The BOLDIC approach

Ingeborg Bø

NADE- Norwegian Association for Distance Education
EDEN – European Distance and E-learning Network

Ghent 3 – 5 June 2004
Structure:

• The BOLDIC project

• BOLDIC pedagogical tradition in ODL?

• Quality standards
The aims of the BOLDIC project are:

• To establish a new tradition for transnational exchange of experience and “best practice” examples in the area of ODL.

• To maintain the uniqueness of a Nordic pedagogical approach in the area of ODL.

www.boldic.net
Overview of the BOLDIC processes which lead to sharing of experience

Development of **platform** for sharing of experience
- **Ideological** platform (WP6);
- **Methodological** platform (WP3);
- **Technological/virtual** platform (WP3)

Development of information system (WP4) about different outputs from experience

Case studies (WP5) (extraction, packaging and evaluation of outputs from experience)

Sharing experience (WP5) (sharing, reflection and nomination of best cases of sharing)

**Dissemination** for promotion of sharing of experience and assurance sustainability of the BOLDIC network (WP7)
BOLDIC

DOES A NORDIC-BALTIC APPROACH TO ODL EXIST?
Answer

Yes, the Nordic and Baltic countries share - at the level of teaching praxis - a general approach to ODL referring to the same basic understanding of human nature and the learning process.

Jørgen Bang and Christian Damsgaard,
Jutland Open University
But this approach is neither Nordic nor Baltic in its origin and it does not constitute an elaborated or a consistent unambiguous theoretical framework.

Jørgen Bang and Christian Damsgaard,
Jutland Open University
HOW

the national associations of institutions offering open and distance learning
- have identified national experts in ODL,
- asked them to name examples of good ODL praxis
- synthesised the information into
- national reports on ODL teaching praxis
Five central concepts:

• student-centredness
• communication
• group or teamwork
• active participation
• blended learning (ODL and face-to-face)
Dual-mode institutions have a possibility of shifting their courses between classroom teaching and distance education in a relatively flexible manner. The investments needed for a transformation of regular courses into the distance education mode are relatively speaking smaller than in single-mode institutions and course adaptation to knowledge is smoother and faster.”

From a feasibility study in the Baltic states in 1993

See [www.studymentor.com](http://www.studymentor.com) for more information

- Part One: Online Education, Teaching, and Learning
- Part Two: Commercial and Self-developed Learning Management Systems
- Part Three: Global E-learning in a Nordic Perspective
- Part Four: International Trends and Future Developments
"I could never have accomplished my Master’s degree without the possibility to study via e-learning," says Mona Berg Jenssen, Mother of three children, rector of a school.
Types of students

Face to face student

ODL-student

Networkstudent
NADE’s quality guidelines

- National level
- Developed for independent distance education institutions
- All members of NADE required to acknowledge the guidelines
- Approved by the Ministry of education
- Developed in 1993 (revised twice)
Structure:

the institutions' activities divided into four main categories:

- Information and guidance
- Course development
- Instruction
- Organisation
Each of these main categories is then divided into four phases:

- Conditions and constraints
- Implementation
- Results
- Follow up

16 quality areas with standards
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Themes:
• continuing education,
• open and distance learning,
• Appreciation of non-formal learning

http://eucen-conf29.uib.no
Thank you for your attention!