



Project Number: 135378-LLP-1-2007-1-HU-KA3-KA3NW

Project funded by the European Commission:



Good practices and methodologies for HEI using ICT in the different fields of LLL Report

Document Title:	HEXTLEARN project "Title of the deliverable"
Document Identifier:	Good_Practice_Analysis_Final_Report_V1.doc
Date of Issue:	30/10/2010
Author(s):	Dénes Zarka
E-mail address:	zarkakis@edu-inno.bme.hu
Contributors to document:	All partners
Quality Reviewers:	Krisztina Fehér
Date of Delivery:	30/10/2010
Number of Pages:	
Distribution List:	HEXTLEARN@scienter.org
Confidentiality Status:	HEXTLEARN partners only/public document

TABLE OF CONTENTS

Introduction 3
ID card Analysis..... 6
Shortlisting analysis11
Data analysis.....16

INTRODUCTION

The Hextlearn project overall approach

The use of **ICT in Higher Education** institution is spreading steadily in spite of the many doubts surrounding the quality of first generation eLearning approaches and applications, but the **quality assurance** of higher education only marginally addresses eLearning, while the strategic integration of ICT in teaching and learning is still more highlighted in the policy documents than on the daily practice of European Universities.

While the universities are moving from a traditional profile to a new one, covering all the areas of Lifelong Learning (from school teachers' education, to adult education and training, maintaining of course their "traditional" students), the capability to fit the different visions of these sub-systems in the use of ICT in teaching and learning, and so to provide a quality-driven offer, is limited. The lack of synergies between these sub-systems represents a main constraint toward the quality enhancement in the HEI.

Thus, the **HEXTLEARN network aims at increasing the level of attention of the Higher Education Community on ICT strategic integration**, by:

- generating **awareness, commitment and networking** on quality assurance aspects and strategic integration of ICT in teaching, learning and innovative in Higher Education;
- promoting **mutual understanding** and common purposes toward quality assurance and common innovation strategies among the groups active in ICT teaching and training in HE and addressing the different LLL subsystems;
- **disseminating replicable solutions** to help set up communities at EU Level establishing a community of decision makers in the context of a LLL strategy and to support the modernisation agenda for European organisations of Higher Education from a community of expert peer reviewers able to serve the quality development of ICT use for teaching and learning in HEI.

The core target group addressed thus will be **Higher Education policy makers**, those who are involved in decision making at all levels in Higher Education (governance of institutions, associations, evaluation agencies, etc.), **reviewers and practitioners in the field of innovation**.

To reach the proposed objectives, the **project plans to carry out**:

- an **extensive research of good practices** to analyse the straightness of the different approaches in ICT/eLearning processes in implementing the LLL strategy in the HEI, and to promote the transferability of the best practices identified;
- **peer review exercises**, based on collaboration between participants (decision makers) and experts of the ICT approaches and applications in the participating HEI in the transversal dimensions taken into consideration;
- **network activities**, such as:
 - exchange of information and practices,
 - promotion of the network to new learning communities of the HE world to foster the communication and the interaction between transversal learning communities in the field of ICT integration of teaching and learning,
 - organisation of events supporting transnational exchange and cooperation and supporting networking.

The project will have a **duration of 36 months**, since it is envisaged that the establishment and consolidation of a network, as well as the adoption of a shared method of review by complex organisations as Higher Education Institutions, requires this amount of time to

provide effective results, also given the innovative approach adopted with the ICT/eLearning communities that are expected to be involved.

The **main outcomes** of the networking action will be the peer review method implemented and exploited, and the networking itself as well, and the **main outputs** will be:

- a report on "Good practices and methodologies for HEI using ICT in the different fields of LLL"
- a "Living toolkit" as a web-based service continuously update and improved, to be used as a reference to identify criteria to enhance quality among the university teams which are active in the different roles of LLL.

The **short term impact** envisaged is the increased awareness, commitment and networking on quality assurance aspects and strategic integration of ICT in teaching, learning and innovative in Higher Education, while the **long term impact** is the network contribution to the improvement of Education system in Europe.

The scope of this report

The report is summarizing the outcome of a long research work that we made with the partners during the project based on a detailed research plan. We collected with different techniques possible Good practices of ICT use in the European Higher Educational arena, and categorised them in 9 territories and 8 areas. (See more details in the research plan.) Upon agreed definition we selected (shortlisted) those where at least two criteria of excellence could be observed. The partnership then gathered detailed data about the selected practices with different techniques, most commonly by updating or making interviews with them. Finally 35 detailed cases were quantitatively analysed by a common grid of 30 questions in 8 areas from management to communication. The analysis show the most frequently cited common elements in respective areas that lead to good practice, as well as territory specific outcomes where some aspects were cited only in one or two territory cases.

The good practice research was designed as a three stage research; the first stage was identifying the potential good practices – ID card collection –, which was linked with 9 territories as a basis for the research. The ID cards enabled the researchers to first identify the potentially good practices, then the second stage was to shortlist good practices which was followed by the third stage, the case study interviews.

There were 96 ID cards collected, of those 49 were identified as good practices based on a pre-designed scaling system.

The above three stages are to be analysed and overviewed in order; first the ID card collection (potential good practices), second the 'good practices' after the shortlisting of the ID cards and finally the data analysis of the interviews.

ID CARD ANALYSIS

Introduction

At the first stage of the research 96 ID cards were collected indicating potentially good practices. The 96 ID cards were collected connected to 9 territories; first the these ID cards are to be analysed from basic perspectives concerning indicator-number and country spread, second the 9 territories separately from the same perspectives.

The ID cards were designed to provide basic information: indicators of being a potentially good practice, e-learning territory of reference, title and short description of the case.

The 9 territories were the following:

- campus education (CE),
- corporate training (CT),
- continuous professional development (CPD),
- adult education (AE),
- local and regional development (RD),
- school teachers' training (ST),
- distance education (DE),
- international virtual mobility (VM),
- PLA guidance and development (PLA).

The elements that potentially qualify a case as a good practice were defined as follows, all together six:

- BIG – scale of operation,
- RELIABLE – available evaluation of results/impact
- RELIABLE – quality assurance at place, (later merged with the former factor)
- FAMOUS – international/national reputation/visibility,
- MODEL – transferability (demonstrated or hypothetical),
- NEW – degree of innovation.

A possibility was provided as well to indicate any additional factor(s).

If two of the five elements were objectively demonstrated, the ID card was shortlisted as good practice.

ID cards Territories overview

When analysing the territories' overview the following is considered:

- the number spread of the ID cards within the territories,
- the overlaps,
- the indicator spread,
- the country spread.

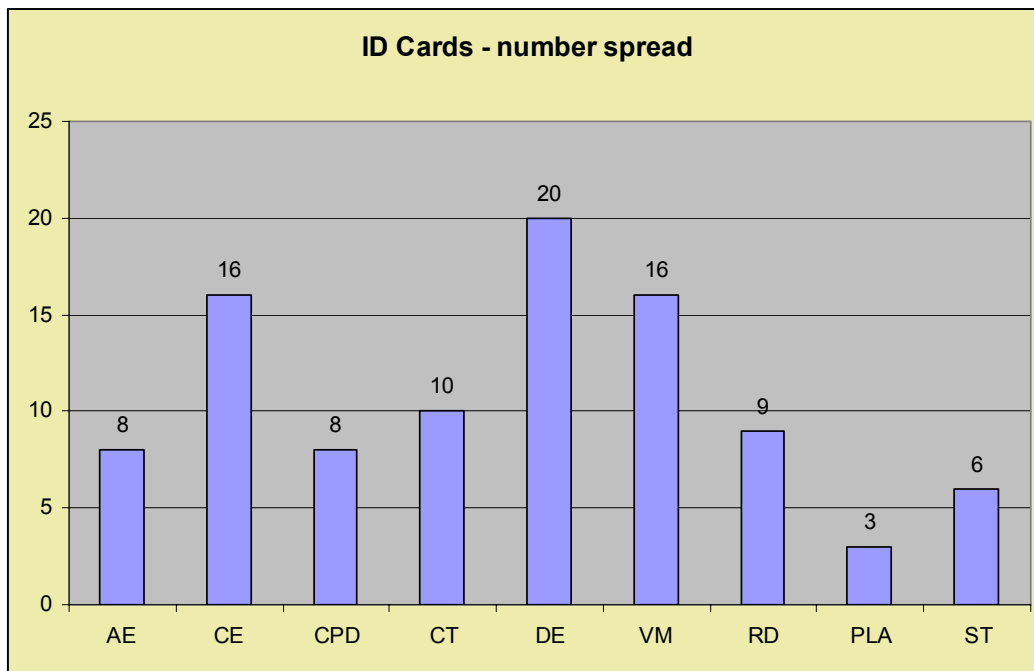
Number spread

The number of the ID cards by territories does have the wide spectrum from 20 to 3.

Good Practice Analysis Final Report

The hugest territory is distance education, with 20 ID cards, however it could have been even more due to the fact that many territories are overlapping with DE. The second largest territory is campus education and virtual mobility, with 16 ID cards. Both seem convenient. There are very few, 6 and 3 cards in school teachers' training and PLA guidance and development.

This finding is in line with the experience of the researcher community: Campus education and Distance education are the two classic terms, and frequently used categories of higher education



The overlaps

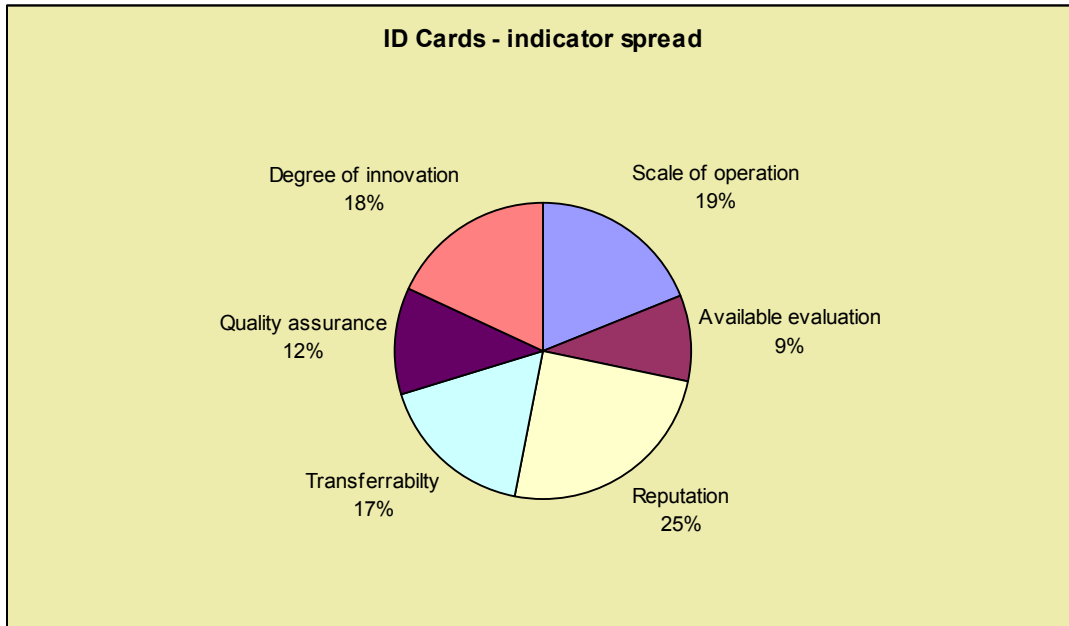
There was an option of indicating more than one territory due to the nature of the research and the cases. Numerous practices were at the first place in one territory but distance education was indicated, as well. At the territory corporate training, there were many other territories, mostly adult education noted.

Indicator spread

There were 6 elements that potentially qualify a case as a good practice, all together 576 options with the 96 ID cards; of the 576 indicators, 211 were identified.

In average every ID card included 3 indicators out the 6. There was an additional element option on the ID cards, an option of adding new factors, which was barely used showing that the originally designed factors were mostly satisfying.

The spread of the indicators were from 52 to 20, where 52 was international/national reputation/visibility and 20 was available evaluation of results/impact.

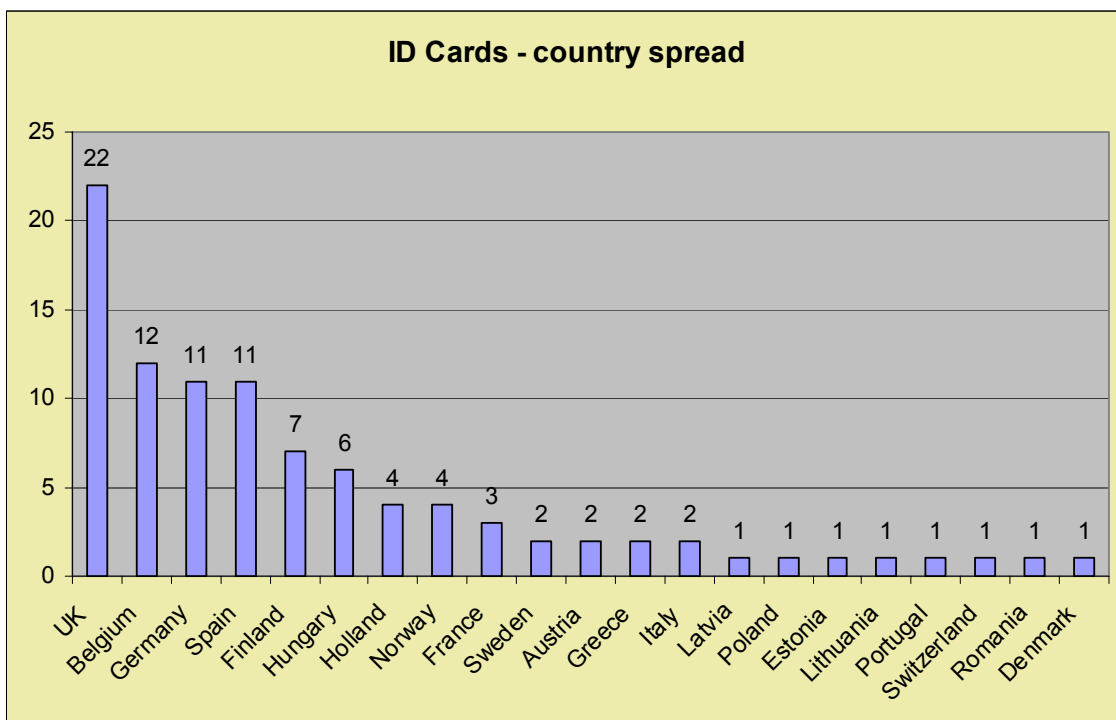


Country spread

The ID cards were collected from 20 European states – UK, Spain, Germany, Belgium, Finland, Hungary, Holland, Norway, France, Sweden, Austria, Greece, Italy, Latvia, Lithuania, Estonia, Poland, Portugal, Switzerland, Denmark and Romania.

There were more than 3 cases from 9 countries and 1-3 from cases 11 countries. Most of the potential good practices were found in the UK, more than 20 percent of the total number, 22. There were around 10 percent from Belgium (12), Spain (11), Germany (11) and Finland (7).

The big number of UK practices met also the experience of the researchers of the high visibility and potential of the British HE sector.



Overview by territories

Adult education (AE)

This territory had 8 ID cards, 4 from the UK, 2 from Germany and 2 from Norway. Most of the ID cards were identified by the indicator 'scale of operation' and were connected to the other territory 'distance education', as well.

Campus Education (CE)

The territory 'campus education' included 16 potential good practices, with this its the second largest territory. Most of the cases were identified by 'international/national reputation/visibility'. 3 cases were from the UK, the others' spread between numerous countries. Most of these cases were overlapping with the territory 'distance education'.

Continuous Professional Development (CPD)

There were 8 ID cards in this territory; the practices within this territory were mostly identified as they are linked with most of the other territories. 4 cases were from the UK and 1-1 from other states. They were identified based on the quality assurance at place and international/national reputation/visibility.

Corporate Training (CT)

10 ID cards were included in this territory and this territory had numerous indicators and overlaps with other fields, also the country spread was various. There were 3 cards from the UK, and 1-1 from other countries. The most frequently used indicators were the following: scale of operation, international/national reputation/visibility, transferability (demonstrated or hypothetical), quality assurance at place, degree of innovation.

Distance Education (DE)

Distance education was containing 20 ID cards; it is the largest territory of the 9 defined territories. Most, but not such a high percentage of the cards are from Spain (6). The indicators are the following: scale of operation, available evaluation of results/impact, international/national reputation/visibility, quality assurance at place, degree of innovation. Most of the ID cards (16) had 'international/national reputation/visibility' as indicator of the potential good practice.

Virtual Mobility (VM)

Virtual mobility is the other significant territory with its 16 cases. Out of the 16 cases 6 were found in Spain. The most important indicators were transferability (demonstrated or hypothetical) and the degree of innovation. Some of the cases were identified as well as distance education and adult education cases.

Regional Development (RD)

There were 9 cards in this field of e-learning, where the most significant indicator was transferability (demonstrated or hypothetical). The potential good practices were mostly from the UK and Spain.

PLA guidance and development (PLA)

PLA guidance and development territory now can be considered as the smallest territory with its 3 ID cards. The 3 cards were identified by their transferability (demonstrated or hypothetical) and the degree of innovation.

School Teachers' Training (ST)

This territory is not huge, either: it has 6 ID cards and can be identified by the degree of innovation, as well. Also in 3 cases international/national reputation/visibility was indicated.

Conclusion

The ID card collection (analysis) was showing a success, the design of the first stage of the research was proper: the indicators were balanced and all of them used, in addition, as previously mentioned, basically there were no need for extra factors. The territories were appointed appropriately even though there was a spread and overlap between them they were.

SHORTLISTING ANALYSIS

Introduction

The second stage of the research was to identify the good practices (shortlisting); this process is based on the previously detected potential good practices (ID cards).

The minimum requirement for a 'good practice' was first to have:

- a practice that is in higher education,
- there is a use of ICT and
- it is from an EU state.

If the case met these requirements then it had to meet further requirements. The further indicator was whether there were two objective evidences for the 'elements that potentially qualify a case as a good practice'.

When shortlisting the ID Cards, two elements - available evaluation of results/impact and quality assurance at place - were integrated, therefore the good practices had only 5 elements

After the shortlisting process, there were 59 identified good practices. The good practices are to be analysed according to the schemes of the ID card analysis. First there is an overview of

- number,
- indicator and
- country spread,

second: a territory overview by the 9 defined fields of e-learning.

An additional factor to the ID Card analysis is the following ID Card and good practice comparison.

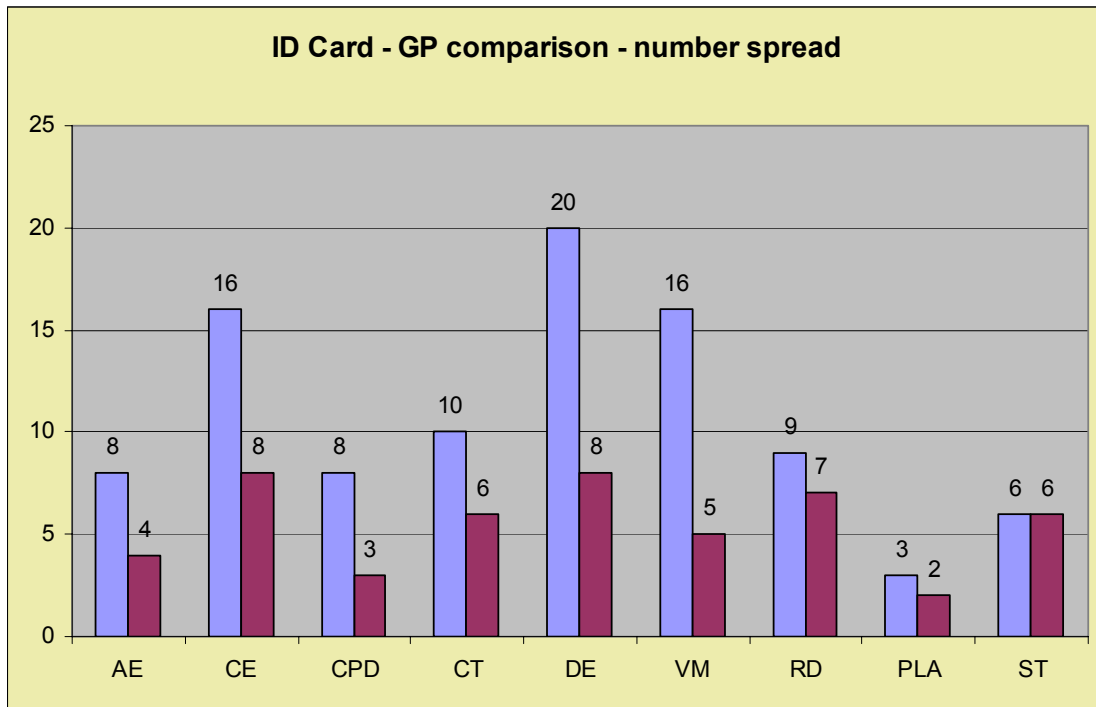
ID Card – Selected Good Practice comparison

Almost precisely the half (51,4 %) of the good practices were confirmed from the 96 potentially good practices, which is 49 at the end. While 100 percent of the territory School Teachers' Training was confirmed, only 37,5 percent of Continuous Professional Development . The average success percentage was around 50-60 %.

In average, 60 percent of the indicators were there in the confirmed cards, the highest was international/national reputation/visibility with 80 percent. The spread of the indicators (highest-lowest) has not changed.

While the ID Cards were collected from 22 states, the good practices from only 12. The country spread showed that the leading state, UK, which had 22 potential good practices decreased to only 13.

The decrease of other countries was rather in harmony.

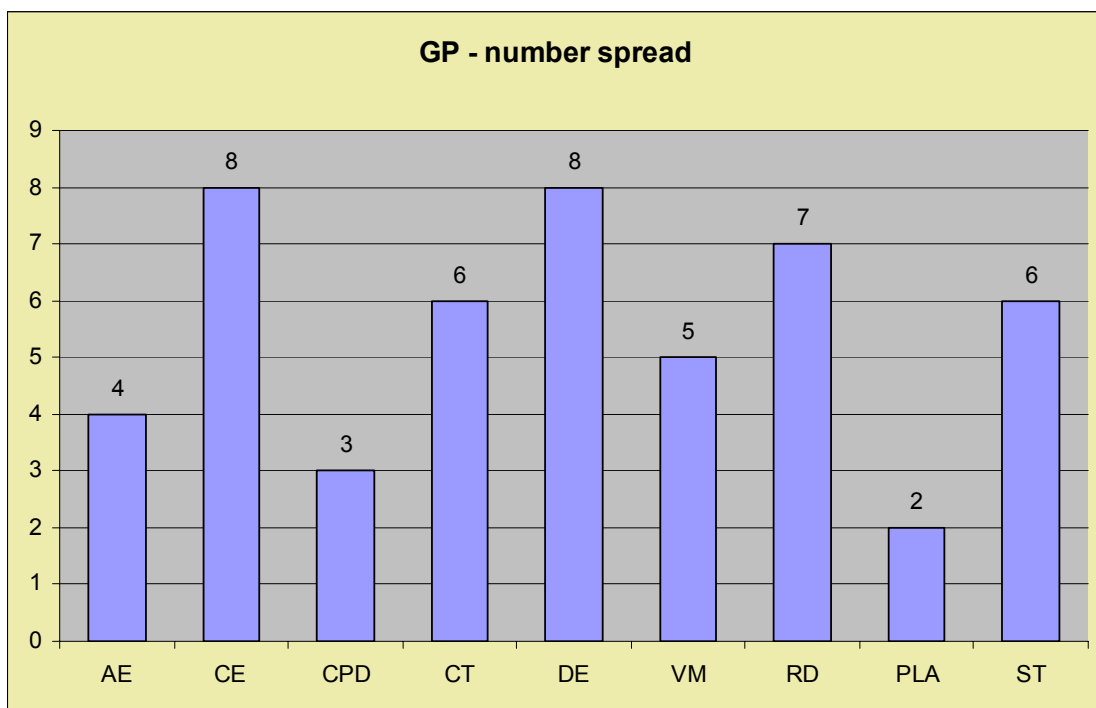


GP Territories overview

When analysing the territories' overview the following is considered: the number spread of the good practices within the territories, the indicator spread and the country spread.

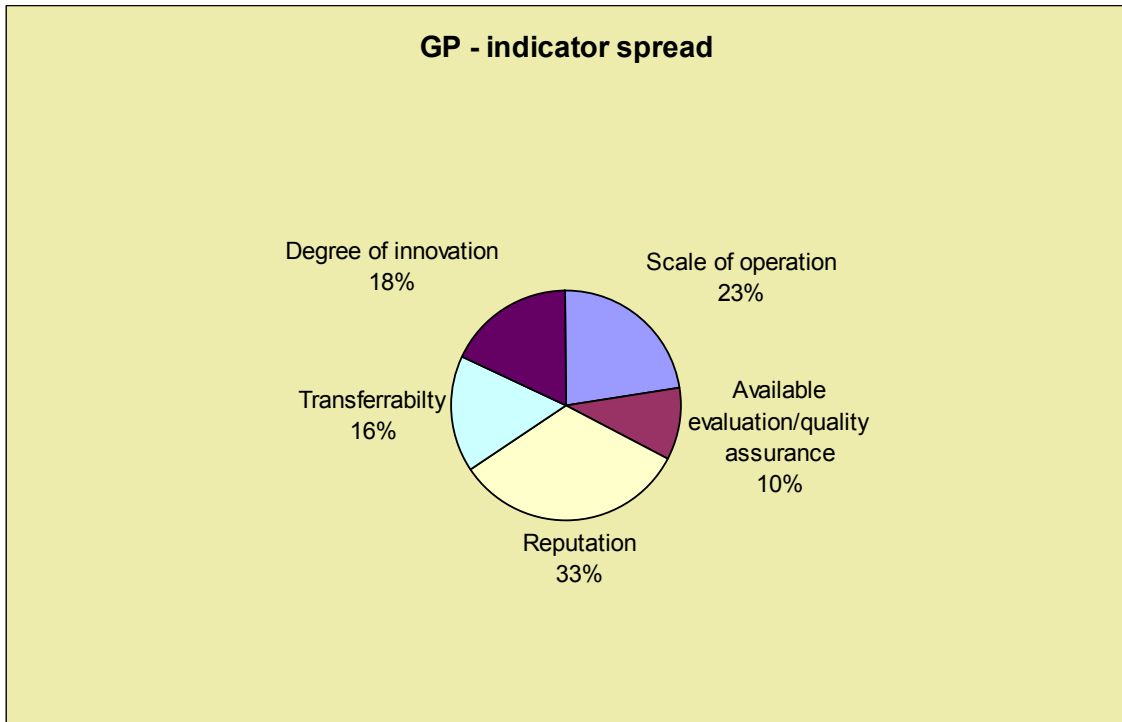
Number spread

The number of the good practices by territories does have the spectrum from 2 to 8. The hugest territories are Distance Education and Campus Education with 8 ID cards, the smallest is Prior Learning Assessment with 2 cases only.



Indicator spread

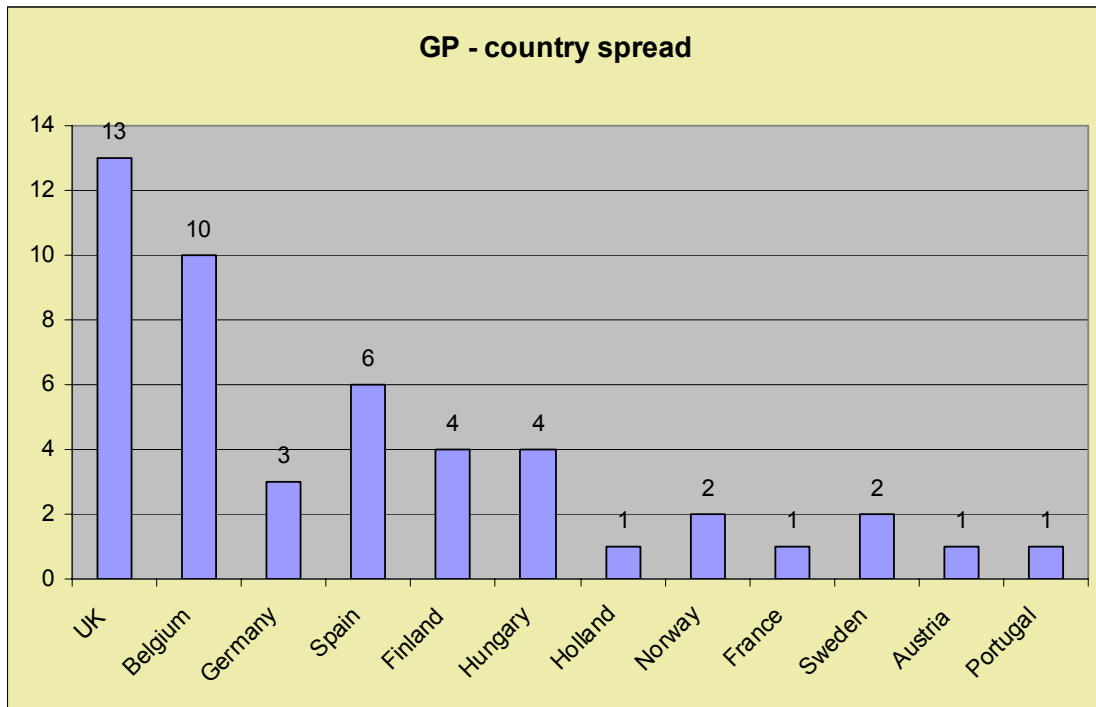
There were 5 elements that potentially qualify a case as a good practice, all together 245 options with the 49 good practices; of the 245 indicators, 128 were indentified, in average every good practice included 2-3 indicators out of the 5. The spread of the indicators were from 42 to 13, where 42 was international/national reputation/visibility and 13 was available evaluation of results/impact.



Country spread

The good practices were collected from 12 European states - UK, Spain, Germany, Belgium, Finland, Hungary, Holland, Norway, France, Sweden, Austria, Portugal - ID Cards from Greece, Lithuania, Estonia, Switzerland, Italy, , Denmark, Latvia, Poland and Romania were not confirmed. There were more than 3 cases from 5 countries and 1-3 from cases 7 countries. Most of the potential good practices were found in the UK, 13. There were significant numbers from Belgium (10), Spain (6), Finland (4) and Hungary (4).





GP Overview by territories

Adult education (AE)

This territory had 4 good practices, 2 from the UK and 2 from Norway. The cases were identified by the indicator 'scale of operation' and were connected to the other territory 'distance education', as well.

Campus Education (CE)

The territory 'campus education' included 8 good practices. Most of the cases were identified by 'international/national reputation/visibility'. 2 cases were from the UK, the others' spread between numerous countries. Most of these cases were overlapping with the territory 'distance education'.

Continuous Professional Development (CPD)

There were 3 GPs in this territory; the practices within this territory were mostly identified as they are linked with most of the other territories. They were identified based on international/national reputation/visibility.

Corporate Training (CT)

6 good practices were confirmed in this territory and this territory had numerous indicators and overlaps with other fields, also the country spread was various. There were 3 cards from the UK, and 1-1 from other countries. The most frequently used indicators was the following: scale of operation.

Distance Education (DE)

Distance education was containing 8 good practices; two from Spain and two from the UK. The most important indicators are the following: scale of operation, available evaluation of results/impact, international/national reputation/visibility.

Virtual Mobility (VM)

Virtual mobility is a territory where 15 out of the 5 ID Cards were selected. Many cases were found in Belgium. The most important indicators were transferability (demonstrated or hypothetical) and the degree of innovation. Some of the cases were indentified as well as distance education and adult education cases.

Regional Development (RD)

There were 7 cards in this field of e-learning, where the most significant indicator was transferability (demonstrated or hypothetical). The potential good practices were mostly from the UK and Spain.

PLA guidance and development (PLA)

PLA guidance and development territory is the smallest territory with its 2 GPs. The 2 cards were identified by their transferability (demonstrated or hypothetical) and the degree of innovation.

School Teachers' Training (ST)

This territory is the only one where all the ID Cards were confirmed, it had 6 ID cards, and out of that 6 good practices. They can be indentified by the degree of innovation, as well. Also in 3 cases international/national reputation/visibility was indicated.

Conclusion

Compared to the ID cards, the good practices have not showed significant change from any perspective, either from the country, number or indicator spread. Since 51,4 percent of the potentially good practices were selected as good practices, most of the factors changed in average with this percentage.

DATA ANALYSIS

Summary Research and analysis methodology

The research methodology was designed as a step by step process described previously, and in more detail in the Research Plan. The partnership first reviewed the initial setting of the proposal, and agreed that the original eight territories will be supplemented by one interesting territory: Prior learning assessment. Then partnership defined all territories and designed an ID card (identification card) template to be able to collect data. Partnership agreed on the method of data gathering, and paired the territories to project partners. Work package leader designed a roadmap of research work with deadlines. Researchers were briefed and coordinated by WP leader and used the detailed research plan to fulfil the research. Good practices were collected by minimum criteria and areas of excellence. Minimum criteria were:

- The good practice holder had to be higher educational institution, in case of project it was studied by the project leader institution.
- The good practice holder had to be European. In case of project, it was studied by the project leader institution.
- The good practice had to be related to ICT.

Areas of excellence were: the robustness (big scale), the reliability (quality and accreditation), and the popularity (nationally or internationally), the innovative character, or the transferability of the practice. Two of them scored to be good practice.

Partnership shortlisted the selected practices by the above mentioned criteria, and started to gather detailed information about good practices. For this reason a common interview grid was designed, and later was simplified grid to enhance data gathering process in territories where original questionnaire was not effectively useful. The two templates used the same categories and areas, so the comparability was assured along the whole research period. There were several research briefings and telephone conferences on the interviewing process. It was very hard to reach good practice holders' real contacts who really had information on the practice and even more difficult to ask their contribution to the interview. For this reason partnership had to drop some shortlisted cases and find new ones where contacts were available.

After having collected detailed information about good ICT practices partnership started the analysis process. The analysis was based upon keyword and statement collection and weighting.

Keywords: We analysed all interviews and selected typical keywords and statements in the text, and cut out them.

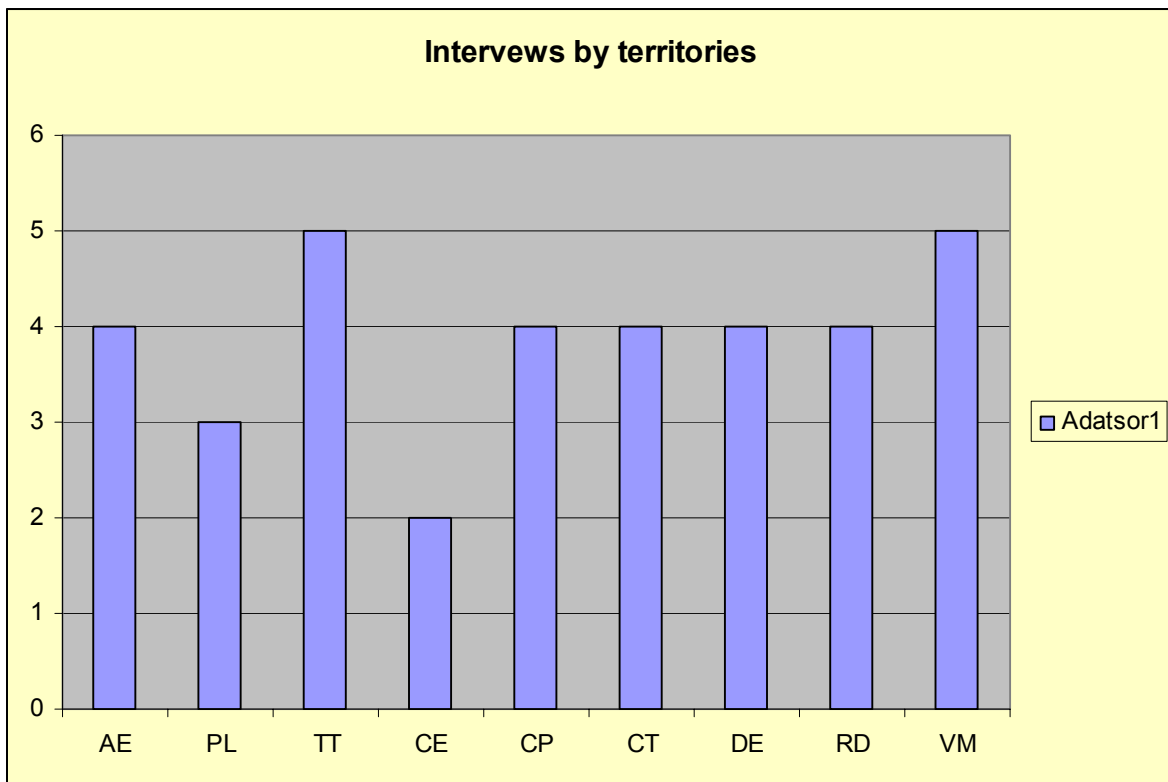
Weight: We searched and matched similar and identical words and statements and added them up. This number gave a weight to the statement. We based our work on the hypothesis that the more cited keywords or statements are more important element of the good practice. This hypothesis we used not only at the specific keywords or statements, but also to the number of keywords and statements that were collected in territories, areas, and questions. During the analysis we counted the statements multiplied by their weights. So for example if the statement was: „evolution of the good practice was over a long period“ was cited 8 times we counted this statement as eight statements.

During the analysis we will analyse not only the broad areas and territories, but the popular questions and statements as well.

General overview of statements

During the analysis we could work with 35 interviews. (See appendix). After the shortlisting, we have got the following dispersion of practices:

Adult education	4
Prior learning assessment	3
Teacher training and retraining	5
Campus education	2
Continuous professional development	4
Corporate training	4
Distance education	4
Regional development	4
Virtual mobility	5

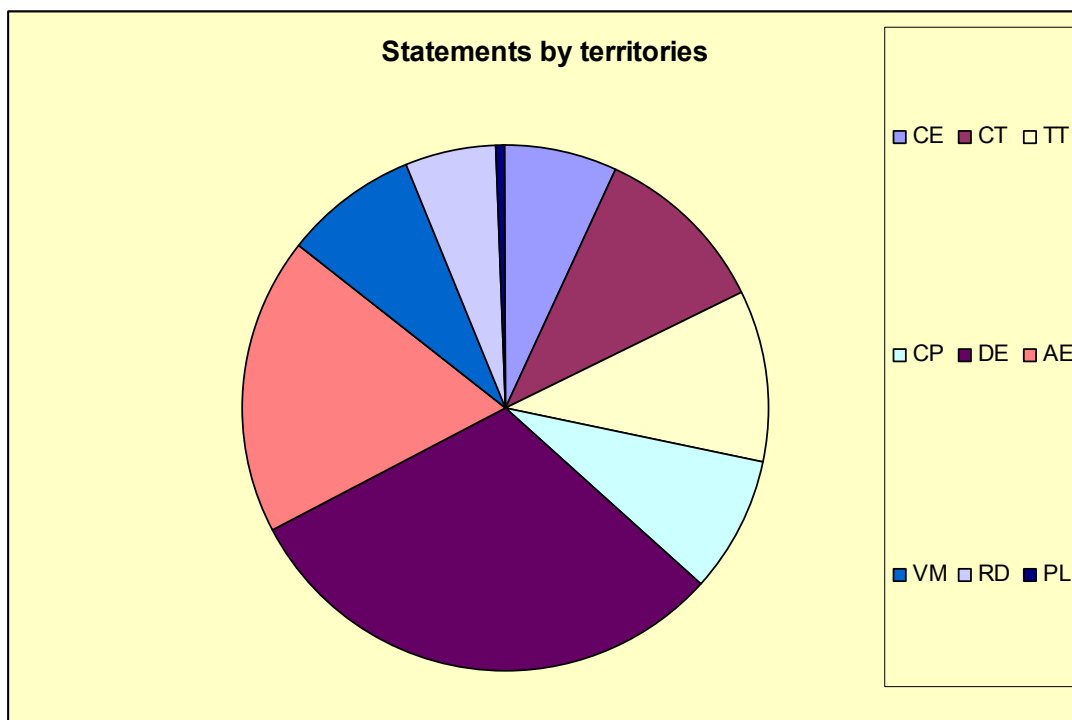


The number of collected statements (multiplied by their weight) is 1018, and it is worth analysing broadly which were the most „popular“ areas and territories.

It is clear from the table that the most statements were collected from Distance education, Adult learning. (30% and 18%) We found also a big number of specific statements in corporate training (11%), teacher training (10%) and continuous professional development (9%)

	sum	CE	CT	TT	CP	DE	AE	VM	RD	PL
Institutional	306	20	31	22	21	45	37	31	23	2
Quality	129	11	12	13	8	36	17	21	11	0
Course Management	152	3	19	9	14	62	37	4	3	2
HW and SW	103	10	10	10	7	31	18	9	8	1
ICT academic	115	13	10	15	11	35	21	5	4	1
ICT learner	38	3	4	5	5	6	8	4	3	0
Content provision	100	1	7	9	11	49	21	1	1	0
Communication	75	6	9	15	4	23	15	3	0	0
	1018	67	102	98	81	287	174	78	53	6

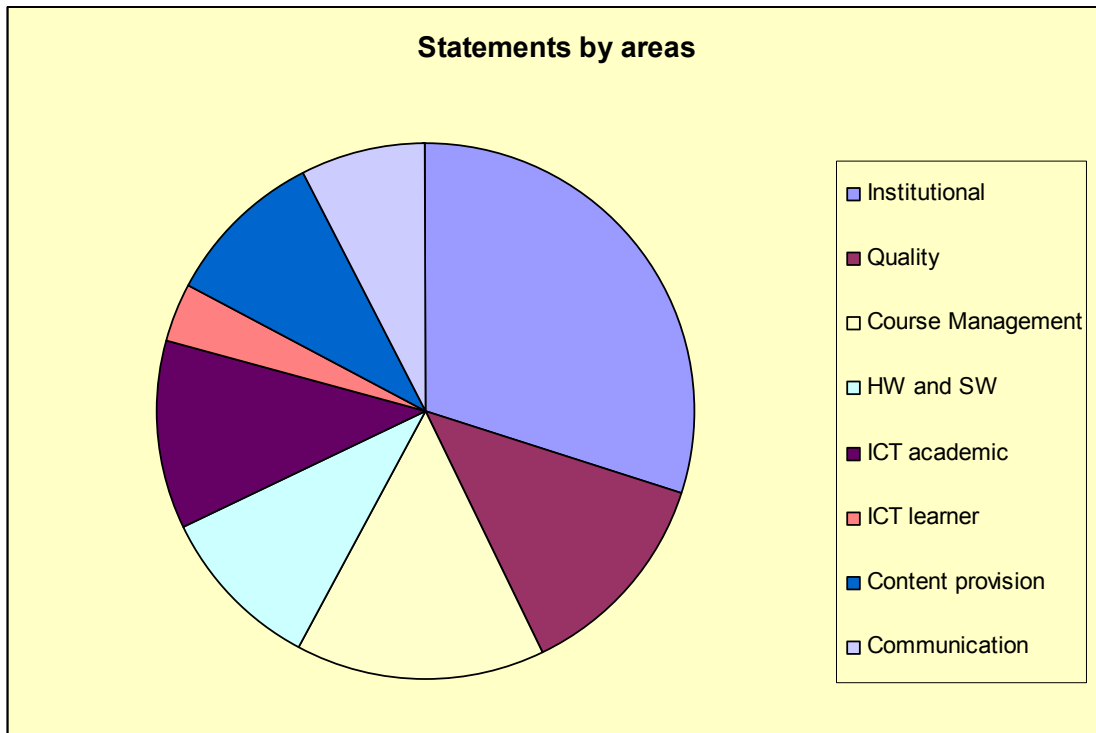
Prior learning assessment found to be a „small territory“ by collecting only 3 interviews and six statements. It suggests that this field is new and a bit forgotten in Europe.



Looking at the broad areas, good practices are described mostly on institutional level, 30% of answers were found in one of the Institution area containing strategic and top management issues.

Second on this rank is the course management area which is dealing with specific measures to deal with in everyday operations. (15%)

Only the third on this scale is the Quality (13%) but it is worth mentioning that there is another statistic of popularity among areas, and that is the average statement per question in a category. Looking at this, Quality is the richest in number of statements. (Looking at the interview grid it is easy to discover that in the institutional area we had 7 questions while we had only 2 questions for quality issues.



Territory

The research work was made upon the idea, that ICT related practices are divers and possibly can not researched with the approach of „one size fits all“. Therefore good practice collection and analysis were made in a framework where all ICT good practices were categorised in nine territories, as earlier listed:

- Campus education
- Corporate training
- Continuous professional development
- Adult education
- Local and regional development
- Scholl teachers' training
- Distance Education
- International Virtual mobility
- Prior Learning assessment

After having analysed data gathered from the good practices we may see that not all territories reflected back this idea of characteristic behaviour. While we observed that answers for specific questions formulated more than one pattern of good solutions in many cases, we might not say that answers were correlating directly to the nine territories.

We observed some territories of similar behaviour, for example: distance education and adult education, or continuous professional development and Corporate training.

There were territories where the behaviour of statements differed from the others. In regional development most of the issues were about the contact with the specific region and the ICT skills were reported low or not sufficient. In virtual mobility many of the issues were about internationalisation and the possibilities and problems around international communication. An example on the topic of collaboration with other institutions: „to enhance international clusters of educational institutions each strongly embedded in regional networks, in order to stimulate inclusion of citizens“.

Good Practice Analysis Final Report

It was also visible that we could collect much more good practices in the traditional, „popular“ territories like corporate training and distance education, adult learning, continuous professional development and teacher training, than in prior learning assessment. (78% of statements were identified in those territories)

Prior learning assessment as earlier stated was the smallest territory with only three interviews and six statements. All of them were general like: „flexibility is key“ or just reinforcing other statements of the same question („provision of CPD, short courses and training, business support and the certification of prior experiential and workplace learning“.)

Most of the cases held more than one territory specificity, sometimes three territories, as the core provider had services towards more markets with the same ICT technology. So apart from regional development, virtual mobility and prior learning assessment, all other areas were more or less heavily overlapping.

Finally we can see an interesting dynamic of the whole territory issue: As the data gathering was using desk research technique as well, we have a set of interviews of the last five years of good practices. Older data shows more divergence in territories than new ones. ICT as a leading technology has earned more and more role in almost all activities in the higher educational arena. After the slow penetration of ICT to all territories, the applications and uses of ICT matured in relatively isolated environments. On the other hand there is a special „globalisation“ effect of educational promotion that we may call digital convergence. This effect bring to the same platform earlier separated industries and services. This convergence effect may have caused a step by step process of territory convergence in higher education.

Areas

While territory clustering was more complex than we thought, area clustering of issues to management, quality, communication, technology and others showed a bigger stability. We used the following areas:

- Institutional factors (Top management)
- Quality factors
- Course management factors
- HW and SW technology factors
- ICT skills (Academic and learner) factor
- Content provision factor
- Communication factor
- Additional factors

We observed here overlaps as well: for example institutional strategy and quality management. Nevertheless we can rely heavily of the area clustering of the answers.

Analysing the popularity of areas among respondents it is clear that Top and course management factors are the most popular, and technological factors are discussed in less detail. From the contrasting of those two areas we may reinforce the trend, that technology is there and not anymore the main barrier of good practices. Most issues raised are somehow related to the management of institutions and processes that produce good ICT practices.

There was an area which differed a bit from the others: Content provision. Here respondents could specify which academic areas are provided by their good ICT practice. 100 statements were made in 24 items. An important observation is that many respondents see no importance of the academic area (7 statements), all subjects and topics can be supported by ICT.

However the most popular topics are:

- ICT and web2 courses. Those courses are in teacher training and distance education.
- Sciences education enhanced with ICT is also mentioned in many interviews. (8) and it is interesting that territory of distance education is the main actor on this field.
- The third most popular subject mentioned is Law, but it is provided in many forms of courses, most commonly by DE.

There was a question about the onlineability of ICT subjects and here one specific statement can be mentioned: Arts and design are the areas where providers think ICT provision is much less easy than in other areas.

Popular questions

Looking at the 30 different questions and 1018 answers that we posed when gathering data from the good practices, we may observe, that some questions were very popular among respondents, while other questions were briefly answered with no real content. We may assume that:

1. the question was well designed
2. the relative importance of a question (covering a specific topic) correlates the importance of the topic in ICT good practices.

Here is a list of questions (topics) that were very popular (responded in detail with many examples) among respondents:

- Institutional strategy (100)
- Evaluation and research activities (67)
- Institutional quality approach (62)
- Collaboration with other institutions (60)
- Widely used technologies (54)
- Development of ICT skills of academic staff (45)
- Evolutionary development (43)
- Historical overview (40)
- Support from leadership (40)
- ICT skills of learners (38)
- Staff attitude (35)
- Adaptation to market needs (31)
- Synchron -asynchron student – teacher (28)
- ICT competence in institution (27)
- IT systems integration (25)
- Scalability of student enrolment (24)
- Social networking among students (23)
- Predictable and manageable workload (20)

We found many good examples and approaches under those questions as well as in depth view of the how. We will analyse here the first four questions, where we found almost one third of the answers.

Institutional strategy

The big „umbrella“ question was the institutional strategy towards ICT good practice. Most of the respondents had one or two aspects of the question or at the end of the interview they concluded with statements that were falling to this category later during the analysis.

Good Practice Analysis Final Report

Interestingly most of the statements came from virtual mobility (18) then from campus education and corporate training (14-14) Distance education was only 4. On the list, which might be explained by the fact that this territory gave the most specific answers of the details.

Most of the strategies can be grouped around the following issues:

- Course level strategies (13): Curriculum development, learning models and cooperative techniques
- Humanistic strategies (10): internationalisation, better access (regional and European), social inclusion, integration)
- Innovation (9)
- Building on staff (6): capacity building, financing, credits
- Quality management (5)
- Market and business orientation (5)
- Open courseware, creative commons (5)

Evaluation and research activities

This question was answered mostly by distance educational (17) and virtual mobility (12) territories. The evaluation and research activities mainly contain popular techniques of doing it:

- Research activities towards quality (5) projects, in-depth analysis
- Professional quality and accreditation institutions(6): auditing, applying for „stamps“ or awarding
- Automatic ICT enhanced evaluation (3): log files, statistics, forms
- Dissemination (3) journals, conferences
- Using internal and external evaluation
- (Operational) Handbook of quality
- Continuous evaluation
- Monitoring
- Funding quality: scholarship, centres of excellence
- Good practice
- collaborative techniques
- informal evaluation

Institutional quality approach

This question was almost as popular as the evaluation strategies, and had some overlaps with overall institutional approaches. The leading territory is distance education where we found the most of the statements (19)

- Testing (5) usability, internal, student, customer
- Natural indicators (3): returning students
- Introducing support for staff (3) workshops, consultancy
- progress reporting
- proposing continuing projects
- building on personal responsibility
- indicators building

Collaboration with other institutions

This question was also very popular among respondents, and mostly by the classic territories like: distance education (12) and adult education (11). Here virtual mobility respondents were also very active (11)

The most popular topics why and how collaboration was important:

- Collaboration between HE institutions, and different sectors. (7): businesses, and HE, regional and national collaboration
- Networking (3)
- Cost effectiveness of development
- Inclusion of citizens
- development of trust
- more business opportunities
- credibility effect
- research possibilities

Top issues

Analysing the answers for the questions we may observe similar answers that can be formulated as „recommendations“ for the European higher educational institutions which want to develop their ICT practices. Those similar answers were openly formulated and respondents did not have any guiding on behalf of the interviewing partners. We may observe that those answers could be found because the question was implicitly closed, or the possible answers were very limited in nature. Without clustering them in areas or territories, here is a list of some interesting examples of top issues of ICT good practices:

- Asynchronous communication of teachers and learners in many territories of good practices are still more important than synchronous. (17)
- It is important that in many good practices the ICT skills development of academic staff was managed as a step by step and not an abrupt approach. (14)
- The international collaboration is very lively and strong and naturally highly affects the success. (11)
- Networking among educational institutions is important (10)
- In order to adapt to the market needs, flexibility is the key. (9)
- Social networking among learners is clearly vital to large numbers of them. (9)
- It is important that many good ICT practices directly encourage free use of all equipments, programs and installations. (9)
- It is important that the quality approach of ICT good practice is embedded within the HEI mainstream quality processes. (9)
- Free courses to university and staff members to improve their skills related to education and ICT plays important role in good practices. (8)
- A strategic engagement with e-learning and with associated staff development is key to success. (7)
- The attitude of an enthusiastic young academic staff is important in the success. (7)
- The support of the government can be a key success factor (7)
- It is important in technology that institutions move towards open source. (7)
- For the objective evaluation of ICT enhanced provision internal and external evaluation rounds are important. (6)
- It is important that the results of continuous internal evaluations, ... is fed back to improve the operation. (6)
- Every course is evaluated by the students at the end of each semester to ensure quality. (6)

Good Practice Analysis Final Report

- To be able to manage workload, new academic workload models should be developed. (5)
- Sending subject to professional accreditation this gives a second control (5)
- Complete integration between the student record system and course enrolment is important. (5)
- Employ experienced technical staff in ICT! (5)
- Employ high competence academic staff! (5)
- It is important to acknowledge, that HEIs are offering their services already to ICT natives. (5)
- Internal evaluation with specific objectives is important in the success.
- The range of subjects offered with ICT techniques are more and more covering all areas.
- In ICT service provision proper, well-informed needs analysis is vital. (5)
- Use simple environments! (4)
- In many cases user driven management approach is successful. (4)

Territory specific issues

During the analysis of different answers we found territory specific solutions that could be called as typical only, or mainly to them, and can be recommended to other HEIs in the territory.

Campus education

- Development from general university management through a specific LMS (blog, wiki, podcasting) and further developing PLE (personal learning environment) is important in success.
- The institution has promoted compensations to reach success.
- Providing always the possibility of further support to those members of the institution (faculty, staff, and students) with real vocation of change is vital for success.
- Raising the capability of all members of the University – students and staff – to exploit and benefit from the learning technologies of the 21st century is vital.
- Evidence for and evaluation of benefits of enabling innovation across the institution for students' learning is important.
- Integration of learning innovation across the institution is important
- It is worth distinguishing between core, peripheral and niche learning technologies.
- Core learning technologies should be the basis of current activities.
- ICT skills of academic staff should be developed by presenting the options in a very simple way and by taking on board many of the tasks of professors.

Corporate training

- Strong responsibility, customer orientation is vital.
- In corporate training less academic, means more innovative, there are more opportunities to experiment and to try out new stuff.
- Professional accreditation like ISO is very important.
- Both international and national collaborations with other HEIs are important to success.
- To reach effectiveness in administration, normally everything is automatic as this territory is facing limited staff and lack of resources in ICT field.
- It is important to monitor processes.
- Use simple environments, like Moodle, Google, Flashmeeting, Blackboard. Videoconferencing.

School teacher training

- ICT (like web2 and collaborative skills) topics are still needed and popular in school teacher training.
- Asynchronous communication amongst learners is still more important than synchronous in teacher training.
- Attitude is important! Try to work with enthusiastic (talented) young academic staff.
- Think of the possibility that the focus will be social media in the future, research on it!
- Taking part in evaluation projects is important!
- Employ part time workers, students who are able to cooperate when it is needed.
- Follow slow, step by step, gradual development approach!
- Think of personalised (individual) sessions, for staff development intended to learn only what was matching their needs perfectly.
- There maybe a clear need for a web-community for beginners in teaching with Web 2.0
- Think of offering development of tools for teachers (user generated keys).
- Be prepared, that ICT skills of your audience is not good enough. Basic functions are ok but not more.

Continuous professional development

- Develop a flexible model for production of material which is efficient and effective in the University environment.
- Do not forget the possibility that staff is ready for continuing professional development because they are updating every day their technical background.
- Examine the possibility to use of Creative Commons License for publishing.
- Think of using open courseware!
- Build on University partnerships, especially with the business world, its alumni and regional actors.
- Since the continuous professional development is aimed primarily at improving employment rate and professional skills, it's very important to have a strong interaction and partnership with other public initiatives and institutions at a political level.
- Make sure, that courses are evaluated internally before being made available on line.
- Try and test flexible development process!
- Collaboration of research and development should be tailored to meet a company's individual requirements.
- The ability to adapt quickly in an ever-changing environment and the leadership in the development of new e-learning paradigms is essential.
- Competition in the e-learning field is very high. Try to adapt to the market with a flexible infrastructure.
- Use standard compliant technological solutions!
- Be aware, that successful online communities leverage the power of the Internet to connect people with similar interests no matter where they are located.
- Think of a mentoring programme for University staff!
- Build FAQ if the learners would have some problem.
- Sometimes the most effective way to communicate a complex message is to engage the user with interesting visuals and interactions.
- Offer expertise both in choosing the best tools for the aims of a community and designing an environment or set of activities that encourage a community to develop.

Distance education

- Be prepared that the changes in the staff's attitude caused by the transition from DE to online education may be noticeable and remarkable.
- Be aware that materials based on complicated multimedia may exclude students with old computers unable to run them.
- In DE asynchronous communication is still more important than synchronous for students, but networking is already vital for large number of them.
- In case of large video files, think of providing a collection of these files on CDs for the students' convenience.
- Quality assurance can be followed up through a handbook where routines for this are described.
- Build on the possibility that systems registers the time from a student submits an assignment till it is returned with comments in your evaluation process!
- In DE a complete integration between the student record system and course enrolment is vital!
- Try to get funding of online tutoring.
- New academic workload models are important for success to avoid overload of staff, and must be in constant development.
- Worries (to be substitutes) have been faced with workload calculation.
- Sciences are still dominating in ICT provision in distance education
- Management led 'whole institution' approach, target setting for ICT use in courses are the more successful models.
- In DE basic ICT skills should be a precondition for staff recruitment.
- If staff members still tend to move within face-to-face patterns due to their training and professional background, minimize the negative effects of this phenomenon, by offering special financed training units that help to assimilate your institution's pedagogical model.
- Try to build in funding for the maintenance of successful courses.
- Be aware, that ICT skills of students may be significantly improved after the processing of a course with its diverse communication media.

Adult education

- Flexibility towards market needs is the key to the success.
- Maturity in a large number of staff who see e-learning as normal, is important.
- In adult education proper, well-informed needs analysis is vital.
- Be aware, that model for social integration of seniors is market ready.
- Think of the use of PhD students, it can be a mayor resource.
- Avoid building on the fact that E Learning is as a method to improve funding and replace this with a view as a way to improve quality in education.
- Be engaged in business process re-engineering.
- Do not forget, the best way to cut costs is avoid creating them
- Count with the acceleration in student requirements and in student tastes of the fee paying learner.
- Make sure that the business model and time line is 12 months in advance.
- Plan early intervention, embedded preparation and online provision of study skills.
- Count with an increase of self esteem of seniors.
- Use pre-induction and induction activities for social networking.
- Use the fact that seniors would read and comment other seniors' stories.

Virtual mobility

- Study and plan language policy in order to manage the verbal factor efficiently.
- Make sure that there is enough technological and teaching/training support. Tutors (young scholars, postgraduate students, etc.) should play an important role in blended learning practices.
- Introduce didactic methodology.
- Select sustainable solutions for virtual mobility and e-learning.
- Improve the quality of and comparability between the programmes.
- Share annotated video and audio materials on the internet
- Do not lose the possibility of bringing teaching staff across Europe together by this technology.
- Benefit from VM to internationalise prestigious courses.
- Create a laboratory for further development in the design of joint curricula.
- Be aware, that possibly the courses must be recognized by at least one university to be used in Bachelor/Master/PhD –studies
- Do not underestimate the importance of adjusting academic calendars with a good planning or scheduling (managing flexibility and learning goals).
- It is worth promoting European citizenship, collaboration and personal development.
- Enhance international clusters of educational institutions, each strongly embedded in regional networks, in order to stimulate inclusion of citizens.
- Use environments which enable self-evaluation making students more aware of their progress.
- Invest enough time in testing with real users.
- The introduction of multi-lingual approach in class and the academic offer of faculties are important.
- Change in the teaching/learning dynamics. Be less unilateral, much more participative and multilateral.
- Use telepresence model of video based group conferencing.
- Adapt the content to the technological environment and vice-versa.
- Design your activities to motivated audience with excellent ICT skills.

Regional development

- It should be always designed to benefit the community, but also students – how are they going to develop new skills.
- Count with the possible benefits: Students develop new skills and experiences, Knowledge of the university benefitting the region in the sense of corporate social responsibility
- Be aware that games present for lectures to offers something different, to offer a different approach to learning about entrepreneurship and running a small business.
- Do not lose the ability to inspire individuals and change their perceptions of learning, to provide a route into formal education, and to enable a wider range of people to benefit from learning.
- It is important to transfer skills, advice and training from the University environment to the local community, and to help to ensure that future research is directed to solving real-world problems.
- Try to organise drop-in IT facilities for RD courses.
- Do not miss the aim to bring universities, businesses and communities together.
- It is important to work in partnership in order to design activities that community organisation subscribed to and would promote to their membership.
- Informal on-going evaluations with students might be important.
- Solutions need to be co designed with your universities customers.

Good Practice Analysis Final Report

- Make sure that the universities would respond to employers request for new modified course content or content delivery.
- It is important to work with global brands like: Photoshop, Dreamweaver, word, excel, php, cake php, MySQL, windows XP service pack 3, visual basic, C#, flash.
- To raise ICT competence of academic staff, provide consultancy on areas such as networking, security best practice, applications development, front and back end web development and e-commerce.
- Be prepared, that employers, the design agencies have high ICT skills, particularly any kind of web technology, because they build websites for their clients, but many SME's do not have ICT expertise in house.