

EUROPEAN COMMISSION, DGXXII

TEACHER TRAINING AND MULTIMEDIA

SEMINAR BRUSSELS, 23 FEBRUARY 1998

CENTRE ALBERT BORSCHETTE, RUE FROISSART 36¹

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AGENDA

MORNING

9:30 - 10:00 **Opening and introduction to the seminar**
By *Joachim Fronta*, Head of Unit, European Commission DGXX A.4

10:00 - 12:30 **A new Role for the Teacher ?**
Introducing Multimedia and ICT in Teacher Education
- Opportunities and Obstacles.

- *Bernard Cornu*, IUFM Grenoble, (FETICHE)
- *Jenny Leach*, Open University, (ODLITE)
- *Stellan Ranebo*, The European Schoolnet (EUN)
- *Phillipe Saugier*, J.R.E
- *Daniel Apollon*, University of Bergen

Coffee break

- *Martin Owen*, University of Bangor (REM)
- *Wim Veen*, University of Utrecht (REFLECT)
- *Dominic Prosser*, University of Exeter (T3)

12:30-14:00 Lunch

AFTERNOON

14:00 - 14:30 **The Training of Teachers and Trainers through ODL: An European Overview of Models, Content and Learning Scenarios.**
- *Claudio Dondi*, SCIENTER

14:30-15:00 **The Impact of Information and Communication Technology on the Teacher.** - *Ed Smeets*, University of Nijmegen

15:00-15:30 **Presentation of the communication "Towards a Europe of knowledge" and the new community programme(s) for Education, training and youth 2000-2006.** By *Josep Malsosa*, Head of Unit, DGXXII B-4

15:30 - 16:30 **Recommendation for future actions - discussion**
Panel and plenary contributions.
Chaired by: *Knut Aslaksen*, European Commission

16:30 - 16:40 **Summary report**
By *Corinne Hermant*, European Commission

16:40- 17:00 **Closing**
By *Joachim Fronta*, Head of Unit, European Commission

¹ Interpretation to/from English, German and French will be provided.

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Updated: Friday 20 February at 15:15

SOCRATES-ODL projects' meetings

Working papers - Draft 05/97.

FR
version

Il apparaît important pour les projets en cours de prendre en compte (1) ce qui a déjà été fait dans SOCRATES et dans les autres programmes communautaires dans le domaine de la formation des enseignants de manière à (2) définir quels éléments peuvent être retenus pour l'analyse de la question et (3) pour suggérer des propositions concrètes dans la perspective des actions présentes et futures.

1. Les actions en cours

Un consensus existe aujourd'hui sur l'importance capitale que revêt la formation des enseignants dans la perspective d'une évolution des systèmes éducatifs et d'une intégration réussie des technologies de l'information et de la communication dans les pratiques éducatives actuelles ou futures.

SOCRATES

La plupart des 74 projets qui ont été sélectionnés dans le cadre de l'action Education Ouverte et à Distance, traitent directement ou indirectement de la formation des enseignants. Sept projets en ont fait leur thème de travail privilégié. (Voir annexe 1)

L'un d'eux est une sorte d'état des lieux. C'est le projet coordonné par l'Open University britannique, qui fait l'inventaire de toutes les méthodologies utilisées pour la formation des enseignants aux usages éducatifs des nouvelles technologies. D'autres projets sont plutôt orientés vers la recherche-action. C'est le cas par exemple, dans le champ de la formation initiale, de l'expérimentation coordonnée par l'Institut Universitaire de Formation des Maîtres de Grenoble (France) qui s'applique à la fois à cerner les nouveaux paradigmes pédagogiques liés à l'usage des nouvelles technologies et à développer des modèles pour la formation initiale, basés sur des usages coopératifs des réseaux électroniques. C'est aussi, dans le champ de la formation continue, le cas d'un projet coordonné par l'IRRSSAE du Piémont (Italie) impliquant des enseignants dans la construction à distance de matériaux de dimension européenne pour leurs écoles.

Dans ERASMUS et dans COMENIUS, des projets spécifiques ont été lancés, Qui s'inscrivent respectivement dans le cadre des réseaux thématiques et dans le cadre des actions pour la formation continue des personnels d'éducation (voir Annexe 2). Une réunion sur le thème "formation des enseignants et nouvelles technologies" a été organisée en novembre 1996 avec les projets "Education Ouverte et à Distance" et quelques projets "COMENIUS".

Les autres programmes communautaires et l'appel conjoint

Une réflexion ou des actions de support de la formation des enseignants se sont également développées dans les autres programmes communautaires concernés par la recherche et le développement des nouvelles technologies.

Ainsi, dans le programme "Technologies de l'Information" (ex-ESPRIT) de la DG III, une négociation est en cours pour deux réseaux de services éducatifs multimédia qui concernent entre autres le support aux enseignants en Europe. Le volet "Education et formation" du programme "Applications Télématicques" (DG XIII) y a consacré une attention particulière à travers plusieurs projets, dont par exemple le projet TRENDS

actuellement en cours¹. Le programme "Recherche Socio-économique finalisée" (DG XII) finance également un réseau de recherche sur ce thème. (voir Annexe 3)

A la croisée de toutes ces actions, suite aux conclusions de la Task Force "Logiciels Educatifs Multimédia", un appel à propositions conjoint "Multimédia éducatif" a été lancé le 17 décembre 1996. Il propose comme exemple de coopération trans-programmes des actions spécifiques pour la formation des enseignants qui pourraient porter sur le développement de services en ligne pour le support des enseignants (par exemple, des bases d'information sur les produits existants, sur les méthodes d'évaluation des logiciels, sur les expériences en cours pour l'usage des multimédias, les modules de formation, etc.).

2. Un consensus sur plusieurs constats

Plusieurs constats semblent convergents si l'on compare (a) le fruit des activités évoquées ci-dessus, (b) le mémorandum présenté par la Présidence néerlandaise sur ce thème, et (c) la réflexion dans le contexte de la mise en oeuvre du Plan d'action "Apprendre dans la société de l'information", pour lequel un atelier spécifique s'est tenu à Bruxelles les 16 et 17 décembre sur le thème "formation des enseignants" lors de la Conférence "Vers un réseau électronique européen des écoles".

Une prise en compte nécessaire des évolutions sociales

Les *progrès de la science et de la technologie* entraînent des innovations dont nous commençons à peine à prendre la mesure. Dans ce processus, les apprentissages de base - lire, écrire, compter - restent importants mais de nouveaux besoins apparaissent transversalement aux disciplines, par exemple pour la compréhension et la maîtrise de l'image, le traitement de l'information, pour l'analyse de la complexité, pour *une culture scientifique et technique*, indispensable au citoyen de demain. En outre, il faut éviter que les risques d'exclusion sociale soient renforcés par l'inégalité d'accès aux technologies.

Le rôle central et insuffisamment exploré de la pédagogie

Par delà l'inflexion donnée dans les pédagogies actives à l'apprentissage ("*learning*") plutôt qu'à l'enseignement ("*teaching*"), il semble essentiel de progresser dans la connaissance des mécanismes selon lesquels l'élève, l'étudiant apprennent, et *d'évaluer plus précisément l'apport* des technologies nouvelles dans ce processus. En quoi l'utilisation des réseaux et des multimédias affecte-t-elle ses représentations du temps, de l'espace, la codification de son propre savoir? En quoi permet-elle de mieux adapter les contenus/méthodes/processus aux niveaux, aux styles et aux fonctionnements cognitifs des élèves? Quels sont les effets spécifiques des interactions sociales entre apprenants?

Une prise en compte de l'environnement éducatif et la nécessaire formation des chefs d'établissement et des responsables du système éducatif

Les formations, quand elles sont données, ne semblent pas se traduire par une pratique effective des nouvelles technologies par les enseignants, soit que ceux-ci n'aient pas été convaincus de la pertinence de ces outils pour leur pratique pédagogique, soit que les

¹ Il faut mentionner notamment le projet TRENDS, qui est axé sur la question de la formation continue à distance des enseignants du secondaire et le développement d'un cours pour l'introduction des technologies de l'information et de la communication d'un point de vue éducatif. Plusieurs données sont à noter: un budget total de 3.810.000 Ecus sur 30 mois, une expérimentation qui touchent 120 écoles du secondaire et 2.400 enseignants.

incitations à innover (avec ce que cela entraîne de surcroît de travail) fassent défaut: reconnaissance en termes de carrière et de salaire (à l'école ou à l'Université) ; transformation des processus organisationnels; disponibilité du temps nécessaire et de ressources humaines appropriées .

L'une des questions souvent débattues par les projets est celle des obstacles organisationnels. Par exemple, *les pédagogies actives* se heurteraient aux rigidités institutionnelles. Dans d'autres cas, ce sont *les questions de rigidité budgétaire* qui bloquent le processus innovatif. L'enseignant fraîchement formé veut se doter des outils observés dans le contexte de sa formation, mais les crédits spécifiques sont défaillants. La technologie est trop souvent envisagée comme un moyen d'économiser de l'argent alors qu'elle est, dans un premier temps, facteur de dépenses nouvelles. Il y a un large consensus sur le fait de *former les décideurs* aux aspects tant pédagogiques qu'économiques, organisationnels et culturels des innovations engagées par les usages éducatifs des ordinateurs et des réseaux.

La nécessaire formation des formateurs

Un autre aspect de consensus concerne la formation des formateurs. La question est alors de savoir quelles sont *les formations de base* qu'il faudrait, en amont, donner aux formateurs et aux opérateurs intervenant dans la formation des enseignants, plusieurs réponses sont proposées:

- ◇ des formations axées sur l'intégration pertinente des technologies dans les pratiques pédagogiques,
- ◇ l'implication des formés (les enseignants) dans des processus de formation du même type que ceux que l'on souhaiterait les voir adopter, et *donc des modes de formation basés sur la collaboration et la création* plutôt que sur la transmission passive des connaissances;
- ◇ la nécessité d'établir *des ponts entre ce qui se passe dans l'école et ce qui se passe en dehors de l'école* (musées, maisons de jeunes, centres de ressources, domiciles, etc.)
- ◇ l'inscription de la formation dans une dimension de long terme, qui suppose notamment que les relations créées pendant le temps de la formation se prolongent et se poursuivent une fois que l'enseignant sera revenu à son "poste".

3. Les propositions sur le rôle de la Commission dans le processus

Les propositions les plus fréquemment adressées à la Commission concernent la recherche (considérée comme très insuffisante par comparaison avec les autres secteurs d'activité), et sa traduction dans les pratiques, l'inventaire de ce qui existe - et le développement de services de base - et la conception de maquettes pour la formation des personnels éducatifs à tous les niveaux. En complément de ce qui est proposé dans le mémorandum de la Présidence néerlandaise et en reprenant l'esprit de ces propositions, plusieurs axes d'action peuvent être proposés.

Stimuler un programme ambitieux de recherche-action à long terme sur la pédagogie associée aux usages éducatifs de l'ordinateur et des réseaux

Un tel programme devrait:

- poursuivre et dépasser les efforts déjà entrepris par le programme de Recherche Socio-économique Finalisée et par l'action Education Ouverte et à Distance de SOCRATES;

- encourager des micro-projets de dimension européenne où la créativité individuelle et collective soit stimulée vers la conception de solutions originales et répondant à des besoins spécifiques plutôt que la mise en place d'actions prédéterminées;
- poursuivre les actions de type observatoire tant au niveau communautaire qu'au niveau extra-communautaire et de disposer d'études comparatives très précises, ancrées sur le terrain sur les aspects sociologiques, économiques, organisationnels des processus d'innovation engagés;
- enfin de développer un réseau européen de centres de ressources et d'expertise locaux, régionaux et nationaux et un véritable vivier d'experts, qui permette de tirer profit des résultats de la recherche par la génération de matériaux d'information et de formation.²

Développer des services d'information de base qui puissent servir aussi bien pour la formation initiale et continue des enseignants que pour celles des responsables éducatifs à tous les niveaux

Il s'agirait, selon cet axe, de monter des systèmes d'information qui permettent d'interconnecter les différents lieux porteurs d'innovation et de les ouvrir vers l'extérieur. Les enseignants devraient par exemple pouvoir disposer de bases de données européennes qui leur donneraient accès aux ressources, aux services et aux réseaux disponibles pour la formation des enseignants.

Dans cette logique, l'interconnection des bases de données existantes ou en création (par exemple, BASE dans le domaine des logiciels éducatifs et bases d'information en langues vivantes et autres disciplines, etc.) serait un objectif prioritaire à atteindre, à travers la coordination des informations existantes dans les différents projets. La création et la structuration de forums spécifiques devrait également se développer pour faciliter la communication entre projets et entre les acteurs européens sur des thèmes communs d'intérêt.

Développer des modèles pour la formation initiale et continue de tous les personnels éducatifs

Cet axe, articulé sur les deux premiers axes, permettrait de jeter au niveau européen les bases de différents modèles possibles, pour la formation des enseignants, et pour l'implication des corps d'inspection, des responsables d'établissement et des décideurs dans le processus d'innovation.

Dans la perspective déjà dessinée par des séminaires pilotes pour la formation des enseignants ou des décideurs, l'effort de modélisation des formations nécessaires aux différents niveaux de responsabilité devrait être systématisé et valoriser l'ensemble des résultats qui découlent des initiatives nationales, régionales et communautaires en la matière.

² De nombreux thèmes sont encore à explorer, tels: la compréhension du rôle de l'enseignant, du rôle de l'élève dans les processus éducatifs et la valeur ajoutée des dispositifs recourant aux technologies de l'information et de la communication selon les différents niveaux scolaires et les différents styles ; la valeur ajoutée d'innovations techniques particulières, tels les forums de télé-conférence à usage des enseignants et des élèves ; les processus de création de matériaux pédagogiques multimédias et l'implication possible des utilisateurs (enseignants ou élèves) dans ce processus, etc.

SOCRATES-ODL projects' meetings

Working papers - Draft 1997

**EN
version**

Subject: Training teachers in the educational uses of new information and communication technologies

It seems important to the current projects to take stock of (1) what is already being done in SOCRATES and in the other Community programmes in the area of teacher training, in order (2) to define which elements can be used in analysing the question and (3) to suggest concrete proposals with regard to current and future actions.

1. Actions currently under way

A consensus exists today on the principal importance of teacher training for the development of educational systems and for successfully integrating information and communication technologies into present and future educational practice.

SOCRATES

Most of the 74 projects which have been selected within the Open and Distance Learning action relate directly or indirectly to teacher training. For seven projects teacher training is the central theme of their work (see Annex 1).

One of these is an inventory. It is the project coordinated by the British Open University, which draws up an inventory of all methodologies used for training teachers in the educational uses of new technologies. Other projects are directed more towards action research. These include, in the field of initial training, the experimental work being coordinated by the Institut Universitaire de Formation des Maîtres at Grenoble (France) which is attempting both to delineate new teaching paradigms linked to the use of new technologies and to develop models for initial training, based on the cooperative use of electronic networks. Another project in the field of in-service training, coordinated by the IRRSSAE from Piemont (Italy), which involves teachers in the development of distance learning materials on the European Dimension for their schools.

Specific projects have been launched in both ERASMUS and COMENIUS, as part of thematic networks and actions for the in-service training of educational personnel respectively (see Annex 2). A meeting on "Teacher Training and New Technologies" was organised in November 1996 for the "Open and Distance Learning" projects and a small number of COMENIUS projects.

Other Community programmes and the joint call

Thought has also been given to activities to support teacher training in other Community programmes which are concerned with the research and development of new technologies.

For example, in DG III's "Information Technologies" (former ESPRIT) programme, negotiations are under way for two "multi-media resource centres" for teacher support. The "Education and Training" strand of the "Telematics" programmes (DG XIII) has devoted specific attention to this via various projects¹. e.g.; the project TRENDS is working on the issue. The "Targeted Socio-Economic Research" programme (DG XII) is also financing a research network on this topic (see Annex 3).

At the intersection of all these actions, and following the conclusions of the "Multimedia Education Software" Task Force, a joint call for "Educational Multimedia" proposals was launched on 17 December 1996. As an example of cross-programme cooperation it is proposing specific teacher training actions which could involve developing on-line services for teacher support (e.g. data bases on existing products, on software evaluation methods, on experiments under way in the use of multimedia, training modules, etc.).

2. A consensus in a number of areas

A number of similarities begin to emerge when we compare (a) the results of the above-mentioned activities, (b) the memorandum presented by the Dutch Presidency on this topic and (c) thought was given to the subject within the context of the implementation of the "Learning in the Information Society" Action Plan, for which a specific workshop meeting took place on "Teacher Training" at the conference "Towards a European Network for Schools" which was held in Brussels on 16 and 17 December

The need to take account of social developments

Scientific and technological progress are leading to innovations which we are only just beginning to measure the impact of. Within this process, basic forms of learning - reading, writing, arithmetic - remain important, but new cross-disciplinary needs are appearing, for example understanding and mastering images, for information processing, for the analysis of complexity, and for the *scientific and technical culture* which will be essential for tomorrow's citizens. At the same time, it is important to avoid the danger of social exclusion being reinforced by inequality of access to technology.

¹ Particular mention should be made here of the TRENDS project, directed at the question of distance in-service training for secondary teachers and at developing a course for introducing information and communication technologies from an educational viewpoint. With an overall budget of ECU 3,810,000 for 30 months, experimental work is being carried out involving 120 secondary schools and 2,400 teachers.

The central and insufficiently explored role of teaching methodology

Looking beyond the emphasis given to active methodologies which stress learning rather than teaching, it seems essential to progress in our understanding of the mechanisms by which pupils and students learn, and *to evaluate more precisely the contribution* which the new technologies make in this process. In what way does the use of networks and multimedia affect our representation of time and space and the way we codify our own knowledge? How does it help teachers to adapt methodology/processes better to the levels, styles and cognitive functioning of pupils? What are the specific effects of social-interaction between learners?

Taking account of the educational environment and the need to train heads of establishment and educational system managers

Training, when given, does not appear to translate into the effective use of new technologies by teachers, either because they have not been convinced of the relevance of these tools in their educational practice, or because the *incentives to innovate* (with all that this brings with it in terms of extra work) is lacking, i.e. recognition in career terms (at school or university), salary rises, availability of additional human resources.

One of the questions which is frequently debated by the projects is that of organisational obstacles. For example, *active teaching and learning methods* run up against institutional rigidities. In other cases, it is *budgetary issues* which block the innovative process. The newly trained teacher wants to be able to use the tools which he or she has observed during training, but there is no money to buy them. Technology is too often seen as a way of saving money whereas initially, it brings with it new outlays. A broad consensus exists on the need to *train decision-makers* in the pedagogical, economic, organisational and cultural aspects of innovation brought about by the use of computers and networks in education.

The necessary training of trainers

Another area of consensus is the training of trainers. The question becomes that of what forms of *basic training* need to be provided, upstream, to trainers and persons involved in teacher training. Several actions are proposed:

- ◇ training directed at the pertinent integration of technologies into teaching practice;
- ◇ involving the persons who have received training (teachers) in training processes of the same type as those one would like to see them adopt, and *hence forms of training based on cooperation and creation* rather than on the passive transmission of knowledge;
- ◇ the need to establish *bridges between what happens at school and what happens outside school (museums, youth centres, resource centres, homes, etc.)*;
- ◇ placing training within a long-term view. This presupposes in particular that the relationships created during the training period continue once the teacher has returned to his or her post.

3. The Commission's role in the process

The majority of the proposals received by the Commission concern research (considered as very insufficient compared with other sectors of activity) and its translation into practice, preparing inventories of what already exists - and the development of basic services -, and developing models for training educational personnel at every level. In addition to the proposals put forward in the Dutch Presidency Memorandum, and in the spirit of these proposals, a number of areas of action can be proposed.

Stimulating an ambitious long-term action research programme on teaching and learning methodologies associated with the educational uses of computers and networks

Such a programme should:

- continue and go beyond the efforts already undertaken by the Targeted Socio-Economic Research programme and by the Socrates Open and Distance Education action;
- encourage European-level micro-projects where individual and collective creativity is stimulated towards the design of new solutions and which respond to specific needs rather than setting in place pre-determined actions;
- pursue observatory-type actions both inside and outside the Community and make available very precise comparative studies, anchored, at a grassroots level, in the sociological, economic and organisational aspects of the innovative processes which are under way;
- finally, develop a network of local, regional and national resource centres and a veritable pool of experts, so that the results of research can be applied beneficially to generating information and training material².

Developing basic information services which could support both initial and in-service teacher training and those responsible for education at all levels

In this area, the task would be to highlight information systems which could be used to both inter-connect the different places where innovation is taking place and to open them up to the outside. Teachers should, for example, be able to avail themselves of European databases which give them access to resources, services and networks available for teacher training.

As part of this process, the inter-connection of existing databases (e.g. BASE in the software area, thematic services bases, for example in the modern languages area) would

² A number of topics have still to be explored, such as understanding the role of the teacher and that of the pupil in educational processes and the added value of systems which make use of information and communication systems at different school levels and according to different styles; the added value of particular technical innovations, such as remote conferencing forums open to teachers and pupils; the processes involved in creating multimedia teaching materials and the possibility of involving users (teachers and pupils) in this process, etc.

be a priority objective, to be achieved by coordinating information which already exists in different projects. The creation and structuring of specific forums ought also to be developed in order to facilitate communication between projects and between European players on topics of common interest.

Developing models for the initial and in-service training of all educational personnel

This area, based on the first two areas, would allow the foundations to be laid, at a European level, for different potential models of teacher training, and for the involvement of school inspectors, heads of establishment and decision-makers in the innovation process.

Following the paths for the future which have already been traced out by pilot seminars for training teachers and decision-makers, it is important to systematise the work being done on modelling the types of training needed at different levels of responsibility, and also to recognise at the full value of the results of national, regional and Community initiatives in this area.



Daniel Apollon:

EUROLITERATURE: integrating communication technologies and new learning architectures in a traditional academic environment.

Building upon the experiences of several EU funded projects¹ the issue of integrating Information and Communication Technologies (ICT) in Higher Education is approached through the EUROLITERATURE project funded by the European Commission under the SOCRATES programme.

Approaching the crisis...

Literary studies in Higher Education in Europe, traditionally part of the bedrock in European Humanities are presently challenged by several factors some of them inherent to the inner development of humanistic disciplines within universities, some of them emanating from external cultural pressure from the external world and economical realities.

A few of these challenges related to the objectives of SOCRATES for promoting Open and Distance Learning may be enumerated here to illustrate the situation:

1. There is general consensus that university-based literary studies experience difficulties in transferring job-oriented skills to students in universities. There is a disturbing low rate of graduate students in literature getting jobs explicitly related to their real skills. Internal evaluations within Faculties of Arts have suggested that the virtual non-existent transfer of skills to the job market was not so much related to the *content* of literary studies as to the *modes of delivery* and *organisational environment*. Successful experiments in some universities have suggested that diversification of the modes of content delivery and tutoring has led to significant mental and practical readjustment of learners to professional opportunities. An interesting side-effect has been that modifications affecting content-delivery have influenced the general understanding of the discipline in relation to other disciplines.
2. In Europe, *women* represent the majority of students in literature (70%-90% in several countries) following a general distributional trend in aesthetic and linguistic

¹ HUMANITIES I-II , OPEN TO EUROPE , RESTRUCTURING THE UNIVERSITY, ODL

Project approach

Euroliterature aims

- to encourage a general reflection in European Universities on the impact of information and communication technologies on literary studies in higher education.
- to raise the awareness within academia of the potential of literary studies to contribute to the process of European integration
- to map and compare the state of literary studies (e.g. curricula, cultural context, academic traditions) among 20 universities
- to encourage a common reflection on the relationship of literary studies to mass media and cyberculture.
- to initiate pilot activities for undergraduate and Ph.D. students in literature that integrate virtual aspects and videoconferencing.
- to address the specific issue of organisational resistances to the adoption of information and communication technologies in the humanistic disciplines.

Early initiatives and experiences. Several early initiatives have been taken, emerging from Departments of Comparative Literature within the Coimbra Group of Universities, academic associations (ICLA), the Scientific Committee for Literary Studies in Europe as well as national and international PhD programmes to cope with these new challenges. Internal evaluation within the Humanities I and II project has revealed that activities launched in Departments of Literature in Europe quickly have generated a demand for new sustainable modes of open learning within these departments.

The necessary shift. Furthermore comparative studies of the evolution of pedagogical approaches in the Thematic Study Groups in Literature from *teacher-centred strategies* in Humanities I to a *distributed and collaborative learner-centred structures* in Humanities II has demonstrated in a striking manner the potential of the last approach. New problem clusters have appeared: 1) the complex issue of the adaption of organisational environments to the demand for a *new learning architecture*, 2) the training of teaching staff to cope with the new demand from learners 3) the reshaping of academic technological environment to meet the communication needs of learners. The effect of evolving from centralised “broadcast” model to on-demand, day-to-day, elastic personal or small-group self-organizing forms of communications has motivated to deepen the effort initiated and extend it to a larger basis of end-users thus targeting a lasting impact on literary studies in Europe.

Teachers and students, as well as writers and critics progressively realize that the future design of literary studies will have to incorporate an understanding of mass media and networked culture. Accordingly, various issues such as the convergence of media and literature, the reincarnation of literary qualities in the new media, the imprint of media (new and old) on writers receive increased attention:

Global communication and academic mobility creates new opportunities for teaching and learning literature:

- departments with uneven coverage of on-campus expertise may organise doctoral guidance in a more efficient way,
- **undergraduate** students may perform better as learners through increased access to resources, expertise and other learners
- **postgraduate Ph.D. students**, may at an early stage of their doctoral project acquire and develop collaborative skills and increase their autonomy as learners and

- Efficient and well-designed approaches integrating ICT may contribute to blur the distinction between regular and part-time students.

EUROLITERATURE's objective is to capitalize on practical experiences acquired during this project and integrate further Open and Distance Learning activities, virtual mobility aspects in the day-to-day practice of students, tutors and teachers at undergraduate *and* PhD level. The partners will initiate, coordinate, monitor and evaluate transeuropean literature workshops offered to students and teachers from member universities using state-of-the-art information technology and telematics.

EUROLITERATURE will seek to anchor in a more robust way previous initiatives within departments, faculties and centres and develop permanent institutional links encompassing curriculum development, credit recognition and exchange of teaching resources.

Started in September 1997, Euroliterature is the first large-scale initiative adopted by the European Commission specifically targetting literary studies in higher education.

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