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The Overview of User Stories Posted by iCamp Partnership  
As Contributions to Project Deliverables for WP1

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## Introduction

The presented overview was prepared on the basis of:

1. the outline suggested for the user stories, presented at the project space <http://icamp.nextspace.info/spaces/Projectspace/nodes/outline-user-stories/> discussed by the partnership during the meeting in Vienna,

the reworked outline for WP1 presented at the Project space

<http://icamp.nextspace.info/spaces/Projectspace/nodes/2006-03-02-wp1-outline-reworked>.

On the basis of the suggested and updated outlines, the templates focused on the participants, context, the process and media used was developed by the authors of this document and the comparative analysis is presented for the Partners review and discussions on the conclusive remarks.

10 User stories were presented at the project space all in all, and these User stories are presented in the Annexes at the end of the document. Their overview is presented from the point of view of Educational journey setting (Part 1 of the overview) and on the basis of educational objectives (Part 2 of the document).

## Part 1. Educational journey setting overview.

Outline item observed:	Title of educational journey					
		1. Seminar in Information Systems	2. PhD Theses	3. Research methods course	4. International relations course	5. Preparation for ECDL exam
Setting of the journey	Federation			X		
	Immigrants	X			X	
	Visitors					X
	Nomads		X			
Curriculum context	Institutional	X	No	VUE	University of Warsaw	Tallinn University
	Domain	Information systems	Information systems	Research methods in Social sciences	Social sciences, International relations	ICT skills
Actors	Roles Responsibilities Rights Behaviours	Gabor and Timea Exchange students 2-6 students 1-2 facilitators Assessors	PhD students 1 facilitator	2 professors		Individual preparation for ECDL exam
	Affiliation	Exchange students	- Full time students at universities - Writing PD during professional work and not affiliated to any university	professors at universities	Satellite student	First-year student
Location(s)		VUE, AT	All over Europe	VUE, AT University of Madrid, ES	University of Science and Technology in Krakow(USTK)	TLU

				and Warsaw University (WU), PL		
<b>Technical infrastructure</b>	VUE tools RSS-feeds for international communication	3 students registered in iCamp space for sharing resources, information, using research and communication tools synchronously	.LRN learning environment, iCamp spaces for participation in the joint course using Moodle and .LRN	iCamp validated synchronisation of Moodle at WU and e-portfolio and blog tools individually used by a student	IVA LMS	
<b>Communication means</b>	<b>Synchronous</b>		Synchronous use of research and organisation resources on iCamp space (3 students)			
	<b>Asynchronous</b>	via VUEs LRN-based PBL tool	e-mail between facilitators and students		Moodle Forum Assignments and gradings in individual portfolio	Forum in IVA
	<b>Individual</b>		X		Individual tools	Interactive exercises?
	<b>Group</b>	LRN-based PBL tool	A group of 3 students working in the same field (elearning)	2 international groups (Austrian and Spanish) – online collaboration		Later engaged in supportive activities within a group of students using RSS feeds of each other blogs with iCamp module
	<b>Used/not used</b>	Used	Individual preferences		Individual preferences	

	<b>Frequency of use</b>	Self-paced	Self-paced			
	<b>Preferences of communication means indicated</b>	Due to international context, discussion tools and file-store facilities are well used	Individual preferences		Individual preferences (e-portfolio)	Blogs e-portfolio RSS feeds Social book marking system
<b>Time</b>	<b>Duration</b>					
	<b>Allocation/schedule</b>					
	<b>Pacing/ events</b>	Self-paced work Meetings with facilitator	Self-paced work			
<b>Resources</b>	<b>Material</b>	Literature, journals, online resources	iCamp space resources (for research, for academic findings, for organisation)	EducaNext, Ariadne repositories for material search Assignment descriptions Study guide	Moodle resources Shared folder in her e-portfolio	Self organised learning or peer supporting activities, self-learning quizzes, communication tools
	<b>Human</b>	1-2 Facilitators 2-6 Students a group of assessors	1 facilitators individual students	2 facilitators for international groups (Austrian, Spanish)	1 satelite student	Peers

	<b>Access ...other...</b>	iCamp space for resources LRN-based PBL tool VUEs communication tools and file-storage tools	Individual preferences (calendar, blogs, portfolio, e-mail...)	EducaNext, Ariadne repositories for material search via iCamp space search tool Integration of Moodle and .LRN environment LMS, LOR for selected learning objects Archives of course contents	iCamp space for synchronisation	iCamp module IVA LMS Individual portfolio, blogs
<b>Activities</b>		Problem solving Self-paced group work Literature research Solution designing Seminar paper	Research of a current problem Finding/implementation of a solution	Group work in cross-cultural collaboration online Search for digital learning material from repositories	Assignments Forum discussions Content reading with automatic updates	Self-learning material, peer supported activities
<b>Intended outcomes</b>	<b>Artefacts/products</b>	Seminar paper presentation	PhD activity: PBL research and solution			Test passed
	<b>Performing/process</b>	Group work method and oral presentation		Cross-cultural collaboration		Skills collected in a portfolio
<b>Evaluation/assessment</b>	<b>Procedures</b>	Feedback during the process Final oral exam	Error – based intervention		Grades appearing in portfolio from Moodle	Test passed

	<b>Criteria</b>	Seminar paper, oral exam, presentation, method of group working		Not indicated Internationally set up		Skills demonstrated
<b>Actual outcomes</b>	<b>Artefacts/products</b>	Seminar paper presentation	PhD activity: PBL research and solution			Test passed
	<b>Performing process</b>	Group work method and oral presentation		Cross-cultural collaboration		Skills demonstrated

Outline item observed:	(continued) Title of educational journey					
		6. Software project management exercise	7. Cross – cultural research project	8. Pedagogy in HE	9. Master in IT programme	10. Microelectronics course and student motivation via work and choice incentives (?)
Setting of the journey	Federation			X		
	Immigrants		X?		X	
	Visitors		X?			
	Nomads	X				

Curriculum context	Institutional	WUW	Institute of Psychology in Krakow (IPK), Max Planck Institute in Berlin (MPIB)	University of Liege (ULg) and Kaunas University of Technology	Kaunas University of technology (KTU), Vilnius Gediminas technical University (VGTU) and Vilnius University (VU)	Technical University of Madrid, Madrid	
	Domain	Computer sciences	Psychology	HE pedagogy	IT skills	Electronics	
Actors	Roles Responsibilities Rights Behaviours ...	2 Satellite students WUW students and teachers	Researcher	ULg team, KTU team, teachers	Teachers at KTU, VGTU and VU, students from all over Lithuania	Students and assoc. professor	
	Affiliation	WUW satellite students	Researcher in Krakow institute working for the project in Berlin institute (joint cross-cultural collaboration)	ULg staff members and KTU staff members	Teachers acting as staff members, master students enrolled in separate institutions	University students	
Location(s)		WUW	IPK, Krakow	KTU, Kaunas, ULg, Liege	KTU, Kaunas, VGTU, VU, Vilnius	TUM, Madrid	
Technical infrastructure		.LRN system	iCamp space	WebCT, video conferencing and lecturing support	Lithuanian Distance education	PC	

				system (ViPS), Moodle, MSN, Wiki, iCamp space	Network (LieDM), WebCT, ViPS		
Communication means	Synchronous		Audio and video conferencing	Audio and video conferencing	Video lectures, WebCT tools, meetings	Class work Chat	
	Asynchronous	Access to course materials and sharing writings with other students	Posts in iCamp space	ViPS system, WebCT communication tools, iCamp space communication tools	WebCT forum, lecture recordings in ViPS	Homework, survey, web references	
	Individual	Individual assignments, theoretical reflections and exercises	Research process e-mails, audio conferences	e-mail, audio conferences	e-mails	Blogs, websites	
	Group		Group sharing of research method phases	Group research outcomes posted in WebCT		Group work	
	Used/not used						
	Frequency of use						
	Preferences of communication means indicated	Blogs, .LRN	Blog personalised and used among project members	Individual preferences, email, portfolio			
Time	Duration			1-2 years	2-year program		

	Allocation/ schedule					Lectures, homework	
	Pacing/ events			4 exchange events per year		Every lecture divided into 4 parts: 1)MicroNews, 2)Summary, 3)New Lecture, 4)last Minute Summary	
Resources	Material	Course material on .LRN	iCamp repository of scientific works, access to data bases, personal websites, blogs	Learning material on WebCT, iCamp	Learning material on WeCT, ViPS	Wiki, webpages, surveys	
	Human	2 satellite students, staff at WUW	Staff at MPIB	Tutors at KTU and ULg	KTU, VGTU, VU staff members – lecturers via video conferencing	Students and professors	
	Access ...other...		iCamp repository of scientific works, access to data bases, personal websites, blogs	Video conferencing system (ViPS), WebCT, iCamp	Video conferencing system (ViPS), WebCT	Wiki, webpage, blogs, chats	
Activities		Individual assignments, theoretical reflections and	Research, synchronous discussions, asynchronous	Research project (individual), peer support ctivities (exchange	Assignments, peer-work, final project, final exam and oral	Students provide research results, make a summary of previous	

		exercises	findings and postings	seminars), personal project implementation	presentation	lectures, verbal quizzes for students, summary of the main concepts introduced in the class	
Intended outcomes	Artefacts/products	Project documentation as a proof of competences and assignments	Research results	Online course Research report	Master thesis	Homework, final open book exams, final project	
	Performing/process	exercises	Cross-cultural project	Exchange seminars, peer support, oral defence		Reflections, summaries, surveys	
Evaluation/assessment	Procedures			Formative, summative			
	Criteria						
Actual outcomes	Artefacts/products	Project documentation as a proof of competences and assignments		Online course Research report	Master thesis	Homework, final open book exams, final project	
	Performing process	exercises		Exchange seminars, peer support, oral defence		Reflections, summaries, surveys	

## Part 2. User stories overview based on the educational objectives.

1. User story	2. Educational objectives of iCamp: focus of competence acquisition					3. For educators and facilitators	4. For students
	2.1. Specific teaching domain	2.2. In the areas of...					
		Self-direction	Media utilisation	Cross-cultural collaboration	Social networking		
1. Seminar in Information systems and New Media	Information Systems and New Multimedia	Literature research and problem solving	iCamp space for annotated literature VUE communication tools and PBL tool	RSS-feeds for international communication And PBL tool file-store facility	Communication via VUEs communication tools	1-2 facilitators a group of assessors	A group of 2-6 students
2. PhD Thesis	Information systems	Research the current problem and find/implement solution	iCamp space for research and information and organization sharing	Individual preferences in choosing tools for international collaboration, an international group of 3 students in research in elearning	Individual preferences in using blogs, portfolios and other tools.		Individual preferences in IT use, an iCamp space for collaborative research in elearning for a group of 3 students
3. Research methods course	Research methods in Social sciences		Synchronisation of different learning environments (Moodle, .LRN environment), learning objects repository stored in international and national languages, joint	Cross – cultural collaboration is seen as a goal here itself. Collaboration skills are important for young researchers	Synchronisation of two different LMS tools for course organisation (news, calendar events)	Joint tools to synchronise different learning environment course organisation and delivery tools (study guide, digital learning material repositories, joint grading criteria,	digital learning material repositories integrated in iCamp space, synchronised activities, study guides, learning material

			set of materials			activities, learning material, deadlines...)	
4. International relations course	International relations in Social sciences	Self-enrolment in another university to gain necessary domain skills, using personalised tools synchronised with the LE via iCamp space	Personalised tools synchronised with Moodle learning environment validated via iCamp space				Possibilities to use personalised tools synchronised with local VLE in another institution
5. Preparation for ECDL exam	ICT competences	Self-direction in preparation for exam, self-collecting competence proof, collaboration within the group and peer support			Collaborative approach by sharing RSS feeds of each other blogs and social bookmarking system		Preparation for exam, iCamp model allows collaboration and peer support by resources sharing, etc.
6. Software project management exercise	Software project management	Personal project resource management as a proof of personal competences, self-directed learning and pace			Joining WUW and .LRN system as satellite students for sharing blog information and course material, exchange of writing in the course		Accredited competences via project work, theoretical references, sharing of resources, access to learning material
7. Cross –cultural research project	Psychology	Self-direction in individual research	Audio and video communication	Cross-cultural collaboration project		ICT mediated collaboration via distance in	

		phases	means, iCamp space repository, individual synchronised tools for communication and file sharing			research area	
8. Pedagogy in HE	HE pedagogy	Self-reflected process of personal project development	Resource sharing, communication media	Cross-cultural accompaniment in personal project development, cross cultural criteria settings and evaluation	Teacher communication network, sharing of resources	ICT mediated, audio and video conferencing tools, lecturing and support system and iCamp space	Resources, international experience, ICT tools for mediation and facilitation
9. Master in IT programme	IT in distance education	Self-reflected personal project in preparation of system of IT use in different context	Software programming for the use in distance education		Social network in national context	ICT mediated, video conferencing tools, lecturing and support system	ICT mediated, video conferencing tools, lecturing and support system
10. Microelectronics course and student motivation via work and choice incentives	Microelectronics		Web page facilitates permanent discussion, results in more attractive methods, avoids using slides, showing the students the ways to construct design		Increased collaboration and communication, permanent discussions	Meeting individual needs and motivation, no need for repetition, active students provided with possibilities for as active involvement, as willing	Outputs and products are interlinked in the webpage, interaction is extended, summaries facilitated

No.	5. In HE settings					5.2. Technologically mediated	5.3. Depending on common language
	5.1. Distributed over:						
	Geographical locations	institutions	disciplines	Languages communities	National educational . systems		
1.	Hungary - Austria	VUE	Information Systems and New Media	X – German??/EN?	different	VUE communication tools among students and facilitators, iCamp space for literature review LRN-based PBL tool for group work and file-store RRS-feeds for international communication and feedback	Yes (?) German? English?
2.	All over Europe	Different institutions or not affiliated	Information systems	different	different	A group of 3 students using iCamp space for collaborative research in elearning	EN?
3.	Vienna, Austria and Madrid, Spain	VUE, University of Madrid	Research methods in Social sciences, research methods in business administration	German, Spanish	different	Moodle and .LRN integrated and synchronised via iCamp LMS provides LOs stored in national languages and LOR.	English
4.	Krakow – Warsaw, Poland	USTK, UW	International relations in Social sciences	Polish	maintained	Personalised tools (portfolio, blogs) synchronised with Moodle LE via iCamp space	N/A
5.	Tallinn, Estonia	TLU	ICT skills	Estonian	maintained	IV ALMS, iCamp module validating other VLEs, forums, quizzes, interactive exercises, portfolios and blogs, different institutional environments, RSS feeds of each others blogs and bookmarking systems	N/A
6.	WUW ?	WUW	Software in	English	??	.LRN system	English?

			project management				
7.	Krakow, Berlin	IPK and MPIB	Psychology	??	different	iCamp space mediated resource sharing and synchronisation of individual tools	??
8.	Liege, Kaunas	ULg, KTU	HE pedagogy	French, Lithuanian	different	iCamp space, WebCT, video conferencing	English
9.	Kaunas, Vilnius	KTU, VGTU, VU	IT mastery in DE	Lithuanian	maintained	WEbCT, ViPS, LieDM	N/A
10.	TUM, Madrid	TUM	Microelectronics	Spanish	maintained	Webpage, links and references, blogs, wiki	N/A

## Annexes

### ***User Story 1: Seminar in Information Systems and New Media (IMMIGRANTS)***

**Christina Stahl, VUE**

Gábor and Tímea are exchange students from Hungary at the VUE. To finish their studies at their Hungarian university they decide to take an information systems course during their exchange semester at the VUE. The “Seminar in Information Systems and New Media” is intended for advanced students to prove their problem-solving ability in information systems and is organized as a self-paced group-work of two to six students scaffolded by one or two facilitators. The goal of the course is to solve a project-like problem presented by the facilitators by researching relevant literature, designing and implementing technological solutions and writing a seminar paper about the performed work. A final presentation in front of other seminar groups and an oral exam by the department professor concludes the one-semester course. Course assessment is based on the seminar paper, the oral exam, the presentation and the method of working in the course of problem-solving. The grade is determined by the department professor together with the group facilitators.

Gábor and Tímea meet with their facilitators on a sporadic basis to present their intermediate results and to receive feedback. Literature research is conducted by examining journals relevant to the topic or by searching the iCamp space for annotated literature. Further discussion between Gábor, Tímea and their facilitators is conducted via the VUE’s .LRN-based problem-based learning (PBL) tool. For every group the PBL-tool provides a separate discussion forum and a file-store to save relevant literature or seminar paper drafts. Via iCamp students from other universities can access the discussion forum via their personal RSS-feeds and participate in the discussion or give Gábor and Tímea advice on how to solve their problem task. Since Gábor and Tímea spend most of their time in Hungary they use both the discussion forum and the file-store heavily.

### ***User Story 2: PhD Theses (NOMADS)***

**Christina Stahl, VUE**

Gustaf supervises several PhD theses of students in the field of information systems. To prove their literacy in information systems the students have to research a current problem and find/implement a solution. The students have to work independently and self-paced, Gustaf only intervenes in those cases where major errors occur. The students Gustaf supervises are either full-time students at various universities or write their PhD theses in the context of their professional work and thus are not affiliated with any university. Consequently, his students are located all over Europe. The students use E-mail to occasionally inform Gustaf about the progress of their theses. All other tools potentially used by the students for research and organization (e.g. calendar, blogs, portfolio) are chosen by the students independently.

Three of Gustaf’s students write their PhD theses in the field of E-learning. Because their interests partly overlap, Gustaf suggests that the three get in contact and exchange some of the information they have researched so far. For this purpose he registers the three students on iCamp. This allows them to exchange information and use their accustomed research and organization tools at the same time. Additionally, they can now access research related to their PhD theses that was produced by other academics on the iCamp space.

### ***User Story 3: Research methods course (cross-cultural collaboration, federation)***

**Mart Laanpere**

Peter is a young associate professor in Vienna University of Economics who teaches research methods in social sciences, using .LRN learning environment. He attended a conference where he met Carmen from University of Madrid who happens to teach a similar course in her university – research methods in business administration. They decide to run the course simultaneously using iCamp space so that Spanish students participate through Moodle and Austrian students through .LRN. Both groups would share a part of the learning materials (that happen to be in English), some learning activities are carried out in the form of online collaboration of mixed groups. This is an advanced level compulsory course in both curricula, but cross-cultural collaborative learning has not been a regular part of this course – yet, both instructors strongly believe that cross-cultural online collaboration skills are important for a young researcher. *(Here, cross-cultural collaboration is seen as goal in itself. In other cases, it could be just means e.g. for providing courses in narrow topics that will not attract enough participants in one country).*

Peter and Carmen design the course together, agreeing upon the common learning materials, joint activities, grading criteria and deadlines. Each of them searches for digital learning materials from the repositories (EducaNext, Ariadne) using iCamp federated search tool that is an integral part of both Moodle and .LRN environment. The joint set of materials is not stored in both systems (.LRN and Moodle), the LMS only grants the rights for students to access selected learning objects that have been stored in LOR. Each instructor adds to local LMS some learning objects in his/her mother tongue and stores these objects in LOR. Peter creates a shared folder in .LRN, this can be used for writing by Carmen and for reading by both group of students. In this folder, Peter and Carmen store the assignment descriptions, study guide.

Some of course news and calendar events (the ones that address both groups and are in English) are synchronized between two LMSs.

When the course ends, both teachers will archive the course content (including the joint set of materials).

### ***User Story 4: International relations course (scaffolding, immigrants)***

**Mart Laanpere**

Monika is a graduate student in social sciences in University of Science and Technology in Krakow, Poland. She would like to take a course on international relations from University of Warsaw.

Monika has registered to the course in the last minute and she did not bother to apply for a Moodle account in Warsaw – she prefers to use her own (iCamp validated) e-portfolio as much as possible.

When teacher has registered Monika to the Moodle course as a satellite student, Monika starts to receive course news, calendar events, forum messages and content updates automatically into her portfolio. Her own homework assignments are stored in a shared folder inside her e-portfolio, but teacher can see Monika's contribution inside of Moodle right where other students' submissions are stored. Monika can participate in Moodle forum discussions from her portfolio (blog?), without logging into Moodle system. Teacher's feedback to Monika's homework assignments and grades are automatically popping into her portfolio as well.

## ***User Story 5: Preparation for ECDL exam (incentives, visitors)***

**Mart Laanpere**

Martin is a first-year undergraduate student in Tallinn University, and just like all freshmen in TLU he has to prove his ICT competencies. If he passes the quiz organised by the department of Informatics, he has room for an extra elective course in his study plan. If he fails the quiz, he has to take a compulsory informatics course. Department of computer science has provided also the third options for those who feel almost ready for taking the test – students can use a course space in IVA LMS for individual or peer-supported learning activities in order to find out and eliminate the wholes in their competencies. There is no official course, no teacher assigned – just a space in IVA with some learning materials, forum, quizzes and interactive exercises. Martin has been using actively his blog and e-portfolio for years, he prefers to collect all the materials and his own writings in his personal Web space and not to distribute it into different institutional environments. He updates his blog system with iCamp module that allows to access resources in IVA system from within of his own e-portfolio. During this study, Martin discovers couple of other students who are using the similar approach, they start to support each other in this learning task – they subscribe to RSS feeds of each others blogs and social bookmarking system.

## ***User story 6: Software project management exercise (social learning, nomads)***

**Mart Laanpere**

John, Hans, Paolo and Lisa are „computer nerds“ from different European countries who have been working on an interesting Open Source Software development project (collaborative annotation making/sharing tool for music, videos, images etc). Now the project is in the mature stage, stable release is out and is rapidly gaining popularity. The team has been investing lots of time to the project so that John’s and Paolo’s studies in Exeter University and WUW have suffered because of this. They both study computer science and would like to receive now some credits for this project. As a course „Software project management“ is a compulsory part of study programme in both universities, but teacher who is responsible for this course in Exeter requires full participation, John and Hans reach agreement with the teacher in WUW who accepts their project documentation as a proof of their competencies if they write some additional reflections (in „theoretical language“) in their blogs and carry on some additional exercises which are required from all students in his course. As John and Hans never use the .LRN system in WUW, teacher registers both of them as „satellite students“ in .LRN. This allows John and Hans to access course materials without logging into .LRN system and share their own writings with other students in the course.

## ***User Story 7. Cross-cultural research project.***

**Visitor/immigrant (?)**

**Jan Markovic, AGH**

Robert is a Ph.D. student at the Institute of Psychology in Krakow. Working in Poland, he starts cooperation with the team of researchers based at Max Planck Institute in Berlin.. His personal project develops as a part of theirs. The project he participates in is cross-cultural and he is responsible for conducting a series of experiments in Poland. Since he is not the only researcher working outside Germany quick and efficient communication between all members of the team, which is critical, may be difficult to achieve. This problem is solved by Robert having access to the iCamp space. All the discussions take place here as well as through audio- and videoconferencing. The results of the experiments (both raw data and statistical analyses) are posted here also. Moreover, it serves as a repository of scientific works and data necessary for the project members. This is especially important in case of articles or books which are not easily available to all members (lack of funds to buy them, lack of access to specific databases, acquired through personal communication etc.).

Robert has his own homepage that is linked to project pace. He also has a blog concerning his research, to which his partners from the project are subscribed.

## ***User Story 8: Pedagogy in Higher Education (cross-cultural collaboration, federation). Supervisor/ teacher story***

**Airina Volungeviciene, KTU**

Ann is a young researcher at Kaunas University of Technology (KTU) who teaches distance education design and delivery methods at KTU Distance Education Centre using WebCT learning environment. She was involved in an EU project where she started a partnership with Jean-Loup from University of Liege who happens to teach a similar course in his university – research methods in HE pedagogy. They decide to run the course simultaneously using iCamp space so that students fro other countries can participate through their learning environments. The groups would share a part of the learning materials in WebCT (in English), some learning activities are carried out in the form of online collaboration of mixed groups using different technological tools: video conferences, MSN, Wiki, but they need a shared blog and portfolio option. They use portfolio in WebCT, but for this reason they need a tool with interoperability of different formats.

Tutors and supervisors encourage research activities as they inspire cross-cultural online collaboration skills important for a young researcher.

The assignments of group work encourage international groups to share resources to produce their outcomes. What would be necessary here for educational reasons (outcome and process evaluation, as well as evaluation of contributions) – the tools for monitoring the input from different users to the group work and final output of research question, as well as group and peer evaluation, and self – evaluation means and tools.

When the course ends, all participants will archive the course content (including the joint set of materials).

## ***User Story 9: Master in IT programme (scaffolding, immigrants). A story by a student.***

**Airina Volungeviciene, KTU**

Three Lithuanian Universities (Kaunas University of Technology, Vilnius Gediminas Technical University and Vilnius University) launched a Master program in IT. Lithuanian students register at one of the three institutions and follow the same programme delivered using WebCT learning environment with the integrated video conferences via Lithuanian Distance Education Network facilities all over the country.

In order to have some of the former studies accredited, they may have the procedure performed at one of the institutions, and this is accredited for the programme at the same time. Teachers are from all three institutions suggesting their courses mandatory and optional choices, and the students select all 60 credits for the programme in this way.

Though all the courses are run with the Curriculum placed in WebCT, and video conferencing and Lecturing Support system (ViPS), they still need a blog or portfolio for the shared resources. The problem is to transfer their practical tasks and assignments performed in one of the courses to another course and another learning environment. Students need automatic sharing of learning tools and resources available with their permanent login, as well as sharing permitted folders within their student community, as well.

## ***User Story 10.***

**Antonio Fumero, UPM**

In 1982, Carlos, a young associate professor of Electronics at the Technical University of Madrid (Spain), was on his way back from the US, after a short stay at Stanford University. He was aware of the challenge of the “new electronics”, which would allow engineers to create systems on a chip. To prepare the graduates of the future, one course on “Microelectronics” was added, for the first time in Spain, to the Telecom engineering degree (equivalent to Electrical Engineering). His personal experience in the US and the complexity of the new subject carried him to put the emphasis on motivating the students for a strong personal work as a necessity in the learning process, freely decided.

The first phase of motivation tries to create an atmosphere for professional work (group should behave as a team –not anymore as students-, must realize that they are involved in a very rapidly evolving technology, which requires a constant training, and they can learn as much as they want, depending exclusively on their own interest and effort defined up front).

Every lecture is divided into four fixed parts: 1) MicroNews (research results, new products, economical aspects of the subject, etc., being provided by the students), to help in understanding the subject and identifying information sources –magazines, web pages, etc.-; 2) Summary of main concepts from previous lecture (again by the students); 3) New lecture (with many verbal quizzes and a strong interaction with the students); 4) Last minute summary (main concepts introduced in the class). In some occasions, some unexpected written quizzes are proposed, as a self test.

In these classes, the blackboard has been substituted by a tablet PC (in the first years: acetates and colored pens). This method facilitates a permanent discussion (face to face), results more attractive and avoids the use of prepared slides, showing the student the way to construct the designs. In

addition to that, a web page has been created to extend the interaction far from the classroom. It includes: files created during the classes with the tablet PC (published immediately after the class), handouts, papers prepared for the course, homework, surveys, links to other web pages, chat, blogs, wikis, etc. Some students take a more active role in promoting the use of this virtual class environment.

Four homework, with an increasing complexity, are given back with individual comments. Final grading is based on personal homework, short final open book examination and a final project (made by a team of 2-3 students).

The results, based on surveys conducted by the Department, can be considered as optimum (with an overall rating ranging from good –23%-, very good –62%- to excellent –15%-). Motivation was reached very easily (between 80-95% of students choose the “hard” option, previously described, versus a “soft” one which requires only a short final closed book theoretical exam plus an open book practical exam), students work very hard and obtain an excellent knowledge level. As a proof, although the students are free for giving up the “hard” option at any time, usually less than 10% drop it.