



Leonardo da Vinci WBT WORLD,
RO/02/B/F/PP 141053



WBT Need Analysis Report - Bulgaria

Issued by: European Centre for Education and Training Ltd., Sofia, Bulgaria

National WBT Needs Analysis Report



Leonardo da Vinci Pilot Project WBT WORLD, RO/02/B/F/PP 141053

**EUROPEAN CENTRE FOR EDUCATION AND TRAINING Ltd,
SOFIA, BULGARIA**



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Content

INTRODUCTION.....	3
FINDINGS	3
• OPINION POLL SURVEYS	3
• NATIONAL POLICY	3
• EXPERT INTERVIEWS	3
• LANGUAGE TEACHERS' QUESTIONNAIRES	4
CONCLUSION	5
EU POLITICS	5
INSTITUTION DATABASE	5
BEST PRACTICES.....	7

INTRODUCTION

The report aims at surveying the Bulgarian general attitude and current situation in relation to elearning and web based education on the whole. A number of investigating and analyzing instruments have been used in order to reach to the conclusion presented hereafter. Some of them include opinion poll surveys in public organizations, questionnaires distributed to a number of representatives of selected target groups, thematic meetings, interviews with experts in the field and informal conversations.

FINDINGS

• OPINION POLL SURVEYS

ECET has found opinion poll survey results in the Bulgarian National Statistics Institute. They provide information that the number of Internet users has been growing by 2.5 % for the last few years. Statistics shows that more and more young people use the Internet (92%). What is more they surf the Internet not “just for fun” but use it as a tool for searching and finding educational resources in areas which are of particular interest to them (70%). The available institutions offering eLearning and ODL in Bulgaria amount to less than ten. Only three Bulgarian universities (Sofia University, The Technical University in Sofia, Shoumen University) and a couple of foreign universities in Bulgaria (American University in Bulgaria, City University) offer the above mentioned services with a very limited number of courses.

• NATIONAL POLICY

Government policy on the other hand, after a thorough analysis of the situation, has recognized the need of introducing respective information and communication technologies (ICT) education in state schools. Thus the Ministry of Education and Science has developed and proposed a National Strategy for Introducing ICT Education in the curriculum. The expected results mainly lie with training students in a new more effective approach and environment and establishing a data base of cross-curricular networks which could aid the state schools with providing more resources and achieving a better quality of general education.

• EXPERT INTERVIEWS

ECET interviewed 3 elearning experts: one in the pedagogical domain and two in the IT domain. All of them shared their view that despite its scarce development and application in Bulgaria elearning is gaining pace with the recent technological advancement. The experts consider as major advantage in their work the introduction of online distant learning courses. However, as a significant drawback they point out the lack of internet accessibility which is a major obstacle for the limited number of students involved in the courses. Another shortcoming which the IT experts mentioned was the lack of proper pedagogical training for people dealing in the field of elearning. As a basic tool for delivering their courses the elearning experts definitely emphasized email. The most prominent target group turns out to be people interested in achieving a university degree. Disabled people are very rarely involved



in these courses – 1 disabled person out of 50 online students altogether. On the whole they showed positive attitude and were deeply convinced that the number of courses offered will spread which in its turn will lead to more and more interested people of a wider social spectrum in the field. The whole process according to them will be definitely well aided by the rapid development of the new information technologies.

• **LANGUAGE TEACHERS' QUESTIONNAIRES**

Twenty language teachers were kindly asked to fill in a WBT' Expectations Questionnaire. The feedback from these questionnaires could be summed up as follows:

- More than half of them considered their elearning practice experience as incipient;
- More than half of them have encountered mainly technical difficulties, the major ones being internet access and lack of clear and accessible communication channels;
- Two-thirds of the teachers pointed as their main interest in the Instructional Design field to be the selection of themes for web-based courses;
- Almost all of the interviewed showed a great desire to know more about the development and integration of elements section of the Web Design area;
- Numbers nearly equaled in respect to the Evaluation System field – there were as many willing to have the learning results evaluated as the ones who relied on the evaluation of the web-based course itself;
- Half of the participants declared their preference for the facilitating learning area in the E-tutoring field. The same results concerned implementing the web-based course in the Developing multimedia interactive resources field and using communication tools in the Using multimedia equipment in communication;
- More than half of the questionnaires returned results with interest in pedagogy of communication in elearning.
- The same number would like to improve themselves in the field of IT in education;
- Almost all of the interviewed showed interest in intercultural communication;
- Not many expressed great interest in the web-based training of disabled people – just one third;
- Two-thirds of the people would like to have detailed information about specific training methods;
- Not many are members of any virtual community but a great number of the teachers would like to have the elearning activity both in mother tongue and English;
- Information about the tendencies in elearning seems to be the most popular choice for language teachers;

CONCLUSION

From this point of view and considering the priorities for lifelong learning two large groups of professionals needing immediate training have come to the fore: one group comprising academics who have the competence of their own subject but are not well-trained into carrying out web-based courses and the other group consisting of IT specialists and experts who have excellent computer competence but lack the pedagogic/methodic/didactic thread of the courses. Courses in business and entrepreneurship, business administration, tourism and languages seem to favour most of the attention of the people interested in the new approach to education as a whole.

EU POLITICS

• COMMUNICATION STRATEGY FOR THE PREPARATION OF BULGARIA FOR MEMBERSHIP IN THE EUROPEAN UNION



With the advancing and acceleration of the course of Bulgaria's negotiations for EU membership, this topic is becoming the focus of public interest. This Strategy should mobilise and coordinate the existing institutions and resources for conducting a public dialogue for European integration, so as to meet the need of information, to prevent the disappointment after excessive and unrealistic expectations, to prepare society in advance for the need of applying concrete unpopular measures by linking them with the long-term goals of the country. All this would solicit real support for the governmental policy aimed at membership of the country in EU.

More>> http://www.mtc.government.bg/en/EU_Integration/CommStr.htm

INSTITUTION DATABASE

No	Web address	Name and type of institution	Place	Types of e-and distant learning courses delivered	Information Available in English
1	http://cdo-shu.liternet.bg/	Konstantin Preslavski University of Shumen	Shumen	<ul style="list-style-type: none"> • BA • MA courses 	Yes http://cdo-shu.liternet.bg/english.php
2	http://demlab.tu-sofia.bg/bg/profile/	Technical University	Sofia	<ul style="list-style-type: none"> • Software Engineering • eLearning System Architecture • eLearning Technology Standards • Systematic approach for 	Yes http://demlab.tu-sofia.bg/en/profile/

				<p>Instructional design</p> <ul style="list-style-type: none"> • Online courses evaluation • "University - Industry" Collaboration 	
3	<p>http://www.uni-svishtov.bg/intranet/default.asp?page=centr&content=cdo</p> <p>http://www.uni-svishtov.bg/cmdo</p>	"D. A. Tsenov" Academy of Economics	Svishtov	<ul style="list-style-type: none"> • "Economics" • "Administration and Management" • "Information and Computer Sciences" 	<p>Yes</p> <p>http://www.uni-svishtov.bg/intranet/en/centers.asp?m=6</p>
4	http://www.cetvtu.com/site/bul/de.html	"St. Cyril And St. Methodius" University Of Veliko Tarnovo	Veliko Tarnovo	<ul style="list-style-type: none"> • MA courses 	<p>Yes</p> <p>http://www.cetvtu.com/site/eng/de.html</p>
5	http://mu-sofia.bg/index.php?p=84	Medical University	Sofia	<ul style="list-style-type: none"> • Biochemistry course 	<p>Yes</p> <p>http://mu-sofia.bg/index.php?p=84&l=1</p>
6	http://www.tugab.bg/distance.html	Technical University	Gabrovo	<ul style="list-style-type: none"> • Human resource management • Banking and finance management • Industrial management • Production management • Customs management 	<p>Yes</p> <p>http://www.tugab.bg/english/index.html</p>
7	http://www.nsa-virtualeducation.com/index.htm	National Sports Academy	Sofia	<ul style="list-style-type: none"> • MA course for sports students 	No

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8	http://www.pu.acad.bg/pu/index.php?catId=0	University of Plovdiv	Plovdiv	<ul style="list-style-type: none"> • BA • MA courses 	Yes http://rdesc.pu.acad.bg/rdesc
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BEST PRACTICES

- **INTERNET-BASED PERFORMANCE SUPPORT SYSTEMS WITH EDUCATIONAL ELEMENTS**
IPSS_EE

Pierre Mileva, Plovdiv University, Bulgaria

Nevena Mileva, Plovdiv University, Bulgaria

Internet-based Performance Support Systems with Educational Elements (IPSS_EE) implement innovative approaches for task-performance independent e-learning and develop new instruments in instructional design of Internet-based courses for engineering education.

More>>

http://www.elearningeuropa.info/index.php?page=doc&doc_id=491&doclng=6&menuzone=1