

UNIVERSITY of TUZLA
DISTANT LEARNING PROGRAMME

LOGICAL FRAMEWORK for the PROJECT

Wider Objective <ul style="list-style-type: none"> • <i>Development and implementation of the University Centre for Distance Education Development</i> • <i>Preparing the University for the continuing and life-long learning program</i> 	Indicators of progress <ul style="list-style-type: none"> • <i>Formation of UCDED, a new organisation unit</i> • <i>Institutions' acceptance distance education concept</i> • <i>Better quality of education</i> • <i>More rational use of technological appliances</i> • <i>Cooperation between the University and local economy environment</i> • <i>Joint research projects</i> 	How indicators can be assessed <ul style="list-style-type: none"> • <i>Auditor's reports</i> • <i>Student enrolment</i> • <i>Reporting the use of technological appliances</i> • <i>Joint research project reports</i> • <i>Reporting the use academic knowledge and staff from other relevant institutions</i> 	Assumptions & risks <ul style="list-style-type: none"> • <i>Active involvement of faculties and senate</i> • <i>Interaction with the regional environment</i>
Project Objective <ul style="list-style-type: none"> • To enable realisation of an educational process by using educational technologies, • To educate academic staff to exploit tools needed for an electronic educational content development, • To educate students to use the electronic educational content, • To enable the students free access to computers laboratory in the Centre with aim of electronic courses utilization, • To enable resources shearing, courses transfer and academic mobility on the national and international bases, in accordance to the lack of academic staff in B&H, • To promote universal digital literacy of the B&H population by organising the seminars and courses using the Centre capabilities. • To promote an overall view at the applied technologies where the human factor, including staff training and development, presents as important factor as used hardware and software, • To prepare the University for continuing and life-long education. 	<ul style="list-style-type: none"> • <i>A number of academic staff involved in DL process</i> • <i>A number of students involved in DL process</i> • <i>A number of developed DL courses</i> • <i>A number of organised seminars</i> • <i>Local enterprises consult the University for research studies, advice and life-long education</i> 	<ul style="list-style-type: none"> • <i>Annual report of the University</i> • <i>Annual report of the Faculties</i> • <i>Annual report of UCDED</i> • <i>involved in DL</i> • <i>Auditor's reports</i> • <i>Student enrolment</i> • <i>Reporting the use of technological appliances</i> • <i>Reporting the use academic knowledge and staff from other relevant institutions</i> • <i>University budget</i> • <i>Inventory</i> • <i>Prospectus</i> 	<ul style="list-style-type: none"> • <i>Professional staff</i> • <i>Continuity of personnel</i> • <i>Resistance to change</i> • <i>Techno phobia</i> • <i>Interaction with other academic institutions</i> • <i>Communication recourses</i>

<p>Outcomes</p> <ol style="list-style-type: none"> 1. New University organisation unit for DL development 2. Identification of the possible DL models, methods and systems 3. Acceptance of distance education concept 4. Implementation of the logistic, operating and technological support at the University level 5. Purchase software and hardware 6. Development of the strategy and structure of continuing education 	<ul style="list-style-type: none"> • UCDED staff activities • Use of purchased software and hardware • Implementation of the pilot phase • Use of available technological appliances at execution of distance education • Regular feedback from participants (questionnaires etc.) 	<ul style="list-style-type: none"> • Annual report of UCDED • Guidelines and paper spread at the University • Assessment of validity and adaptation of system, making of revision proposal • Dissemination of the results via seminars, published paper, local workshops and international conference 	<ul style="list-style-type: none"> • Active involvement of faculties and the University • Availability of professional staff • Active involvement of regional environment
<p>Activities</p> <ol style="list-style-type: none"> 1. Formation of 7 working groups 2. Training seminars for educators (20 educators and student assistants) 3. Training seminars for students (250 students) 4. Formation of the University Centre for Distance Education Development 5. Election of the Centre <i>management</i> and staff 6. Creation of the project Website 7. Development of distance education concept and multimedia room design 8. Purchase WBT tools Hyperwave eLearning Suite and WBT Master 9. Purchase software and hardware (11 PCs, 1 server, 2 overhead projectors, 2 (1) roll-on projection screens, 2 videoconferencing systems, audio and presentation equipment, streaming tools, Vstudio.NET) 10. Provide two rooms M1 (95 m²) and M2 (46 m²) and one office for the needs of the UCDED 11. Architectural design of the rooms 12. Rebuilding and adaptation of the rooms M1 and M2 13. Purchase of the furniture for both rooms (M1 and M2) and office 14. Installation of purchased software and hardware 15. Project presentation to the university management, deans, heads of administrative departments and teaching staff 16. Implementation of the project pilot phase (4 courses) 17. Assessment of the pilot experience together with external experts, proposal for adaptations 18. Dissemination of the project 19. Review of the needs for continuing education in TK 	<p>Inputs</p> <ul style="list-style-type: none"> • Two training seminars • 3 presentations of the project • Honorary fees, travel and stay costs for 1 expert • Academic staff equivalent work • Equipment for the University Centres for Distance Education Development (software and hardware) • Books • Architectural costs • Rebuilding and adaptation costs • Furniture • Printing and publishing costs • Overheads <p>• Activities carried out</p> <p>• Ongoing activities</p>	<ul style="list-style-type: none"> • Project report • Reports from trainers • Auditor's reports • Reporting the use of technological appliances • Inventory • Documents and norms • Invoices from suppliers • Published courses 	<ul style="list-style-type: none"> • Rebuilding and adaptation of the rooms M1 and M2 • Professional staff • Good response from educators and students involved in the pilot phase • Support from University management and faculties deans

