

Educational technologists are often called upon to provide training in addition to services in their institutions. Often the initial requests are framed as technology manipulation related issues or problems. Upon further questioning, it is often revealed that the help or guidance needed must respond to the demands and complexities that the integration of technologies in one's teaching practice place on the conceptual and pedagogical level and on foreseeing and responding to these demands within the context of a project being introduced. Our educational technology competence centers (with perhaps a few exceptions) are largely not equipped to provide the level of accompaniment is often required by many initiatives and their interventions are either intermittent, responding to particular difficulties, over-arching and vague or techno-production oriented, not helping to transfer knowledge and competencies to faculties and their teaching practitioners, and eventually render them autonomous.

To answer these needs that are seen to emerge in secondary, post-obligatory and university-level education as well as the needs of the private sector and non-governmental organisations, TECFA at the University of Geneva created the Continuing education Certificate in Design and Development of e-learning projects, that introduces and puts into practice theoretical concepts and it build around a project-based pedagogy that uses participants professional projects as a driving theme throughout each module and the program.

What types of teacher training or project accompaniment in the use of educational technologies have worked best in your institutions? what has failed? who are the main participants? how are their efforts recognized/accrédited? what structures have been put in place to entice teachers to take part in further training? How is or how can training be supported financially?

Our situation at TECFA

NTICE gives training on demand for technical problems/training, occasionally promotes 'sessions' on a new tool being introduced or updated but no e-competence. FormEV gives training to new assistants on how to present/animate but does not touch technologies beyond projected presentations.

We are not a service thus we offer our MSc or continuing education certificate that must be paid for entirely by the faculties or private participants.

We have been externally mandated on occasion by our faculty participating in FUAD teaching activities to give some workshops but this is not a regular practice.

I am research assistant and I coordinate a continuing education certificate in the development of e-learning projects at TECFA (<http://tecfa.unige.ch>).

Problems

Educational technology competence centers have been set up in various universities but (with perhaps a few exceptions), largely not equipped to provide the level of accompaniment is often required by many initiatives. Interventions often:

- are intermittent
- respond to particular difficulties
- are over-arching and vague
- are techno-production oriented
- do not help transfer knowledge and competencies to faculties and their teaching practitioners (build autonomy and sustainability)

I have some questions prepared and each table session was asked to answer two questions to give an overall representation of problems encountered and approaches used to tackle staff and faculty training and development at Swiss institutions. We did not manage to cover all eight questions but here are the questions discussed and the questions, problems, ideas and solutions raised during the discussion.

Want to talk about (2 questions for each group)

1. *What are the main needs for e-competency training have shown up at your institutions?*

- *technical level?*
 - Faculty mostly want to know what is possible using technologies.
- *pedagogical level?*
 - Many 'teachers' want support in how to deal with large numbers of students and how technologies can help manage them.
- *who are the main participants at each level?*
 - Participants are mostly new assistants and phd students who are expected or obliged to participate

2. *How are training needs being met?*

- In Suisse romande, Unige, Unil, EPFL and Unifr have created the Réseau CFE that unites faculty and staff development in didactics which includes the use of technologies, but courses are optional and only one or two of 20 or so modules are on the use of technologies to enhance teaching and learning.
- E-learning Certificate was offered jointly by the three universities of Zurich (UZH, ETH und PHZH) but it will end due to partners not wishing to continue
- *what approaches?*
 - special topics with invited speakers
 - lunch quick learning sessions
 - sessions set up on demand when a sufficient number of people have the same concern or questions
- *are they satisfactory?*
 - attendance is poor
 - participants have little free time

3. *How are educational technologists integrated in education and training offers provided by your institution for staff and faculty?*

- In Suisse romande, it is through the training given through the Réseau CFE
- Some institutions do not treat educational technologies as separate from pedagogical training, but integrate it as a solution to a 'teaching problem'
- Educational technologist are often separate from IT and from pedagogical support structures making communication difficult
- Educational technologist are often physically separated from those who need help and their existence is not known, nor their role understood by faculty and staff – better outreach needed.

4. *What types of teacher training or project accompaniment in the use of educational technologies have worked best in your institutions?*

- Coaching on specific projects and needs on one-to-one or small groups of 2-3 participants
- When training is initiated from both sides
- Small tutorials using Moodle on
- *what has failed?*

- large scale training is difficult to organize, participation is poor
- no follow up, participants don't use what they encounter in training
- FAQ, forums - no engagement from participants

5. *What support does your institution offer to encourage participation, knowledge transfer, education in e-competencies for staff and faculty?*

- Different needs and approaches seem to be used or not used at various institutions. Here are some :
 - Technical skills are not always a major problem for staff. Development is needed on a pedagogical level. The EPFL for example has course evaluations that are transparent and three consecutive poor evaluations require that the instructor participate in remediation of problems raised in evaluations.
 - Coaching in the form of a tutor who follows a course and coaches the instructor in ways to attain the improvement sought.
 - Formative evaluations are made and coaching is given to introduce and manage change and innovation using technologies.
- *how are their efforts recognized/accrédited?*
 - Allowances for trying out innovative teaching practices are made during evaluation processes.
 - The introduction of technical innovation should perhaps also be included in course evaluations.
 - Teaching has to be valued globally across institutions for localised efforts to promote and support teaching improvements to be successful

6. *What structures have been put in place to entice teaching staff to innovate their teaching practice to include educational technologies?*

- Many structures have been set up that didn't work as expected, including large and small funds for innovation in teaching but results were poor.
- Some structures that did work:
 - allowances for trying out innovative practices are made in evaluations,
 - accompagnement or coaching for innovation offered on demand.

- individual coaching
- project accompaniment

7. *How is or how can the training supported financially?*

- Through the faculties' training allowances
- Training should cost something to place a value on it
- Many demands and training opportunities are set up by CCSPs to respond to them. People sign up but then do not attend. Perhaps there should be a price imposed and a certain amount withheld when participants do not attend.
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8. *What training and staff and faculty development in educational technologies do you foresee ?*

- *never got to this question*