Appendix 4: Case Studies

1. European Confederation of Upper Rhine Universities (EUCOR)

European Confederation of Upper Rhine Universities (EUCOR)	
Website	http://eucor-uni.org
What?	This cross-border federation aims to promote co-operation in all fields of education and research by fostering teacher and student exchanges, by launching joint research programmes and by favouring cross-frontier study courses, together with mutual recognition of study achievements. They have also developed a cross-border Internet portal dedicated to the common study courses and projects (EUCOR VIRTUALE). There are three different kinds of cooperation within EUCOR: 1. Joint Study Courses or Joint Study Modules one course in biotechnology, several courses in medicine and an adult continuing education programme in pharmaceutics, new joint Masters/Bachelors degrees (Law, antiquity sciences, journalism) 2. Work Groups Communications groups and collaboration between university libraries and many fields of education and research 3. Research Projects For example: ELTEM-NEUREX (neurosciences), -URGENT (Geology/tectonic), -BEATUS RHENANUS (Archaeology and antiquity sciences)
Partners	- Albert-Ludwigs-Universität Freiburg, - Universität Basel, - Université Louis Pasteur, Strasbourg, - Université Marc Bloch, Strasbourg, - Université Robert Schuman, Strasbourg, - Universität Karlsruhe (TH), - Université de Haute Alsace, Mulhouse - Colmar
Corporate partners and sponsors	European Union Local Public Authorities Regional Chemical Industry
Target group	Students, Researchers, Teachers, technical and administrative staff
Management	- The presidency of the Confederation is composed of the rectors and presidents of the partner universities. Each president and rector

	takes his turn as President of EUCOR for one year, following a fixed rotation by university and country. - Secretarial office in Strasbourg, run by a Secretary-general (3 people – secretariat.eucor@urs.u-strasbg.fr). EUCOR-office in each partner-university. - The autonomy of the universities and their legal basis is preserved
Payments	Students pay no fees to host universities
Funding	Each university is in charge of collecting the means for the realisation of the common study programmes, research and travel.
Accreditation	- EUCOR certification with a seal of the host institution (institute, faculty or university) - ECTS credit is transferred from the host university on the condition that a study contract (Contrat pédagogique de mobilité EUCOR/Studienvertrag für die EUCOR-Mobilität) is filled out and handed in.
Available languages	French and German
Course development	Teachers receive no remuneration unless they take on responsibilities for the cooperation that fall outside their normal work package.
Didactical approach	
Student support	EUCOR Student Card grants students the same rights and advantages as domestic students at the different universities.
Staff support and staff training	Secretary's office run by a Secretary-general (3 persons – secretariat.eucor@urs.u-strasbg.fr). EUCOR-office in each partner-university. Teachers and searchers responsible for EUCOR-projects.
Quality assurance	EUCOR Label: to obtain the EUCOR label, the proposed project needs to fulfil certain criteria controlled by experts and approved by the EUCOR-Board (presidency): the involvement of at least three partner universities from at least two countries; relevance for any field the partner universities have in common, be it scientific, cultural or sports; promotion of the excellence of the federation; facilitation of internal mobility of researchers, students and tutors
Reported problems	- cultural differences - variety of pedagogical systems - wide range of funding - different quality control systems

Sources:

http://eucor-uni.org

Answers of ULP on the e-LERU questionnaire, part two

2. Open University (OU)

Open Universiteit (OU)	
Website	http://www.avnet.kuleuven.be/ou (Dutch) http://www.ou.nl/eCache/DEF/36.html (English)
What?	The OU is an independent government-funded institute for distance learning at university level. Its aim is to make higher education accessible to anyone with the necessary aptitudes and interests, regardless of formal qualifications. It further aims to create a cost-effective form of higher education; to encourage innovation in higher education, in terms of both curriculum and teaching methods; and to be a recognized player in distance and e-learning training programmes and consultancy.
Partners	Six Flemish universities (K.U.Leuven, KULAK, University of Hasselt, University of Antwerp, University of Gent, Free University of Brussels) are involved in the collaboration with the Dutch OU.
Corporate partners and sponsors	The Dutch OU collaborates with corporate businesses but the Flemish study centres do not.
Target group	Life-long learners.
Management	There is a Dutch headquarters in Heerlen.
Payments	All registrations and payments are regulated by the Dutch OU. Recently, the Flemish study centres gained access to the database with these data, but they do not have the ability to feed data to the database. Subscription fees are paid to the Dutch OU.
Funding	The Flemish government grants a fixed subsidy to the Flemish study centers and an additional subsidy according to the number of courses booked.
Accreditation	After the completion of their course, the students receive a Dutch degree which is recognised by the Flemish Government. ECTS are awarded.
Available languages	Dutch, with some courses in English.
Course development	By Dutch tutors, centrally coordinated.
Didactical approach	More and more of the OU tools become available through the Internet. The OU's website provides already most of the necessary information; students can enrol for courses and once they have, personalised information is automatically transferred to their own home page. This same home page gives access to course materials

	(especially the multimedia parts of it) and to tutors and fellow students. More and more courses are being transformed into full online courses and are accessible for the student through his/her home page. Exams are not taken online but in the study centers. Computer technology is still used: all exams that use multiple choice questioning are taken up in the "sys-examination" format. The computer generates an individual exam copy from a large database of questions on an optical reading examination form. This is presented to the student and after the exam immediately graded "by the computer" in the presence of the student, who instantaneously gets his/her score and grading.
Student support	There are 6 Study Centers in Flanders, all of which are connected to a university and thus a region. In these study centers students can find information, consult courses and books from the OU library and use computer and multimedia equipment. Student counsellors help them in identification of their study needs and expectations, provide them with advice on courses and degree programmes, help them with practical and administrative burden around enrolment, exemption of compulsory courses, election of elective ones. Tutorials for basic courses are organised at the study centre and tutors support students with practicals, exercises and thesis work. The study centre also assists beginning students during their first two modules. The consultants pay attention to study methods, study timing, ICT, etc. After the first two modules, the student can decide together with his/her consultant how to proceed with his/her study and at which speed. Students who lack the necessary technical skills receive two manuals to guide them.
Staff support and staff training	Flemish tutors at K.U.Leuven do not receive special training for tutoring courses of the OU. They can participate in the trainings of K.U.Leuven.
Quality assurance	The courses are evaluated by external visitation commissions and by the students. The students receive a questionnaire per email about the course they have taken. This process is regulated by an external expertise centre.
Reported problems	- Most courses are tutored by Dutch tutors. Only for some courses there are Flemish tutors available. This will probably not change in the future. - The courses are Dutch courses, e.g. an introduction in Dutch economy, which is not applicable in Flanders. This problem will probably not change in the future either. - A financing problem might arise in the future, as there is no guarantee that the Flemish Government will continue its grants.

Sources: http://www.avnet.kuleuven.be/ou and http://www.ou.nl/eCache/DEF/36.html

Answers of K.U.Leuven on the e-LERU questionnaire, part two

3. United Kingdom e-University (UKeU)

United Kingdom eUniversity (UKeU)	
Website	http://www.ukeu.com (not in use anymore)
What?	UKeU was set up in February 200 and announced to have failed in February 2004. UKeU was a national, commercial e-university which was meant as an innovative response to the perceived opportunities and threats of online higher education. It focused on infrastructure development, course development support, quality assurance and marketing. It also desired to make the U.K. a key player in the international field of online higher education. It further aimed to enhance social inclusion for those learners who would otherwise not be able to take advantage of higher education. (Garrett and Conole)
Partners	More than 20 U.K. universities and other organisations
Corporate partners and sponsors	Yes
Target group	- International graduate students - The private sector
Management	- Consultants PriceWaterhouseCoopers was tasked to produce a document to specify key organisational processes. This document uses IDEFO to model core organisational processes. (Conole) - There were around 50 staff, majority of which was owned by U.K. higher education institutions.
Payments	
Funding	British Government funded.
Accreditation	UKeU did not award its own degrees but contracts were in place with U.K. universities to offer theirs.
Available languages	English
Course development	The opening portfolio of UKeU was influenced by the availability of existing online materials. The UKeU planned to make a major investment in content and tools in the initial phase of development to help generate the required mass of appropriate and effective learning materials. Financial and other help was planned for institutions contributing to the offerings. (Conole)

Didactical approach	
Student support	Learner support mechanisms would be commissioned in response to an identified demand or offered by institutions nd other organisations. (Conole)
Staff support and staff training	The need for training staff was pointed out as a contribution that the UKeU could make to the higher education sector.
Quality assurance	"Quality Assurance Processes" existed but were never successfully implemented as the evaluation occurred only after the course had been implemented. (Conole)
Reported problems	1. TENSION BETWEEN ACADEMIC AND CORPORATE WORLDS There was a mismatch between those with more of a business-oriented vision for UKeU and those more interested in the academic aspects and the potential educational innovation. There were no processes set in place in order to address the differences between the different sectors. Gradually, the corporate nature of the company became more and more dominant and the rift between the corporate and academic components increased. (Conole) There was a lack of understanding by many UKeU personnel of the HE culture, of education, of elearning in general and elearning pedagogy in particular. (Blacker) The marketing personnel of the UKeU often did not understand the principles of elearning. (Blacker) 2. FOCUS UKeU's business model centered on wholly online provision, with very little evidence of a secure market. (Garrett) 3. BRAND CONFUSION (Garrett) 4. PLATFORM INVESTMENT There was a tension between the amount of investment in the new platform and the rather limited marketing pay-off in terms of student recruitment. The company might have saved significant funds by using an existing platform, getting programs up and running more quickly and leaving more funds for marketing (Garrett). The platform remains incomplete. 5. IMPATIENCE The company had only been operational in terms of recruitment for a single year. It took three years, however, before the organisation could begin to recruit and it had not attracted any cash support from the private sector. (Garrett) 6. UP-FRONT INVESTMENT (Garrett) 7. LACK OF PRIVATE SECTOR CASH (Garrett) 8. LOW ENROLLMENTS (Garrett) 9. TIMING The UKeU was set up just a few weeks before the dot-com crash. (Garrett)

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10. MANAGEMENT It was not clear how the different teams should be composed and staffed or how they would work. (Conole)

11. ORGANISATIONAL DIFFERENCES WITHIN INDIVIDUAL HIGHER EDUCATION INSTITUTIONS (TOP DOWN DECISION ENFORCEMENT) The decision of some Vice Chancellors to involve their university in the organisation destabilised already existing fairly mature systems and infrastructures. This created an element of resistance. (Conole)

12. LACK OF ENVOLVEMENT OF THE LEARNING TEAM There were no provisions made to involve the learning team in the decision making process; the idea was that "Techno-Pedagogic Reviews" would be filled out by people from the UKeU going to potential partners to find out what would need to be done. However, it seems these processes were not properly instituted or implemented. The learning team that would be expected to deliver the courses has in some cases not been formed at the time of a contract being signed between a higher education institution and UKeU. (Conole and Blacker).

13. WRONG COURSES (Blacker)

14. POOR MARKET RESEARCH (Blacker)

15. FLAWED BUSINESS MODEL (Blacker)

CONCLUDING REMARKS

1. Take short-term funding – and impatience for results – out of the equation and the venture would likely have covered its costs in another five years or so and become a major online brand. (Garrett)

2. Had the learning team been brought in at the early stages of negotiations with potential partner institutions, they could have headed off a lot of problems. (Conole – interviewee)

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Sources:

Garrett, Richard. "The Real Story Behind the Failure of U.K. eUniversity," *Educause Quarterly*. Nr. 4, 2004.

Conole, Gráinne, Annamaria Carusi and Maarten de Laat. "Learning from the UKeU Experience," *The e-Learning Research Centre Publication.*

Blacker, Graham. "Comments on 'What Can We Learn from the UKeU Experience?'," *Auricle.* Sept. 2004.

http://www.bath.ac.uk/dacs/cdntl/pMachine/morriblog_comments.php?id=P320_0_4_0

4. Numeric University of Strasbourg (UNS)

L'Université Numérique de Strasbourg (UNS)	
Website	http://uns.u-strasbg.fr
What?	UNS was founded by the three universities of Strasbourg to jointly develop ICT for education. The frameworkagreement focuses on three strategic axes: creation, dissemination and storage/management of content and new educational methods. UNS offers face-to-face trainings and distance trainings. There is a virtual platform called "Acolad":http://acolad.u-strasbg.fr
Partners	Université Louis Pasteur Université Marc Bloch Université Robert Shuman
Corporate partners and sponsors	IUFM d'Alsace (initial training of learners of the Alsace region) AUF (French-speaking universities agency)
Target group	Mainly lifelong learners (employees and staff of enterprises)
Management	Committee composed of two representatives of each universities (one vice President and one expert) Administrative coordinator Project supervisors for each field
Payments	Learners have to provide 3000 to 6000€for the one-year programs.
Funding	Ministry of Youth, National Education and Research European contracts National and regional institutions AUF (Agency Universitaire de la Francophonie)
Accreditation	- The online degrees are labelled "Campus Numériques" by the Ministry of National Education, Higher Education and Research. - Short term certification modules are adapted to the demand of enterprises and their employees for lifelong learning.
Available languages	Mainly French
Course development	Most courses are written and put online directly by the authors. Technical support is provided by the Multimedia centre when needed.
Didactical approach	The learning processes implemented in the UNS education are inspired by research done by the educational science department of Strasbourg on a social constructivism pedagogical approach. These groundbreaking processes are developed to teach knowledge as well as know-how using the technological tools developed by the Multimedia department. UNS promotes a combination of tutored collaboration and a

	project-based approach as its main pedagogical policy. Students work in groups of 3 to 4, work on case studies, with a tutors coaching. The tools available are integrated within the Web distance learning environment Acolad, helping the student to develop his skills while retaining individual flexibility. 75 to 80% of the students complete their courses successfully.
Student support	Technical, administrative and organisational support is guaranteed by a coordinator.
Staff support and staff training	Technical support, advice and training operations are provided by the Multimedia centre of Strasbourg universities
Quality assurance	Most programs deliver diplomas of Strasbourg Universities with the same quality constraints than the trainings on the Strasbourg campus.
Reported problems	Funding of courses for the learners, funding of the development of new training programs for the institution are getting difficult.

Sources:

http://uns.u-strasbg.fr

Answers of ULP on the e-LERU questionnaire, part two

5. International Virtual Medical School (IVIMEDS)

International Virtual Medical Schools (IVIMEDS)	
Website	www.ivimeds.org
What?	The International Virtual Medical School is a "metacampus" comprising a worldwide partnership of leading edge medical schools and institutions working to develop the full potential of e-learning across the continuum of medical education. Its aim is to provide an effective means of sharing digital learning resources among partner institutions The database is not operational yet. An "IVIMEDS Foundation" will also be established to support the education, training and development of health professionals in developing countries.
Partners	37 medical schools, professional organisations and associations located in 14 countries are partners and associates. IVIMEDS Network Members are medical organisations and associations who share the IVIMEDS vision, but do not have partnership status and its full benefits. At the moment, IVIMEDS partnership is only available to university medical schools and other medical organisations. Membership is not currently available to individual undergraduate students or qualified doctors.
Corporate partners and sponsors	Collaboration with organisations and agencies such as the World Bank
Target group	Medical students, trainees and practising doctors.
Management	A not-for-profit company with a development board, a steering committee, an executive committee of the steering council and a foundation board.
Payments	A subscription fee and charges for services
Funding	- funding of the partners - subscription revenues - revenues from services
Accreditation	An IVIMEDS 4-year medical school curriculum and an IVIMEDS postgraduate education programme are planned
Available languages	English.
Course development	Partner Institutions will licence IVIMEDS to configure and use content within the Medical Education Service and the IVIMEDS learning programmes. They will receive royalties paid out of IVIMEDS revenues in an amount linked to the use made of their content and to the subscription revenues earned by IVIMEDS from its use.

	Learning materials (e.g. video clips, text excerpts , animated diagrams and virtual patients) from undergraduate through postgraduate to continuing professional development. Priority will be given in the first instance to undergraduate medical education introducing the basic medical sciences in a clinically relevant context.
Didactical approach	IVIMEDS recognises the important role of the tutor in e-learning and has therefore created a blend of student-centred face-to-face and e-learning, tutor and peer facilitation and appropriate assessment methodologies.
Student support	Students have ongoing support and supervision from staff on-line and face-to-face from staff at their base.
Staff support and staff training	Plans will be prepared for staff training and development.
Quality assurance	
Reported problems	

Source:
www.ivimeds.org

6. Swiss Virtual Campus (SVC)

Swiss Virtual Campus (SVC)	
Website	www.virtualcampus.ch www.swissvirtualcampus.ch
What?	The federal programme Swiss Virtual Campus (SVC) promotes the use of new information and communication technologies in education at Swiss institutes of higher education level (Universities, Universities of Applied Sciences, Swiss Federal Institutes). In the eLearning vision of SVC, the latest research findings will be implemented, using relevant pedagogic, didactic and instructional design methods, state-of-the-art interactive and multimedia-based implementations and recognized authorware, to boost eLearning resource production and application efficiency. The Impulse program for 2000-2003, funded by the Confederation, supported fifty inter-institutes of higher education project networks, each of which developed a regular online course, integrated into the curricula of the participating Swiss institutes of higher education. The Consolidation program for 2004-2007, continues to support the development of online courses. In two series 64 new projects have been selected. The maintenance of existing courses from both program phases is being supported. To contribute to the sustained and efficient incorporation of eLearning at Swiss institutes of higher education, the Consolidation program als includes the setting up of professional competence, service and production centres at each university with services and support provided by the coordination team. The Swiss Virtual Campus programme is part of a process aimed at promoting the information society in Switzerland as well as enabling education – in particular high education – to take advantage of the opportunities now available through new information and communication technology. Through SVC, online courses are developed to be shared between the universities and to be integrated in existing curricula.
Partners	SVC is a federal programme of the Swiss institutions of higher education: universities, universities of applied sciences, and Swiss federal institutes of technology.
Corporate partners and sponsors	No
Target group	Firstly domestic students and secondly and lifelong learners.
Management	To assure the high quality of the programme, an expert Steering Committee has been appointed, to select the most appropriate project proposals, to allocate federal funding with sustainable

	targets in mind, to create the best possible national eLearning environment and to motivate institutions, teachers and learners to collaborate. The programme is firmly rooted into the existing institutes of Higher Education structures, since it is managed by the Swiss University Conference and the rector's Conference of the Swiss Universities. For the preparation and implementation an SVC Commission and an SVC Steering Commission were set up. The programme coordination office (administration) is attached to the rector's Conference of the Swiss Universities. The State Secretariat for education and research (for the universities) and the Federal Office (for the universities of applied sciences) are responsible for credit management, auditing and reporting, and issue guidelines for this purpose.
Payments	
Funding	Finances are provided by the Swiss government. The involved institutes of higher education are expected to co-finance the projects by giving 50 % matching funds.
Accreditation	No accreditation of external materials within the own institution expected. ECTS recognition for successful course completion is the aim. The online modules must be eligible for inclusion in the European Credit Transfer System.
Available languages	All courses should be offered in at least three languages (French, German, Italian and/or English). This is not always respected, as a result of the course characters.
Course development	There are two groups of projects: those aiming at the creation of new courses and those aiming at the transformation of existing university courses (the majority). The former are all complementary courses, aiming at the development of specific skills; the latter either substitute some chapters of the course, or use software for demonstrations or exercises or provide a close integration with face-to-face teaching. Teachers receive no reward for developing courses, but can receive financial support. The Swiss government intends to provide special support for a certain number of projects (64 for 2004-2007). The maintenance of the existing courses from both programme phases is being supported. Each project should develop a course that can be followed via the Internet.
Didactical approach	There is mainly a blended learning approach, integrating presence activities with ICT-supported distance activities. Face-to-face teaching is still used. SVC courses are developed from existing courses.

Student support	Each institute of higher education has a support center.
Staff support and staff training	Pedagogic-technology units were created to help teachers, since in the beginning too much effort was spent on technology. The teachers can receive teaching in technical requirements. Teachers were trained in other disciplines: tutoring, coaching, etc.
Quality assurance	Proposals submitted are given an impartial assessment of recognised international specialists.
Reported problems	- In the beginning too much time was spent on technology. Therefore, it was decided to buy 10 000 WebCT Vista Licenses. - The starting up took more time than scheduled. - There were administrative problems due to inexperienced project management. - There were too few resources available. - Generally spoken, motivation was high, but limited to small teams. - Implementation costs seem rather high. - There is a general lack of an online education culture. - There were difficulties in establishing collaborations. The solution chosen was to make it compulsory to have at least three partners. Occasionally there are difficulties in reaching agreement on content and content structure. - Establishment of coordination and cooperation measures - The bottom-up strategy needs to be backed-up by wider institutional strategies of the home university and the SVC. - The aims formulated at the beginning to "set up a virtual campus" and to "develop a substantial offer in distance-learning" have not been met due to a lack of support for these initiatives from the majority of the stakeholders. - Only 50 % of the projects were completed after three years due to an impossibility to organize the project work efficiently and/ or to make efficient use of the financial and personal resources. - Lack of ready-to-use benchmark to assess the costs of the development and implementation of e-learning programmes. - The principle of matching funds and the requirement for inter-institutional cooperation and the lack of solid e-learning experience amongst project partners have raised the costs of the different projects. - The professionalism of some ad-hoc development teams could be improved. - Recruitment of qualified personnel is a serious problem. - Problems with platform choice.

Sources:

www.virtualcampus.ch and www.swissvirtualcampus.ch

Answers of the University of Geneva on the e-LERU questionnaire, part two

6. Baltic Sea Virtual Campus (BSVC/OnCampus)

Baltic Sea Virtual Campus – BSVC/ oncampus	
Website	http://www.oncampus.de
What?	The BSVC aims to construct lasting e-learning structures in the Baltic Sea Area, so that in the future the Baltic Sea countries have equal access to academic education on-line. The project aims at building up sustainable e-learning structures in the Baltic Sea region, to supply the Baltic Sea countries equally with academic online education in future. Thereby the project contributes to equal regional development in the course of the growing importance of lifelong learning. The "Baltic Sea Virtual Campus" develops in the three-year project phase a transnational institutional and legal framework, a technical platform for the distribution of on-line education, a business model and an on-line master-program "Trans regional management", which will be offered in a pilot phase.

Partners	Sweden: LundUniversity
	          Region Skane
	           Kristianstad University
	Germany: Hamburg University of Applied Sciences
	          Lübeck University of Applied Sciences (Lead partner)
	          Kiel University of Applied Sciences
	Denmark: Tietgen Business College
	Finland: University of Vaasa
	Latvvia: Riga Technical University
	Lithuania: Vilnius University
	Poland: Gdansk University
	          West Pomeranian Business School
	Russia: Kaliningrad State University

Corporate partners and sponsors	In addition to the 13 project partners, companies such as Volkswagen AG or Teknopol AB together with organisations such as Chambers of Commerce or trade unions are involved. This form of co-operation ensures that the BSVC is close to the economy. It enables a dynamic adjustment of education to the continuously changing requirements of the international labour market
Target group	Students Employees Companies and public authorities
Management	The Baltic Sea Virtual Campus and the Virtual University of Applied Sciences were projects funded by EU-grants. Due to this, OnCampus has actually two advisory boards, consisting of representatives mainly of the private sector (companies). As the campus consists of networks of universities, there is no own legal

	status. In addition, Lübeck University of Applied has a subsidiary company, named OnCampus GmbH. It offers a learning platform, content development and marketing services to the universities of the networks and other universities, on a national and international level. OnCampus provides administration services to the universities, but there is a heavy cut surface with the university administration, because the students are enrolled at each of the universities. Not all the universities of the Baltic Sea Campus offer an enrollment yet.
Payments	
Funding	Part-financed by the European Union (European Regional Development Fund) within the BSR INTERREG III B programme.
Accreditation	The acknowledgement of ECTS courses of other universities is not possible yet, but planned for the future as it is intended within the Bologna process. The combination of ECTS points is however possible in the OnCampus continuing education courses. Students can attend one course with certificate which will be acknowledged in OnCampus full programmes.
Available languages	English and German (but one course is in English and the others are in German).
Course development	The universities make already developed online courses available and allow each other access. To run the programmes the universities use a common technical and organisational infrastructure. For course availability and course-management highly available common systems are managed in Lund and Lubeck.

Didactical approach	. OnCampus follows three didactical principles:
	   * Learners should get the possibility to deal with tasks in an active, not passive manner.
	   * Learning should take place within multiple and authentic contexts to get experience with different point of views.
	   * Learning should take place in collaboration with other students to cause critical and intensive contention with knowledge.

Student support	The students are being coached very closely in the phase of online teaching by mail, chat, phone etc. The 20 % face-to-face courses take place at the respective university in which the students are enrolled.
Staff support and staff training	As described above, there are special OnCampus trainings for our online mentors. Futhermore, a styleguide for the development of OnCampus e-content/modules is provided to the authors to keep a high quality level. Besides, the authors are supported professionally by instructional designers who pay attention to all quality aspects. We are conducting online evaluations after each continuing education course by every participant/student.

Quality assurance	A style guide for the development of OnCampus e-content/modules is provided to the authors to keep a high quality level. Besides, the authors are supported professionally by instructional designers who pay attention to all quality aspects. We conduct online evaluations after each continuing education course by every participant/student.
Reported problems	The development of sustainable legal agreements for content usage, exchange, study programme operation etc. is very complex and time consuming. The reasons are: involvement of many partners, no legal standardisation in the beginning (1997), no existing show cases.
	The operation of the study programmes is integrated in the ordinary university administration environment. This requires increased technical and administrative capacities.
	E-learning is still not fully established in university teaching. Thus, one of the future objectives is to increase the number of authors involved.
	Producing e-learning content on a high quality level causes much effort and is therefore very expensive.
	E-learning provides many approaches especially for collaborative learning. OnCampus, in strong competition with other (non-online) distance learning programmes, still has to stress and communicate this advantage - it is a unique selling proposition. In addition, collaborative learning supported by technology is not established very much both with regard to students and teachers. In this context, it is unsurprising that American e-learning professionals approved that OnCampus is 10 years ahead of the key players of the e-learning scene!
	Strengths: - Oncampus decided from the beginning to produce e-content seperately from the learning platform. This is a very important advantage to keep flexibility. - Oncampus programmes are fully implemented in the ordinary university environment and follow the requirements of the Bologna process. -OnCampus employs professional staff regarding e-learning technology, instructional design, marketing and teaching. - OnCampus has fully integrated e-learning competencies.

Sources:
www.bsvc.org
Contact with the BSVC management.

7. Network per l'Università Ovunque (NETTUNO)

Network per l'Università Ovunque (NETTUNO)	
Website	www.uninettuno.it
What?	Television and telematic university. It offers 27 distance course degrees and counted 19000 students in 2003-2004. All distance degrees are broadcast on two satellite channels: RAI NETTUNO SAT 1 and 2 which cover the whole of Europe. Courses are broadcast 24 hours a day. There is also a didactical portal.
Partners	38 Italian and foreign universities
Corporate partners and sponsors	Telecom Italia, RAI and Confindustria
Target group	Students and lifelong learners.
Management	- The National Center in Rome coordinates the didactical activities, manages supporting technologies, develops research projects. - Supplying Universities manage student enrolment, issue academic titles and realise students assessments tests. - Technological Centers realise videolessons, multimedia didactical products to be delivered by television and the Internet. - Technological Poles deliver services, supply students with a physical place to meet and are innovation incubators.
Payments	
Funding	
Accreditation	
Available languages	Italian.
Course development	Content is provided by the universities.
Didactical approach	Student-centered blended approach combining both distance learning and traditional teaching. The didactical model aims at realising a distance teaching method which involves teachers from traditional universities and at producing a didactic offer which is able to meet different educational needs.
Student support	Study centers. Through chat, email and forum.

Staff support and staff training	University technological centers, technological poles and study centers.
Quality assurance	
Reported problems	

Source:
www.uninettuno.it