

Introduction to the Electronic Government Education Mini-track

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Abstract - The aim of this paper is to introduce the mini-track on Electronic Government Education organized as part of the Electronic Government Track at the 47th Hawaii International Conference on System Sciences (HICSS-47).

I. RATIONALE

Successful execution of Electronic Government (EGOV) initiatives requires collaboration from a variety of stakeholders, each playing a certain role and bringing their experience and knowledge to fulfill this role. However, such stakeholders must have a common understanding of the transformative role of Information and Communication Technology (ICT) in government, in interactions between government, citizens and other non-state actors, and in the society as a whole. To develop such understanding, many governments are undertaking concrete efforts to train and educate civil servants on ICT- and EGOV-related issues. The mini-track provides a forum where academics, practitioners and educators present and discuss their insights and experiences in building EGOV human capacity.

II. FOCUS

The mini-track focuses on the acquisition, utilization, and continued development of the competencies required in planning, development, and usage of public sector ICT and EGOV. Of interest are enquiries and cases related to: actors and their responsibilities and roles; competencies requirement by different roles; competency-building approaches including academic and professional education, training, apprenticeship and capacity building; body of knowledge, competency frameworks and curriculum development; pedagogical approaches, learning innovation, technology and gaming; assessment methods, certification and licensing; and others. Also of interest are enquiries and cases related to the organizational environment where EGOV education takes place: competency transfer and internationalization; continued and institutionalized learning; accreditation; competency-based personnel management; professional societies and associations.

III. ACCEPTED PAPERS

The mini-track accepted two papers. The first paper [1] presents results of the project TEDS@wildau. The project integrated the TEDS framework - an evaluation framework based on value-added processes of considering the needs of human actors using information systems - into the Moodle learning platform. Relying on the TEDS framework as a tool to evaluate e-learning systems, the paper explains didactical and technical details of a proposed solution implementing the TEDS framework into the Moodle platform. It also discusses how the integrated approach can be used in e-Government to enhance the design of e-Government platforms to conduct public consultations and to better understand citizens' needs. The second paper [2] discusses the types of competencies required by government staff and the observed fact related to the need for staff to acquire some skills (skilling), while at the same time some other skills are no longer required (de-skilling). Through the analysis of two case studies - 1) Germany-wide Single Public Service Number and 2) Shared Service Centre; the paper discusses the relationship between IT deployment in public institutions and required social skills of civil servants. Based on practical observations, the main finding of the paper is that "social skill requirements are growing as the socio-technical networking is expanding". It also argues how the lack of social skills may limit the implementation of networked forms of organizations.

REFERENCES

- [1] Scholl, M., Ehrlich, P., Wiesner-Steiner, A., and Edich, D., "The project TEDS@wildau: TEDS Framework Integration into the MOODLE Platform for User-Specific Quality Assurance of Learning Scenarios", in *Proceedings of the 47th Hawaii International Conference on System Sciences (HICSS-47)*, Hawaii, USA, 2013.
- [2] Schuppan, T., "E-Government at Work Level: Skilling or De-skilling", in *Proceedings of the 47th Hawaii International Conference on System Sciences (HICSS-47)*, Hawaii, USA, 2013.