

4. November 2009, Jönköping
Net University – Leonardo project

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Attending the meeting: Frank Rennie, Svante Hultman, Sif Sjöström, Sheila Downer, Stefanía Kristinsdottir, Gudrun Rosa Thorsteinsdottir and Sigurbjorg Johannesdottir.

Meeting agenda 4th-5th November 2009, Jönköping

4th November (facilities at the University – Svante will you pick us up at the hotel?)

- 09:00 Project progress – Stefanía
- 09:30 Introduction to the best practice report (WP 2 Definition and need analysis) – Gudrun Rosa
- 09:50 Discussions and comments to the report, especial focus on conclusions and transfer of best practice between partners (WP 3) – input from all.
- 10:30 am, Carin Magg, Tranås Utbildningscentrum, will show up and give a presentation.
- 11:00 Best practice report
- 11:30 Discussions on project organisation – input from all.
- 12:30 Lunch and a walk (Svante will lead the way to a nice diner)
- 13:30 Svante – learning centers
- 14:00 Madelene Zetterlind and Christina Keller, Jönköping University, input
- 14:30 Discussions – input from all.
- 15:00 Frank – on pilot actions, demonstration of a course „People and nature“ developed in the OER way.... WP 4 – pilot implementation.
- 15:30 Discussions on WP 4, partners input.
- 16:00 Coffe (something you can fix us up with Svante?)
- 16:20 Next steps – transfer of innovation and dissemination. Input from Sheila (10-15 minutes) on international networks and potential future cooperation of partners (The northern knowledge network etc.). Input from Stefanía on Dissemination.

5th November

- 09:00 Summing up discussion
- 10:00 Sight seeing organized by Svante and co.
- 15:00 Conference registration: Quality & innovation in Lifelong Learning – Meeting the individual demands.

Warm welcome from Svante and an introduction to the University and Jönköping.

Status of the Net University project – meeting notes

Stefanía introduced the status and progress of the Net University project. The introduction was made in relation to NU work packages and defined results:

- **WP1 – Management (WP leader TEIKN)** It was proposed that the consortium would suggest to Leonardo representatives that the project would organize a final conference in March in Iceland. Suggested date was 11th of March but that partners would arrive on the 9th and attend meetings with stakeholders on the 10th, then the final partner meeting would be held on the 12th, going through the final report for the finishing touch. The final conference was initially in the proposal but was taken out based on cuts in the final grant proposed.
- **WP2 – Definition and need analysis (WP leader TEIKN)** The „Best practice report“ is in its final stages. How can partners define and transfer best practice from each other. Not only Iceland that can benefit from the cooperation. Iceland needs to get universities to work together. Labrador transfer best practices concerning the learning centers as well as the credit transfer system. Discussion on how results can be disseminated. Each partner needs to think if they can write articles, do presentations on the projects etc. Sigurbjorg is going to write up a list of suggestions for articles.
- **WP3 – Transfer of innovation (WP leader JU)** How we transfer the best practices. Ends up with reports from partners, what each one has learned. There is a need to construct an implementation plan for this work package. One good idea would be to look at untraditional ways like YouTube and other sources for distribution (Frank came up with an idea to present the learning centers in Scotland as well as resource centers used by LCC and UHI for teachers and organizers in distributed learning – Youtube etc. ?)
- **WP4 – Pilot implementation (WP leader LCC)** Frank is in charge. Introduction later today on OER curriculum on „People and nature“ course for the master of environmental and national park management. Frank will develop some kind of teaching material or guidelines on how to develop OER curriculums. The objective is to organize a meeting with key experts working on the master degree programme with Frank where the OER methodology will be discussed as well as construction of the programme, best practices from Bsc and Master in Sustainable Regional Development.
- **WP5 – Valorisation (WP leader JU)** Svante and Siv will finalize the translation of Metaboken or the Quality handbook for learning centres. Also Rune Petterson will be involved in implementing the Valorisation for the project as an expert. TEIKN will be starting a process of setting up a Quality management system for their operation based on European quality mark (EQM) <http://www.europeanqualitymark.org> and would like JU to redefine the system based on their Quality standards for learning centres and distributed education, through Nitus and definition set forth in Metaboken. EQM is mainly focused on lifelong learning, not university/research and innovation related services of the learning centres. An idea came up that based on adoption of these two systems representative from JU would be involved in evaluation of the TEIKN quality process.
- **WP6 Dissemination (WP leader TEIKN/SmartLabrador as an contractor)** Sheila has been defining possible networks for dissemination of the project. There are countless networks available and to select a few one needs to be quite targeted on what is being disseminated and for what purpose. Sheila introduced the ideas behind the North Atlantic Knowledge Network and distributed a leaflet with basic information. Sheila and SmartLabrador will set up a web site for the project.

Deliverables and WP (see proposal page 24-26, R1-R7)

WP 1 management (TEIKN)

1. Meetings (3 meetings, changed to 4)
2. Interim and final report (I am working on an interim report – that needs to be ready before 16th December. **(R7)**)
3. Working space – base camp already in place.

WP2 Definition and need analysis (TEIKN)

4. Best practice report (in its final stages) **(R4)**
5. Best practice case studies – something we need to start developing – through articles etc. Perhaps focusing on local knowledge in the periphery and how it can be developed and distributed, one example from each country ? **(R4)** Articles, see attached list with ideas

WP3 Transfer of innovation (JU)

6. Transfer of innovation reports **(R3)** – especially related to the EUCEN conference (something that needs to be defined, Net-univeristy input and benefits of participating in the conference, knowledge transfer from Frank etc.)

WP4 Pilot implemenation (LCC)

7. Curriculum for a joint degree diploma (R6) – see development of master degree programm in environmental and national park management, perhaps other ideas? **(R6)**
8. Curriculum – courses giving university credits, selected industry. **(R5)** – this is something I took out of the project when the budget was cut but now due to favourable currency rates the Leonardo Office woul like to see implemented. In Iceland this is something we have been discussion with University of Iceland (UI) and University of Reykjavík (RU). Attemt was made to advertiese local courses in cooperation with RU last autum but did not get enough attending. – perhaps something we can try to integrate into the project that is case studies on that topic that is learning centre and university cooperation in developin local courses... see Nässjö.

WP5 Valorisation (JU)

9. Quality assurance system – documented in a handbook and tested. (R1)

WP6 Dissemination (Smart Labrador as a contractor)

10. Project Web already in place site <http://demo.smartlabrador.ca/netu/>, url will be www.nethaskolinn.is that we also need to get www.netuniversity.is.
11. Logo is being developed by Sibba.
12. Promotional material is also something we need to design – we already made a short leaflet in Icelandic that can be used as a Demo.

Finances

Worksheets need to be sent in befor 15th December. Sheila and Frank have already sent, need from Svante, framwork has been sent to partners. 40% of salaries have already been paid plus direct cost.

The Best Practice Report

Presentation from Gudrun Rósa.

Comments and tasks to finalize the report:

- Perhaps there is a need to define better in the report the concept and the difference between a learning / knowledge centers, perhaps something that each partner should define for his region/country in the introduction chapter (perhaps something you should think about when you read through the report for the last time)
- Idea of developing very simple grading system: Perhaps some kind of standardized quality system could be defined for learning centers similar to guest houses and hotels. Frank will develop.
- Learning centers can be run by the community, universities, colleges etc. In Scotland UHI runs most of the centres, in Sweden they are run by the municipalities and in Labrador there are no learning centres (used to be centres run by the colleges) In Sweden, learning centers are a way to attract people, moving to the municipality etc. Including industry development, lifelong learning and higher education. Similar role in Iceland as in Sweden although LC are run by the state and with their own funding – local higher education not included only distributed learning (at least in most cases). Often it is difficult to get companies involved that is get their buy-in to implement their own strategies for lifelong learning within the companies. Scotland see CPD – courses and links. www.cpdcollege.com
- Frank will write better explanation for the key-concepts (page 7) f.eks. what e-learning stands for (mobile learning, dvd, electronic sources etc).
- **Chapter on education systems.** Similiar Educational systems in the countries, specially in the beginning. Different ways the countries goes in the higher education.
 - Would benefit the report if a picture (like in Iceland and Labrador) would be included of all education systems.
 - Include the information from **Sweden** on how many young people go to Universities, before 25 years old of age. Folkskolen are owned of different stakeholders. Sport. Musician. Politics etc. 175 folkeskolens in Sweden from 50-300 people. **Sweden, change 50%. Page 14.** (Gudrun will change)
- **Chapter on accreditation system.** Canada – each region with a different system.
 - On-line registration for transferring credits is approved by each institutions. Joint degrees are easy as universities are members of canadian virtual university.
 - Joint degrees – how common they are. Perhaps we need to include it in the report who are using them? What be the obstacles? It is always a problem, even in universities in the same countries.
- **Chapter on distributed education / policies.**
 - In Iceland there is no policy on distributed education. Each university are expected to work on their own policy. U.of Akureyri have made their own policy. Second report more detailed will be finished soon 2010.
 - Research on satisfaction of distance students. So far positive atmosphere. IT is always problem, emission, blackboard. There is a lack of training for teachers, difficult to train those that are not interested. Early adopters (have to be managed very well, they want to try everything, which can also be a problem). Huge middle group, lecturers and teachers, like to move but don't know enough to do anything about it. Need to create a training unit that support these people. Most successfull are small teams of trainers (10-15 lectures) and there is a need for a on-the-job training and face to face cooperation.
 - Reasons for why it is different for schools getting web based courses: Lack of conference, know how, technology, lazyness.
 - Important not to try things with students, without trying it first. Pilot project, group of volunteers. Do it properly, get feedback. Don't assume because you can use it, it is good.

- What are the benefits. Research properly. Good study about this – came out in the States. When you do compare, elearning better to students, access and resources. Possible to find so much more than just in the classroom facilities.
- Google university. Virtual learning. Platform for students. Networking could easily be on U facebook, Elgg. We do not have to own them or control them. All of us, most of us, need a car to go to work. The U. does not have to have a car company to get us to work. Very interesting subject. Use what already exists, we don't have to make our own system and control them – something we need to put into the report.
- Sibba is going to find out if distributed learning is build into the national higher education policy.
- Sweden - Net University is inside normal system. But at the beginning it was a special project (NSHU) but now Nitus, The national network for local learning centres, have tried to keep the project alive. Now the university responsible to run distributed learning without funding from NSHU.
- Best practices to be transferred Each partner should contribute to the final chapter of „The Best practice report“ their conclusion on what they can transfer from other partners.
 - Scotland – Can transfer best practices on how municipalities or the state are funding learning centres in Sweden and Iceland. Perhaps it would be beneficial if the learning centres can be part of a system, just like public libraries etc.
 - Newfoundland and Labrador are interested to transfer the model of the Learning Centres.
- Interaction with R&D.
 - One page about this from Sweden – for instance Nässjö learning centre

RFL support flexible learning at JU - Distance education, flexible learning

Presentation from Madelen Zetterlind and Christina Keller (something we need to get a copy of).

- RFL support flexible learning on campus and in distance education at JU (Jönköping University)
- Research related to flexible learning.
- 500.000 SEK a year (funding) One person full time employment, 70% and 30% staff. Have workinggroup, discuss what are gonna do. Seminars, programs etc.
- Seminars: Adobe connect. How and why? Exams online, Web 2.0 and Blended learning
- flexible learning toolkit <http://www.hj.se/doc/7926> (Documentation and recorded seminars Information on projects and their results, how to find information about technology and pedagogical issues)
- project initiation and execution
- cooperation with internal and external actors
- Use groupdiscussions, teachers can discuss experienced. Good way to reach teachers.

Scotland uses open source, skype, llluminate, ... Frank, has set up page on Wiki, to put up useful resources people might use as a part of a project that ends in February 2010. The idea is to put it up on a open access and people could add on it (OER). Including information on software application, free softwares etc. (Illustrating the materials) Information on software: Thumbnails, to make pictures, files smaller so the sites down slow down. UHI was using Buddington (learning management system) and Clawn, community learning and networking. The developments are moving to fast the while still not quite ready for academic staff that got annoyed. UHI went back to using Blackboard again, that is simple but expensive. The argument of a open source or Blackboard is ongoing in the school system. Open University UK is using Moodle and Canada as well. Hong Kong and some of the biggest U. in Australia have all moved to Moodle.

Examples of projects:

- Learning Dialogue on the Internet
- Research Methods Online (Teachers can borrow a course, put into more methods etc.)
- Swedish introduction (1000 foreign students, school offer course about Sweden + a little swedish, are more ready. Netbased course. 40 in it last year)
- Second life, podcasting for superusers
- ipod casting, learned
- Research Methods Online, an open educational resource created by many teachers from the four schools of JU. Can be used in all courses on research methods, thesis writing, etc
<https://pingpong.hj.se/launchCourse.do?id=5906>

Cooperation with External and Internal Actors

- The Swedish Network for information Technology in Higher Education (30 universities in that network)
- Nationwide Public Procurement and test of software for flexible learning e.g. e-meeting tools
- Intellectual property rights
- Open educational resources (real open)
- Teaching in higher Education (on-line education, took 10 years to come it on, now it is normal -internal)

On pilot actions – WP 3

Outlined a course „People and Nature“ by Frank. Background to the modul. Does not have to be the same, may be changed, but gives a place to start. See further document from Frank.

- One keybook. Book – free online.
- Contents
- Session 0-15
- This week context. Why is it important?
- Reading materials.
- Learning activities – study visits, research etc.
- took longest time finding open educational resources that are available. First see what is available and then make decision about how the course should be structured.
- Everyone can add things to the list as well, does not have to be static.
- Again with open access, what are the building blocks. Some things don't exist. You may have to create your own materials, why not make it available free and get the credit for it. Double edge marketing tool.
- Sometimes you can not find what needed.
- Thinking of something simple, and connect it to more complex things.
- All those things are available if you know where to look. The teacher is doing this task for them, decide what is the best textbook/materials.
- Open access journal
- Need to know where to put this, that is were to disseminate the content. Good to have a word access somewhere. If you want to add something to it. All so far is connected correctly. Could make a small videoclub, put a link.

One idea would be to start a project to develop and market a website to host courses including training material as well. Perhaps the same idea as behind the Open North project that will send in another proposal in February. A need to involve universities in the Open educational resources discussions. Discussions between the Icelandic universities on OER.

Important to:

- identified the key experts.
- find a place to put basic materials
- develop the OER environment
- The process has to be owned by somebody

Important for teachers/universities to have access to a open educational resource to put their material where everyone can see it. All those contributing to the development of the material get credit while the content is free of charge. So much easier in longer term, 5-6 months to write a new university course from the scratch. With this you can make a new course in 3-4 weeks. But you always need trusted quality on what is made by universities. Constant improvement on each course, input from each user.

Frank will write up 2 pages about how he prepares OER course for 10 ECTS points: Methodology behind that. This week, which is yours. We need 400 words, what sells it, what is most important. Do we have these things, video of certain topics. Do we know of any academic online. Should we do this topic? If we want to record, needs 5 minutes, give us 10 minutes lectures. Perhaps a on-line (Youtube) training session could be added. Also there is a need to write up guidelines for students.

Examples on OER: Tellbary foundation, best research in the world on climate.

International networks (research) – Input from Sheila

- What is it we want to do looking at networks?
- Do we need another network?
- Nordic knowledge network, can we use that.
- What is the purpose of doing research of networks?
- What are we looking for?

Smart labrador is a lead in the North Atlantic Knowledge network (NAKN). In January Sheila will be travelling to the areas, Greenland, Norway, Iceland, Færeyjar, Canada. Similar networks we will look at. Regions, put together contact list, for the presentation of the project. The consortium needs to define what is important and who will be interested.

- Distance/distributed education
- Universities role in lifelong learning
- Regional development and its interaction with higher education and lifelong learning

Sheila discussed ideas, experiments of development of the NAKN. What is in it for me? What do we gain? Goal.

- CNS would be interested in participating. Frank will send Sheila a contact name.
- Are numerous of other networks that could link into that.
- North Atlantic forum – researchers were invited to forum.
- Conference every two year. Use that conference for f2f meeting. – Sheila presented a short leaflet on the conference in 2011 „The arts and cultural heritage as engines of regional development“.
- NAKN presents a website, give access to research material, access for projects etc.
- One year project that starts this month.

Net University project will be presented through NAKN. The focus of NAKN is on geometric area. Lots of networks that can connect to that. Sheila will make a website, make that component. Will send password so we can see what she is doing.

Everyone send to Sheila, links to networks that we think we should link the project to. In the end of the project, we should think about clearly defined message about the project and link to the website. We could send it in email, each country decide whom to send it. The list can go into the final report.

Conference – and final partner meeting

One day conference, partner meeting and meetings with stakeholders.

Suggested time: Around 10th of March (first two weeks in March) (11. / 12. March)

Check list:

- When is the conference held?
- What is the application time?
- When is the conference paper?

Theme: Equal opportunities, Lifelong learning, Open Academy or the Icelandic Academy ?

Target groups: Policy maker, universities, regional authorities, learning centres etc.

Number of participants: 50+ as it will be held in East Iceland

Accessibility: Online using e-mission – through video conferencing as well as posted on-line on project web-site.

Meetings with stakeholders prior to the conference

Frank – meeting (2 hours) with experts involved in the development of the master degree programme. Meeting on Skype, Franks home: frank.w.rennie

Frank – meeting in Akureyri, talk to the steering group

Frank/Svante/Sheila meeting with stakeholders (different ones) in Reykjavík

Stefanía will send out a draft agenda.

Ideas on subjects to be tackled:

- Distributed learning for companies (better concept) - Cristina – Sweden have been doing research. Group from every company, guided academy course, meet regularly, focus on your own company. Developing courses, academic and enterprises together. Later one goes to courses themselves. Better leader, better administration, better concept www.battre.se
- Use learning centers, elearning, mobile, very blended learning.
- Sheila – North Atlantic Knowledge network. Research knowledge. Reaching the community. Educating ...
- Open source – commerce, you can sell it, are selling your expertise.

Assignments

Frank – Curriculum, explicaton of how to do things

Svante – handbook and valorisation

Sheila – think of whom you want to meet in Iceland for the North Atlantic Knowledge Network

Guðrún and Stefanía – finishing the report

Possibilities of future projects

Leonardo/Comenius – in February – proposals. The possibilities to build on:

- Designing OER courses, add to creative commons, could be saying we want to produce, 20, 25min. video clips, 3 video clips from Sweden about national parks etc. Building bricks for the courses but not the course themselves.

What is specific ?

- could itemize them, we want to have 20 10 min videoclips, 30 voice only interviews podcasts, 200 images and put it into Flickr, creating positively lots of things people can use in building their courses / study. Could be degree program, masters, whatever.
- Perhaps we should include Team academy (Finland) as partners – that is on support to local students. Could fit well with open educational resources.
- Connect this development to the development of local knowledge.

Possible links – key concepts/projects:

- **CHE (Coastal Heritage Experience)**, cherm.smartlabrador.ca/main.php
- **Collections of audio recordings**, photographs, documents, objects
- **Database of traditional knowledge**, search by themes: food, music and entertainment, storytelling, transportation, heritage preservation, places and surnames.
- **FoxFire project** (Frank), USA, goes back 30 years probably, began projects with kids, schoolkids interviewing people, how to make, made hole series of books, knowledge of these topics, Sold them, very good resource, marketing end to that. Were looking for money, we are improving it, were looking for general income.
- **Economic development.** Tourist industry, project working with community, using the materials from this database, CD, compiling stories, music from the area. Listen to it while you go through the region. Work with operator. Six operators last summer, each did different things.
- **Alabama University** – CD's. Began to work with local schools, brought an old person in, maybe whom who used to run the villing shop, bring in the classroom and told the story, record it. Teacher with the children to write a poetry to write about it, musician worked with the kids to make songs from the poems, cd's – the story, kids poems – another talking about the songs.