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## The Process at Lund University, Sweden to make eLearning an integrated part of the educational system

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## **The Process at Lund University, Sweden to make eLearning an integrated part of the educational system**

**(Report for the Grundtvig Alpine project 87515-CP-1-2000-1-UK-Grundtvig-ADU, 2003 Group 4 CO and ICT)**

Lund University (LU) is a comprehensive University with all Faculties, among others: Faculty of Medicine, School of Aviation, Art Academy and Lund Institute of Technology. Some figures about LU; a University with 34 500 Students, 3066 Postgraduate Students, 80 Educational Programmes, 1000 Courses, 8 International Master Programmes and 6500 Staff. The turnover for education is SEK 210 mill. (21 €) and for research SEK 340 mill. (34 €) LU has a strong international profile with about 400 central agreements. Outgoing students are about 760 and incoming nearly the double, 1200.

Already in 1994 LU was established as an IT-University. In 1996/97 a special unit for Continuing and Distance Education (OCDE) was established and contacts with society concerning continuing education was consolidated. The main strategy was that education should be flexible, accessible and on demand. In 1997 the ultimate online courses were running. In 1998 Lund Virtual University was set up as a concept and idea. In 2001 Lund University On Line was launched and in 2002 LU has a global reach with online courses.

LU:s main strategic foundation for eLearning is to have a solid infrastructure, learning architecture, learning culture and change management. Key eLearning sequels are high quality in content, technology and services.

At LU all kind of learning modes exist, such as distance learning - campus learning open flexible learning, eLearning – technology based learning, web based learning – on-line learning and computer-based learning

Swedish universities and university colleges co-operate together in the Swedish Net University ([www.netuniversity.se](http://www.netuniversity.se)) which was established in 2002. For the moment (2002) 33 out of 49 HEI are included. For Autumn 2002 totally 876 courses was under the umbrella of the Swedish Net University. In 2002 some 22 000 students were enrolled and for 2003 some 50 000 are expected. LundUniversity is a part of the Swedish Net University and we have also Lund Netuniversity ([www.fov.lu.se/netuniversity](http://www.fov.lu.se/netuniversity)). LU had 93 courses (2002). Interest applications for the

courses at LU was 14 000 and 7000 individuals, 4000 students were admitted to the courses.

The strategic plan and decisions for implementation of eLearning at LU is mainly following concepts; interactive net based distance learning-open flexible learning, The Lund Model (fig.1), LMS-system (Luvit fig.2), Local Study-Centres <http://www.campus.hbg.lu.se/utbildning/lokala studiecentra.html> and spin-off effects.

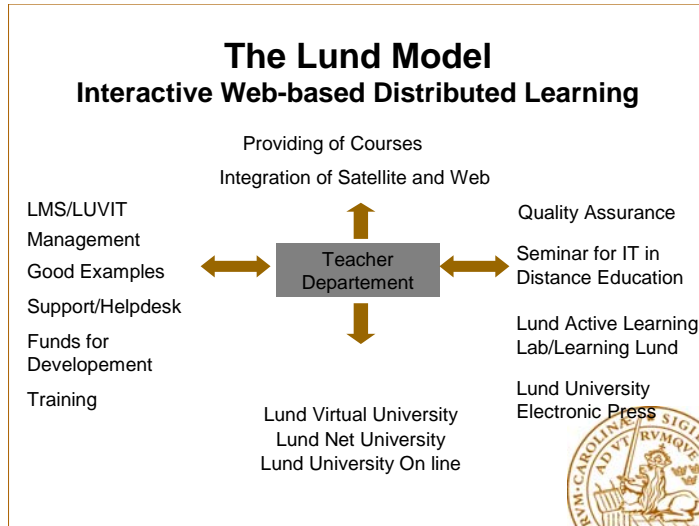


Fig.1. The Lund model

Further strategic considerations are a strong management structure. For LU we have a decentralized structure with different central units as OCDE who is the overall responsible unit for purchasing and implementation. Further there are the real actors as LU Learning Centre, LU Computing Centre, LU Library, LU Student Affairs, LU Information Office, Learning Lund and Luvit Corp. Different working groups are then responsible for actions concerning Lund Netuniversity. Groups as the Netgroup (staff from faculties and central units), the Infrastructure group (staff from the actors described above) and the Helpdeskproject. Helpdesk is responsible both for technical and pedagogical task and are support both for lectures and students. The support is of crucial importance. The Helpdesk will be available (the goal) at 24 7 365 (24 hours day and night, 7 days a week and 365 days a year) The structure at LU:s helpdesk is organized as; 1) Helpdesk with teacher support were first line is LU Computing Centre and second line is; LU Learning Centre; LU Library; LUVIT Corp. and LU Computing Centre. The student support is mainly run by other students. 2) Training, mainly through LU Learning Centre and LU Library, 3) the last crucial structure is Web Groups at Faculty levels.

The Luvit Education Centre at LU (fig.2) consist of following steps; a) teacher training (integration of concepts, tools, [and](#) pedagogy), b) LUVIT basic course (on campus) c) LUVIT basic course online, d) LUVIT workshop, e) LUVIT advanced course, f) LUVIT special, g) ICT pedagogical workshop such as: from pedagogical idea to finished web based course, subject content, student activities and learning processes, teacher's tasks and tools during a web based course, and assessment and examination h) Multimedia support and [workshop](#) at UCLU and i) an extensive [course offering](#) "my computer as a work tool".



Fig.2 Luvit Education Centre at LU

To summarize our experiences we will emphasize the needs for special requirements to success with implementation and to make eLearning as an integrated part of the educational system. Main requirements are; visions, engaged management, strategies, centralisation-decentralisation, funds, structure and finally devoted staff.

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