

## Summary of the good e-learning practices in Italy, Greece and Bulgaria

### FINAL REPORT

This final report attempts at summarizing and classifying the good e-learning practices in the three project countries. It also aims to identify certain limitations and offers a possible recommendation of how they can be overcome in the EFES project implementation. After a detailed analysis of the project participants reports some clear patterns and major trends can be observed. In Italy, for example, there is a virtual campus of Italian language and culture (ICoN) which includes a network of 19 universities. ICoN, a complex variety of teaching tools, primarily focuses on interactive approach and personalization of the learning paths and each multimedia course content is made up of 1000 activities with an automatic correction mechanism. Another innovative e-learning practice is RAI scuola, educative interactive web TV for sharing video resources. RAI scuola is a large repository of video lessons covering a wide variety of topics that also offers the possibility to follow live streaming events. Furthermore, La scuola scomposta manages to transform the traditional space into ICT learning space. Following the Montessorian method and adapting the classroom environment to the learning style of the students, it makes them utterly involved in the learning process, resulting in actual cooperative learning.

In Greece there is the Greek School Network, a combination of e-learning service, electronic classroom service, video services and live communication and cooperation service. It is a complex solution supported by the Greek Ministry of Education that allows primary and secondary school teachers to create interactive learning content and to provide a solid cooperation environment. Another good e-learning practice is Natural Europe educational collections, an open source authoring tool and a repository of educational pathways and resources. The educational pathways approach various topics in an integrated and interdisciplinary way, all activities being based on collaborative learning. The Open eClass is an e-learning platform that is used by educational institutions, enterprises, teachers and students. It allows users to organize, store and distribute educational materials, including multimedia content. Communication, information and collaboration tools are provided through the platform.

In Bulgaria there is a variety of independent authoring tools, as well as e-learning platforms. The authoring tools (eXeLearning, Audacity, Camtasia and Hot Potatoes) can be used to develop interactive online materials through audio, video and assessment options. Ucha.se is an online platform containing video lessons and exercises for school education. There are over 4300 video lessons which present the material with the help of situational examples and require simultaneous viewing, listening and writing. U4ili6teto.bg is an e-learning management system that provides support and technology to educational institutions, schools and universities. It is used to create interactive materials and activities and manage the learning process. Developed on pedagogical principles, the application is suitable for blended learning, distance education and other e-learning projects. It provides both synchronous and asynchronous methods of communication, as well as assessment options with detailed feedback and plenty of collaborative patterns.

Certain weaknesses and limitations, however, can also be detected. Teachers can find some of the applications time-consuming and difficult to use. Some of the activities are not personalized since they are usually targeted at a large scale audience. A big number of the described e-learning practices are paid and this could be a major obstacle. Another significant disadvantage is that they do not favor the development of teaching and learning communities.

In conclusion, although Italy, Greece and Bulgaria use different types of e-learning practices such as e-learning platforms, authoring tools, repositories, digital libraries and web TVs, there is the recurring pattern of all three countries using the same learning management system Moodle (eKnow – Italy; Greek School Network – Greece; u4ili6teto.bg - Bulgaria). This, in turn, justifies the use of Moodle in the EFES project and will certainly facilitate the work of large educational communities in all three countries. The lack of a unifying approach (including both technical support and pedagogical guidance) makes the decision to integrate web TV with the learning management system Moodle even more significant and well-grounded as it will ultimately combine the best learning practices, target the existing needs, provide practical examples and show how teachers apply ICT in their work.