

Multi Country TVET Teacher Qualification through Blended Learning in 2004

Methodology, Applications,
Quality Management and Perspectives

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How does an entry strategy for a sustainable deployment of eLearning in the TVET sector look like ?

Lessons learnt from recent multiplier programmes:

Training about the subject “eLearning” is costly and the impact of this training is difficult to assess (the transfer phase towards deployment is risky)

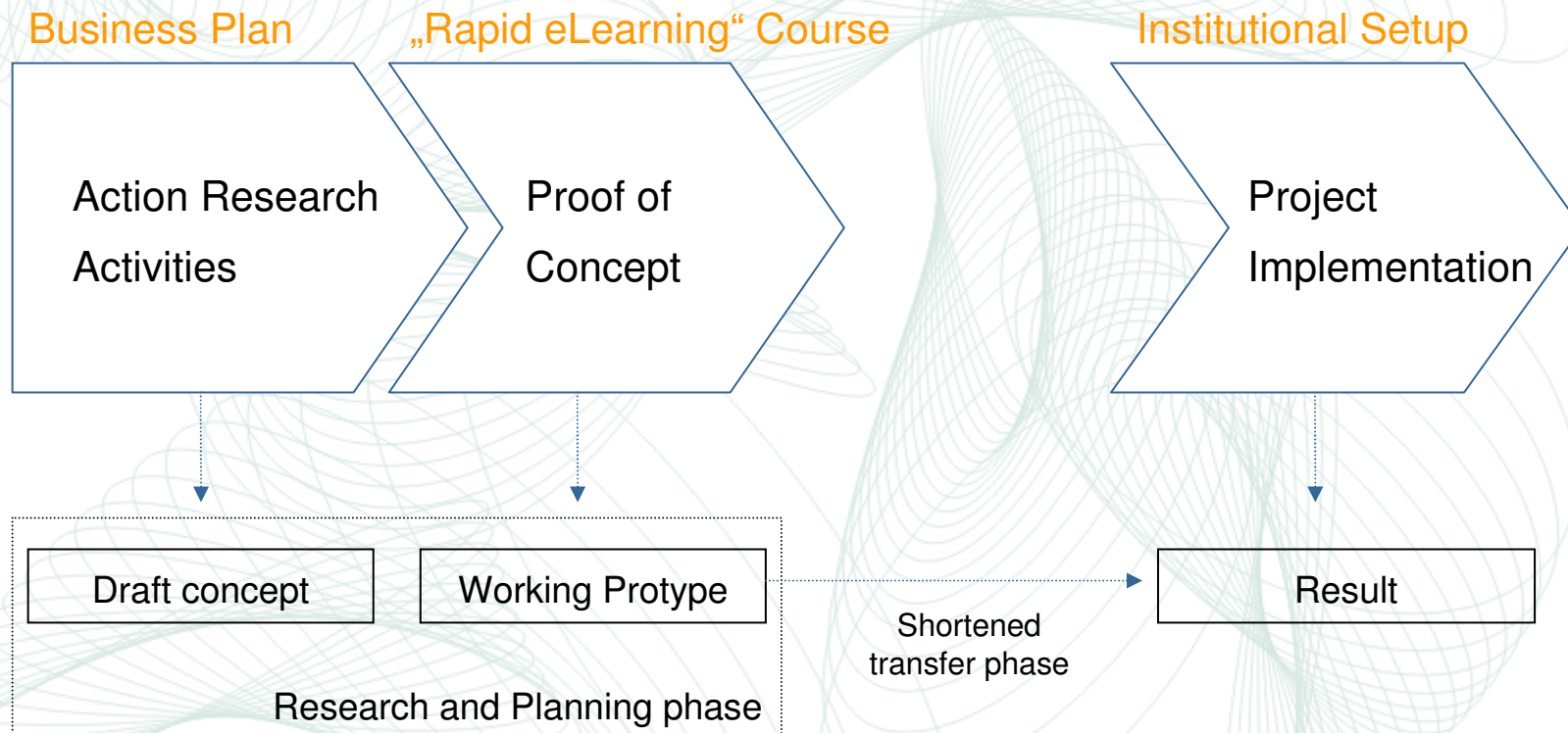
Conclusion:

Local stakeholders need to practice eLearning and –teaching along their job responsibilities within their institution (“eat your own dogfood approach”).

Question:

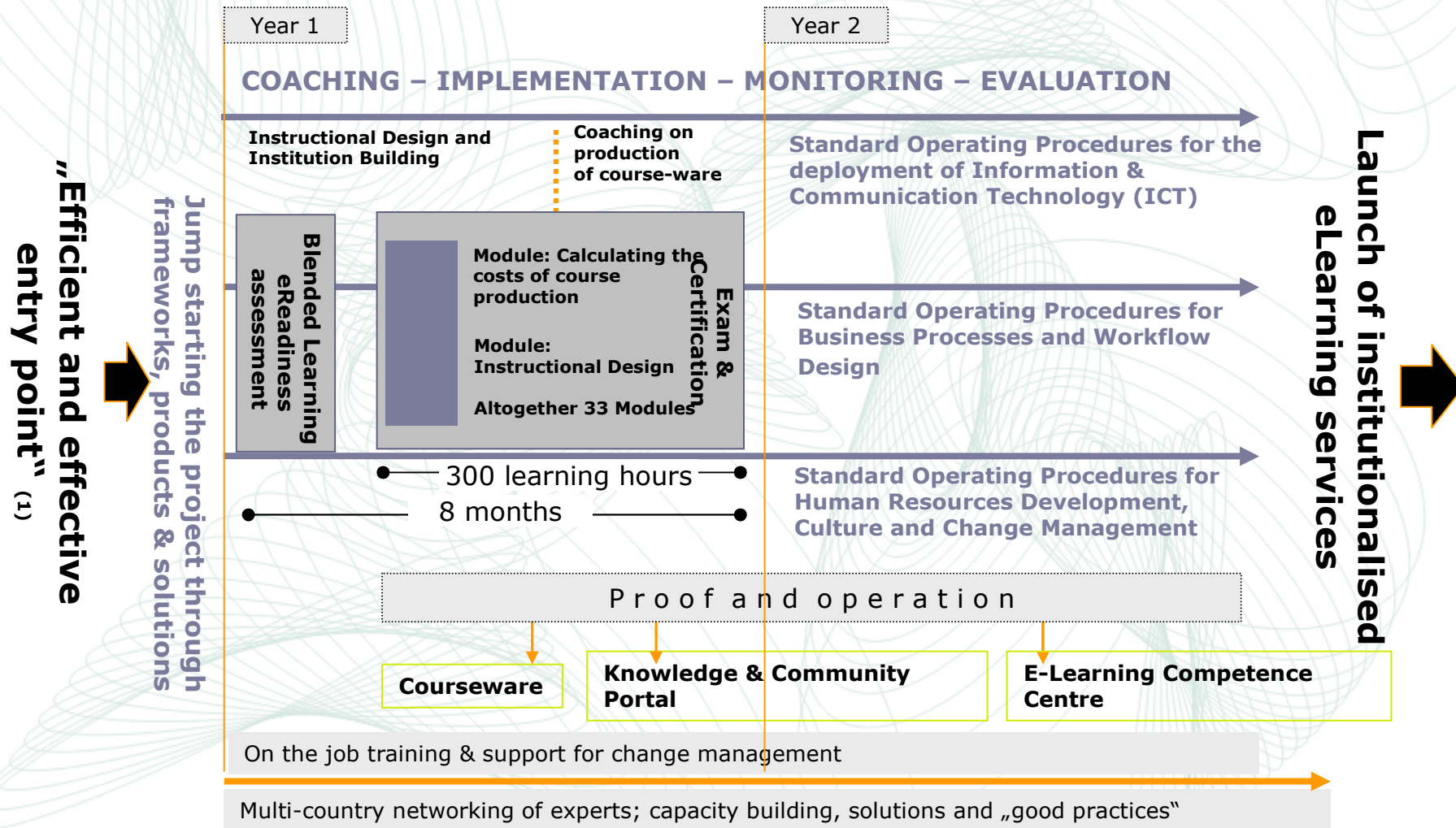
But how can stakeholders become enabled without extensive face to face coaching ?

A generic project methodology: TAHR™ Operating Procedure for *eLearning enabling* (teacher training)



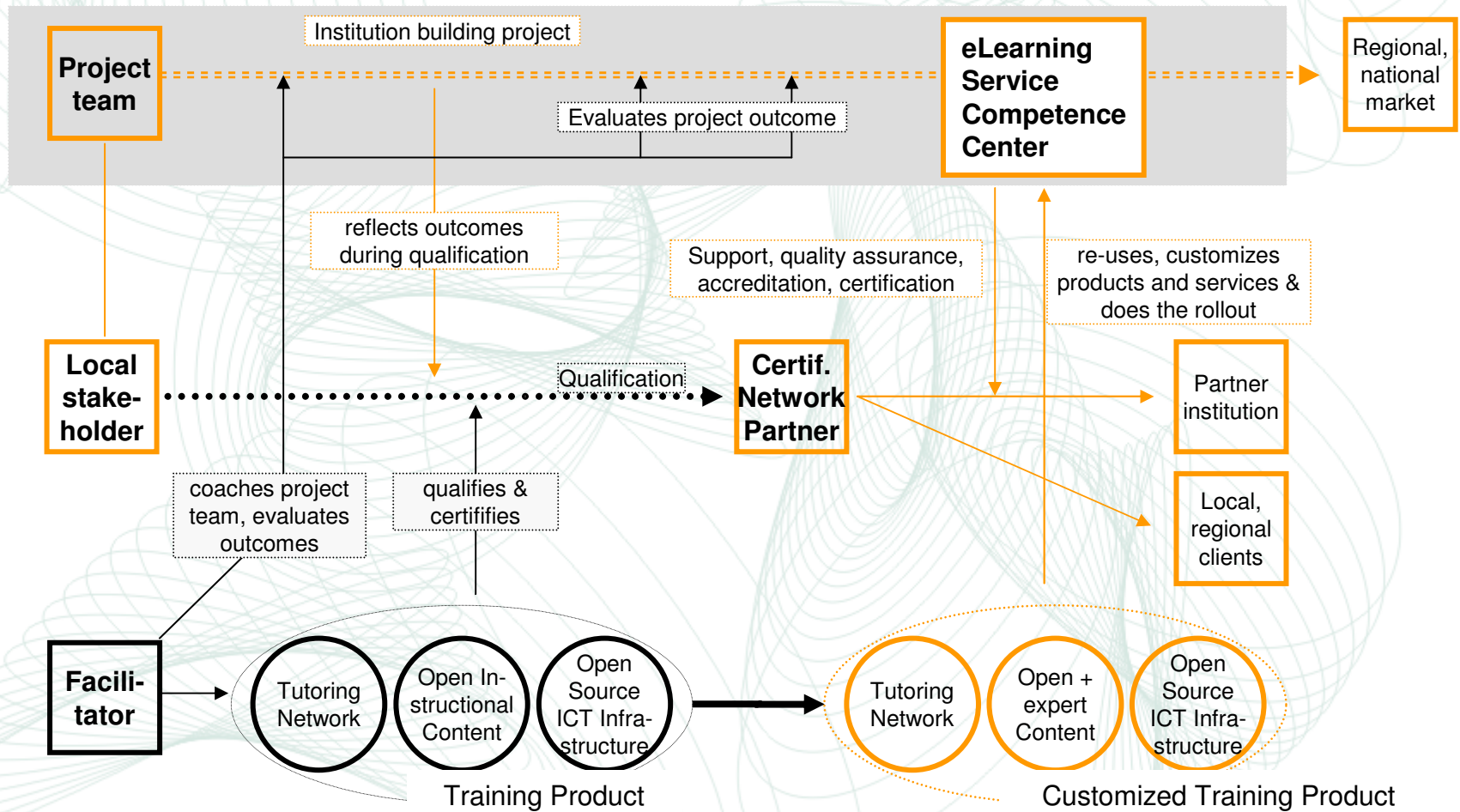
Also applied in the GTZ project
www.crystal-elearning.net

Application: The *enabling operating procedure* implemented for an eLearning service provider of GTZ („Crystal“) in the TVET sector



(1) Efficient: do things cheaper; effective: do things better.

Quality assurance for eLearning services offered by TVET teachers (an institution building component of Crystal / GTZ)



Applied in the GTZ project
www.crystal-elearning.net

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Perspective: Low entry strategy facilitates compatible sharing scenarios

Self organized tournaments

Standard-Objects **Special Objects**

Module **XML** **Process**

Template-Sets

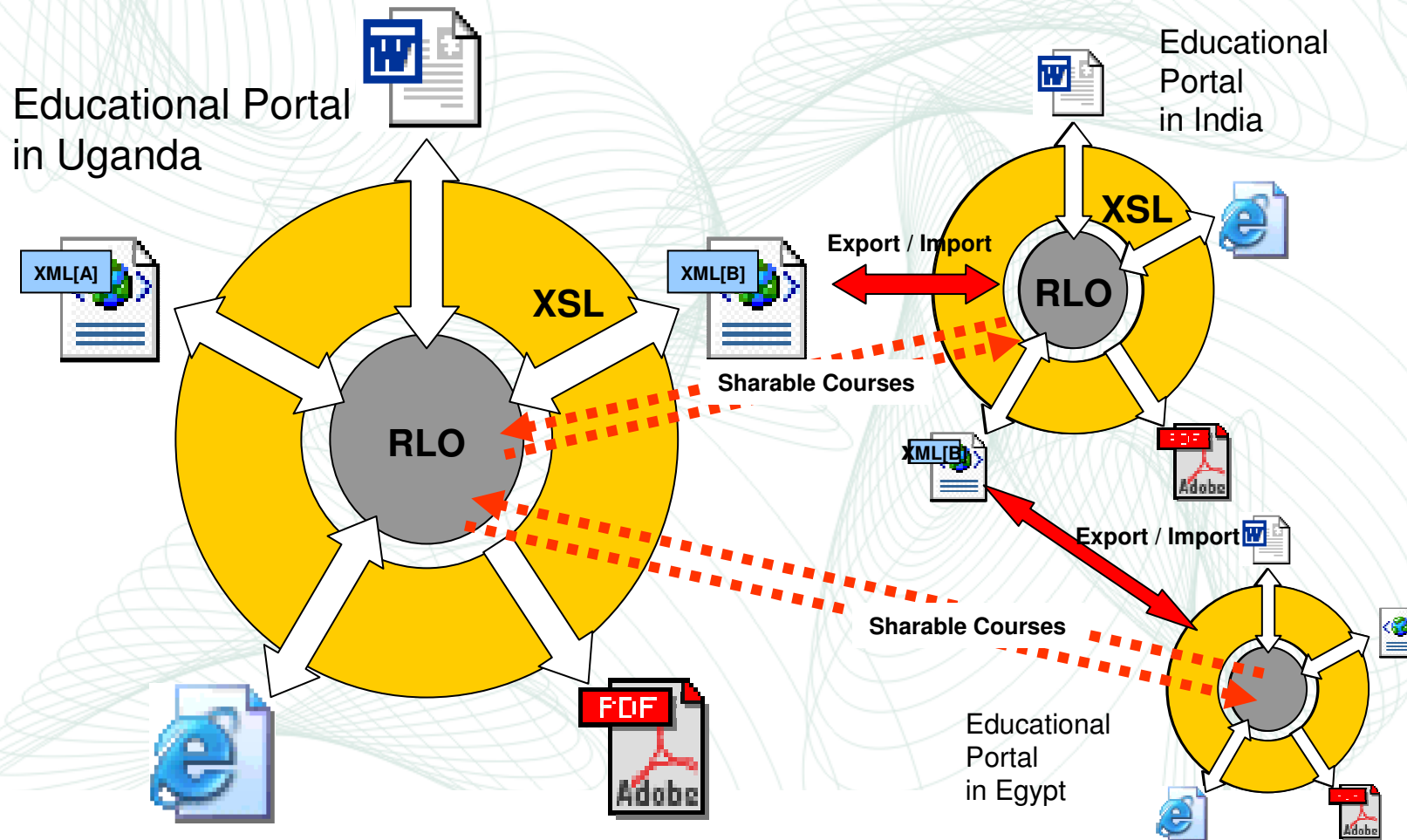
UIRI
Uganda Industrial Research Institute

Your Partner IN Industrialization

Project planning workshop
10th - 11th June 2004, Centre for Electronics Test Engineering, Hyderabad, India

Crystal eLearning
Enhancing Sustainability and Effectivity of Training and Education by Online Learning

Perspective: joint models for methodology, content and technology facilitate sharing in cross country expert networks



Next steps:

Mainstreaming the generic eLearning project model TAHR™

1. Face to face workshops for TVET teachers base on an **Action Learning** approach; modules represent steps in a standard operating procedure
2. Outcome of each module and the complete programme is measured by a **Portfolio Assessment**
3. Re-usable online learning modules base on the **WebQuest** approach of San Diego State University
4. Media deployment follows „Technological Minimalism“
5. Distance education model is adapted from **Correspondence Schools**
6. Courseware production takes place according to the **Re-usable Learning Object** approach of CISCO and SCORM reference model
7. Content & Technology is open and the driving force is Service - Service – Service

Key Questions

- 1. How were sustainable development issues integrated ?**
 - eLearning enabling operating procedure with low initialization („rapid eLearning“) and maintenance costs (SOP for life cycle management)
 - Job performance duties mixed up with training shortens the transfer phase

- 2. What role do (quality) standards and practice-orientation play ?**
 - Reference models for re-usability (SCORM, CISCO RLO) have been applied
 - Action learning meets the needs of eLearning multipliers in the South
 - The role of tutors transforms to hands-on project coaches then

- 3. How could the policy-framework be improved in order to ensure a contribution from TVET programmes to sustainable development?**
 - Continuous education with a live long credit point account for teachers (like CME)

- 4. In what way can the deployment of e-Learning components contribute to the promotion of sustainable development ?**
 - A contribution requires economy of scale – this takes some efforts yet ...
 - Affordable mass customized eLearning products require a critical mass of teachers plus affordable and customizable contents and technology

Thank you for your attention

<http://www.hoffmann-reif.com>