Survey Results

Mobilizing the United Nations University resources and knowledge for an efficient use of eLearning technologies for capacity development was the ambitious goal of the UNU strategic workshop held in Bonn, Germany (26/27 November 2008): "Innovative Capacity Development through eLearning with a Special Focus on Africa." In order to support the expert discussion and exchange of information and build on the experiences of the different UNU institutes, a brief stock taking exercise of what is being developed and implemented in terms of e-learning activities, of available expertise, capacities and infrastructure was conducted beforehand in the form of an online survey.

With the help of the participants of the UNU strategic workshop who completed the online survey, we gathered information on how eLearning is perceived and implemented at UNU in the various Research and Training Centres Programmes. The survey covers the following topics:

- Strategy and policy for eLearning
- ELearning activities
- ELearning and networking

Thanks to the 15 respondents from UNU institutes as well from partner educational institutions, the survey shows that eLearning already plays an essential role in the work of UNU institutes. There is, for example, a remarkable tendency to integrate eLearning into capacity development activities in UNU institutes and/or in co-operation with other educational institutions. Almost all institutes do already have eLearning activities in place in one or more sub-sections. Moreover, all institutes plan to deliver online courses, curriculum, eLearning content, and have expertise capacity to implement eLearning activities.

The survey provides a first step for gathering initial experiences to be built upon and elaborate a holistic UNU capacity building service portfolio to develop, implement and improve innovative capacity building methodologies using eLearning and ICT and to disseminate them effectively.
Questions 1-4:
Personal details

Question 5:
From your personal perspective please indicate your opinion on the following statements by clicking the appropriate number:

![Bar chart showing responses to statements about e-learning role and face-to-face learning]

Additional comments:
- face to face learning will always be paramount
- in blended courses and increasingly in courses with a distance learning component and the same environment will also support research collaboration
**Question 6**

*Does your institution have an institution-wide “E-Learning Strategy” or equivalent?*

- Yes; 3
- No; 5
- Under development; 5
- Yes, some sections/_departments have their own online learning strategies; 1
- Other; 4
- Yes, but aspects of online learning are integrated into capacity building strategies rather than presented as a single overarching document; 2
- Yes, but we have various strategy documents on related aspects of online learning, rather than a single overarching document; 1

**Additional comments:**

- Harmonisation of various initiatives is difficult
- E-learning is an area we are involved in but as a component of distance education around which our research and development activities are focussed
- An e-learning strategy group is formed. This group is to develop training in using e-learning and support the development of e-learning materials.
Question 7

Do you think that e-learning can support capacity development activities at your institution in the following ways?

Additional comments:

- Depends very much on the physical and psychological internet access by this larger audience - this is at issue in South Africa too
- Though most of this happens face to face
- If this refers to capacity building activities of our partners and professionals in developing countries then yes widening access is needed
- Attitude change required, in-situ capacity building workshops is still the first choice here, lack of awareness of the potential of e-learning tools and systems
Question 8

E-Learning activities/Online mode

According to your best estimate, how often do current programmes/courses offered by your institution have the following online modes?

- None or trivial online presence
- Face to face with modest online presence (e.g. simple online courses with documents to download, lecture notes, links to external)
- Significant online presence (e.g. the online course integrates interactive components, such as online discussions, assessment tools and collaborative)
- Web dependent (e.g. key interactive elements of the programme are online, such as online discussions, assessment tools and collaborative)
- Wholly or very largely conducted online

- Never
- Occasionally
- Often
- Very often

Question 9

E-Learning activities/Teaching and Learning Processes

Staff expertise for development of e-learning courses

- In place institution-wide
- In place in one or more sub-section of the institution
- To be implemented institution-wide in the next 12 months
- To be implemented institution-wide in the next 1-2 years
- Currently not available
**Question 10**

*Please indicate the status of e-learning activities at your institute.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not envisaged</th>
<th>Planned</th>
<th>Already in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of open educational resources (OER)</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Development of blended learning courses (association of face to face courses and online courses)</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>E-tutoring of courses</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Development of e-learning content</td>
<td>0</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Development of a curriculum for online course</td>
<td>0</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Delivery of online courses</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

**Additional comments:**

- Still very unusual since almost all courses have a face to face component. Colleagues in Health Sciences are the closest to having the capacity and run several professional development courses with extended online components.
- Growing cluster of lecturers who facilitate online learning within blended courses - but most rely predominantly on face to face facilitation. Good examples of e-tutoring in specific courses in Anthropology, Sociology, Psychology, Gender Studies, Health Sciences, Economics, International Law-
- We lack policy and systems. There is strong interest in this from an influential minority of lecturers across several faculties.
- This is the way we want to go.
- Research capacity building on the theme of regional integration for a network
Question 11

Please indicate the current internal capacity to implement e-learning activities at your institute.

Additional comments:

- These capacities are concentrated in our unit and a cluster of teaching departments which is growing year by year due to the efforts of the departments and our staff development workshops and seminars

- We support lecturers who prefer to teach themselves as well as those who come to workshops and seminars
Question 12

E-Learning activities/Technology

Implementation of a portal system

- In place institution-wide: 38%
- In place in one or more sub-section of the institution: 31%
- To be implemented institution-wide in the next 12 months: 8%
- To be implemented institution-wide in the next 1-2 years: 15%
- Currently not a strategic priority: 15%

Implementation of a content management system

- In place institution-wide: 38%
- In place in one or more sub-section of the institution: 8%
- To be implemented institution-wide in the next 12 months: 23%
- To be implemented institution-wide in the next 1-2 years: 31%
- Currently not a strategic priority: 8%

Compliance with international interoperability standards (e.g. MS, SCORM)

- In place institution-wide: 38%
- In place in one or more sub-section of the institution: 15%
- To be implemented institution-wide in the next 12 months: 23%
- To be implemented institution-wide in the next 1-2 years: 0%
- Currently not a strategic priority: 0%

Use of open source applications

- In place institution-wide: 69%
- In place in one or more sub-section of the institution: 15%
- To be implemented institution-wide in the next 12 months: 8%
- To be implemented institution-wide in the next 1-2 years: 8%
- Currently not a strategic priority: 31%

Investment in access to online journals and e-books

- In place institution-wide: 38%
- In place in one or more sub-section of the institution: 31%
- To be implemented institution-wide in the next 12 months: 8%
- To be implemented institution-wide in the next 1-2 years: 0%
- Currently not a strategic priority: 23%
Integration of disparate academic and administrative IT systems (i.e. purchase of new system ad / or integration of legacy system)

Additional comments:

- Server applications and our online learning environment. Support for linux users has improved over the past few years
- Major drive by our libraries - most economical way to ensure access to the widest range of journals
- Original developer of IMS-Learning Design

**Question 13**

*Does your institution use a learning management system for delivery online course:*

5 respondents do not use any LMS yet.
5 from 9 do use Moodle!

Additional comments:

Plus a combination of tools, e.g. real-time interactive virtual classroom using screen sharing and VOIP technologies, web lectures …
**Question 14**

**Networking**

*Which are the main regions for your capacity development activities in your institute?*

- Europe, but students from all over the world
- Africa, Asia, Middle East
- South America and Africa
- Developing countries
- Africa
- Africa, Asia, Middle East and Central America

**Question 15**

*Are you aware of e-learning activities run by UNU institutes other than your own? If so, which one(s)?*

UNU-ViE
Global Virtual University GVU
UNU Online Media's courses,
UNU-INWEH courses
UNU virtual learning Centre in Tokyo
UNU-OCW initiative
Water Virtual Learning Centre at UNU-INWEH
Course on Regional Integration at UNU-CRIS
UNU-MERIT, UNU-IIST

**Question 16**

*Do you have partner institutions or experts, with which/whom you work or plan to work in relation to e-learning? If yes, please list the top partners.*

**Complete list of all responses given to this question**

- Network of European open universities
- UNU-ViE, University of Kassel Germany, University of Essen, Germany University of Bochum, Germany, University of Strasbourg, France and Technology Outreach project, Maryland, USA
- Collaboration with Westfälische Wilhelms-Universität Münster (Münster University)
- Open University UK, Open University of Catalunya, Keio University
- OSCHA and PSCSI
- Online Media Studio, MERIT, INWEH
- University of Hawaii, Keio University, University of Adger, University of Guadalajara, Sydney University
- E-learning office in Tokyo, IIST
- Tokyo Institute of Technology
**Question 17**

*Is your institution part of any national or international network of universities or other organisations dedicated to e-learning?*

- European Association of Distance Teaching universities (EADTU)
- International Council on Distance Education (ICDE)
- Euroleague
- EC-funded networks
- Open Courseware Consortium (board member)
- National University of Malaysia
- OCWC, with UNU as a member
- Asia Pacific Initiative - ten universities in the region
- Open courseware

**Question 18**

*Final Comments*

- The first step (pilot project) is the production and deliverance of e-learning contents in some selected subjects mentioned above.
- UNU-CRIS has secured funding for a new project (expected to start in 2009) that includes an e-learning component.