

•

• **EUREA - Final Progress**

• **Report (January 2006)**

•

•

•

•

•



ULP Multimédia
ATRIUM

16 rue René Descartes
67070 Strasbourg Cedex

Tél. : (33) 03 90 24 00 10

Fax : (33) 03 90 24 00 13

<http://ulpmultimedia.u-strasbg.fr>

secretariat@ulpmm.u-strasbg.fr



Content

INTRODUCTION	3
FROM EUREA I TO EUREA II: THE EMERGING PICTURE	4
<i>EUREA II: a 30 month-road invented and prepared throughout EUREA I</i>	4
<i>EUREA II: a large-scale European digital library described in ten outcomes</i>	4
<i>An emerging sustainable picture, linking EUREA with the e-LERU project around the “research-based education” concept</i>	6
<i>Further EUREA’s partnership developments</i>	7
FEEDBACK ON THE LIFE CYCLE OF THE EUREA PROJECT	8
REVIEW OF THE WORK PACKAGES’ OUTCOMES	10
<i>Work Package 1: Management of the feasibility project</i>	10
<i>Work Package 2: Mutual Knowledge</i>	13
<i>Work Package 3: Intellectual Property Rights</i>	15
<i>Work Package 4: Technical Design and System Development</i>	15
<i>Work Package 5: Business Model</i>	16
<i>Work Package 6: Preparation of the implementation project</i>	17
<i>Work Package 7: Assessment and Evaluation</i>	19
<i>Work Package 8: Awareness and Dissemination</i>	20
<i>Emergence of a new axis: the LERU libraries</i>	21
CONCLUSION.....	22
APPENDIX	23
<i>Appendix 1: e-LERU, a brief presentation</i>	24
<i>Appendix 2: List of deliverables</i>	25
<i>Appendix 3: EUREA – Organizational Charter (April 2005)</i>	26
<i>Appendix 4: Academic Fields Ranking</i>	29
<i>Appendix 5: Feedback form sent to the partners in the framework of WP4</i>	30
<i>Appendix 6: Propositions submitted to a vote of the Steering Committee in October</i>	31
<i>Appendix 7: Illustration of the links between EUREA and e-LERU</i>	33
<i>Appendix 8: Press Release</i>	35
CONTACTS	36

Introduction

Through the EUREA feasibility project, nine of the twelve European Universities with the highest performances in research (representing eight nationalities and five languages)¹ intended to determine the best conditions of implementation, commercial operating and perpetuation of a large-scale European academic digital library. Their aim is to join their efforts to pool and enhance their high quality digital resources, by gathering them into extensive interoperable and multilingual European multimedia databases, and by developing tools and services to promote and exploit these resources. By doing so, the partner-universities are willing to give an impetus to the building of the European higher-education area, by taking advantage of their international influence.

The EUREA feasibility study began on January 15th 2005 and ended on November 15th 2005. Its main and most obvious outcome is that it will lead to an implementation project, EUREA II, through a complete and refined implementation plan taking into account the specificities and needs of the various partners, as well as the complex and permanently changing e-learning international surroundings. The end of this feasibility study appears therefore to be the real start of EUREA, and hopefully the beginning of a mature sustainable trans-European collaboration which will contribute to the reinforcement of our universities in Europe.

In this perspective, this final progress report of the EUREA's feasibility study has been written not only to provide the European Commission, which funded 50% of the feasibility study, with a technical progress report on one of the projects funded in the framework of the eContent program, but also to constitute the main "window" on the project. All those who are interested in the EUREA project will find here an overall view of both the concrete results coming out of the feasibility study as well as of the road which has been taken by the partnership to achieve these results, with systematic links to the reports given the corresponding details.

This reports begins with a description of "the emerging model", i.e. the results that the partner universities wish to achieve through the implementation project which will follow the feasibility study. It then provides a short picture of the life cycle of the feasibility study and of its compliance with the initially planned time table and work plan. Finally are given, for each work package, the obtained results as well as the links to the corresponding deliverables.

¹ All the partner-universities are members of the LERU (League of the European Research Universities), which was created in 2002. The LERU gathers the 12 universities with highest performance in research in Europe (<http://www.leru.org/>). The nine partner universities are the Louis Pasteur University, the University of Geneva, the Ruprecht-Karls-Universität Heidelberg, the Leiden University, the Katholieke Universiteit Leuven, the Università degli Studi di Milano, the Karolinska Institutet, the Ludwig Maximilian Universität Munich.

From EUREA I to EUREA II: the emerging picture

EUREA II: a 30 month-road invented and prepared throughout EUREA I

The first obvious outcomes of the EUREA feasibility study is that this project ended with a re-shaped name, EUREA I and hands over to a new project, EUREA II. The EUREA partnership succeeded in switching from a feasibility study to an implementation project, with a concrete and tangible result: **an eContentPlus proposal of 3 million euros** making the most of the EUREA I results in a 30 month implementation plan, supported by 9 leading European research universities through a 1,5 million euros contribution to the overall cost. The European Commission's answer to this grant request is expected in April 2006.

EUREA II: a large-scale European digital library described in ten outcomes

The EUREA-II project will lead to the implementation of an extensive interoperable and multilingual European metadata-base of scientific and scholarly high quality digital material. Access to the content will be free so as to remain within the scope of the universities' public service mission.

EUREA II will initially focus on gathering materials belonging to two main categories:

- Medicine and life sciences are the only fields represented in all the partner universities and therefore the mass of digital content available in these fields is significant.
- "Orchid" or "orphan" subjects are small research fields of high cultural importance. Collaboration on these subjects will facilitate internationalization and will raise their quality and their impact to a higher level.

Ten major outcomes are foreseen:

◆ **A common sustainable management structure for the metadata-base with:**

- A common European support centre that will undertake the access to the material, the maintenance of the database, the IPR support, quality control, the promotion and strategic consolidation of the metadata-base and the coordination and stimulation of collaboration. The support centre will be supported by a steering committee and trans-European work groups keeping on developing LERU collaborations around various issues (IPR, technical, etc).
- Local teams in each partner university to collect material, provide support to teachers and researchers, control the quality of the pertaining material, and promote the database internally.

◆ **A technical system**

The implementation of the metadata-base will cover the development of a metadata-base, a Web portal, a multilingual search-engine, an implemented legal policy.

◆ **An appropriate legal framework**

The functioning and the development of the metadata-base will raise diverse legal issues. To ensure the development of an appropriate legal framework the partners will develop:

- a licensing scheme for the material provided through the metadata-base;

- a practical guide, translated in seven languages, for the metadata-base's users;
- legal training materials and training sessions for stakeholders in order to empower academic and research communities as regards legal issues.

◆ **A strategy of definition and improvement of the quality of the content**

To define a minimum quality level of the resources and to improve their quality over time the partners will develop a grid describing the e-resources, a set of quality specifications, a process to improve the quality of the resources, refined strategies for the LERU quality label, informal quality process regarding the quality of the content provided and the validity of metadata, three types of material provided (Cream of Science, LERU labelled, other material).

◆ **A content management strategy and system**

To collect and to add the metadata and catalogue descriptions of the resources the partners will develop grids of description for the suitable resources, a catalogue of resources, a pilot registration system, an operational system for uploading resources, adopt a common vocabulary / vocabularies for content description of materials.

◆ **A well-defined and mature business dimension**

In order to ensure the sustainability of the metadata-base and to open its access, the partners will produce:

- reports on access regulations and membership policy
- feasibility studies on Open Access Publishing and paying services

These studies which will be carried out by refined test pilots of Open Access Publishing and paying services. Open relationships with important stakeholders in the field of research and other scientific repositories will be developed to guarantee the largest access to the metadata-base.

◆ **A set of services aiming at supporting the content creators (internal promotion)**

A set of services will be developed in order to support the content creators such as:

- a set of practical guidelines for the local support teams, especially for the work packages Technical Infrastructure, Legal Issues and Content Management Process.
- the development of a communication device enabling an efficient communication within the local support teams and between the local support teams and the support centre;
- a report on internal promotion strategy;
- a well-defined translation scheme ;
- online tutorials for users, suppliers and potential peer-reviewers.

◆ **A strategy of development taking into account new trends and initiatives**

Throughout the implementation of the metadata-base, a watch will be carried out to follow the main changes in the fields related to the different work packages, e.g. a future proofing watch, a legal watch and a library watch. The library watch will be led by library experts. Through these activities, the libraries will be strongly involved in the project.

◆ **An international awareness of EUREA through communication campaigns**

To highlight EUREA various communication tools will be developed: yearly happenings; a multilingual website; e-newsletters and brochures; a communication guide; a multilingual leaflet describing the project; participation in conferences and workshops; a collection of papers.

◆ The conditions of creation of a LERU publishing house, in the framework of Open Access Publications

The EUREA consortium will further explore the development possibilities offered by Open Access publication and the opportunity of LERU-label Open Access journals, especially in the fields identified as “orchid subjects”. The consortium will notably study the possible ways to connect it to high profile research.

An emerging sustainable picture, linking EUREA with the e-LERU project around the “research-based education” concept

Another major overall outcome of EUREA I is the emergence of a sustainable picture supporting the challenging European ERA and Bologna processes through the promotion of the “research-based education” concept. This picture clarifies the long-run objectives of the EUREA and e-LERU projects, by highlighting their synergy and their complementarities around the “research-based education” concept.

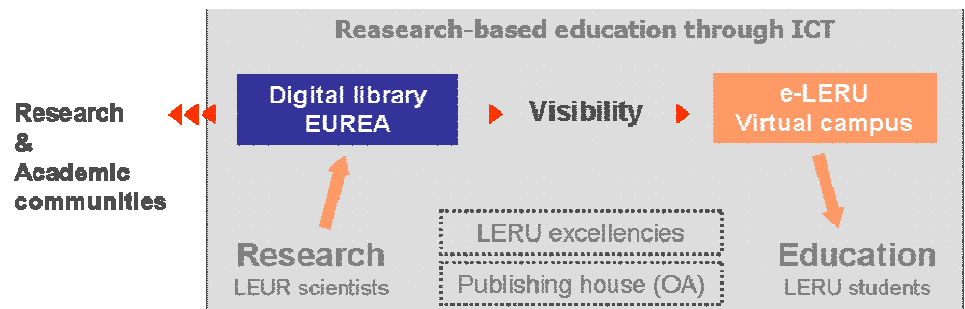
The objective of e-LERU is to set up a European virtual campus. It will enable students from partner universities to follow e-trainings from other European universities and to subsequently add a European dimension to their school career. These distance trainings will be the result of collaborations between teachers from different partner universities².

The previous picture, illustrated in the figure below, can be described as follows:

- **Open to all**, via a license system enabling each researcher to define the access conditions to his/her resources, the EUREA **scientific academic digital library** will provide the academic and research communities throughout the world with **high-quality** scientific resources.
- EUREA will provide teachers with material to enhance their courses. Via a specialized digital publishing **house**, researchers will have the opportunity to publish their research without having to go through private publishers (**Open Access Publication**).
- In the e-LERU **virtual campus**, students from partner universities will be able to choose distance learning courses resulting from inter-university joint projects, which will give their qualifications a dimension of **European excellence**.
- On the EUREA portal, users of resources will be informed of the existence of e-LERU distance learning courses associated with the key words entered. The EUREA digital library will thus make it possible to enhance and **promote** the e-LERU campus's range of distance learning courses internationally.
- Conversely, teachers will be invited, on the e-LERU portal, to use the resources available in the EUREA digital library.
- A **European support centre** will enable partner universities to pool the resources required for the management and maintenance of the EUREA digital library, and provide suppliers with content and users with services which are essential to sustain such a system.

² The e-LERU project is described more precisely in appendix 1.

- In a second stage, when the EUREA digital library will have reached a sustainable and stable status with a proper anchorage in the partner universities, it will be extended to the sharing of **educational resources**.

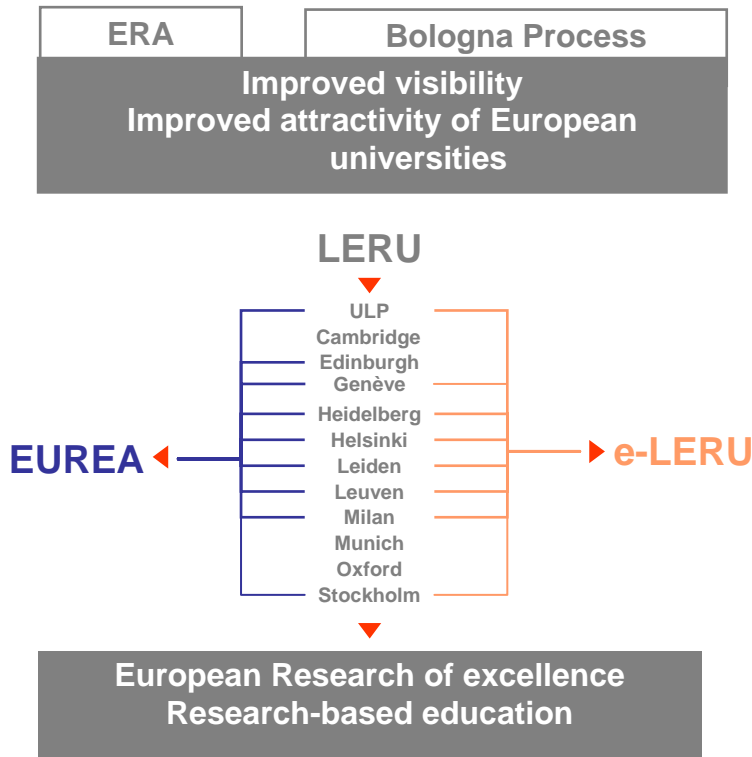


The cohesion of this framework and its contribution to the major European processes (Bologna and ERA) has aroused strong interest from the parties involved in learning and research in Europe. For example, the European Science Foundation agreed to be a patron of the EUREA II project and the European Council will monitor the progress achieved attentively and will publish them via its website. The University of Helsinki is currently being integrated to the e-LERU partnership.

Further EUREA's partnership developments

The transition from EUREA to EUREA II led to 3 main changes in the setting up of the partnership:

- The withdrawing of the LMU
- The integration of the Edinburgh University.
- The loss of the CRID (Faculté de Namur) which was in charge of the IPR expertise in EUREA I: in EUREA II, the KU Leuven will take over the IPR issue, as a part of a WP devoted to legal issues. It has to be noted that all the partners agreed on the quality of the CRID's expertise in the EUREA feasibility study, which is reflected by the partnership's invitation for the CRID to become a member of the EUREA II's advisory board.



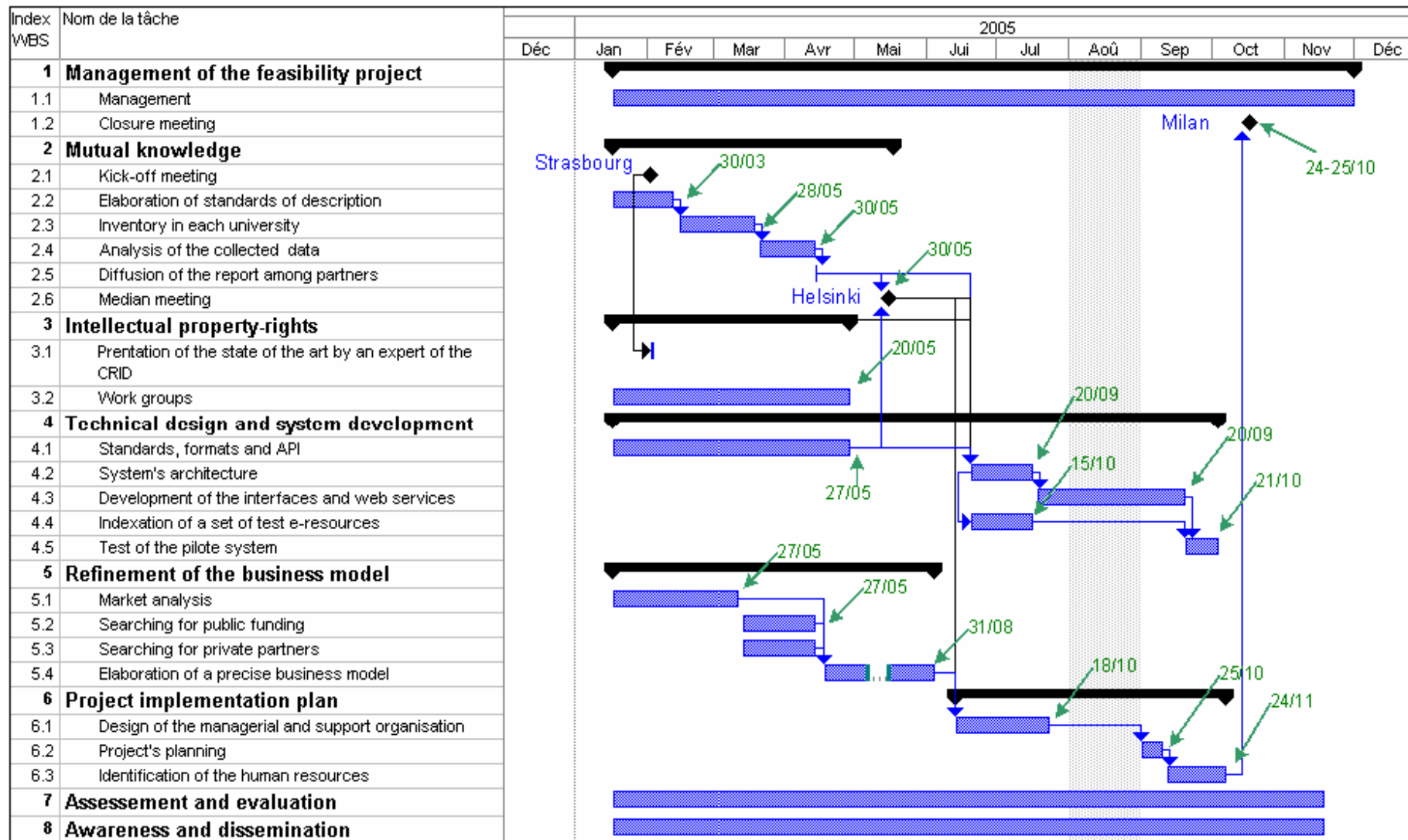
Feedback on the life cycle of the EUREA project

The EUREA Project can certainly be described as a complex project: a great number of participants scattered over Europe, the novelty of the underlying concepts, a consensus-based process to elaborate, etc.

Despite this level of complexity, all the partners have mainly respected their commitments as regards objectives and activities. Several tasks have been accomplished with a significant delay in comparison with the initial plan, but without affecting the global functioning of the project. These delays were generally the consequence of human restraints that still appear in European universities when it comes to developing the use of ICT.

These positive outcomes can be partly explained by the strong underlying political motivation of the partner universities to collaborate in the field of higher education, these universities being federated by their LERU membership as well as by their agreement on the visions and needs of the various e-learning centres of the partner universities.

The enclosed Gantt diagram compares the actual schedule to the planned one.



Key dates of EUREA compared to the initial Gantt diagram

Review of the work packages' outcomes³

Work Package 1: Management of the feasibility project

Associated deliverables and documents : Organizational Charter (appendix 3)

The first strategic management activity consisted in the setting up of the appropriate communication tools between the partners and collaborative work in cross-university teams. Considering the strong motivation of the consortium to push forward our collaboration in higher education, the aim of this initial setting-up phase went beyond the strict framework of our feasibility study: we were trying to organize the best conditions for a distance collaborative work, in the long term. It took roughly three months to become totally effective.

The partnership now has at its disposal operating work methodologies, and a real task force has been created. This was not the easiest part in the project's follow-up, considering the scope of the project and the lack of mutual knowledge among the partnership.

A significant amount of human resources

Coordination (ULP)

A project manager (Anne Goudot) is in charge of the project's follow-up. An assistant has been hired, financed by the European grant (Véronique Debord).

Other tasks

In each university, resources have been identified for the different work packages and groups planned. A grid defining the human resources was sent by the project manager to each university, which was invited to fill it in. Using the filled forms that were sent back, work groups were constituted: a mailing list has been launched, followed shortly afterwards by the creation of dedicated seminars on the project's collaborative platform (see section "Tools").

Each university has identified:

- a person in charge of the project locally (who is also our direct contact),
- a contact on IPR issues,
- a contact on technical issues,
- one or two Steering Committee members.

³ A list of all deliverables is presented in Appendix 2.

Operational collaborative work methodologies

Tools

Various already existing tools are being used among the consortium, facilitating the development of strong and effective collaborations.

A dedicated collaborative platform (ACOLAD, <http://eurea.u-strasbg.fr>)

As a collaborative work tool, the consortium uses the ACOLAD platform, which is a distance learning platform created and used at the ULP Multimedia. This platform's functionalities meet the needs of the consortium for:

- A common virtual place that facilitates the creation and consolidation of relations between the project's participants (a true virtual community has been created, which is shown by the high number of connexions to the platform),
- Structuration and flexible sharing of the produced resources,
- Communication between partners (synchronous: chats / asynchronous: discussion forums),
- Steering Committee's decision-making process: Steering Committee's debates and votes (easy to use and efficient),
- Collaborative elaboration of common documents.

Other tools: Mailing lists and VideoConferences

The consortium also uses more classical tools for distance collaboration, such as:

1. **Mailing lists:** several have been created (a general list that includes all the participants to the project, separate ones for each work package, and a specific one for the Steering Committee)
2. **Videoconferences:**
 - Classical VCs: a form was sent to all universities asking them to indicate their references and parameters. The received data were then centralized by the ULP.
 - Flashmeeting⁴: Flashmeeting is a new tool that has been introduced by the Katholieke Universiteit Leuven. It appears as particularly appropriate to the needs of a large consortium. It indeed facilitates the setting-up of meetings including a greater number of participants.

Methodologies

By choosing to use technical tools developed within the partner universities to collaborate, the consortium also encourages best practice exchanges.

An internal charter as an organizational framework

Since no consortium agreement was required for the EUREA feasibility study, the partners decided to create an internal charter that is setting the rules regarding the organization of the consortium. It was elaborated by the ULP, debated by the members of the Steering Committee, and the final version was

⁴ FlashMeeting is a project of The Centre for New Media, which is a part of The Knowledge Media Institute, based at The Open University, Milton Keynes, UK. It is a simple but sophisticated web based 'meeting' tool, allowing a group of people to setup and have a meeting with each other using the internet. As long as you have an internet connection you can join a FlashMeeting anywhere in the world. Flashmeeting allows video and audio broadcast over a network or internet, and the recording of the meetings for a later use.

unanimously accepted by the partners. It has been made available to all the partners on the Acolad platform (Cf Appendix 3).

An efficient virtual decision-making process

Setting-up an effective decision-making process was an issue of great importance in the success of the project. Part of it lied in the establishment of a voting system. It was decided to use Acolad as our virtual voting place. Debates are being held on the propositions that will be submitted to a vote in discussion forums located in rooms that are accessible to all. Each proposition is therefore discussed in order to identify the problematic elements and to subsequently adapt the propositions. Dedicated forums, only accessible to the members of the Steering Committee, are then opened and are used as ballot box. So far, 5 voting sessions have been held. The coordination team draws up the minutes of the debates and votes that are then sent to the partners and posted on Acolad.

An optimization of the use of the collaborative tools

The consortium initially had 3 potentially rival work tools: mailing lists, emails, and the Acolad platform. It was finally decided that we would systematically use Acolad to work and post resources. Only the general mailing list is used, which enables the partners to send crucial information, and to give hints on what is happening on Acolad: all the documents that are produced within the consortium, as well as all the resources available are being gathered on Acolad. Since the partnership's organization in different work packages is translated on Acolad through the dedicated seminars, we can say that the platform is an image of the project's life (organization, human resources, diverse productions, etc.).

A search for consensus

Discussion forums are systematically opened on Acolad to enable the partners to discuss collectively all aspects of the project, usually after the spadework has been undertaken by the work group in charge of a precise issue. The basic idea is to be able to find solutions that will be accepted by all the partners, in the perspective of the next step: implementing the EUREA system.

Frequent contacts

- Regular virtual meetings have been set up on the collaborative platform Acolad, to enable the partners to meet at least once a week on an Acolad chat room. There, they can discuss a series of topics defined in the meeting's agenda and review the progresses that have been made during the week.
- The partners also have the opportunity to freely organize one-to-one or collective meetings on Acolad, whenever discussion or coordination is needed for the completion of a specific task or work package.
- Regular Flashmeetings and videoconferences have been organized (5 flashmeetings and 5 VideoConferences so far).
- Three physical meetings took place since January 2005: the kick-off meeting in Strasbourg (France) on February 1st and 2nd, the median meeting in Helsinki (Finland) on May 30th and 31st, and EUREA's closure meeting in Milan (Italy) on October 24th and 25th.
- In order to ease the general functioning of the partnership and improve the level of collaboration within the consortium, the EUREA's project coordinator visited some of the

partner universities where work sessions had been organized (Helsinki, Milan, Leiden, Heidelberg, Geneva and Stockholm).

Financial Coordination

An intermediary cost statement was carried out, covering a period of time running from January 15th to July 31st. Seven partners participated in this intermediary cost statement, which enabled the coordination team to identify the weak points in its methodology and test it for the final statement. Generally speaking, only a few adjustments were required. A dedicated mailing list has been set up, dedicated to the persons in charge of financial matters in the partner universities and a list of the frequently asked questions has been drawn in order to ease the final statement.

The final cost statement has been launched and all the partners had been asked to provide the coordinating university with the required information.

Management and quality issues

The topic of the management quality has been regularly discussed by the project manager and the University of Geneva. The university of Geneva, in the framework of its assessment and evaluation mission (Work Package 7) has given its feedback on the management quality to the project manager, who has also approached Geneva several times to obtain their feedback on the work that has been carried out. Finally, the University of Geneva presented its evaluation of the management quality during the Milan closure meeting.

Work Package 2: Mutual Knowledge

Associated deliverables and documents :

- D1 - Assessment of the existant and foreseen academic e-content to be mutualized:
 - D1.1 - A set of standardized grids of description;
 - D1.2 - Description of the results of tasks 2.2 and 2.3, and comparative analysis of the results;
 - D1.3 - Report describing the existant and foreseen academic e-content to be mutualized.
- Academic fields' ranking (appendix 4)

Institutions

The EUREA project represented a huge challenge that could not be envisaged without gaining, first, mutual knowledge of the various partners. EUREA's kick-off meeting in Strasbourg gave each university the opportunity to introduce itself, both academically and as regards their expertise in the field of e-learning. The median meeting was held in Helsinki on May 30th and 31st.

This kick-off symposium received a wider audience thanks to its broadcasting on the Internet (one complete day out of a 2-day meeting), enabling more partners to follow the presentations. Furthermore, all the institutional presentations as well as the presentations of the e-learning skills of the universities (digital slides) were made available on the Acolad platform.

Thus, the first steps taken in the framework of EUREA have constituted essential stages for the good comprehension of each partner's own way of working and culture. These elements were crucial for the setting up of a sound partnership.

The represented academic fields

Besides, the first meeting enabled the setting up of a first grid to compare the training offers proposed by each partner university, through the represented academic fields. The initial grid allowed the partnership to elaborate a ranking of the most represented academic fields among the 9 partner universities, ranking that was later used by the Consortium during the project within different work packages (see appendix 2).

The ICT expertise (tools, methods, vision, problems)

The EUREA project was also a good occasion to establish a comparative state-of-the-art of the Consortium's member universities' expertise as regards new technologies, and more particularly in the field of e-learning. We could then realize the diversity of situations on several accounts:

- Tools used (developed by the university, or commercial ones),
- Pedagogical approaches,
- General approaches on e-learning.

It quickly appeared that the consortium should rely on this diversity and not be afraid of it. The European construction does not have as an objective to eliminate all specificities but rather to facilitate exchanges and to enable everyone to "test" the diversity of cultural approaches. The elaboration of a standard therefore implies the integration of this diversity.

An inventory of digital resources in medicine

The objectives of the first work package, coordinated by the ULP, were to enable the partners to gain enough mutual knowledge of their skills in the field of ICT and to elaborate and test a methodology to describe digital resources. It is in this framework that was led the inventory of digital resources in the medicine faculties of the 9 partner universities (only academic field represented in all the universities).

- The first step taken therefore consisted in elaborating resources description grids. These grids were the result of an iterative process that gave all the partners the opportunity to develop a common vocabulary on the notion of "digital resources", essential step to the constitution of a common work basis.

- The inventory of digital resources was realised in 8 universities (at least in the medicine faculties). It was followed by a statistical analysis of the collected data, realised by the ULP, whose results have been presented in a report. This work enabled us to highlight the importance of the mass of content that could be mutualized, as well as the characteristics of the inventoried digital resources.

All the activities carried out during this work package are presented in the report "EUREA Work Package 2: Inventory of Digital Resources - Final Report" (Deliverable D.2), that was distributed among the partnership.

Work Package 3: Intellectual Property Rights

Associated deliverables and documents: D2 – Plan of action validated by all the partners for the elaboration of an appropriate licensing and remuneration scheme.

The law faculty in Namur (CRID) intervenes as an expert in the project on the Intellectual Property Rights issue regarding digital content. The CRID based their study on the answers brought by the partners to a questionnaire that was distributed in April. The conducted study demonstrated the feasibility of EUREA's objectives as regards copyrights, which was not obvious at the beginning of the project, if we take account of the lack of a legal framework in this field on a European level. Besides, it appeared that a sufficient amount of resources should be dedicated to the IPR issues in order to be able to develop a real protection policy, considering the complexity and the diversity of the content involved (cf Deliverable D.3).

The CRID has also underlined the quasi-absence of expertise amongst the different universities. Research papers will have to be written during the implementation phase so as to create the most appropriate IPR scheme.

A report was produced by Séverine Dussollier from the CRID, integrating the answers to the questionnaire as well as the outcomes of the median meeting in Helsinki (May 30th and 31st). In this report, the CRID also envisaged the elements that should be considered in the drafting of an appropriate IPR policy, considering the project's objectives. The consortium now has a quite clear image of the actions that will have to be taken during the implementation and of the corresponding resources that will have to be dedicated.

Work Package 4: Technical Design and System Development

Associated deliverables and documents :

- D3 – Data and meta database structure
 - D3.1 – Results and propositions of the standards, format and API work group
 - D3.2 – The approved architecture of the mutualisation system
- D4 – Pilot system
 - D4.1 - A set of indexed test resources
 - D4.2 - A prototype of the metadata base
 - D4.3 - Results and conclusions of the test of the prototype
- Feedback form (appendix 5)

The WP4 – Technical design and system development had the objectives of designing the best suitable architecture for the system, considering various needs, demands and specificities of partners, and considering the state of the art in the field of norms and standards. They also had to implement a pilot system, which would allow testing of the designed architecture and to observe the possible problems to be solved in the implementation project, notably regarding its compliance with the systems used in the local universities.

In the first months of the project the WP4 started with the task 4.1 – Standards, Formats and API. This included two presentations in project meetings, and the use of a shared working space. Questionnaires were used to map out partners current environments and specifications. A proposal for the pilot system model was presented in the median meeting (Helsinki).

The questionnaire indicated that over 50% of participants have a Dublin Core compatible system already set up. Environments supporting LOM standard are popular too. Over half have utilized LDAP authentication, and some have piloted on Shibboleth. A few have OAI-PMH compatibility set up, or it could be done quite simply (cf Deliverable D4.1).

A project designer started to work in July 2005 on WP4's next tasks – architecture design, development of interfaces and services, setting up the pilot system and testing. Different platforms were considered to be used in EUREA, and a model to be tested for the technical architecture of the project was agreed on by the Steering Committee (vote held on Acolad from September 20th until September 23rd): The chosen *hybrid model* has a central database, which holds the metadata of the locally stored learning objects (cf Deliverable D4.2). The metadata is harvested from LERU-universities own repositories and collected to a central database, which is a database with the 'harvester' software. The learning objects and actual resources are located in the LERU-universities' own local repositories. This model only requires the participating institution to have OAI-PMH compatible repository (eg. DSpace, CDSWare).

In order for the partners to test the chosen architecture, the Helsinki team launched a testing phase, after setting-up a repository (DSpace) and making available the PKP metadata harvester. The aim was to test the suitability of the techniques and methods chosen and to evaluate and reiterate different use-case scenarios in EUREA. In order to do so, the partners were then asked to provide material to the piloting environment before October 15th. The material provided was used to test the content description and the system interoperability, and as demonstration material in the participating universities. To evaluate some features of the testing environment, the Helsinki team provided an online feedback form (cf Appendix 3) that the partners had to fill in before October 21st. All issues, problems, questions brought up through this questionnaire were collected and gathered in a report (cf Deliverable D4.3). The main elements of this report were discussed during the Milan closure meeting.

This meeting enabled the partners to review the testing process and draw a list of what actions would have to be taken during the implementation. Altogether the technical architecture was satisfying as regards the needs of the pilot. The main elements which will have to be taken into account (and for which further study will be required in some cases) are: metadata format, common vocabulary, testing of other harvesters, precise definition of the role of the central agency and local support teams, testing with "real" users.

Work Package 5: Business Model

Associated deliverables and documents :

- D5 – Market analysis:
 - D5.1 – A case statement, with a record of the elements of the project
 - D5.2 – Results of the searching for private partners and for public funds
 - D5.3 – A market analysis
- D6 – Business plan

Work package 5, Elaboration of a business model, is devoted to the development of the business dimension of the project with an investigation of all the possible ways of commercial operating, with a market analysis, a search for private partners and public funds and the elaboration of a precise business plan.

In March, the partners filled out a questionnaire that the Leuven University had set up with the aim to find out what the wishes, expectations and questions on which the partners wanted an answer. Each partner had the opportunity to explain his answers during a phone call. At the same time the Leuven team investigated existing repositories. These case studies provided a better understanding of how the EUREA meta database can be best organised.

In April, we investigated which networks, partnerships and public funds could assist EUREA in starting the implementation phase and in promoting the use of it. In May, the results of the market analysis and of the search for private partners and public funds were published in two reports, which were discussed at the Median Meeting at Helsinki, 30st-31th May (cf Deliverable D5.2).

In September, a draft version of the business plan has been sent to all partners to be discussed on Acolad. Gathering the comments made by several partners, the Leuven team was able to send a final version of the business plan shortly after (cf Deliverable D6). During the Milan meeting, the main elements of the business plan were reviewed:

- establishment of a value chain for the material,
- global managerial structure,
- minimum quality criteria,
- tasks of the central agency.

The remaining issues were discussed by the partners: translation, access model, promotion strategy, name for the meta database.

Work Package 6: Preparation of the implementation project

Associated deliverables and documents :

- D7 – Implementation Plan (proposal submitted to the eContent*plus* call to tender – November 2005)
- Propositions submitted to a vote in October (appendix 6)

One of the tasks of the EUREA feasibility study was to prepare the ground for an upcoming implementation. In order to do so, it was essential that the universities agreed on a common model.

The work carried out by the various work groups (IPR, Mutual Knowledge, Business Plan, Technical Architecture, etc.) led to the progressive emergence of this model. Building on this, rich and sound discussions took place during the second meeting of the EUREA project in Helsinki, thanks to the participation of all the partners. They led to the elaboration by the ULP and the Katholieke universiteit Leuven of a set of concrete propositions describing the main elements of the future architecture of the EUREA system. Posted on our dedicated collaborative platform Acolad, these propositions were discussed by the partners from August 2005 until September. The discussion has been closed at the end of September and a vote session has been opened for the EUREA Steering Committee at the beginning of October (see the list of propositions in appendix 4).

The main propositions lead us to the setting-up of an open system, initially financed by a contribution from the partner universities. The opening of paying services through the EUREA portal is eventually envisaged (global training solutions, CD-ROMs, print-on-demand). At the beginning, the commercial development of the project will be limited to bilateral agreements between the universities and the users.

At the same time, the ULP has elaborated promotional documents towards its partner universities, in order for them to present and disseminate the EUREA project to their boards:

- A list of arguments in favour of the EUREA project has been drawn up by the ULP, with the help of its partners,
- Slides presenting the general concepts of EUREA.

Both of them were made available to the partnership on Acolad.

The closure meeting in Milan constituted a very important milestone for this work package and for the future of the EUREA project. The coordinating university prepared the meeting to make sure that the partnership could make the most of it and envisage the coming steps, notably concerning the partnership's answer to the European Commission's call to tender in the framework of the eContentPlus programme. Indeed, even though the partners are willing to finance the functioning of the Support Centre in the long-term (25 000 euros per year with a 3-year commitment), the implementation of such a device requires extra financing

During the meeting, very sound and rich discussions took place on the partnership's long term objectives. The partner universities notably considered the possibility of pushing forward their collaboration to elaborate a global e-learning strategy, through the constitution of a European e-learning center. The first step could be the linking of the EUREA metadatabase and the e-LERU virtual campus⁵.

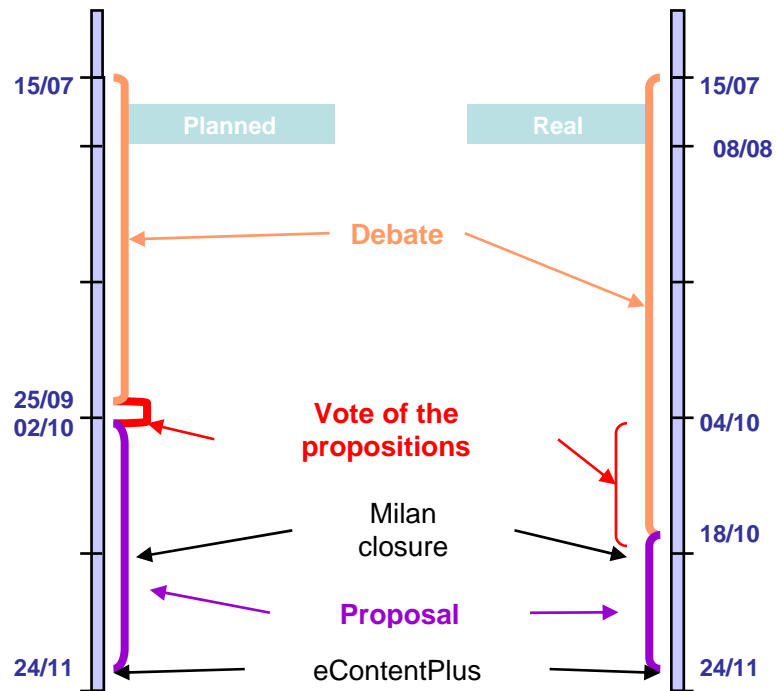
Thanks to the good results of the feasibility study as well as to the commitment of the partners to the project, the participants agreed on submitting a project proposal to the eContentPlus call to tender. A work session dedicated to the proposal enabled the partners to define more precisely the scope of the project (notably the academic fields that would be considered) and to draw a list of necessary work packages.

After the meeting, a pre-proposal was written with the help of all universities and sent to the European Commission. The coordinating university contacted the 3 universities members of the LERU that were not part of the feasibility study (Oxford, Cambridge and Edinburgh) and offered them to join the partnership. The University of Edinburgh agreed on joining the project. The writing of the actual proposal took place in the 4 following weeks, where the ULP gathered the input of all the partner universities and coordinated the elaboration of the proposal. During this period, the University of Munich withdrew from the project. The final document was sent on time to the European Commission (November 24th)⁶.

Below, you will find a diagram comparing the planned schedule of the decision-making process to the actual one:

⁵ Cf Appendix 5 : Illustration of the linking between EUREA and e-LERU

⁶ Appendix 4.



Work Package 7: Assessment and Evaluation

Associated deliverables and documents :

- D9 – Evaluation
 - D9.1 – Guidelines for the choice of standards
 - D9.2 – A set of metrics for evaluating the usability
- Appendix 8 – Assessment and Evaluation Review

The WP7 consists first in assessing and evaluating the quality of the management of the project, second in measuring the accomplishment of the objectives, and third by checking the usability aspects of the resulting software tools (the products). To perform this third objective, particular attention had to be given to the appropriateness of the chosen formats, and to the usability of the user interfaces and web services provided by the different partners. Not following this basic recommendation would have a direct impact on the ability of the multilingual meta databases to satisfy stated needs, and would result in delivering low-quality products.

Finding the most suitable document formats for the sharing of e-resources is obviously not a simple process. In order for that process to be the least subjective, a list of metrics has been proposed by the University of Geneva. These metrics, which are part of WP7 deliverables, concern accessibility, adaptability, interoperability, maintainability, portability, facility of development, storage, etc. This set of metrics applies to any kind of data type, be it electronic documents, e-learning objects, meta data, etc. However, these metrics offer no guaranty that some subjectivity is not introduced when allocating

values to them. To better identify the critical factors involved in the choice of the different formats, guidelines have also been provided. The aim of these guidelines and associated metrics is to ease the task of the panel of experts in choosing the formats supposedly the most suited to the EUREA aims. These guidelines and metrics should be used as a way to improve the selection of formats based on criteria as rich as possible. Another part of the WP7 concerned the usability heuristics and associated metrics, which have been suggested to enhance the usability of EUREA database's future interface.

Another aspect of WP7 is the assessment of the quality of the project's management, which includes an evaluation of the objectives. Regarding this aspect, the project has had minor adjustments and in the whole is in line with what has initially been planned.

Work Package 8: Awareness and Dissemination

Associated deliverables and documents :

- D8 – Website (<http://eurea.leru.org>)
- Press release (appendix 8)

The dissemination of the project's results is obviously an essential element in its success. The University of Milan has worked on the creation of the project's visual identity and of a website, making possible a clear information on the project and its promotion.

A visual identity

→ After consulting all the partners, a logo has finally been adopted, relying both on the LERU's logo and on the European Union's visual identity.



→ Templates have been elaborated to enable the consortium to disseminate its results both internally and externally.

A website (Deliverable D8)

An information website on the project's history, its objectives and the related news has been set up and is regularly updated by the Milan and ULP teams. www.eurea.leru.org

A documentary

A documentary on the EUREA project has been realized and produced by the ULP Multimedia audiovisual team. This documentary has then been sent to the partners, and is used today as a promotional tool for the project. It can be seen on UTV, <http://utv.u-strasbg.fr>.

Broadcasting of the kick-off meeting on internet

The university channel Canalc2 « Colloques et Conférences », produced by the ULP Multimédia, has broadcast live on internet the project's kick-off meeting, thus enabling a larger audience to follow the presentations and debates that took place during the day. This document can be seen on Canalc2's website: <http://colloquesetconferences.u-strasbg.fr>.

Articles

A press release has been written (see appendix 9) on both projects (EUREA and e-LERU). A presentation of the project was also published on the LERU website (<http://www.leru.org>).

The project manager was interviewed on both project by a journalist from Le Monde de l'Education (France), an article will be published in its January issue.

Conferences and workshops

The project manager and the scientific coordinator participated in a seminar on research-based teaching organized by the LERU in Helsinki on March 22nd – 23rd 2005 where they had the opportunity to present the EUREA project.

The project manager presented the EUREA project during the "Online Educa Berlin" (11th International Conference on Technology Supported Learning and Training) that took place November 30th – December 2nd in Berlin (Germany).

A virtuous circle

The various dissemination activities conducted had a significant impact on the life of the project.

- During the information day on the European program « eContentPlus » that took place in Paris on June 20th under the aegis of the Department of Media Development, the EUREA project was presented as an example of good practice in the field of digital resources' sharing.

- EUREA has been chosen as an example for the eContent Programme, on InfoEurope's website: www.info-europe.fr

Emergence of a new axis: the LERU libraries

Although it was not part of the initial work plan of EUREA, as the project was developing, a potential collaboration between the LERU libraries appeared as particularly promising. This possible new work axis would have as a main objective the mutualization and enhancement of the theses conducted within the LERU universities. One way to promote them could be the elaboration of a set of LERU descriptors (metadata) that would assess the quality of the theses. A work group gathering representatives of the libraries of the various partner universities has been created, with a devoted seminar on Acolad. In the implementation project, a whole work package has been dedicated to the "Library Involvement".

Conclusion

From a general point of view, the EUREA feasibility study (EUREA I) has reached all its objectives.

The possibility to conduct a feasibility study prior to the implementation has undoubtedly been a major asset for the success of the setting up of the EUREA metadatabase, as regards to the high number of partners, the initial lack of mutual knowledge, the scope of the differences between the partners at all levels (institutional, cultural, as regards e-learning and so on) and the scope of the project. Indeed, the partners were able, in the course of the project, to gain enough mutual knowledge to elaborate models taking into account the partners' specificities and which could therefore be accepted by each partner university.

In particular, EUREA I allowed the partners to develop a large-scale framework, by promoting and refining the possible synergies between EUREA and the e-LERU virtual campus European project. This framework promotes the research-based education concept and increases the European pertinence of both the EUREA and e-LERU projects as regards the ERA and Bologna processes, thus making both projects more sustainable on the long-run.

Thanks to the feasibility study, the partners could identify weak or blocking elements, and could develop corresponding solutions which should greatly ease the implementation process. These solutions, described below, have been fully integrated in the implementation plan developed during EUREA I and have been approved by all the partner universities:

- **A refined coordination structure:** although a central active coordination activity is essential to an efficient management of such a project, a networked coordination structure is needed in order to improve the involvement of all the partners in the project and to be able to take into account the partners' specificities and needs: blocks of coordination have therefore been identified and each work package will be managed by a coordinator and two co-coordinators (3 different universities).
- **Improved management tools:** several management tools were set up during the feasibility study, which greatly helped in coordinating the project, notably the Acolad collaborative digital environment. Some possible improvements of these tools were suggested during the project, for example the virtual voting system on Acolad. These suggestions are today taken into account by the ULP Multimedia Research team to improve the Acolad platform.
- **A necessary appropriation of the project by the academic communities:** one of the biggest challenges for the success of EUREA II will be to involve as much as possible the various concerned departments (multimedia centres, libraries, legal departments) and the academic communities in each university.
- **More physical mobilities:** despite the distant work methodologies and tools which were developed during EUREA I, regular physical meetings of the project's participants appeared to be a sine qua none condition to the success of EUREA II. Not only the contact persons in each university will have to meet regularly, but all those who will have to collaborate across borders: librarians, computer experts, administrative profiles, etc.

Appendix

1. e-LERU, a brief presentation
2. List of deliverables
3. EUREA – Organizational Charter (April 2005)
4. Academic Fields Ranking
5. Feedback Form – Work Package 4
6. Propositions submitted to a vote of the Steering Committee in October
7. Illustration of the links between EUREA and e-LERU
8. Assessment and evaluation review (University of Geneva)
9. Press Release

Appendix 1: e-LERU, a brief presentation

Through the e-LERU project, 8 universities, all members of the LERU, wish to offer to their students the possibility to add a dimension of European excellence to their degrees, by providing them with an access to a common distance learning offer articulated on a “research of excellence” (research-based learning). This offer would enable them to highlight their complementarities and specificities.

This virtual campus will be composed of a set of teaching modules resulting from the collaboration of teachers from different universities. It is built with the will to offer an inter-institutional recognition of the proposed trainings, through ECTS. This recognition implies a certified minimum quality of the delivered trainings through the e-LERU virtual campus.

In order to reach this objective, the partner universities elaborate models on several axes: they seek to gain enough mutual knowledge of their training offer and of their mutual operating modes to identify their specificities and complementarities; they study the consequences of intellectual property rights on the uploading of courses and pedagogical resources online; they implement the technical device necessary to the sharing of digital pedagogical resources; they exchange best practices in the field of distance learning through the internet and work on the definition of formal quality evaluation processes; they define the most flexible and adapted managerial and administrative methods. This conceptual approach is supported by a more pragmatic approach, in the field, where the possible solutions are tested thanks to e-module “pilot projects”.

The partner universities are notably elaborating a series of top-level seminars, proposed through the internet by internationally renowned scientists from the LERU universities. Broadcasted live on the internet, these seminars will also be available as pre-recorded programmes on the campus’ web portal. Thus, archives of top-level conferences of the LERU universities will little by little be constituted, promoting the excellence of the partner universities’ teaching offer.

Implementation project – 2 years

Start: February 1st 2005

Funded by the European programme e-Learning.

Consortium: ULP, Karolinska Institutet, Katholieke Universiteit Leuven, Università degli studi de Milano, Ruprecht-Karls-Universität Heidelberg, Leiden University, , University of Geneva, Helsinki University.

Appendix 2: List of deliverables

The results obtained have been presented in the following deliverables:

- D1.** Inventory of the digital resources: standardized grids of description [D1.1], description of the results of the inventory and comparative analysis of the results [D1.2], report presenting the content that could be mutualized [D1.3].
- D2.** IPR: the plan of action validated by all the partners for the elaboration of an appropriate licensing and remuneration scheme.
- D3.** Data and metadatabase structure: the results and propositions of the standards format and API work groups [D3.1] and the approved architecture of the mutualisation system [D3.2].
- D4.** Pilot System: a set of indexed test resources [D4.1], a prototype of the metadata base [D4.2] and the results and conclusions of the test of the prototype [D4.3].
- D5.** Market analysis: a case statement, with a record of the elements of the project [D5.1], results of the searching for private partners and for public funds [D5.2] and a market analysis [D5.3].
- D6.** Business plan.
- D7.** An implementation plan: the proposal sent to the European Commission in the framework of the eContentPlus programme.
- D8.** A website. <http://eurea.leru.org/>
- D9.** Evaluation: guidelines for the choice of standards [D9.1] and a set of metrics for evaluating the usability [D9.2].
- D10.** Intermediate progress report.
- D11.** Final progress report.

Appendix 3: EUREA – Organizational Charter (April 2005)

The EUREA partners undertake to respect this charter regarding the organization and implementation of the EUREA project.

1. The Steering Committee

1.1 Composition

The Parties have established a SC composed of a maximum of two representatives of each Party.

University	Partner's number	Names of the representatives
Université Louis Pasteur ULP	1	JAILLET Alain
Université de Genève	2	BURGI Pierre-Yves
Ruprecht-Karls-Universität Heidelberg	3	GÖHNER Barbara ; HEISEL Andreas
Helsingin Yliopisto (Helsinki)	4	KOSKI-KOTIRANTA Sari ; SARIOLA Janne
Universiteit Leiden	5	DUPUIS Marc
Katholieke Universiteit Leuven	6	VAN PETEGEM Wim ; VERJANS Steven
Università degli Studi di Milano	7	MILANI Manuela
Karolinska Institutet, Stockholm	8	HÖÖG Jan-Olov
Ludwig-Maximilians-Universität München	9	FELKER Kerstin ; RUBNER Armin

Each Party shall have the right to replace its representative and/or to appoint a proxy, after having informed the others in writing. Each Party shall use all reasonable endeavours to maintain the continuity of its representation.

The Coordinator, Anne Goudot, undertakes the chairmanship of the Steering Committee.

1.2 Role

The SC shall be in charge of the overall direction and the strategic issues of EUREA. The SC shall take responsibility for the successful running of all EUREA related activities. To that end, all the decisions having an impact on the carrying out of the project shall be examined and approved by the SC, particularly on - although not limited to - the areas which are summarised below:

- (a) The examination of the propositions made by the Parties within the work packages. Each of them will be submitted to a vote;
- (b) Reviewing the models for financial arrangements relevant to EUREA;

(d) The acceptance of new members to EUREA;

(g) Agreeing on joint press releases by the Parties with regard to EUREA.

1.3 Reunions and Voting

1.3.1 Meetings

The Steering Committee shall meet on each of the three (3) consortium's meetings that will take place within the project's duration.

Besides, a work group "Steering Committee" has been created on the collaborative platform ACOLAD, as well as a chat room (synchronous discussion) and a discussion forum (asynchronous discussion). The SC shall meet on this platform when necessary at the request of the chairman or of one of the Parties. Meetings shall be convened by the chairman.

A discussion forum is created on ACOLAD for each question requiring a vote of the SC within a period of time commonly agreed by the partners.

The chairman shall draft the minutes of all discussion forums.

Once the delay is over, the partners proceed to a vote via a dedicated discussion forum within a period of time defined beforehand.

The vote is confirmed in writing by the chairman.

The minutes are gathered in a single document accessible to all the Parties via ACOLAD.

1.3.2 Vote

In voting, each Party shall have one vote. A meeting cannot be constituted without a quorum of Parties being present. A quorum consists of minimum of seven (7) representatives of the Parties.

Unless explicitly provided to the contrary, decisions shall be taken by the absolute majority of the votes of the Parties present or represented by proxy at a meeting, except for:

- the acceptance of a new participant;
- the withdrawal of a partner;
- the exclusion of a partner;
- the modification of this charter or any modification of the grant before submission to the EC;
- financial arrangements relevant to EUREA.

These decisions will be taken by the majority of two-third (2/3rd) of the partners, present or represented by proxy at a meeting. Each member may nominate a substitute member among the present members, to the extent that a present member will not be granted more than 2 proxies.

Should there be equality in the votes, the Coordinator's voice shall prevail.

2. Rights and obligations of each Party

Each Party agrees to undertake all the actions as defined in the project's work packages and to notify the SC of any delay in performance or of any event that may impact the project.

Each Party shall undertake to use ACOLAD as the reference collaborative platform for the EUREA project.

Each Party shall take all necessary measures to perform, fulfil, promptly and in due time all their obligations so that the project is carried out in accordance with the terms and conditions of the EU grant agreement.

Each Party shall be fully responsible for the technical supervision of its obligations and shall enter into appropriate arrangements for such purposes.

Each Party benefiting from a EU grant undertakes to hand in, within short delay after the project is over, a scientific report and a detailed financial report, according to the model provided by the Coordinator.

Each Party shall not disclose any information about EUREA to a third Party without the agreement of the SC.

3. Intellectual Property Rights

The University Louis Pasteur is the owner of the platform ACOLAD and of the attached intellectual propriety rights. The partners do not acquire any right but the usage of the platform for the sole needs and duration of the present agreement. Any other use of the platform must receive the formal agreement of the University Louis Pasteur.

4. Costs – Payment

The Coordinator shall receive all payments made by the European Commission.

The Coordinator undertakes to transfer the grant allocated by the European Commission within the time allotted in the Grant Agreement's General Conditions.

Each party undertakes to respect the financial conditions as defined in the Part B of the General Conditions (Article II.14).

The grant will be allocated to each Party according to the Budget and proportionally to the grant received by the EC, once the Coordinator has received the grant from the Commission.

Appendix 4: Academic Fields Ranking

	UniGe	Heidelberg	Helsinki	Leiden	KU Leuven	Milan	LMU Munich	KI Stockholm	ULP	TOTAL
Health	1	1	1	1	1	1	1	1	1	9
Life sciences	1	1	1	1	1	1	1	1	1	9
Physical sciences	1	1	1	1	1	1	1		1	8
Mathematics and statistics	1	1	1	1	1	1	1		1	8
Social and behavioural science	1	1	1	1	1	1	1		1	8
Law	1	1	1	1	1	1	1			7
Humanities	1	1	1	1	1	1	1			7
Teacher Training and Education Science	1	1	1	1	1		1		1	7
Arts		1	1	1	1		1			5
Computing	1	1			1		1		1	5
Business and Administration	1			1	1		1			4
Veterinary			1			1	1			3
Environmental protection			1			1			1	3
Engineering and Engineering Trades					1				1	2
Agriculture, Forestry and Fishery			1		1	1				3
Chemistry		1			1				1	3
Architecture and building	1				1					2
Journalism and information					1	1				2
Manufacturing and processing					1					1

Appendix 5: Feedback form sent to the partners in the framework of WP4

- 1. Name of the university**
- 2. How did you participate in the project (own OAI-compliant repository, collection in EUREA DSpace in Helsinki etc.)**
- 3. Suitability of the metadata formats**
- 4. Suitability of the harvester**
- 5. Suitability of the technical solutions**
- 6. How would you assess the work process and document management needed to sustain the system locally and centrally?**
- 7. As regards the content creator eg. teacher submitting the material?**
- 8. As regards the content description, providing the metadata?**
- 9. As regards the end user, using the PKP harvester and/or local repository?**
- 10. Describe briefly the channels and various approaches to material acquisition.**
- 11. Describe your organization's reactions to the proposed model. Would you consider your organization to be willing to support and sustain a technical solution similar to our testing environment?**
- 12. Anything else?**

Appendix 6: Propositions submitted to a vote of the Steering Committee in October

I-1. The content provided through the EUREA portal will be free.

[The partners agreed on the fact that the service we are providing through the EUREA project is part of the universities' public mission, and it should therefore remain free. Furthermore, it is a way for them to promote their skills and competences on national, European and international levels.

We also considered that it was impossible to establish strict criteria defining if you should pay for a material or not. This element should be left to the teachers' choice.]

I-2. Outside a European grant period, the universities will financially contribute to the maintenance of the system through a 25000 euros grant per university per year, over a minimum 3-year period.

[The general cost of the system has been evaluated by comparison with the cost of the EducaNext portal. A global cost that is, on the whole, quite low (250 000 euros per year) as well as a great number of participants make the non-commercial dimension of the system possible.]

I-3. Once the system is in place and the grant period is finished, brokerage services for digital resources could be developed to ensure the long-term sustainability of the meta database (assessment for instance). Their elaboration could be one of the tasks of the implementation project.

[During the grant period, services will be organised through bilateral agreements, outside the EUREA consortium. However, the commercial aspects that we will develop will help us make our system more sustainable, increase its dynamism and our knowledge of the market. It can also be a way to promote it towards our teachers, and encourage them to provide content.]

I-4. A central agency is needed to provide technical and IPR support.

[The general maintenance of the system (technical, pedagogical and administrative) requires coordination and would be too heavy to implement without a support agency.]

I-5. The central agency must have local support from each partner university: select material, motivate and support teachers who want to provide e-content.

[The central agency will have to rely on the local teams to reach local potential contributors.]

I-6. A three-year commitment is required for all universities.

[Our system cannot be financially sustainable without a minimal commitment of the partner universities.]

II-1. Quality issue. We would use the "Cream of Science" method: materials from renowned scientists would be highlighted on the website.

[The Cream of Science method is used in the framework of other projects. It has proved to be efficient to attract teachers and to convince them to add their material.]

II-2. Quality issue. Teachers can earn a LERU-label after a certain number of good expert and user comments:

2.a We would set up a flexible, informal peer-to-peer review system: teachers who want to receive a LERU-label can present their material to other teachers of their choice and ask their opinion about it.

II-2. Quality issue. Teachers can earn a LERU-label after a certain number of good expert and user comments:

2.b Users have the opportunity to evaluate the material (user ratings).

II-3. Quality issue. There would therefore be three kinds of materials on the site: Cream of Science material, LERU-labelled material and other material.

II-4. Quality issue. One of the quality process aspects could be to elaborate a common description grid of the e-resources (metadata), filled by the teachers with the help of the local support teams.

[This definition of a complete list of metadata could help teachers to understand what we mean by "resource of high quality" and could also be a way to present and define clearly the resources to students.]

II-5. Quality issue. Who will check the metadata quality?

5.a The metadata quality would be evaluated by the local support teams.

II-5. Quality issue. Who will check the metadata quality?

5.b The metadata quality would be evaluated by the central support agency.

III-1. What university will coordinate the implementation of the EUREA project?

KU Leuven / ULP Strasbourg◇

III-2. What university will host the European support agency?

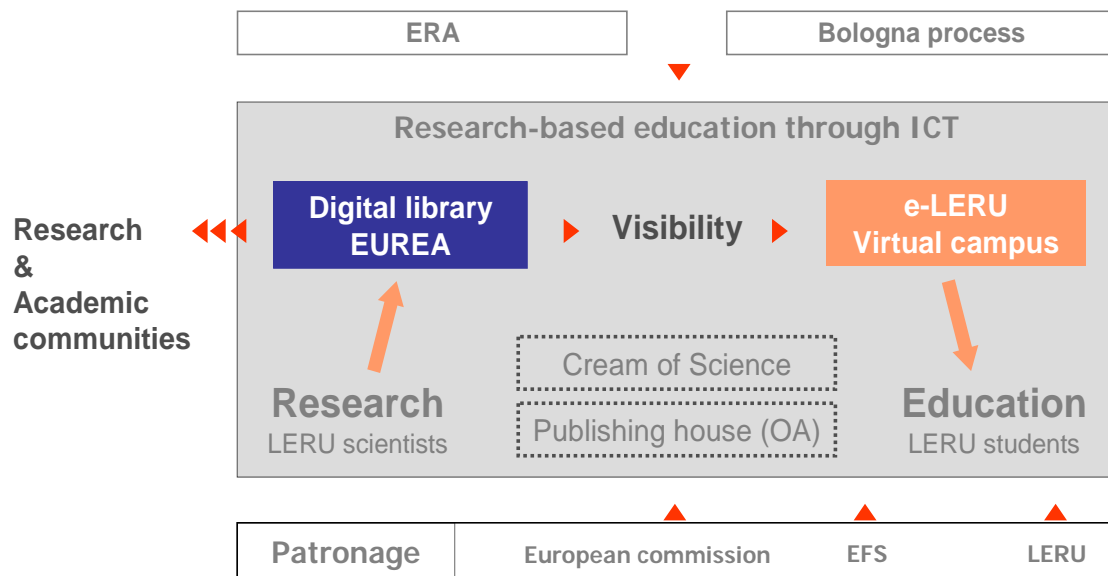
KU Leuven / ULP Strasbourg

III-3. What university will be the consortium's expert as regards IPR issues?

CRID Namur / KU Leuven's legal department

Appendix 7: Illustration of the links between EUREA and e-LERU

EUREA / e-LERU



Appendix 8: Note on the quality of management



UNIVERSITÉ DE GENÈVE

Rue du Général-Dufour 24

1211 Genève 4

Switzerland

By Pierre-Yves Burgi (Head of the Multimedia Department at the University of Geneva, in charge of the WP on Assessment and Evaluation)

At the term of the EUREA project, the following observations can be made regarding the quality of the project management:

- Adequate infrastructures (eg communication tools) and good planning of the human resources (due to an elaborate project preparation) have been provided during the whole project;
- Good synchronization of the WPs allowed the delivery of the results in time in spite of delays occurring in some tasks;
- The adopted decision chain was well adapted to the project, particularly to its geographically distributed structure, and permitted strategic axes to be confidently posed;
- Motivation of all partners was continuously checked and improved when necessary through a dedicated commitment of the coordinator. Such high motivation strongly contributed to the high quality of the deliverables, and led to the concerted (8 out of 9 partners) establishment of the EUREA II proposal.

Appendix 9: Press Release

Strasbourg, 10 February 2005

Digital higher education at a European scale

Nine major European universities are embarking on an ambitious collaborative project with one essential objective: bring the digital resources and quality teaching at these top learning institutions within international reach.

The EUREA and e-LERU projects are contributing to the establishment of a European area of higher education. Both are coordinated by ULP and funded by the European Commission.

Founded in 2002 and made up of Europe's top 12 research universities, the League of European Research Universities (LERU)¹ evaluates, proposes and directs European policy on research.

To this end, nine of its member universities have launched two large-scale projects to bring about a European vision of internationally competitive higher education.

> **EUREA project:** the first interface between the scientific and educational know-how of top universities in Europe and the world.

Initiated on 15 January 2005, the project's objective is to pool the digital resources (courses, educational software, scientific and institutional current events, etc.) of LERU's partner universities into an information portal that will provide the general public with ready access to a wide collection of outstanding scientific and educational materials.

> **e-LERU project:** offer students virtual mobility in a number of top universities.

Launched on 1st February 2005, the e-LERU project will ultimately lead to the creation of a virtual campus in the form of 'e-modules'. Each participating university will offer a selection of teaching modules recognised by the other partner universities and which students will be able to sign up for. These courses and the excellence of each national degree will be certified by a pan-European LERU label.

Thanks to these two projects coordinated by ULP and the possibilities for exchanging and sharing offered by information and communication technologies, Europe's major universities are able to effectively meet current needs in transforming and adapting Europe's higher education systems.

1. LERU member universities and e-LERU project partners (in alphabetical order): Genève, Heidelberg, Karolinska (Stockholm), Leiden, Leuven, Milano, Strasbourg and, for the EUREA project, Helsinki and München.

Media contact

Frédéric Zinck
Tel. +33 (0)3 90 24 11 40
frederic.zinck@adm-ulp.u-strasbg.fr

ULP-multimedia contact

Anne Goudot
Tel. +33 (0)3 90 24 11 67
anne.goudot@ulpmm.u-strasbg.fr



Contacts

Address : ULP Multimédia. Atrium. 16 rue René Descartes. 67070 Strasbourg cedex.
Fax : 03 90 24 00 13
<http://ulpmultimedia.u-strasbg.fr>

Head : Alain Jaillet - +33 3 90 24 00 12 / alain.jaillet@ulpmm.u-strasbg.fr

Administrative manager: Francine Pinard – +33 3 90 24 00 22 /
francine.pinard@ulpmm.u-strasbg.fr

Office of secretary: Claudine Bertschy – +33 3 90 24 00 10 /
claudine.bertschy@ulpmm.u-strasbg.fr

Authors of the report:

Anne Goudot, ULP Multimédia, EUREA project manager –
anne.goudot@ulpmm.u-strasbg.fr

Véronique Debord, ULP Multimédia, EUREA assistant project manager –
veronique.debord@ulpmm.u-strasbg.fr