

Distance e-learning with Sakai

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Distance learning with Sakai. 9th Sakai Conference. Paris France, 1-3 July 2008.

- *This presentation focus on the characteristics (or lack of) of Sakai to be used as a distance learning platform, and on the adoption steps of Sakai as the platform of choice. It highlights the experience so far of using Sakai, and the strategies to map Sakai course contents for distance delivery.*



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The Porto City

- *1,2 Million people on the metropolitan area*
- *hometown of the **Port Wine** cellars*
- *Old european city (700+ years as Porto)*
- *Also, the place of the **F.C. Porto!***



The University Fernando Pessoa

- Small university located in Porto, Portugal
 - Another campus in Ponte de Lima (north of Portugal)
- Has around 24 000 m² of building area (another 9 000m² in development)
- Some UFP dates (the first twenty years)
 - Higher education project initiated in the 1980's;
 - First students: 1989/90;
 - First PhD programs start at end 2005;





UNIVERSIDADE
FERNANDO PESSOA
+ EMPRESAS / INSTITUIÇÕES



The University Fernando Pessoa

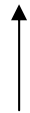
- the University is organised in
 - faculties (Health Sciences, Human and Social Sciences, Science and Technology), one School of Health Sciences;
 - one autonomous unit (Ponte de Lima College);
- 3000+ undergraduate, 1600+ postgraduate students, 70 PhD students, 140 administrative and technical staff members and 320 academic staff members full time (55+% holding a PhD degree);
- Bologna process started 2005/06
 - (first and second cycles); third cycle this year;



About our Sakai implementation

June 2003

UFP e-learning initiative



Virtual University

December 2004

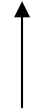
UV-UFP pilot project



*Choice of platform
and technology*

October 2005

UFPUV project



*Use and platform
integration*

September 2006

UFPUV



*Begin the distance
support*

Sakai 1.0

Sakai 2.x

Some marketing



A number of open events, workshops and tutorials

Stickies for students to place everywhere!

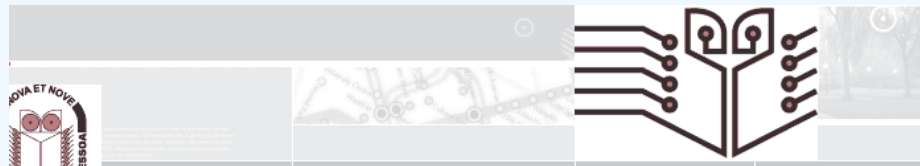


Posters to place around the university

Use of banners and buttons on university sites



A Blog & a Wiki page



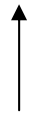
ufpuv.blogspot.com & elearning.ufp.pt/wiki



About our Sakai implementation

January 2007

UFPUV increase digital culture



Begin the distance support

March 2008

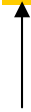
UFPUV increase real use



Gain all people and Disseminate practices

June 2008

UFPUV training



Take advantage of the platform, and innovate

September 2008

UFPUV



Begin distance activities

Sakai 2.4

Sakai 2.5

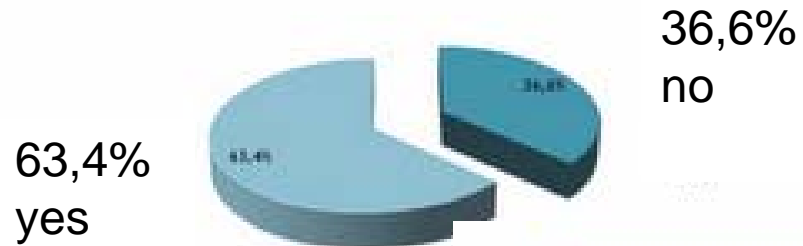


ProjEstQ



UFP - ProjEstQ
Internal communications study
April, 2008

Use UFPUV platform?



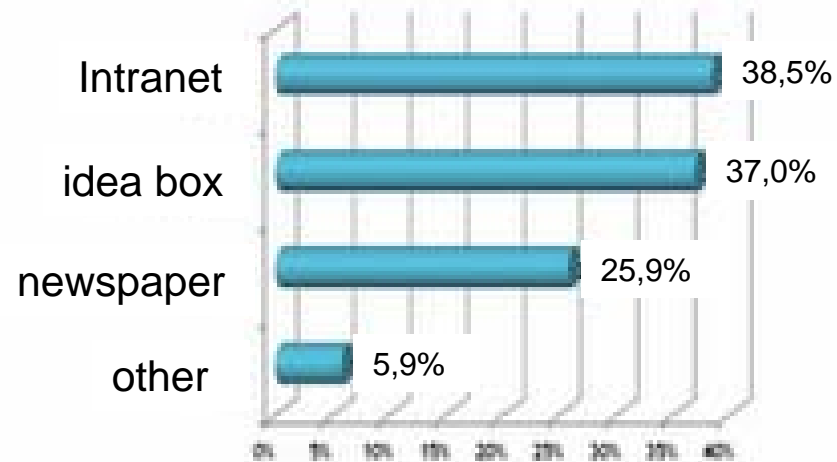
The platform is among the most used electronic service and is one of the most popular tools to share information between teacher-students; teacher-teacher; and administrative support.

ProjEstQ



...when asked for additional facilities for internal communication, the answers are the following:

Internal communication suggestions?



Some user numbers

- Registered users (active and inactive):
- UFP
 - Instructors: 650
 - Students: 7988
- Non-UFP
 - Instructors: 20
 - Students: 678
- Total: 9607 (since January 2006...)

More user numbers

- Unique users (with activity in UFPUV):
 - first semester: 4513
 - second semester: 4634
- Total ay2006/07: 4322
- Total ay2007/08: 5265 (increase of 1K stud)
- Total unique: 7007



Even more user numbers

- Total created sites:
 - 1^o semester: 368 (336 course, 32 project)
 - 2^o semester: 384 (338 course, 46 project)
 - (sites can have more than one discipline...)
- Total ay 2006/07: 410
(304 course, 106 project)
- Total ay 2007/08: 752
(674 course, 78 project)
- Overall: 3190 (2949 course, 241 project)

A question...

- **How can we use
SAKAI
to support UFPUV
distance learning?**



e-*, e-Learning, m-Learning, e-etc!



The new E volume has arrive...

from LiNE Zine ©2000




Skills in the information and knowledge society

- ability to perform: know how to do and to act in new situations and contexts;
- work capacity: demonstrate ability to work under pressure, both individually and in groups;
- flexibility: each individual must be able to work under different contexts and to take decisions and cope with change;
- self learner: be able to learn alone by own practice as well as by own needs;
- reporting: be able to analyse a situation and to outline it. This will assure the individual role as a communicator;
- creative: considering the need to be a leader, to propose new perspectives, to take winning decisions and be proactive.



Four literacy levels (our approach)

- 
- 1** - basic literacy: know to read and write and to use the language.
 - expect at least, another language to be used with a regular level of proficiency.
 - 2** - technological literacy: know to use and take advantage of ICT. In particular, the computer, its use and the knowledge of the most common applications.
 - a basic skill it to take advantage of computers to solve its own problems and needs

Four literacy levels (our approach)

3 - information literacy: know how to use information, how to deal with information overload, and develop a critical use of information.

- very important as it provides with the skills to minimise efforts in day to day lives: use information to perform smarter, faster and cheaper.

4 - communication literacy: both consider group interaction or on an interpersonal basis. It provides the necessary skills related to human communication and leadership.

- includes self-motivation and group motivation as well as reporting and negotiating skills.



Our flavour of distance learning

- A complementary offer to the university;
 - Distance offer oriented to abroad
 - from Portugal;
 - in place (there), when feasible (cost, group dimension,...)
- Uses available teaching staff;
- Always provide a presence component:
 - With local partners;
 - With some UFP physical presence at some point;
 - Organised in groups not physically dispersed.





CPLP – Portuguese language

- (i) World wide *around the clock*;
- (ii) Language agreement among portuguese spoken states
- (iii) 6^o worldwide spoken language (number of natives)

ENGLISH				PORTUGUESE			
COUNTRIES	Population (million)	% of native speakers	Native speakers	COUNTRIES	Population (million)	% of native speakers	Native speakers
United States	286	86	246	Brazil	175	100	175
United Kingdom	59	97	57	Portugal	10	100	10
Canada	32	63	20	Angola	13.5	60	8.1
Australia	20	85	17	Mozambique	18.6	20	3.7
New Zealand	4	95	3.8				
Ireland	4	95	3.8				
TOTAL	405		347.6		217.1		196.8

- Além dos 4 países de língua portuguesa acima relacionados, cabe mencionar mais 4, onde o português é usada como língua oficial: Cabo Verde, Guiné-Bissau, São Tomé e Príncipe, e Timor Leste. Estatisticamente, entretanto, os números desses países são pouco expressivos.
 - Nas ilhas de **Cabo Verde**, a população é de apenas 435 mil habitantes dentre os quais, a maioria fala crioulo.
 - Em **Guiné-Bissau**, com população de 1 milhão e 300 mil, apenas 2% falam português.
 - Em **São Tomé e Príncipe**, a população é de apenas 140 mil.
 - No **Timor Leste**, cuja população é de 750 mil, de 15% a 20% falam português.

Approach with Sakai

- Train people
 - Three tracks: (1) basic use of Sakai; (2) advanced use of Sakai; (3) course organisation
- Use at first stage available digital resources from UFP
 - Let teachers organise the resources and the tools they use
 - Provide support for each group of teachers upon course demand
- Allow for new time organisation other the ay and semesters
- Course delivery:
 - first week f2f, last week for evaluations f2f (possible middle week for getting together)

Sakai use

- Address communication
 - Use current core Sakai tools
- Address activity follow up
 - Site Stats
- Address multimedia
 - Streaming audio / video (?)
- Address e-learning 2.0
 - Wiki
 - Blog
 - Social specs (?)

Current issues

- Internationalisation
 - Support for UTF8, dates
 - Localisation (UFPUV efforts to support the Portuguese version)
- Lack of groups to support groupwork
 - Communication between groups of students
 - Resource sharing, group submissions, ...
- Student tracking
- Workflow support



- Use Sakai to support digital mediation
- Need to support distance collaboration
- To provide innovative learning experiences

