

# DIGITAL LEARNING @ Danube University Krems

Servicecenter for  
Digital Teaching & Learning

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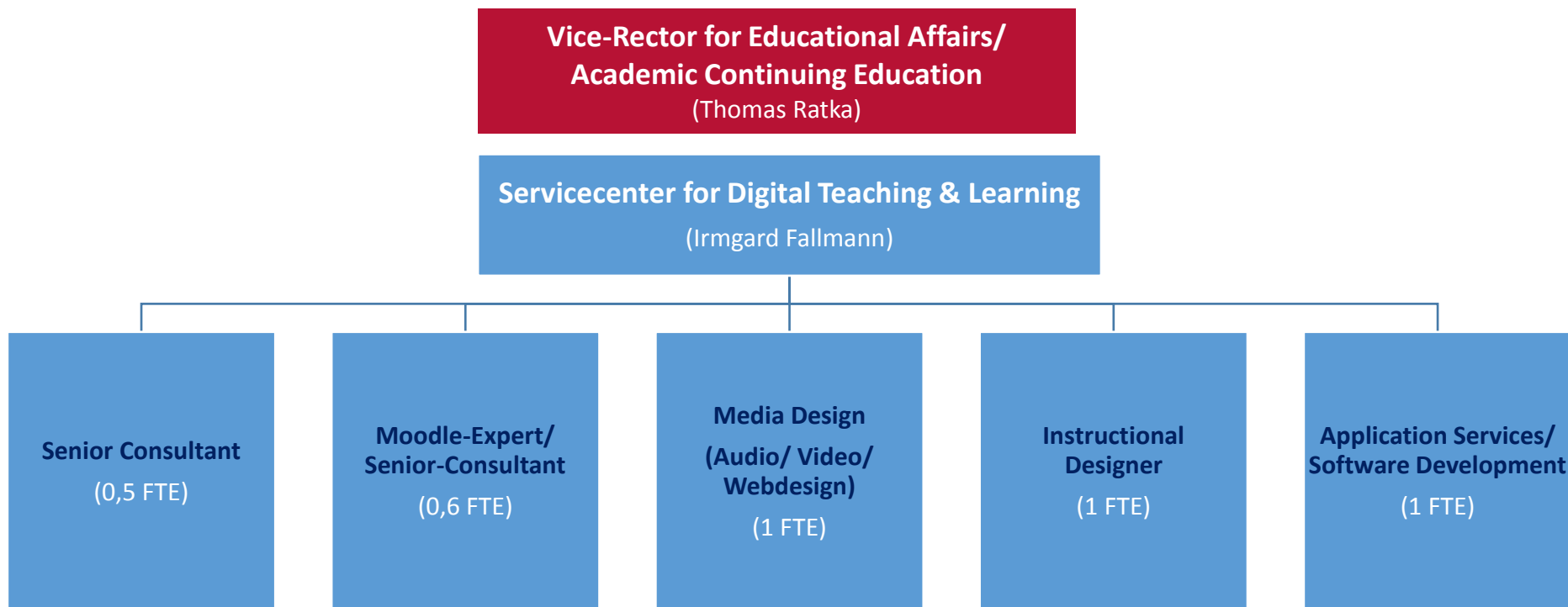
Head of Servicecenter for Digital Teaching & Learning

Our study model is oriented toward the specific requirements of **adult learners** in all phases of life and especially to the needs of working professionals. We offer **innovative blended learning** formats to support **part-time study for working professionals**.

(excerpt: Mission Statement)

# Service Center for Digital Teaching and Learning

# Organisational Structure



# eLearning at the Danube University Krems: a brief history

2000: first study programm to eLearning

2004: implementation of the learning  
management system

in all departments  
„one man show“

2009: foundation of the eLearning Center

subordinate of the university library  
3 full time equivalents

2018: foundation of the Servicecenter for Digital Teaching &  
Learning

reports directly to the Vice-Rector for Educational Affairs/  
Academic Continuing Education  
currently 5 full time equivalents

# Our Main Tasks

## Services

- Providing the technical infrastructure (Hard- and software)
- (didactical) consulting and technical support
- Supporting content development projects

## Competence Development

- Training & Workshops (face2face and online)
- Supporting knowledge transfer and networking-initiatives within the university and beyond
- participation in scientific projects (teaching & learning research)

## Innovation

- Development, implementation and evaluation of digital teaching and learning scenarios
- regular monitoring of current trends in digital learning
- Experimental use of learning technologies

# Trainings & Workshops



## Face2Face-Trainings

### Standard-Programms

- Moodle Basics
- Moodle – Specialisations
- Webinars and Video-Conferencing

**Trainings on demand  
(individual coachings)**



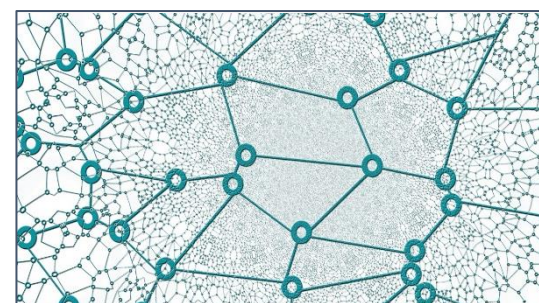
## Online-Trainings

### Online-Tutoring Training

(4 weeks moderated online course, standardized programm developed in cooperation with other educational institutions)

### self learning course

Moodle Basics for Trainers



## Networking

- quarterly come together
- good practice presentations
- exchange of experiences
- Common knowledge creation

# Plattformen and Services



Learning Management  
System Moodle



Virtual Classroom:  
Adobe Connect, BigBlueButton,  
Zoom



Micro Learning



Media Lab  
Videos, Screencasts, Webinars

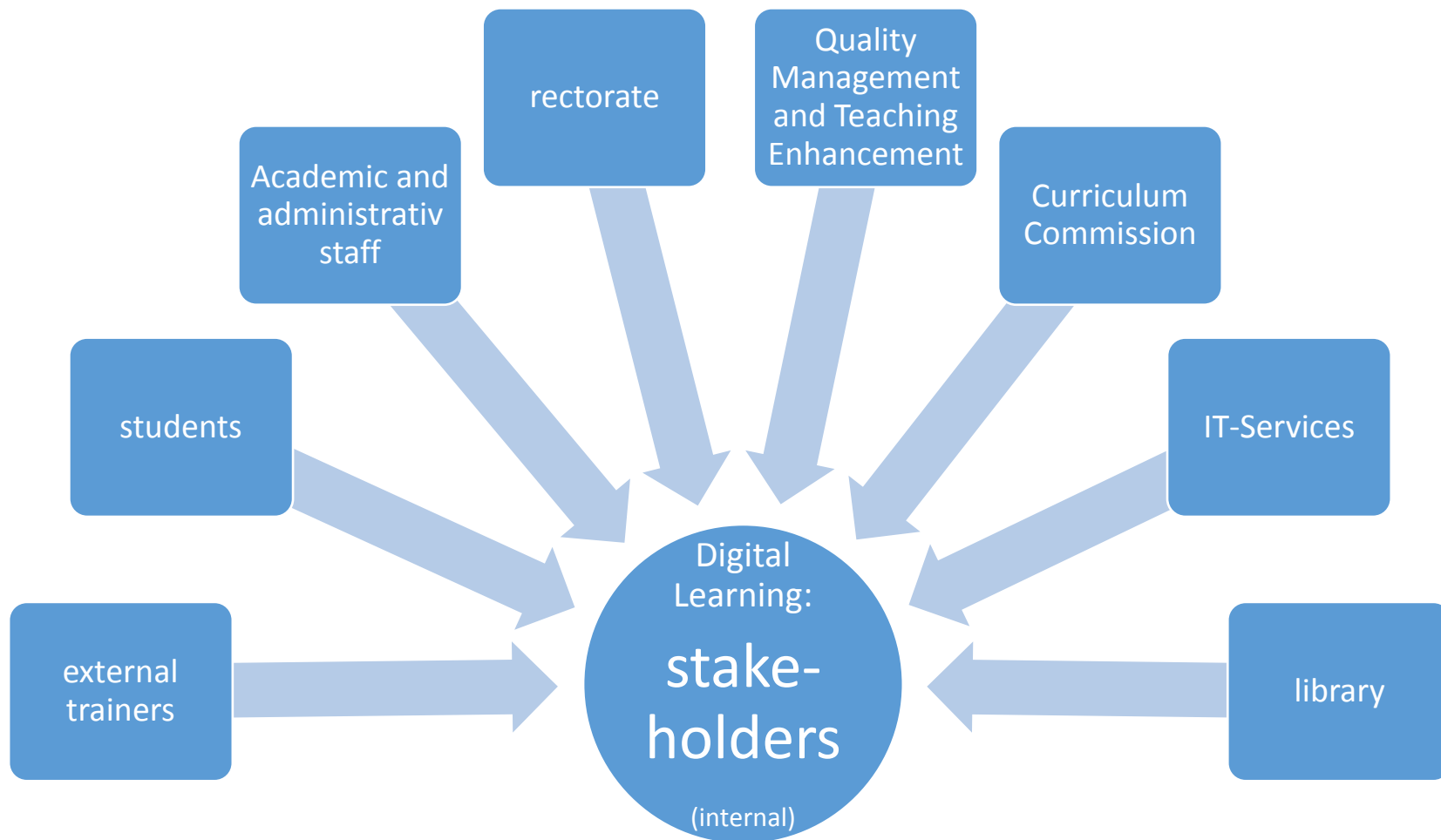


Livestreaming &  
Lecture Capture



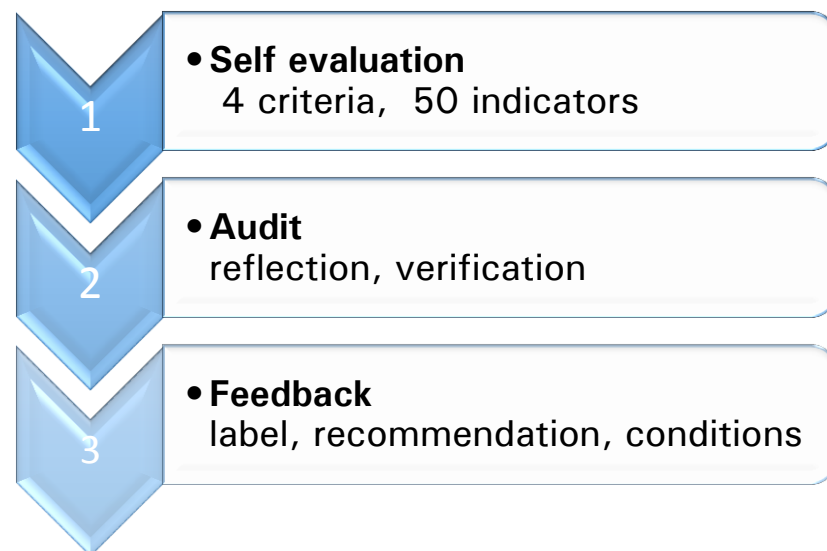
# Digital Learning and Stakeholders

## SC DLL – Our main stakeholders



# eLearning Label

- quality assurance for study programmes with online-teaching-components (compulsory)
- developed in cooperation with the department „quality management and teaching enhancement“
- integrated in the guidelines of the rector’s office
- transparency and communication to stakeholders (students, universities, ministry,...)



# eLearning Label - categories

	Category	Factor %	Evaluation (0-100)	Points
1	Information & Materials course description, learning outcomes, meta data	17%	100	17
2.1	Communication Support students-to-course managers	9%	100	9
2.2	Communication Teachers students-to-lecturers	9%	100	9
3.1	Learning Process Amount contents,	16%	100	16
3.2	Learning Process Support communication, moderation	16%	100	16
3.3	Learning Process Teachers interactions	16%	100	16
4	Competencies course managers, lecturers, LMS-administrators	17%	100	17
	TOTAL			100

# Learning Management System: Moodle

# Moodle

- Moodle: **M**odular **O**bject-**O**riented **D**ynamic **L**earning **E**nvironment
- free and open-source learning management system
- written in PHP
- developed on pedagogical principles
- used for blended learning, distance education, flipped classroom and other e-Learning projects

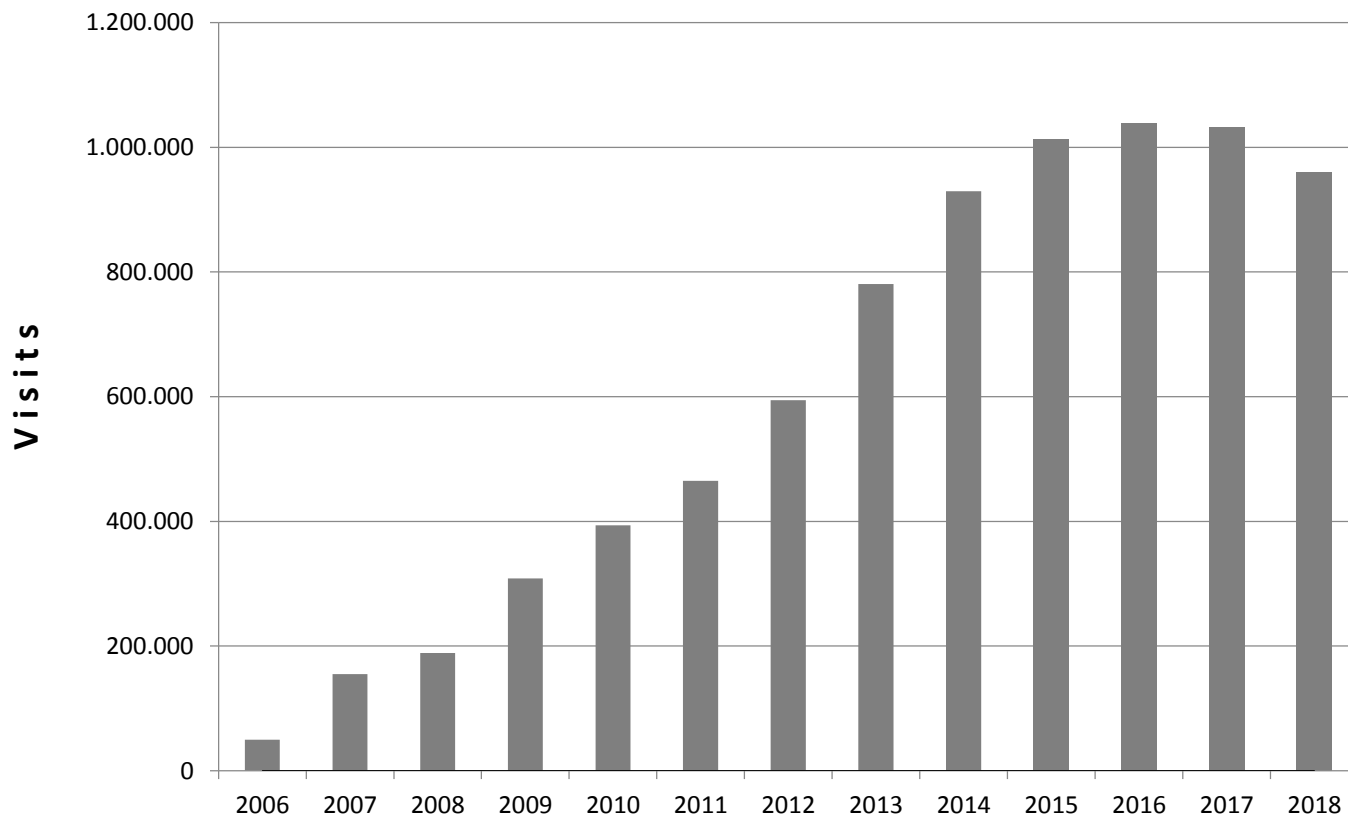
Moodle is free, but not free of costs

# Utilization of Moodle at the University

- Moodle is implemented in all departments
- Moodle is used for administrative processes
  - Communication
  - Distribution of learning materials (scripts, academic papers, slides)
  - choice of electives
  - students group formation processes
  - collection of assignments
  - feedback to course results (marks)
  - ...
- Moodle is used for learning processes
  - Learning materials and learning paths
  - Collaborative online learning activities
  - Self-checks
  - Interactive learning resources
  - Peer Feedback
  - ...

# Moodle Statistics I

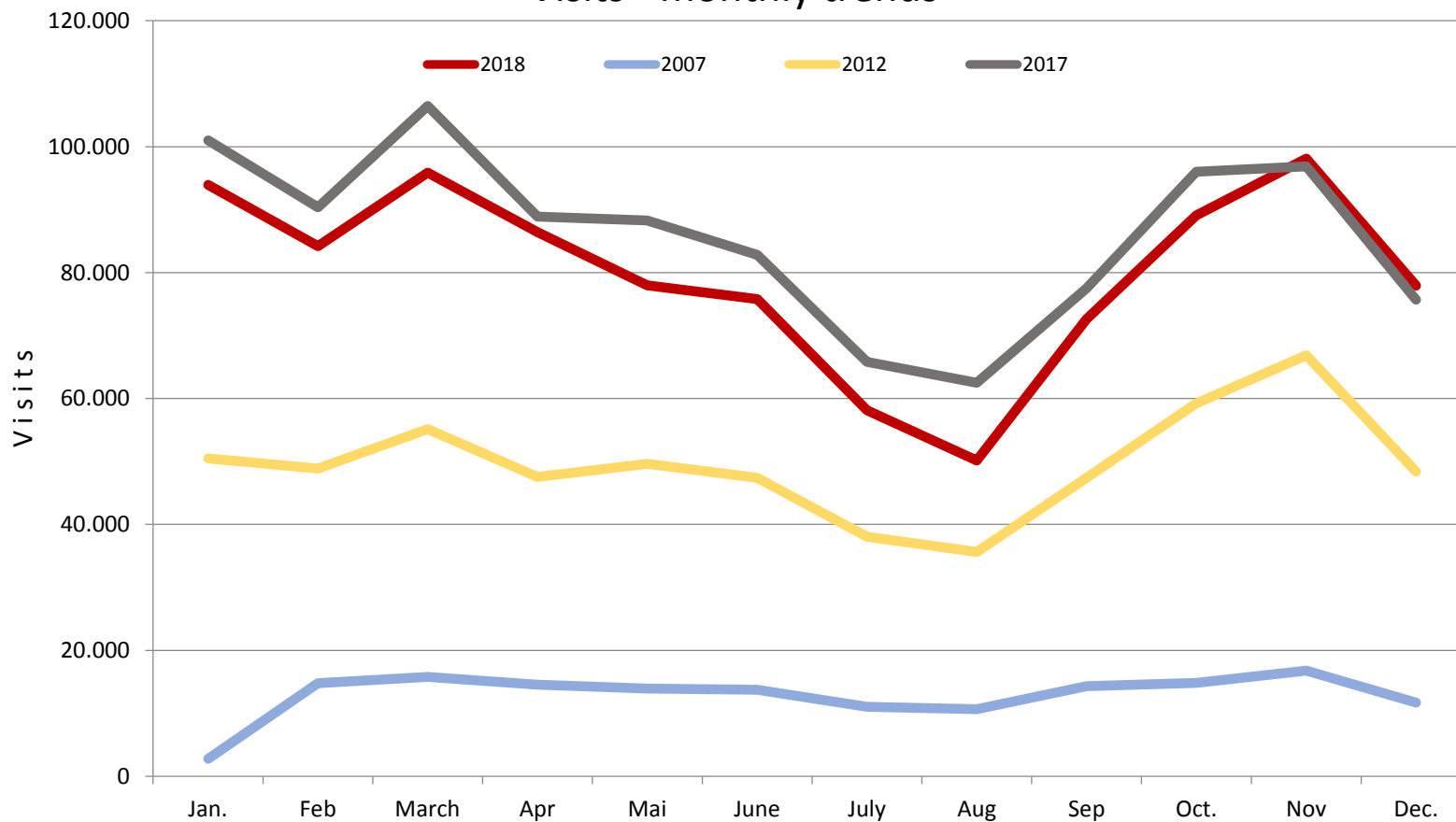
Visits per Year



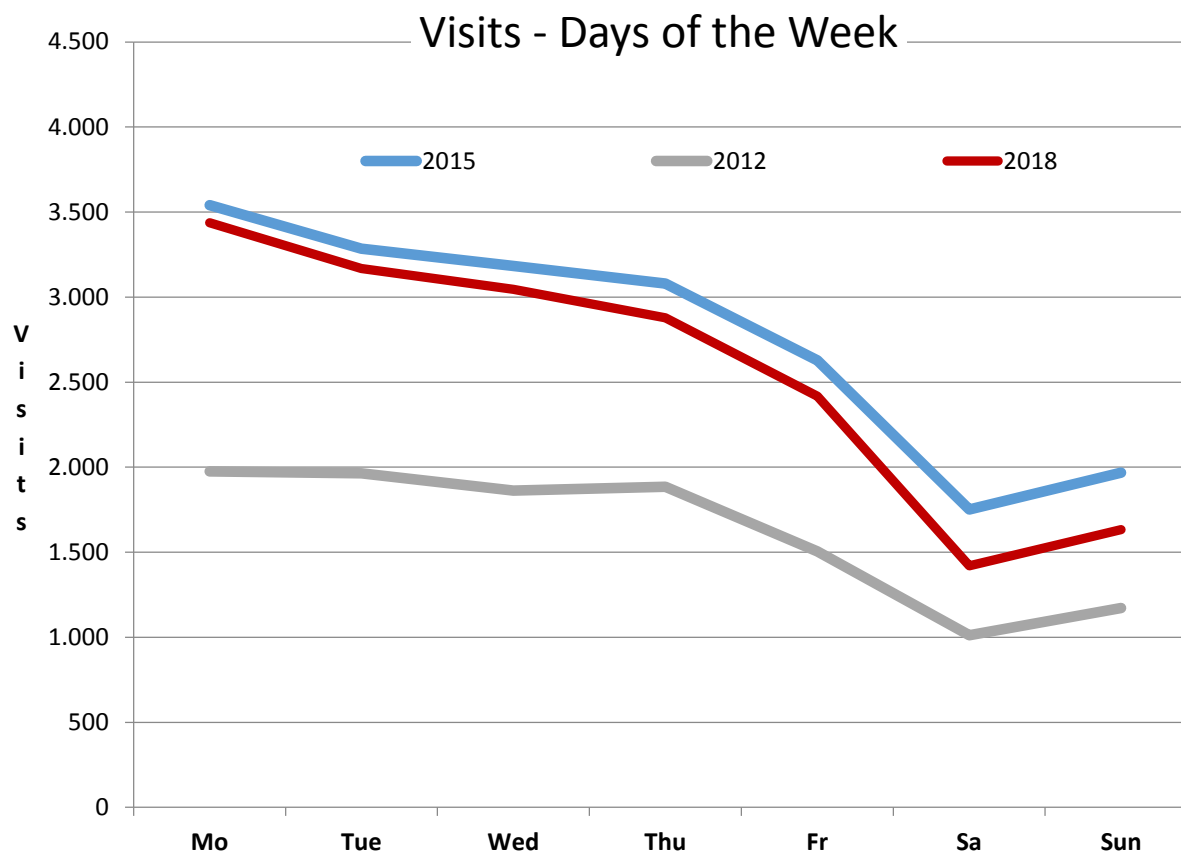


# Moodle Statistics II

Visits - monthly trends



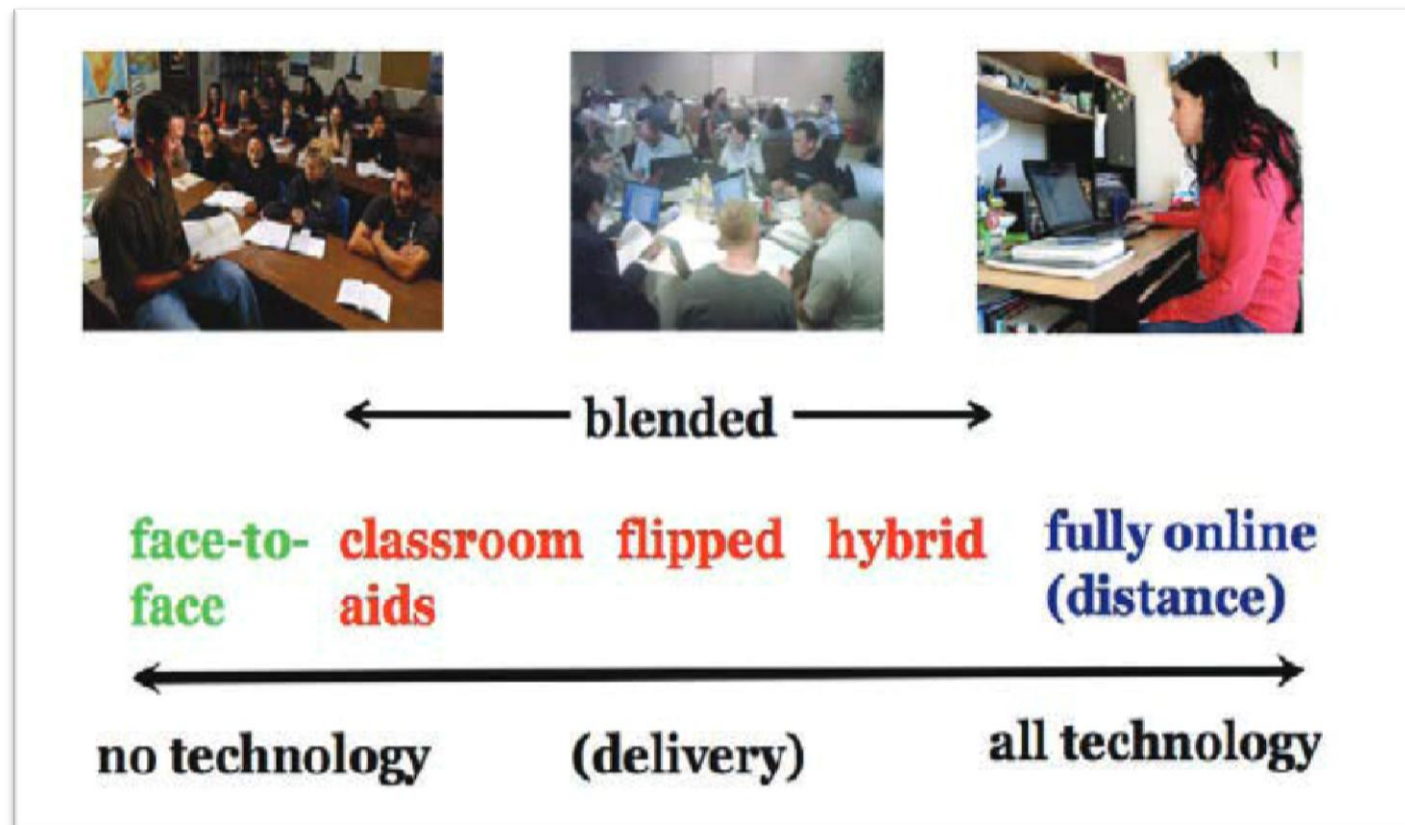
# Moodle Statistics III



# Educational Settings

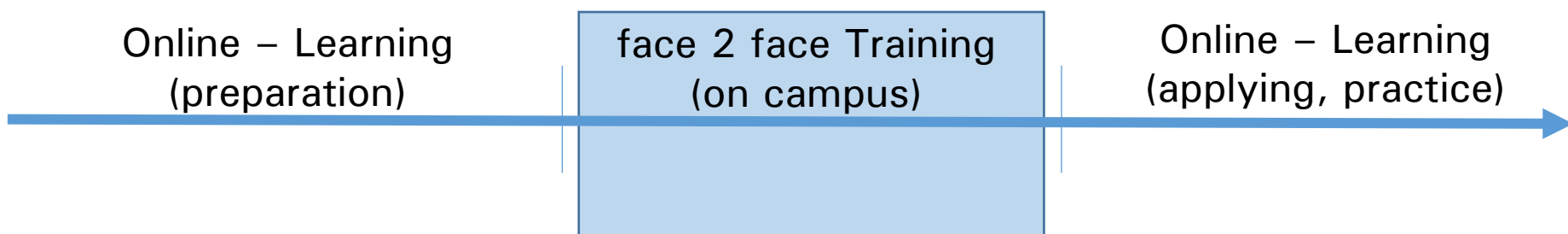
# Didactics

# The continuum of online Learning



Source: Bates (2016)

# Blended Learning at the Danube University Krems



Online learning activities include:

- individual learning activities with standardised, automatic feedback
- learning activities with tutoring
- collaborative learning activities (online-learning with peers and tutoring)

## Blended Learning workload allocation szenario example (90ECTS)

30 ECTS Master Thesis + Project Work

60 ECTS = 20 x 3 ECTS

3 ECTS = 1 day (~10%) + online learning with tutoring (~35%) + individual learning (~55%)

# Strategic implementation of Online Learning

## Development plan 2019 - 2024

- teaching programmes support adult learners (= > Blended Learning)
- enhancement of life long learning through innovative teaching methods
- support of non traditional students through online learning materials (bridging courses,...)
- enforcement of transdisciplinary cooperation in e-content-development
- research: focus on continuing education research
- Integration of digital transformation issues in study-programms (subject matter and didactical methods)

## Higher education in the digital age

- development of a digital strategy

- Goal:

preparing the university for the challenges of the digitalisation with the main goal to ensure innovate study programmes

- digital teaching as a driving factor
- focus: 21st century skills



# 21st century skills



Thank you for your  
attention!