E-Learning Specialists at the Departments of ETHZ • Development of an open content strategy • Establishing and maintaining of quality management processes for elearning 	
Resources	
4.7 FTEs permanently, 4.6 FTEs financed through projects (Jan 2008). NET has 15 collaborators working in the five areas.	
Future perspectives	
NET exists since 1996 and did not depend on SVC funding.	
Remarks and comments	
NET is a well-established and accepted elearning competence and support centre.	

8.1.18 Center for Research and Support of Training and its Technologies, EPFL

General description and organization	
CRAFT is a hybrid unit with both a function of service for the development of elearning at the EPFL and an academic function as research unit on new learning technologies. For the former mandate it depends on the vice-president education of the EPFL, for the second it depends on the Information and Communication Technologies Department. It is an interdisciplinary centre with computer scientists, engineers, psychologists and designers. It offers a wide range of services and training possibilities for teachers, Bachelor/Master and PhD students. CRAFT is also very active in research and is involved in a doctoral programme on new educational technologies funded by the Swiss National Science Foundation together with USI and SCIL.	
Website	http://craft.epfl.ch/
Mission	
CRAFT offers services and training and does research and publications. Moreover CRAFT is very active in the development of the educational policy of the EPFL and in the domain of evaluation of teaching.	
Activities	
<ul style="list-style-type: none"> • Support, consulting and training for teachers in different areas: <ul style="list-style-type: none"> ○ getting started ○ conceptual design ○ evaluation ○ groups of teachers meeting regularly for exchange of experiences • technology • 1 SVC project of the 2nd series (i-structures) • Training for teachers, Bachelor/Master students (CSCW, projects), PhD students (doctoral school, thesis defence) • management of the Moodle LMS at EPFL (about 15% of the EPFL courses) • Research and research projects in several areas: <ul style="list-style-type: none"> ○ collaborative learning ○ eyetracking ○ interactive furniture ○ mobile / spatial ○ scripts ○ vocational training • Publications • Events and workshops 	
Resources	
17 Collaborators: 1 director, 1 secretary, 1 senior researcher, 6 post-docs/researchers, 8 PhD students/assistants.	
Future perspectives	
Funding is guaranteed from the ordinary budget of the EPFL and is guaranteed for the next years. This is an established centre with a strong focus on educational design and mixed function of service and research.	



Rektorenkonferenz der Schweizer Universitäten
Conférence des Recteurs des Universités Suisses
Conferenza dei Rettori delle Università Svizzere
Rectors' Conference of the Swiss Universities

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Berne, le 16 septembre 2008

SVC Final Evaluation – Consolidation Phase 2004-2008

Prise de position du Comité de pilotage du Campus Virtuel Suisse

Objectifs et actions pour la période considérée

Pour le Comité de pilotage (CP), les objectifs stratégiques de cette phase du projet de Campus Virtuel se sont articulés autour de l'amélioration de l'efficacité et de la qualité de la formation universitaire, dans le contexte actuel incluant la mise en place de la réforme de Bologne. Ces objectifs, assignés au CP, ont été les suivants, avec mention des actions décidées par le CP:

- La poursuite du financement de projets novateurs et la sélection de ceux-ci:
 - Le CP a favorisé les projets de «blended E-learning», incluant au moins trois universités pour les 3^{ème} et 4^{ème} phases de consolidation; chacun de ces projets a fait l'objet d'une évaluation par deux membres du CP et par deux experts externes sur un plan international.
 - Une intégration meilleure des HES, soutenues par leurs autorités avec un financement ad hoc.
- La maintenance, la durabilité et la valorisation des projets existants:
 - L'offre d'un appui à la maintenance des projets des deux premières phases.
 - Le développement à long terme d'un support en matière de plateformes assuré par SWITCH, par le biais de la mise en place d'une task force.
 - La préparation d'une solution durable au maintien des projets réalisés ainsi que leur valorisation extensive sur les plans suisse et international.
- La consolidation ou la mise en place de Centres de compétence, de service et de production (CCSP) dans chaque université.
- Le développement de services et de mandats dans l'intérêt de l'ensemble des projets:
 - L'apport d'un appui efficace par le groupe de coordination.
 - La mise sur pied d'un monitoring des projets, incluant les membres du CP et le groupe de coordination.
 - La limitation des mandats au support des activités des CCSP et à la durabilité des projets d'E-learning.
 - L'organisation de congrès sous forme de SVC-days et de séminaires.

Bilan

Nous estimons que notre Comité, avec les ressources allouées et la disponibilité limitée de ses membres, a pu atteindre les objectifs assignés, en allant parfois au-delà de ce qui était attendu. Certains de ceux-ci doivent encore être poursuivis avec les structures existantes (CCSP) ou nouvelles (apport de SWITCH).

La plupart des projets assurent un support efficace et dynamique à l'enseignement tout en induisant un changement de culture pédagogique.

Le CP rejoint le point de vue d'un expert qui estime que 60% des projets sont de bonne qualité, 20% sont excellents et 20% sont insuffisants, mais pour la plupart encore améliorables. Les difficultés ou échecs sont principalement dus à une mauvaise collaboration entre institutions, à un support trop faible ou à la retraite de l'enseignant leader.

Le problème des plateformes et de leur maintien est dorénavant assuré par SWITCH. De même SWITCH gèrera un système de dépôt et d'accès aux modules développés (Learning object repository) ainsi que le support d'un relais au Campus Virtuel Suisse, avec les CCSP, par le projet «Eduhub».

En ce qui concerne la durabilité et la dynamique future de l'E-learning dans les différentes institutions, la responsabilité est reportée sur chaque haute école. Si de façon certaine plusieurs d'entre-elles assumeront une continuation efficace de ce domaine, on peut aussi avoir des doutes concernant quelques autres. De plus, la collaboration interinstitutionnelle risque de se perdre progressivement. La proposition du CP à la CRUS, qui avait pour but une transition progressive et un support à la valorisation, n'a pas eu l'écho souhaité. Il reste à espérer une prise de conscience à terme du rôle important de l'E-Learning bien compris dans la qualité et les possibilités d'échanges en matière d'enseignement.

Evaluation

La démarche adoptée pour la procédure d'évaluation, recourant à deux étapes consécutives, n'a pas constitué une analyse détaillée de la qualité des projets, mais a permis un inventaire des actions et un bilan tourné vers l'avenir.

Le rapport de base (Background report) met principalement l'accent sur le rôle et l'importance des CCSP.

Le rapport des experts internationaux constate l'emploi judicieux des ressources allouées. Une évaluation des nombreux projets (plus de 110) n'était pas possible dans le temps imparti. Ce rapport relève une réelle préoccupation quant au futur de l'E-Learning dans nos institutions, en particulier par l'absence d'une transition progressive dans le support institutionnel. Il rejoint donc l'avis du CP.

De façon plus générale, le CP tient à relever que la compétition entre institutions se traduit actuellement par une multiplication des classements des universités et par une prééminence des performances de recherche en termes de publications (web of sciences) sur la qualité de l'enseignement. A terme, c'est la qualité de l'enseignement à tous les niveaux (Bachelor et Master), bien entendu soutenue par la recherche, qui définira la qualité de nos institutions. C'est là le principal message que le CP souhaite transmettre aux responsables de nos institutions.

CONFERENCE DES RECTEURS DES
UNIVERSITES SUISSES

Campus Virtuel Suisse



Prof. Dr. Marcel Jufer
Président

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Bern, 16. September 2008

SVC Final Evaluation – Consolidation Phase 2004-2008

Stellungnahme des Lenkungsausschusses des Swiss Virtual Campus

Ziele und Massnahmen der Konsolidierungsphase

Die Verbesserung der Wirksamkeit und der Qualität der Lehre an den Hochschulen, im aktuellen Kontext einschliesslich der Umsetzung der Bologna-Reform, standen im Mittelpunkt der strategischen Ziele des Lenkungsausschusses des Swiss Virtual Campus im Rahmen der Konsolidierungsphase. Die dem Lenkungsausschuss übertragenen Ziele – inklusive der vom Lenkungsausschuss initiierten Massnahmen – waren die folgenden:

- Finanzierung und Auswahl innovativer Projekte:
 - Der Lenkungsausschuss hat, in einer dritten und vierten Projektausschreibung, Projekten, die den Blended-Learning-Ansatz verfolgten und an denen mindestens drei Hochschulen beteiligt waren, den Vorzug gegeben. Jedes dieser Projekte wurde von zwei Mitgliedern des Lenkungsausschusses und von zwei externen, internationalen Experten evaluiert.
 - Verbesserte Integration der Fachhochschulen, unterstützt durch ihre Behörden mittels einer Ad-hoc-Finanzierung.
- Maintenance, Nachhaltigkeit und Wertsteigerung bereits geförderter Projekte:
 - Angebot einer Maintenance-Unterstützung für die Projekte der ersten beiden Projektserien.
 - Entwicklung eines langfristigen Supports der Plattformen, sichergestellt durch SWITCH, aufgrund der Einsetzung einer entsprechenden Task-Force.
 - Die Vorbereitung der Nachhaltigkeitssicherung der realisierten Projekte sowie deren Wiedererwerbbarkeit auf nationaler und internationaler Ebene.
- Die Konsolidierung bereits bestehender oder die Schaffung neuer Kompetenz-, Service- und Produktionszentren (CCSP) an jeder Hochschule.
- Die Entwicklung von Dienstleistungen und Mandaten im Interesse aller Projekte:
 - Einbringung effizienter Unterstützung durch die Koordinationsstelle.
 - Schaffung eines Projekt-Monitorings unter Einbezug der Mitglieder des Lenkungsausschusses und der Koordinationsstelle.
 - Die Beschränkung der Mandatsvergabe auf den Support der CCSP und die Nachhaltigkeit der eLearning-Projekte.
 - Die Organisation von Kongressen in Form der SVC-Days und die Durchführung von Seminaren/Workshops.

Bilanz

Wir sind der Ansicht, dass unser Lenkungsausschuss, im Rahmen seiner Möglichkeiten und in Anbetracht der zeitlich knappen Verfügbarkeit seiner Mitglieder, die ihm zugewiesenen Ziele erfüllt und teilweise sogar übertroffen hat. Einige dieser Ziele müssen auf Basis existierender (CCSP) und neuer (SWITCH) Strukturen weiterverfolgt werden.

Die Mehrzahl der Projekte bietet einen effizienten und dynamischen Support der Lehre und induziert einen pädagogischen Kulturwandel.

Der Lenkungsausschuss teilt die Ansicht eines Experten, der schätzt, dass 60% der Projekte von guter, 20% von exzellenter und 20% von weniger guter Qualität sind, von denen die Mehrzahl das Potential für Verbesserung aber aufweist. Schwierigkeiten oder Fehler basieren vor allem auf unzureichender Zusammenarbeit der Institutionen, auf unzureichendem Support oder des Weggangs des projektleitenden Lehrpersonals.

Die Bereitstellung und der Unterhalt von Plattformen werden in Zukunft durch SWITCH gewährleistet. Ebenso stellt SWITCH eine nationale 'Objekt-Bibliothek' für die entwickelten Module zur Verfügung (Learning Object Repository) sowie, gemeinsam mit den CCSP eine Schnittstelle zum Swiss Virtual Campus, auf Basis des Projekts Eduhub.

Hinsichtlich der Nachhaltigkeit und der zukünftigen Dynamik im Bereich des eLearning der einzelnen Institutionen, ist die Verantwortung an die einzelnen Hochschulen übergeben worden. Einige werden ohne Zweifel in diesem Bereich effizient weiterarbeiten, bei anderen sind Zweifel angebracht. Darüber hinaus besteht die Gefahr, dass sich die inter-institutionelle Zusammenarbeit abschwächen wird. Der Vorschlag des Lenkungsausschusses an die CRUS, dass diese Übergangsphase und weitere Massnahmen im Bereich der Wiederverwendbarkeit unterstützt werden sollen, fand nicht das gewünschte Echo. Es bleibt die Hoffnung, dass ein Bewusstsein für die bedeutende Rolle des eLearning, im Rahmen des Austauschs von Lehrinhalten und seine Auswirkungen auf die Qualität, erhalten bleibt.

Evaluation

Das Evaluationsverfahren, mit zwei aufeinander folgenden Phasen, erlaubte keine detaillierte Analyse der Qualität der Projekte, zeigt aber mögliche zukünftige Massnahmen auf und ermöglicht einen ausgewogenen Blick in die Zukunft.

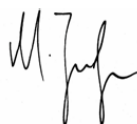
Der Basisreport (Background Report) setzt seinen Akzent vor allem auf die Rolle und Bedeutung der CCSP.

Der Bericht der internationalen Experten hält die vernünftige Verwendung der eingesetzten Mittel fest. Eine Evaluation der zahlreichen Projekte (mehr als 110) war im Rahmen der vorgegebenen Zeit nicht möglich. Der Bericht konstatiert realistische Vorbehalte betreffend der Zukunft des eLearning in unseren Hochschulen, vor allem aufgrund des Fehlens einer institutionell begleiteten Übergangsphase. Er teilt also die Meinung des Lenkungsausschusses.

Generell möchte der Lenkungsausschuss darauf aufmerksam machen, dass der Wettbewerb zwischen den Hochschulen zur Zeit durch eine Zunahme der Rankings der Universtitäten und durch den Vorrang der Leistungsmessung in der Forschung aufgrund von Publikationen (web of sciences) gegenüber der Qualität der Lehre zum Ausdruck kommt. Langfristig ist es aber die Qualität der Lehre auf allen Ebenen (Bachelor und Master), selbstverständlich gestützt durch die Forschung, die die Qualität unserer Institutionen bestimmt. Das ist der Kerngedanke, den der Lenkungsausschuss des Swiss Virtual Campus den Verantwortlichen unserer Institutionen mitgeben möchte.

REKTORENKONFERENZ DER
SCHWEIZER UNIVERSITÄTEN

Virtueller Campus Schweiz



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Berne, September 16th, 2008

SVC Final Evaluation – Consolidation Phase 2004-2008

Views of the Steering Committee of the Swiss Virtual Campus

Objectives and actions for the period under consideration

For the Steering Committee (SC), the strategic objectives of this phase of the Virtual Campus project hinge on the improvement in both efficiency and quality of university training in the present context, including the implementation of the Bologna reform. These objectives, assigned to the SC, were the following; actions decided upon by the SC are also mentioned:

- Continuation of the selection and financing of innovative projects:
 - for the 3rd and 4th consolidating phases, the SC gave priority to 'blended learning' projects which included at least three universities; each of these projects was evaluated by two members of the SC and two external experts at an international level;
 - an improved integration of the UAS (Universities of Applied Sciences), supported by their authorities with ad hoc financing.
- The maintenance, durability and enhancement of existing projects:
 - the offer of maintenance support for the projects of the two first phases;
 - long-term development of support in the form of platforms provided by SWITCH, with the establishment of a task force;
 - preparation of a durable solution for maintaining projects which has been realized, as well as their extensive enhancement at both Swiss and international levels.
- The consolidation or setting up of competence, service and production Centres (CCSP) in each university.
- The development of services and mandates which serve the interests of the totality of the projects:
 - provision of efficient support by the co-ordination group;
 - setting up project monitoring schemes, including members of the SC and the coordination group;
 - limiting mandates to the support of CCSP activities and the durability of eLearning projects;
 - organisation of congresses in the form of SVC-Days and seminars.

Assessment

We believe that our Committee, with the resources allocated and the limited availability of its members, has achieved the objectives designated, occasionally exceeding expectations. Some of these objectives must still be pursued with the existing structures (CCSP) or new ones (SWITCH's contribution).

Most of the projects ensure an efficient and dynamic support for teaching while inducing changes in pedagogical culture.

The SC is in agreement with one of the experts who estimated that 60% of the projects are of good quality, 20% are excellent and 20% are at present insufficient but are generally likely to improve. The difficulties or failures encountered are mainly due to poor collaboration between institutions, insufficient support or the retirement of one of the leading teaching staff members.

The question of platforms and their maintenance will now be ensured by SWITCH. SWITCH will also manage a system of stocking and access to the modules which have been developed (learning object repository) as well as the support of a link to the Swiss Virtual Campus, with the CCSP's, via the 'Eduhub' project.

Regarding the durability and the future dynamic of e-learning in the different institutions, responsibility has been handed over to each Institute of Higher Education. Although several of these institutions will doubtless ensure an efficient continuation in this domain, one might doubt the ability of others to do so. Furthermore, there is a risk that inter-institutional collaboration will progressively weaken. The suggestion made by the SC to the CRUS that the transition should be progressive and enhancement aided, has not had the desired effect. It is to be hoped that a timely awareness of the important role played by e-learning in the potential for educational interaction and its effect on quality may yet come about.

Evaluation

The approach taken in the evaluative procedure, requiring two consecutive stages, didn't entail a detailed analysis of the quality of the projects, but it allowed a review of actions to be taken and a balanced view of the future.

The Background report focuses mainly on the role and the importance of the CCSP's.

The international experts' report commends the judicious use of allocated resources. An evaluation of the many projects (over 110) was not possible within the limited time available. This report reflects a genuine concern regarding the future of e-learning in our institutions and, in particular, the lack of a progressive transition in institutional support. This echoes the SC's opinion.

More broadly, the SC wishes to draw attention to the competition between institutions, that has actually evolved into multiple rankings of universities and also the pre-eminence of research in terms of publication (web of sciences) over pedagogical quality. In the long run, it is the quality of teaching at all levels (Bachelor and Master), supported by research, of course, which defines the quality of our institutions. This is the essential message which the SC wishes to transmit to those responsible for our institutions.

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Swiss Virtual Campus



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