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## eLearning and Adult Learners in Higher Education, The Swedish Perspectives

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*Published in:*  
[Host publication title missing]

2004

[Link to publication](#)

*Citation for published version (APA):*  
Ossiannilsson, E. (2004). eLearning and Adult Learners in Higher Education, The Swedish Perspectives. In [Host publication title missing] Helsinki University.

*Total number of authors:*  
1

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LUND UNIVERSITY

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Adults Learning  
& Participating  
in Education



eLearning and adult learners in  
Higher Education  
Helsingfors, June 2004  
Ebba Ossiannilsson,  
Lund University, Sweden



# Adults in Universities, the Swedish perspectives



Adults Learning  
& Participating  
in Education

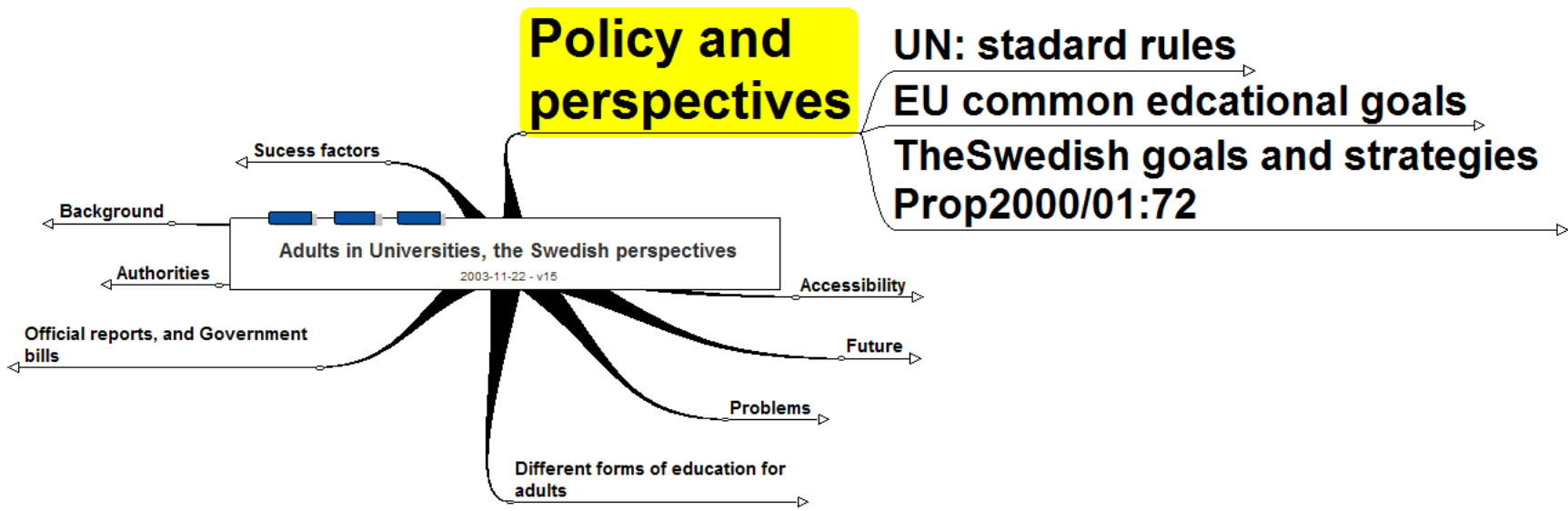


A Higher  
Education Project

# Background



# Policy and perspectives



# Education for all/Sweden

- Improve knowledge and competence
- Pedagogic and working methods have to be developed to meet demands for LLL and a knowledge based society
- Individual support and counseling, based on validation of prior experiences
- Suitable learning environments for education, coaching, supervision and netbased learning
- Economic support to adults to stimulate participation in education competence development
- Jointly responsibility for individuals and groups demand on common and specific education
- Formal and informal learning
- A fundamental teamwork by politicians and co-operation to realize individuals learning and competence development



# Jointly responsibility for individuals and groups demand on common and specific education

- Individual
- Society
- Employers



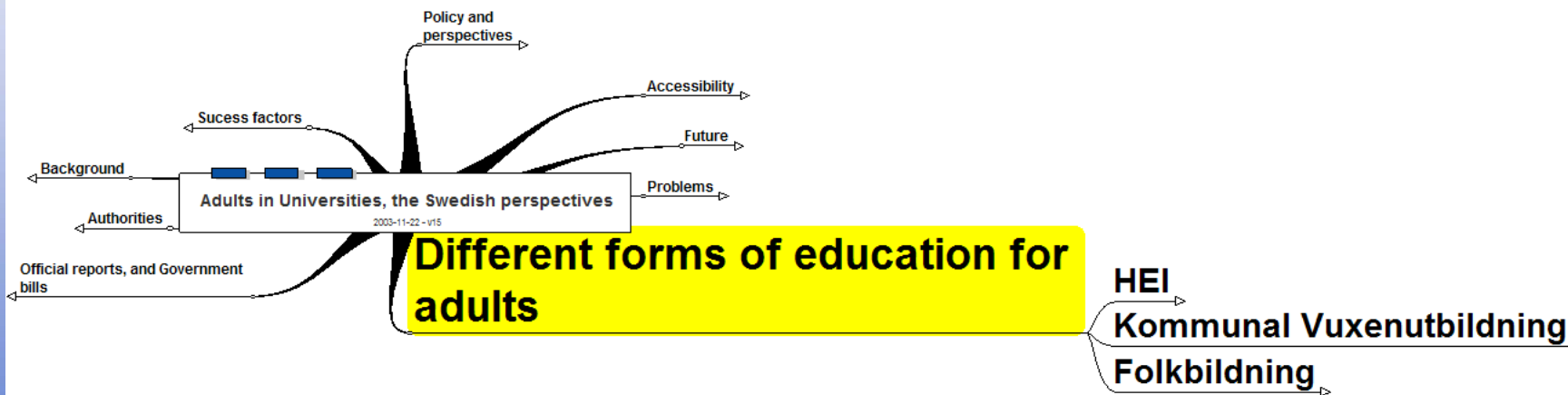
# **A fundamental teamwork by politicians and co-operation to realize individuals learning and competence development**

- **Authorities**
- **Labor -market**
- **Popular movements**





# Different forms of education for adults



# HEI

- **The Swedish Net University**
- **Support for disadvantage groups**
- **Delegation for widening recruitment**
- **NA**



# Official reports, and Government bills

Arbetsmarknad och högskoleutbildning  
2003:27

The Open University (Prop 2001/02:15)

Likabehandling av studenter i högskolan  
(Prop 2001/02:27)

Rekryteringsbidrag vid vuxenstudier (Prop  
2001/02:161)

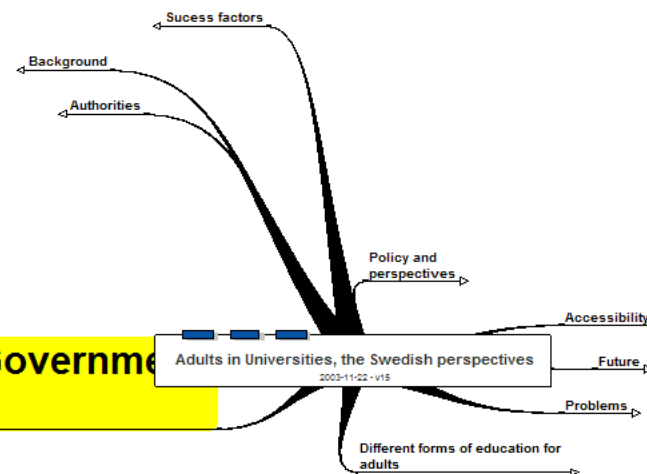
Bidrag vid kortidsstudier och vissa andra  
studiestödsfrågor (Prop 2000/01:10)

Vuxnas lärande och utveckling av  
vuxenutbildningen (Prop 2000/01:72)

Kvalificerad yrkesutbildning (Prop  
2000/01:63)

Från kunskapslyftet till strategi för LLL  
(SOU:1999)

## Official reports, and Government bills



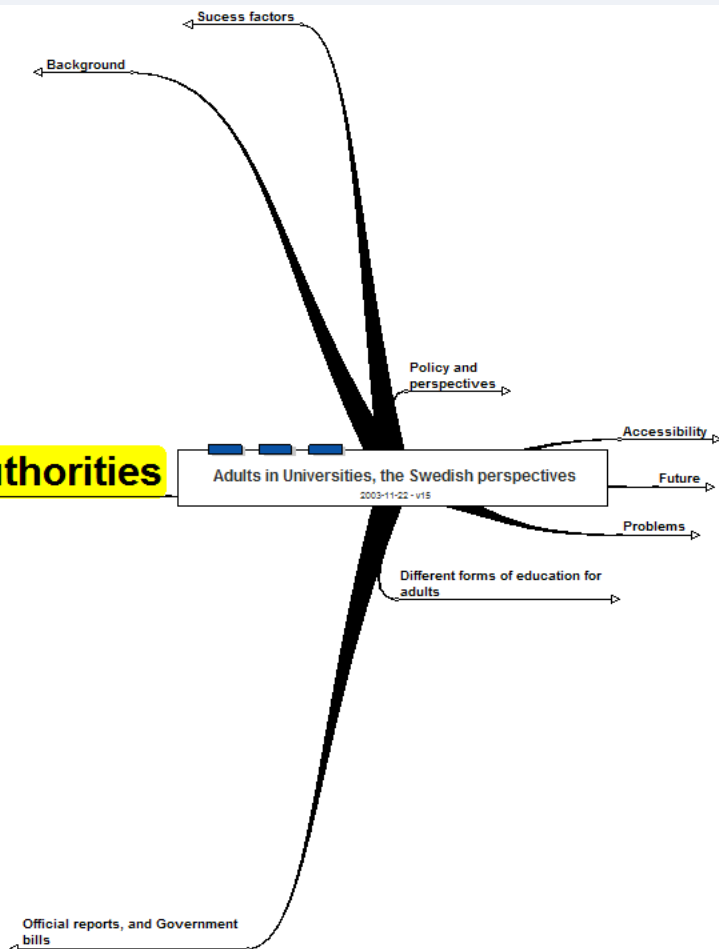
# Authorities

- Arbetsmarknadsverket (AMV)
- Centrala studiestödsnämnden (CSN)
- Folkbildningsrådet (FR)
- Handikappombudsmannen (HO)
- Hjälpmiddelsinstitutet (HI)
- Högskoleverket (HSV)
- Landstingsförbundet och landsting (LF, L)
- Myndigheten för skolutveckling MS)
- Nationellt Centrum för flexibelt lärande (CFL)
- Nätuniversitet
- Riksförsäkringsverket
- SISUS (Statens institut för särskilt utbildningsstöd)
- Socialstyrelsen
- Specialpedagogiska institutet
- Statens skolverk
- Svenska kommunförbundet och kommuner
- Talboks-och punktskriftsbiblioteket (TPB)

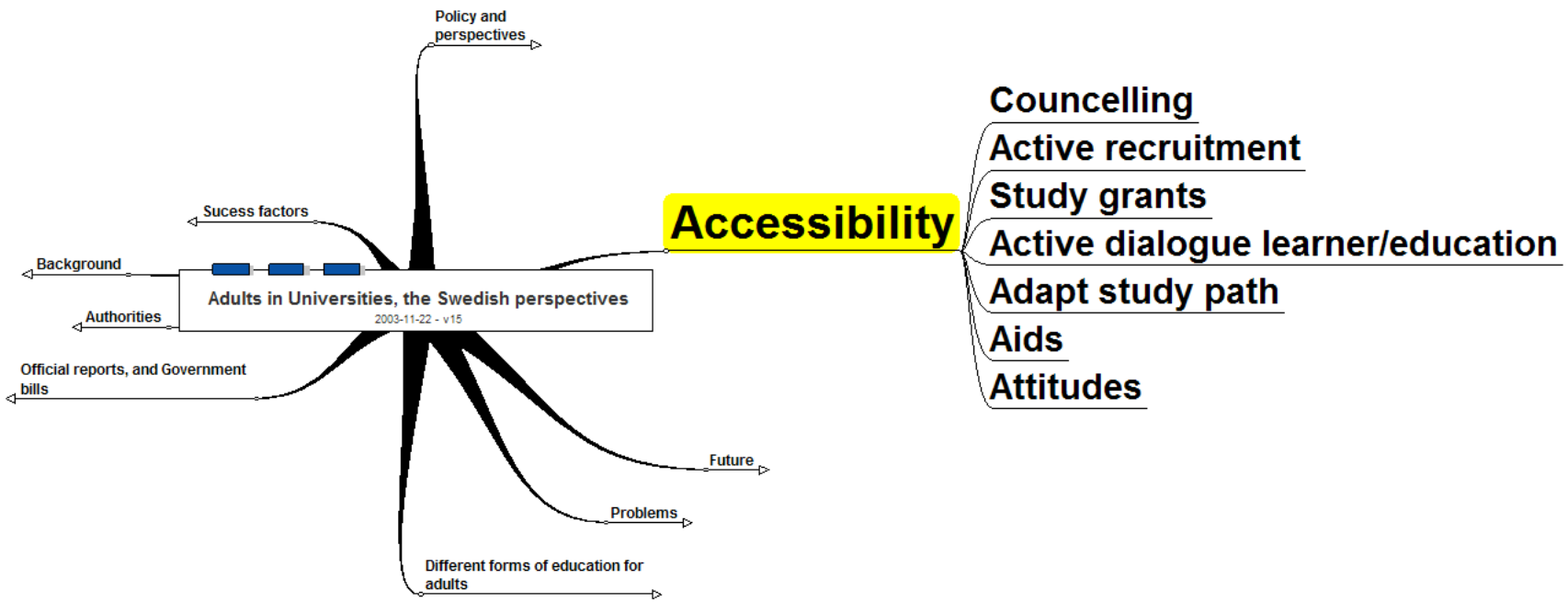
## Authorities

Adults in Universities, the Swedish perspectives

2003-11-22 - v15



# Accessibility





# The Open University- interventions for promoting broader recruitment in Sweden

Ebba Ossiannilsson, Project Manager  
Office for Continuing and Distance Education, Lund University





NÄTUNIVERSITETET  
www.natuniversity.se

# Development in the HE Act

College education  
Real Competence  
Commissioned education

Ebba Ossiannilsson, Project Manager  
Office for Continuing and Distance Education, Lund University



Doctoral students, also LIC

Renewal of the pedagogic in HE

CFL

Distributed learning

The Swedish Net University

Ebba Ossiannilsson, Project Manager

Office for Continuing and Distance Education, Lund University





**Courses for immigrants with HE**

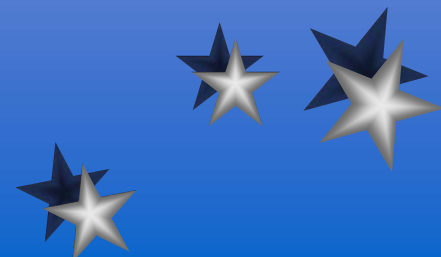
**Internationalization mobility**

**Education on mission outside EES**

**Disadvantage groups**

Ebba Ossiannilsson Project Manager

Office for Continuing and Distance Education, Lund University



34 HEI / 49 in SE

[www.studera.nu](http://www.studera.nu)

211 milj SEK 21.1 milj €

180 milj SEK 18.0 milj €

100 milj SEK 10.0 milj €

Ebba Ossiannilsson Project Manager

Office for Continuing and Distance Education, Lund



# The Swedish Net University Agency

Annual Budget: 25 milj SEK 2.5 €

Staff: 11 persons

Ebba Ossiannilsson Project Manager

Office for Continuing and Distance Education, Lund University



## Aims:

Widening the distance education market in Sweden

Strong Brand Name

Co-ordinating Agency

Stimulate improvements

Ebba Ossiannilsson Project Manager

Office for Continuing and Distance Education, Lund University



# The Swedish Net University Agency- Strategic plan

Information and marketing of courses via a web gateway

Development of ICT supported distance education within important areas

Development of knowledge and exchange of experiences

Including adm. and co-ordinate activities within the Swedish Net University

Ebba Ossiannilsson Project Manager

Office for Continuing and Distance Education, Lund University



# The Portal for The Net University, SE

Students

Lecturers

HEI

2003 120 000 applicants, 2500 courses

Ebba Ossiannilsson Project Manager

Office for Continuing and Distance Education, Lund University



# The Swedish Net University Portal

-not just concerning technique

Focus groups; students, lecturers, experts  
student councellors

Reports; National and international  
(downloads)

<http://www.netuniversity.se/sys/NAavigation/Content.asp?c=188>

Ebba Ossiannilsson Project Manager

Office for Continuing and Distance Education, Lund University



Course information

Map of Sweden

Virtual study rooms

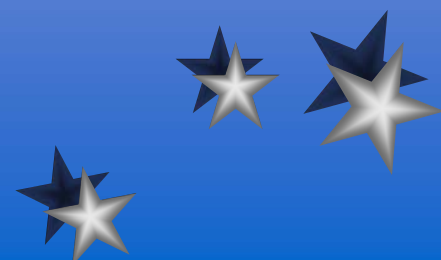
Student pool

Not just info portal, but communication  
portal

Net Jour, for example Librarian

Ebba Ossiannilsson Project Manager

Office for Continuing and Distance Education, Lund University





Technical support

Expert panel

"TIME" "Competence bank"

Barometer

International Section EU

Decentralized info responsibility

Ebba Ossiannilsson Project Manager

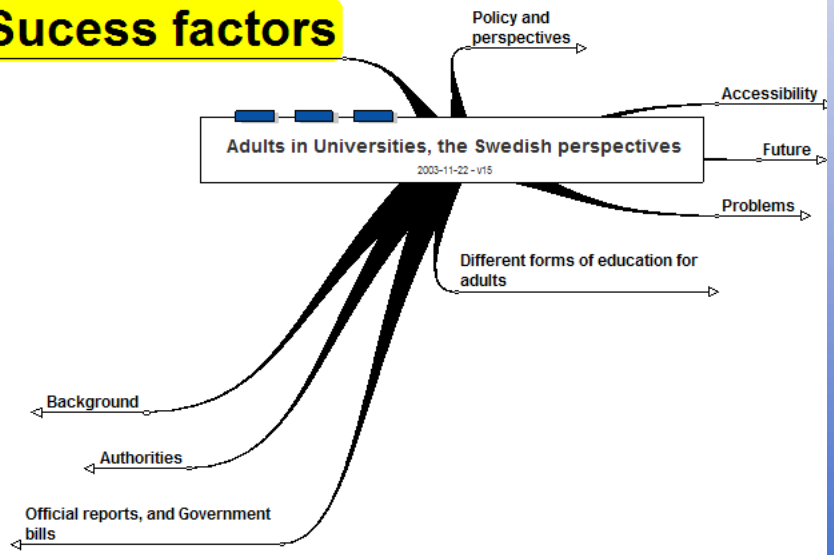
Office for Continuing and Distance Education, Lund University



# Sucess factors

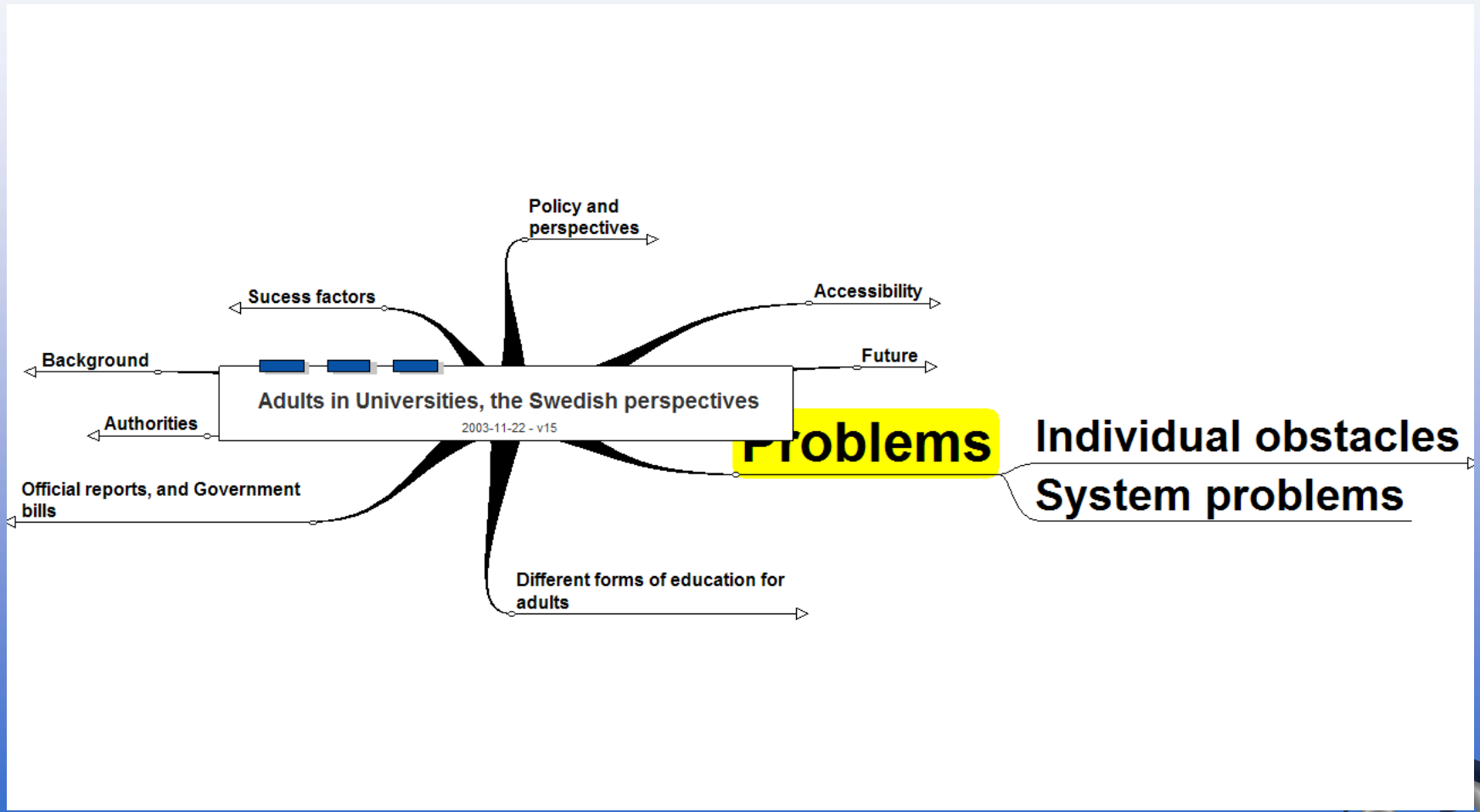
- Kommunal vuxenutbildning
- CFL
- The Swedish netuniversity
- No fees
- Accessibility and help even for disadvantage groups
- Easy accessibility
- Good experiences from history
- The Open University
- Validation
- Delegation for wider recruitment (Regeringen 030922)

## Sucess factors

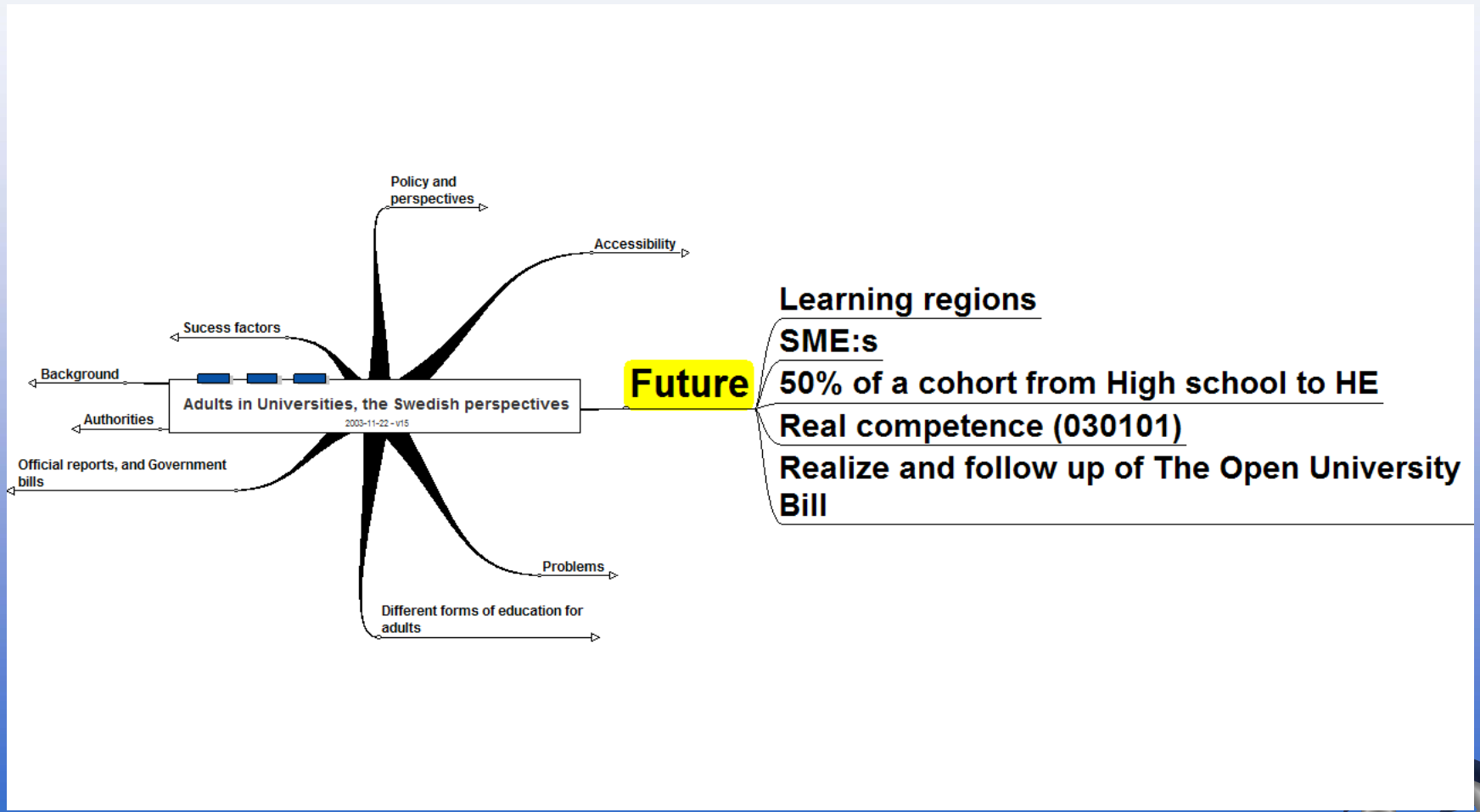


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# Problems



# Future

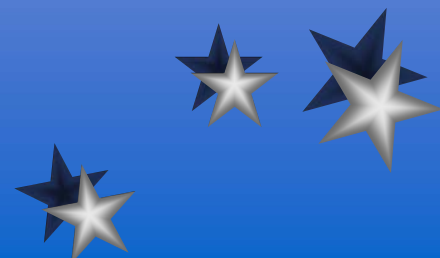




# Thank you for your attention

[Ebba.Ossiannilsson@fov.lu.se](mailto:Ebba.Ossiannilsson@fov.lu.se)

[www.fov.lu.se](http://www.fov.lu.se)



# ICT and Community Outreach

**I Table of definitions and examples of applications**



# ICT and Community Outreach

## **II Information and Communication Technology in University Adult Education**

- 1) Introductory paper**
- 2) National/university reports on ICT-  
based learning initiatives for adults**
- 3) Case studies**



# ICT and Community Outreach

## **III Community outreach in University Adult Education**

- 1) Introductory paper**
- 2) National/university reports on ICT-based learning initiatives for adults**
- 3) Case studies**





# ICT and Community Outreach

- **Key messages**
- **Further reading**





# Community Outreach?

## University (or HEI) is doing something...

- **outside** it's traditional geographical working area
- **for** people who are not traditional students
- **with** organisations which are not usually it's partners

- **something** considered traditionally



# Breaking traditions...

- **”outside it’s traditional geographical working area”**
  - extra mural units; local study groups
- **”for people who are not traditional students”**
  - adults, older people, university graduates, Alumni
- **”with organisations which are not usually it’s partners”**
  - Enterprises; SME’s; Workers’ Educational Associations
- **”something which is not traditionally considered as it’s task”**
  - Action research; community & regional



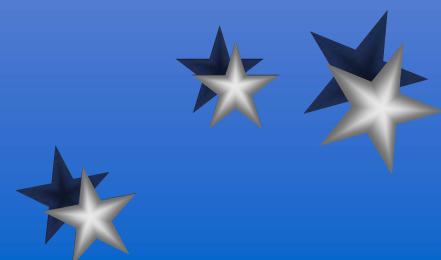
# Community outreach - basic definitions

- **CO offers a University the opportunity to provide services and activities to community members who are not the organization's usual (traditional) audience**
- **Direct:**
  - establishment of regional units, Distance education..
- **Indirect:**
  - development of expertise and economical growth..



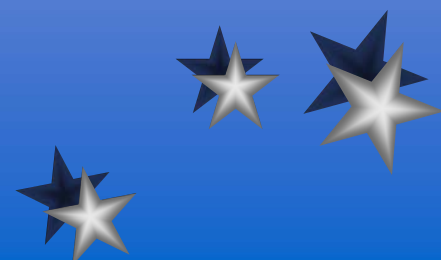
# Means (examples)

- **Establish single entry-points or front-door mechanisms**
  - External Liaisons Offices, Research and Development Offices, Regional Offices, City Offices
- **Create local support units for Open university students**
- **Organise regional development projects and programmes**



# Key players

- **”Organizations and/or individuals who interact or have the potential to interact with a university”**
  - public/private schools and other training institutions + supervising institutions
  - business and industrial community
  - support organizations (chambers of commerce, trade unions,...)
  - local and regional governments
  - educational users (full & part-time students)



# ICT?

- Information technology (IT) is the term used to describe the items of equipment (hardware) and computer programs (software) that allow us to access, retrieve, store, organise, manipulate, and present information by electronic means
- Communication technology (CT) is the term used to describe telecommunications equipment through which information can be sought and accessed, for example, phones, faxes, modems, and computers'



## Computer Mediated Communication (CMC)

(Mason, R. 1990. Computer conferencing in distance education. In A.W. Bates (Ed.), Media and technology in European distance education. Milton Keynes: The Open University)

- **Computer-mediated communication (CMC) is the set of possibilities which exist when computers and telecommunications networks are used as tools in the communications process: to compose, store, deliver and process communication. Such systems rely on a basic configuration of a main-frame computer with appropriate software, connected via telephone and data networks to users with terminals or micro-computers.**
  - electronic mail, which allows messages to be sent to electronic letter-boxes for named individuals, which can be accessed when the named user logs on;
  - computer-conferencing, which allows messaging to be shared 'openly' by all 'members' of a conference;
  - (Chat, synchronous online messaging; added by JM)





# ***Information and communication technologies (ICT) in Higher Education:***

- **Telephone, video, audiocassette, television, radio**
- **Videoconferencing, audioconferencing, audiographics**
- **Computer based learning programmes, CD-Rom**
- **Internet-based communication tools (chat, e-mail, computer conferencing, groupware)**
- **WWW-based resources, interactive materials**
- **(WWW-based) learning platforms (WebCT, First Class, FLE, Luvit, Studium, etc.)**
- ***Virtual training organisation* (eg. Virtual Open University; include course- and student management services and tools)**



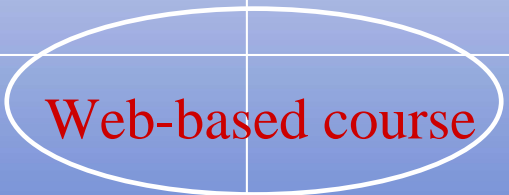
integrated to face-to-face learning

Overheads in web  
additional material  
links to Internet-res.

email  
chat  
discussion forums

Text  
pictures  
sound

Human commu-  
cation & inter-  
action



**Web-based course**

Self-study materials  
Interactive tests  
hypertext & multimedia

conferencing systems  
discussion forums  
chat, email

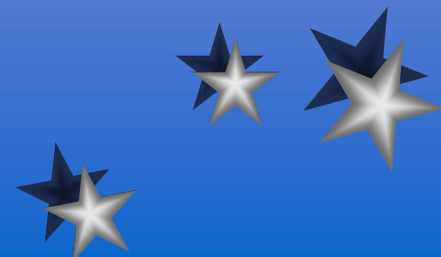
Web-based only



# ICT and Community Outreach

## Introductory papers:

- **Information and Communication Technology in University Adult Education**  
by J Maninnen, FI
- **University and Community Outreach in University Adult Education**  
by M Dolezal, CR



# National University Reports on ICT based learning initiatives for adults

a) Ebba Ossianilsson (Lund University, Sweden)

Adult education, life-long learning, community outreach and ICT in Sweden

b) Myriam MARTIN (University of Haute Alsace, FRANCE)

ICT-based teaching at the university of Haute Alsace

c) Ineta Kristovska (University of Latvia, Latvia)

The Role of IT and Open and Distance Learning in Adult Education in Latvia

d) Aune Valk (University of Tartu, Estonia)

ICT-based teaching/learning at the University of Tartu, Estonia

e) Jyri Manninen (University of Helsinki, Finland)

ICT in Finnish University adult education

f) J. O. Uhomobhi (Queens University of Belfast, UK)

ICT-based teaching and learning and Adult Education at Queens University of Belfast

g) Gabriel Dima, Alina Florentina Borcos

(University "Politehnica" of Bucharest, eLearning Services Unit, Romania)

The Context of ICT-based Teaching/learning in Romania



# ICT- Case studies

a) Katarina Antman/Tina Engblom (Åbo Akademi University, Finland)  
Web-based Information Studies Courses

b) Tina Engblom (Åbo Akademi University, Finland)  
Web-based courses in Psychology

d) Ebba Ossianillson (Lund University, Sweden)  
The process at Lund University, Sweden to make eLearning an integrated part of the educational system



# National Reports on CO Initiatives for Adults

a) Ebba Ossianilsson (Lund University, Sweden)  
Lund University, Sweden and Community  
Outreach

b) Tina Engblom (Åbo Akademi University,  
Finland)  
The Open University at Åbo Akademi University-  
a way to reach out to minority communities

c) J. O. Uhomoibhi (Queens University of Belfast,  
UK)  
Community outreach, adult learners and higher  
education in Northern Ireland's



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# CO- Case studies

- a) Margerita Zagmajster (Slovenian Institute for Adult Education)  
Distance education for adults with the help of local study centres: case study from the Faculty of Economics, University of Ljubljana
- b) Tina Engblom (Åbo Akademi University, Finland)  
Local courses organised in co-operation with adult education centres: Local courses in Theology
- c) Tina Engblom (Åbo Akademi University, Finland)  
Mixed mode courses: Basic programme of studies in law
- d) Ebba Ossianilsson (Lund University, Sweden)  
Outreach-introduction to university studies
- e) Aune Valk (University of Tartu, Estonia)  
Organisation of regional activities at the University of Tartu
- F ) Jenny Pange (University of Ioannina, Greece)  
Courses to adult preschool teachers in Greece. Local courses with travelling university professors. The case of teaching New Technologies.





# The Swedish Netuniversity

**35 universities**

**2500 courses (70 degree programs)**

**145 000 applicants**

**70 000 study places**

**Annual budget of about 30-35 million SEK (3-3.5million Euro).**

**Global**

**Turnover 1 miljard SEK**

**[www.netuniversity.se](http://www.netuniversity.se)**



# The Swedish Netuniversity

- **The Swedish Net University Agency will work within three principal areas:**

Information and marketing of courses via a web gateway

Development of IT-supported distance education within important areas

Development of knowledge and exchange of experiences

**The Agency will also administer and coordinate activities within the Swedish Net University.**

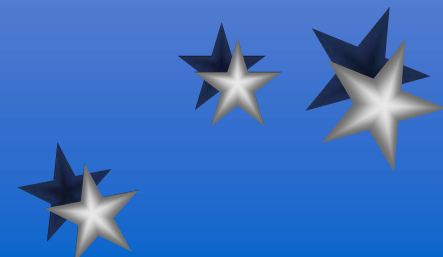


# The Swedish Netuniversity

**Strong brand name**

**A co-ordinating agency**

**Stimulate improvements**



# The Swedish Netuniversity

## The Swedish Net University

The Swedish Net University mainly aims at widening the distance education market in Sweden.

The Swedish government recently decided to set up the Swedish Net University as a dual or multi-modal university based upon the courses and education already given by the Swedish universities and university colleges. As an initial incentive, these institutes of higher education will be given an extra disbursement (totally 100 million SEK for year 2004) from the government, for courses given within the Swedish Net University. The disbursement was 211 million SEK, in 2002, and 160 million SEK last year. Participation within the Net University is voluntary for the universities and university colleges.

## Strong brand name

However, most universities will participate, and offer a wider range of courses than those supported by the extra stimulation resources. The Swedish Net University is planned to be a strong brand name for Swedish distance education provided by Swedish universities.

## A co-ordinating agency

In order to run the project, the Swedish Net University Agency (located in Härnösand in the geographical middle of Sweden) has been started. The primary task for the agency is to co-ordinate the different courses and education given by the various Swedish universities. The agency has an annual budget of about 30-35 million SEK.

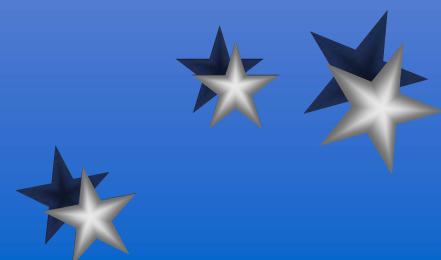
## Stimulate improvements

Most of this funding will be used for different purposes such as stimulating improvements in skills and competence among distance education teachers and other personnel. It will also be used to identify topics and areas that would benefit from more distance education. Furthermore the agency runs and develops this web-based platform where the Swedish Net University and its courses are presented.



# The Swedish Netuniversity

- Search with free text
- Subjects
- Start ? flexibel spring 2004 summer 2004  
autumn 2004 spring 2005
- Tempo ? Individual, parttime etc
- Level
- HEI
- In case of physical meetings (where and when)
- Language [?]



# Other innovations using ICT & CO

- **LUVIT, Lund University**

- Web-based courses for Continuing education  
(Öresund region, world-wide, China, BSVC)

- **Open University, Åbo Akademi University, Turku**

- web-based courses for minority population

- **Tarto University**

- ICT support for Open University students during their independent study time via e-mail lists and WebCT

- **University of Helsinki, Palmenia Centre for Continuing Education**

- regional offices (9) & regional development policy



## ***KEY messages ICT-Community Outreach***

From a lifelong learning perspective ICT and Community Outreach are among the most effective and efficient ways of reaching adults and widening their participation in HE.



## *KEY messages ICT-Community Outreach*

ICT is a tool for lifelong learning. Delivering courses through the net brings benefits for adults in addition to the stated aims of the course, e.g. to help students become familiar with the eWorld.





## ***KEY messages ICT-Community Outreach***

Although ICT-based teaching is time-consuming and expensive from an investment point of view, it helps to bring adult learners to universities.



## *KEY messages ICT-Community Outreach*

Research into and experience of ICT-based teaching in universities shows that it is an especially suitable teaching method for adult learners, providing better access and qualitatively better learning results.



## *KEY messages ICT-Community Outreach*

In delivering courses in the regions, co-operation with local training institutions can be mutually useful.



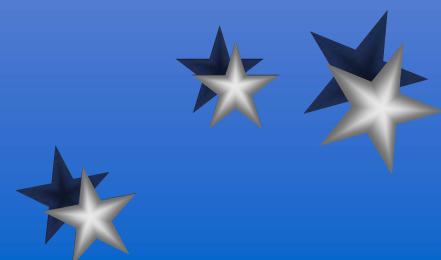
## *KEY messages ICT-Community Outreach*

Instead of offering 100% web-based learning, blended learning which offers the opportunity for face to face study and teaching sessions is preferred by many adult learners who are prepared to invest time in travelling to courses and linking up with their fellow students. Therefore combining Community outreach activities with ICT-based teaching seems to be a good option for adult learners.



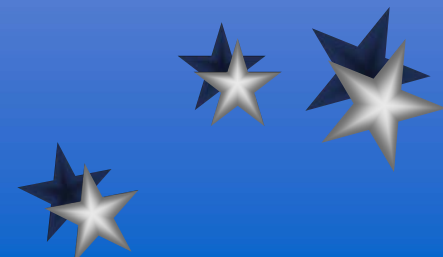
## *KEY messages ICT-Community Outreach*

When making a decision about offering ICT-based courses to adult students, it is necessary first to consider whether they have the necessary IT skills



## *KEY messages ICT-Community Outreach*

Neither ICT nor CO strategies in isolation can help to overcome the negative attitudes, which prevent adult learners from wishing to participate in HE. Offering courses which take place outside the 'ivory tower' of the University may help to overcome adults' perceived fear of the institution but, in addition student support measures such as introductory courses, good online support services and the provision of a strong IT and administrative infrastructure are essential for the successful implementation of an ICT /CO based programme for adult learners.



## *KEY messages ICT-Community Outreach*

ICT and CO are particularly effective delivery methods in geographically isolated regions and for use with language minority populations who are living in a widely dispersed geographic area.



## *KEY messages ICT-Community Outreach*

The 5th generation of eLearning focusing on What, Where and When; the intelligent Flexible Learning Model, characterized by flexibility in time, pace and space; materials; interactive delivery and approaching zero; all of these tools can be effective in breaking down the barriers to wider participation by adults in HE.





## *Conclusions*

Improving adult education provision in Europe  
Common understanding/greater integration in Europe





## *Conclusions –obstacles or possibilities*

Language and culture

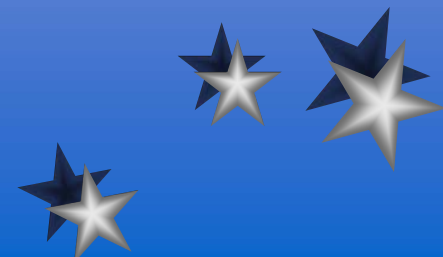
Level of development within individual countries

Appropriate funding to carry out the tasks



## *Conclusions –the task for the future*

To further develop new technology to enable teachers and adult learners to benefit more full from experiences across Europe



## *Alpine ICT and CO*

Thank you very much for your attention  
For questions and further information

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<http://www.qub.ac.uk/alpine/>

