eLearning Competence Centers – the organisational basis for quality in eLearning
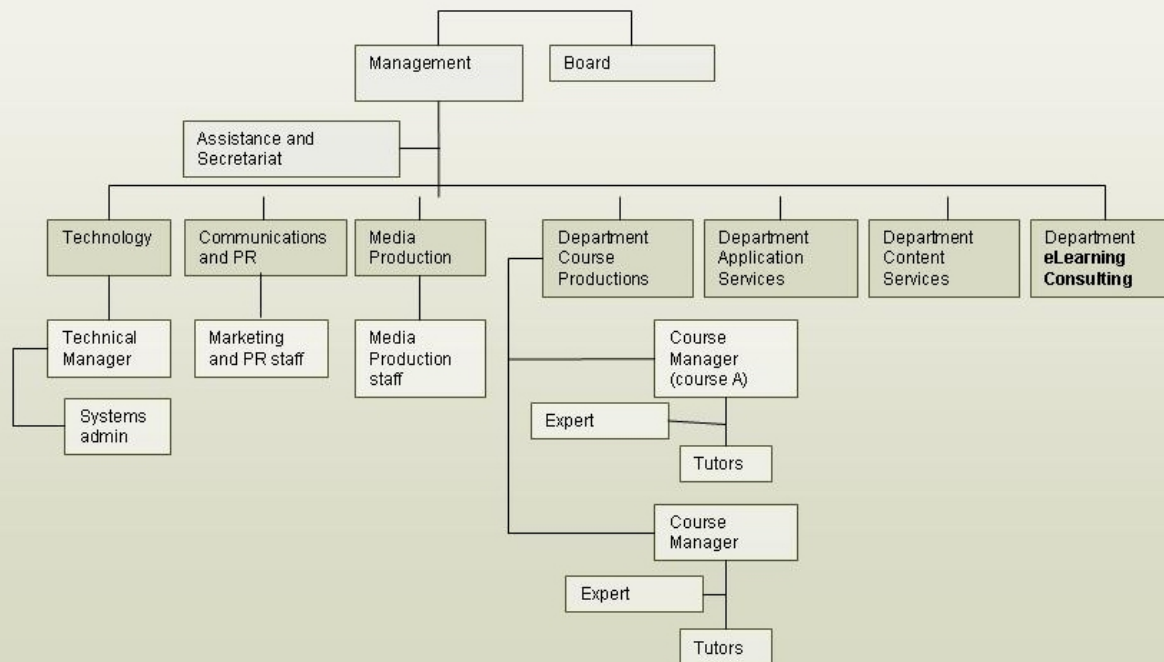

Leopold Reif, ICDE-IGNOU conference, New Delhi, 22 November 2005

eLearning – the very powerful enabler

1.) eLearning allows teaching staff to redesign existing courses for the delivery via networks and to provide eLearning services based on contextual and authentic knowledge.

2.) Knowledge owners provide directly their knowledge services to learners and customers.

3 .) An Open Source strategy allows for an extensive engagement of local software developers, the building of new competencies, the creation of new services and the development of more and better software.

4.) A (Open) Content strategy allows for an extensive engagement of local teaching staff, content providers and experts, the building of new competencies, the creation of new services and the development of more and better local content.

eLearning – the very powerful enabler

Subject matter experts cover many elements of the educational value chain, leading to

- increased productivity,
- shortened production time,
- and decreased costs.

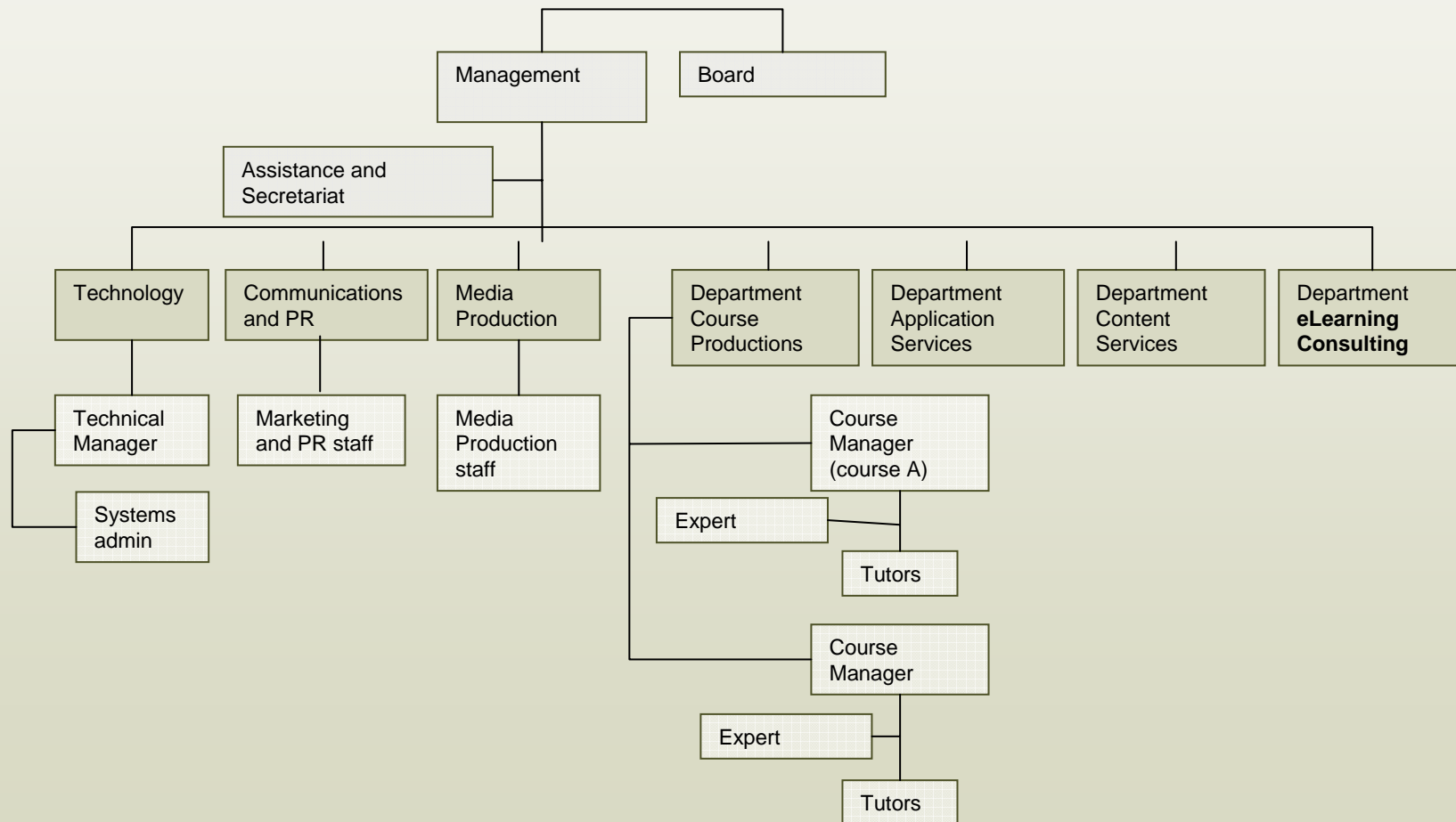The direct representation of knowledge by its owner results in a higher degree of

- authenticity,
- contextuality,
- adaptability,
- and time-to-market of content.

The challenge: building an eLearning service framework

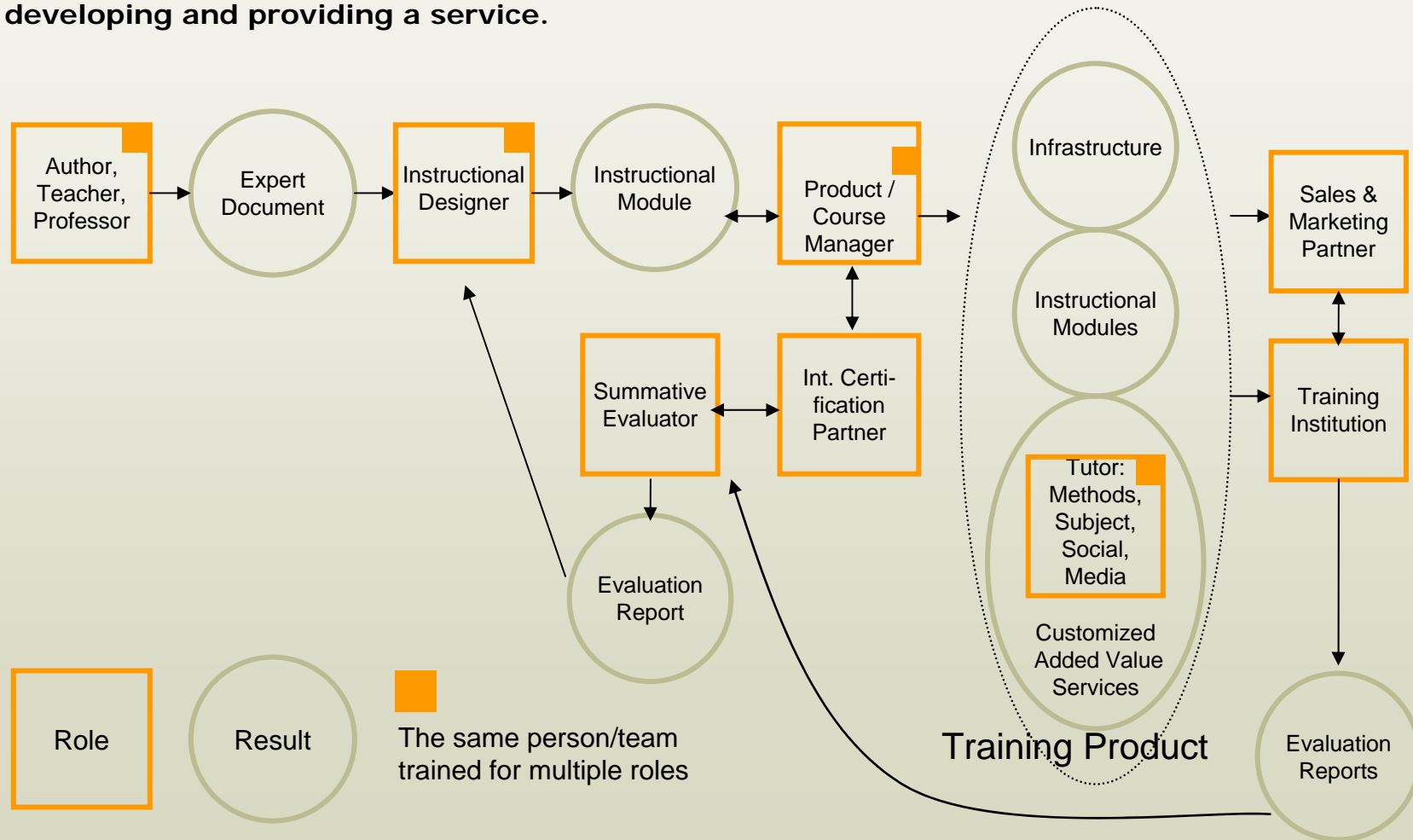|	Infrastructure	Consulting	Training
Learning: **Learning Centers**	• Computers • Media • Learning Material	• Procurement • Learning Software • Support of students	• Management of Learning Center • Advise and support
Teaching: **Faculty**	• Computers • Media • Teaching Material	• Pedagogy • Concepts • Production • Implementation	• Pedagogy • Concepts • Production • Implementation
Media: **New Media Center**	• Video production • Multimedia production • MM-Software	• Production of MM-material • Media Technology	• Videoproduction • MM-Production (Web, Flash, Mpeg..) • Media Design
Technology: **Computer Center**	• Platforms • Servers (mail, Forum, Chat, Web) • Videoconferencing	• Technologies • Hard- and Software-procurement • Design of learning centers	• Applications • Standard Software • Internet • Platforms • Communication Tools

Adopted from a model of the University of Basel, Switzerland; Dr. Gudrun Bachmann

An eLearning competence center at the University of Furtwangen, Germany

Management

Board

Assistance and Secretariat

Technology

Communications and PR

Media Production

Department Course Productions

Department Application Services

Department Content Services

Department **eLearning Consulting**

Technical Manager

Marketing and PR staff

Media Production staff

Course Manager (course A)

Systems admin

Expert

Tutors

Course Manager

Expert

Tutors

The blueprinting of eLearning

Blueprinting is the visualisation of sequenced activities in the process of developing and providing a service.

Author, Teacher, Professor → Expert Document → Instructional Designer → Instructional Module → Product / Course Manager

Infrastructure

Instructional Modules

Tutor: Methods, Subject, Social, Media

Customized Added Value Services

Training Product

Sales & Marketing Partner

Training Institution

Summative Evaluator ↔ Int. Certi-fication Partner

Evaluation Report

Evaluation Reports

Role

Result

The same person/team trained for multiple roles

The stumbling blocks in building eLearning services

The difficulty to combine different types of working cultures and the need to develop a "work culture mosaic" in educational services.
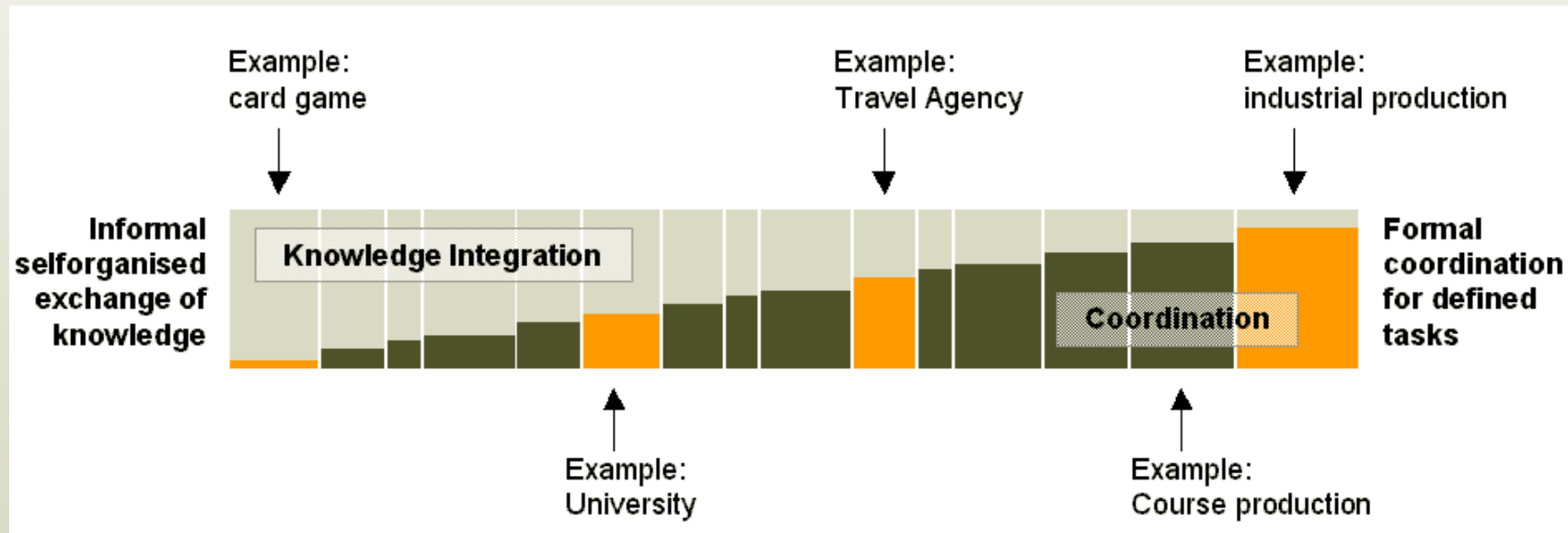
This Graphic is adopted from the „Fraunhofer Institute for Industrial Engineering – IAO" document "Knowledge-Integrative and Coordinative Service Activities – Success Factors for a Sustained Competitive Advantage"Initiative":
http://www.pm.iao.fhg.de/wissensarbeit/engl/wik_engl.pdf

The stumbling blocks in building eLearning services

The lack of

- innovation
- organisational structures for service deployment
- qualification of staff
- appropriate methods, procedures and tools

results in

- a complexity that cannot be handled by the actors
- development of activities „on the fly"
- failure to succeed.

The stumbling blocks in building eLearning services

NO Aims	Skills	Action plan	Resources	Rewards	**Confusion**
Aims	NO Skills	Action plan	Resources	Rewards	**Anxiety**
Aims	Skills	NO Action Plan	Resources	Rewards	**Mixed results**
Aims	Skills	Action plan	No Resources	Rewards	**Frustrations**
Aims	Skills	Action plan	Resources	NO Rewards	**Few results**
Aims	Skills	Action plan	Resources	Rewards	**Best results**

Lecture script on „Service Engineering", 2003, Thomas Meiren, University Stuttgart, http://www.management.iao.fhg.de/vorlesung.htm

The stumbling blocks in building eLearning services

NO Aims	Skills	Action plan	Resources	Rewards	**Confusion**
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Aims	**Few skills**	**No action plan**	**No resources**	**No rewards**	**HELL**

Lecture script on „Service Engineering", 2003, Thomas Meiren, University Stuttgart, http://www. management. iao.fhg.de/vo rlesung.htm

The key for building eLearning services in educational systems: eLearning Competence Centers

Enabling or facilitation Model
A central unit within a university (or in a country) offers funding to faculties and departments. It offers training, support and consultancy, e.g. on course production and Internet based tutoring. Subject matter experts become enabled to provide eLearning services.
Examples: Universities in England, Germany and the USA

Contractual Model
A lead organisation becomes a central organizer for the development and delivery of eLearning courses to students. It contracts institutions to develop and deliver the courses.
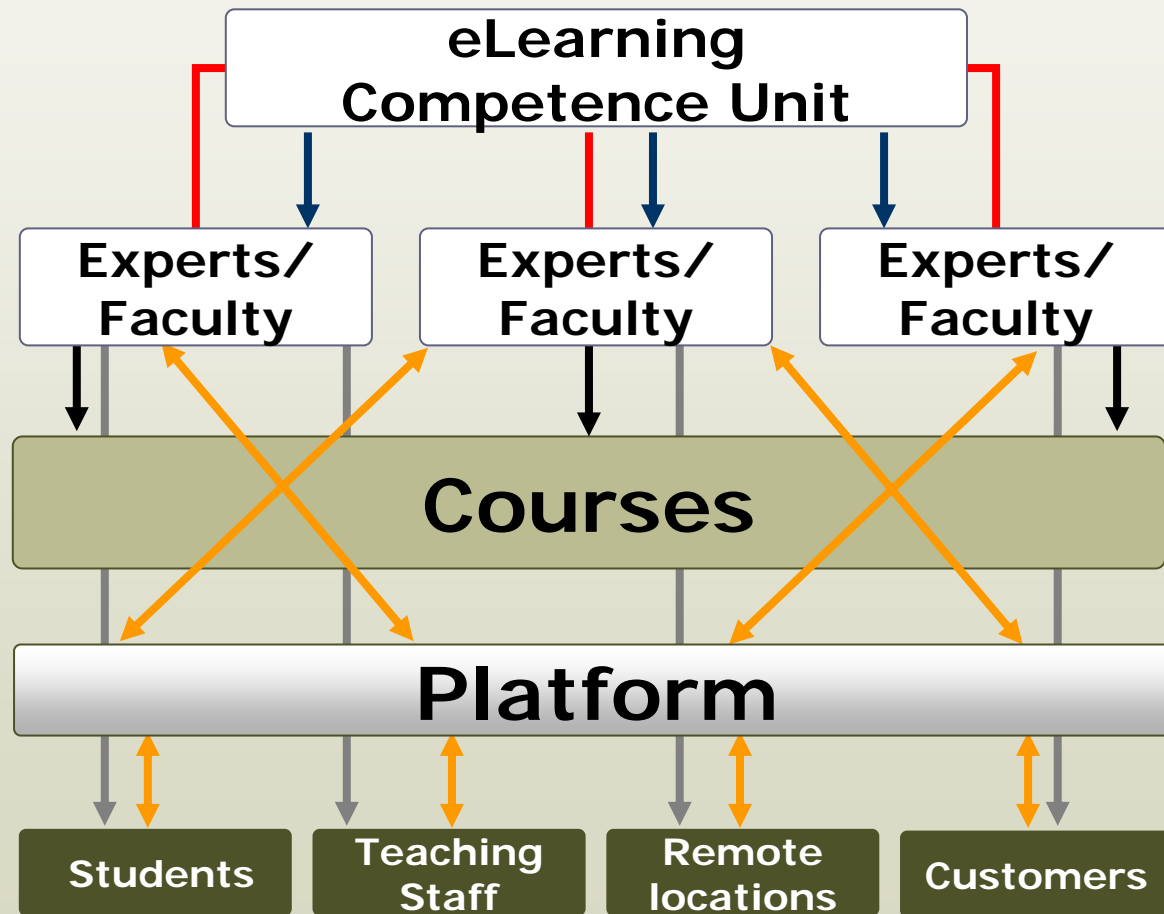Examples: African Virtual University, UKeU

Multiple Alliance Model
Institutions create a partnership and jointly develop and deliver courses in response to identified regional needs.
Example: NetTel@Africa

An „enabling" eLearning competence center at the „Freie Universität" in Berlin, Germany

An eLearning competence center

▸ Becomes a Service Hub for supporting teaching staff to provide eLearning and knowledge services

▸ Builds competencies within faculties on eLearning

▸ Realises projects, implements further training and awareness

▸ Engages international institutions in partnerships for required advanced and innovative programmes
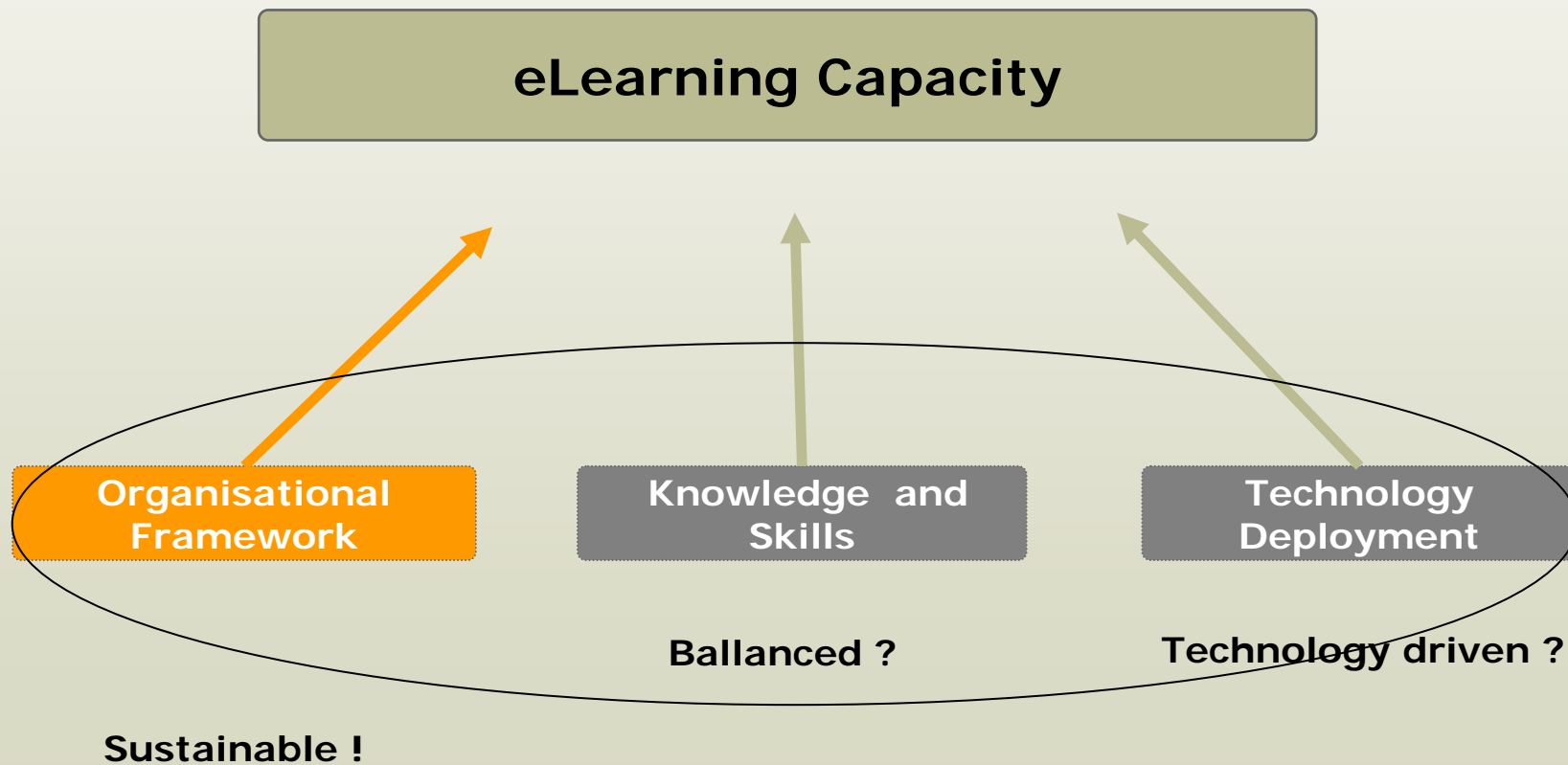
▸ Enables the institution to outreach to new markets

Service Development

Guidelines at the University of Basel, Switzerland

1. New learning and teaching technologies become a horizontal pillar supporting all faculties and departments of the University.

2. The new learning and teaching technologies become an integral part of the higher education didactic.

3. Multimedia and distance learning components become integral part of all face-to-face programmes.

4. Learning without support and discourse is not efficient. Online support and communications via the new networks have a central role.
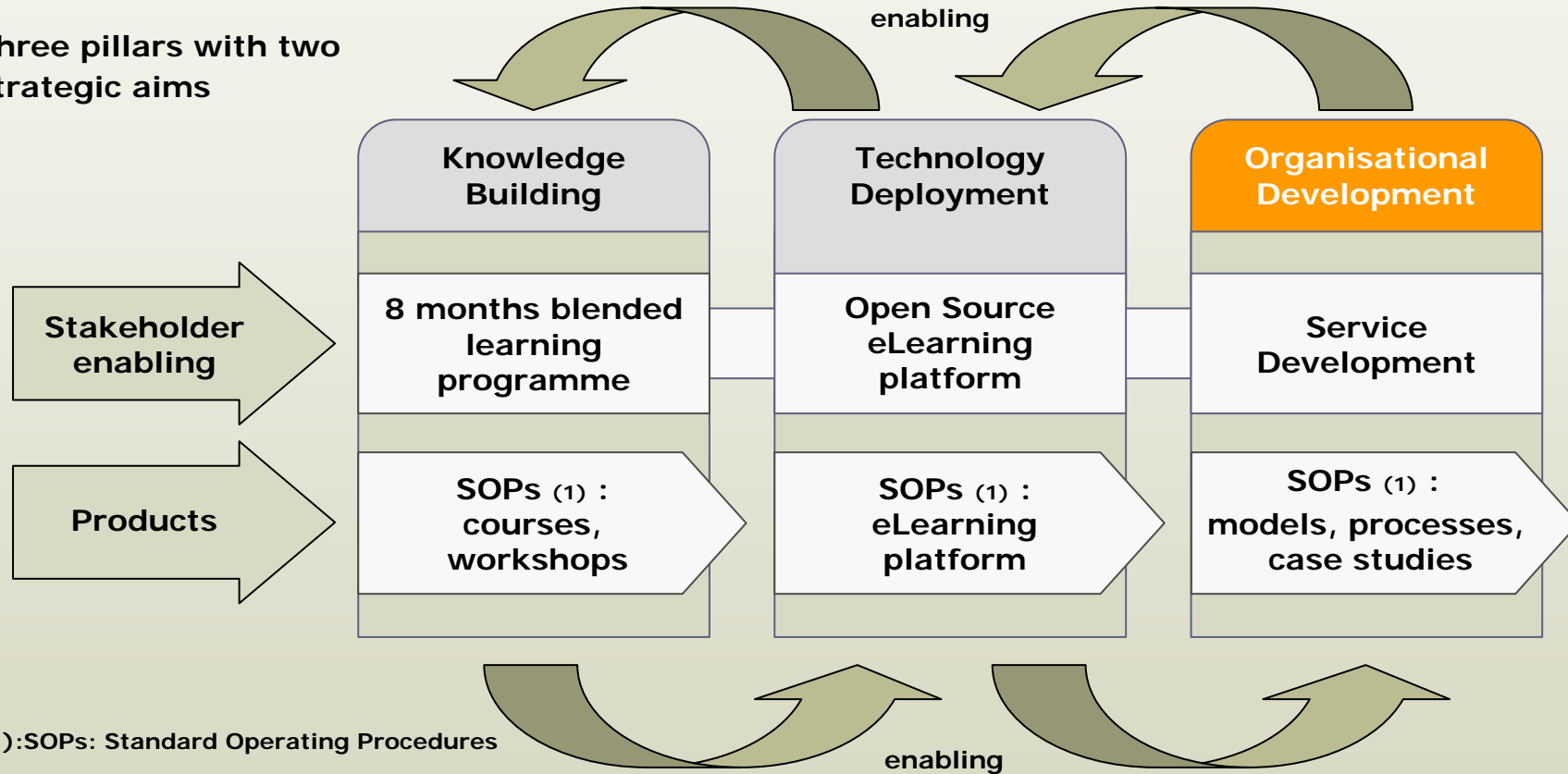
According to Dr. Gudrun Bachmann, University of Basel, Switzerland

**Three capacity building pillars for achieving eLearning service sustainability**

eLearning Capacity

Organisational Framework

Knowledge and Skills

Technology Deployment

Ballanced ?

Technology driven ?

Sustainable !

A comprehensive approach for building eLearning services

Three pillars with two strategic aims

enabling

Knowledge Building	Technology Deployment	Organisational Development
8 months blended learning programme	Open Source eLearning platform	Service Development
SOPs (1) : courses, workshops	SOPs (1) : eLearning platform	SOPs (1) : models, processes, case studies

Stakeholder enabling →

Products →

enabling

(1):SOPs: Standard Operating Procedures

This programme has been implemented in Africa and Asia by the German development cooperation agency GTZ/Crystal: http://www.crystal-elearning.net
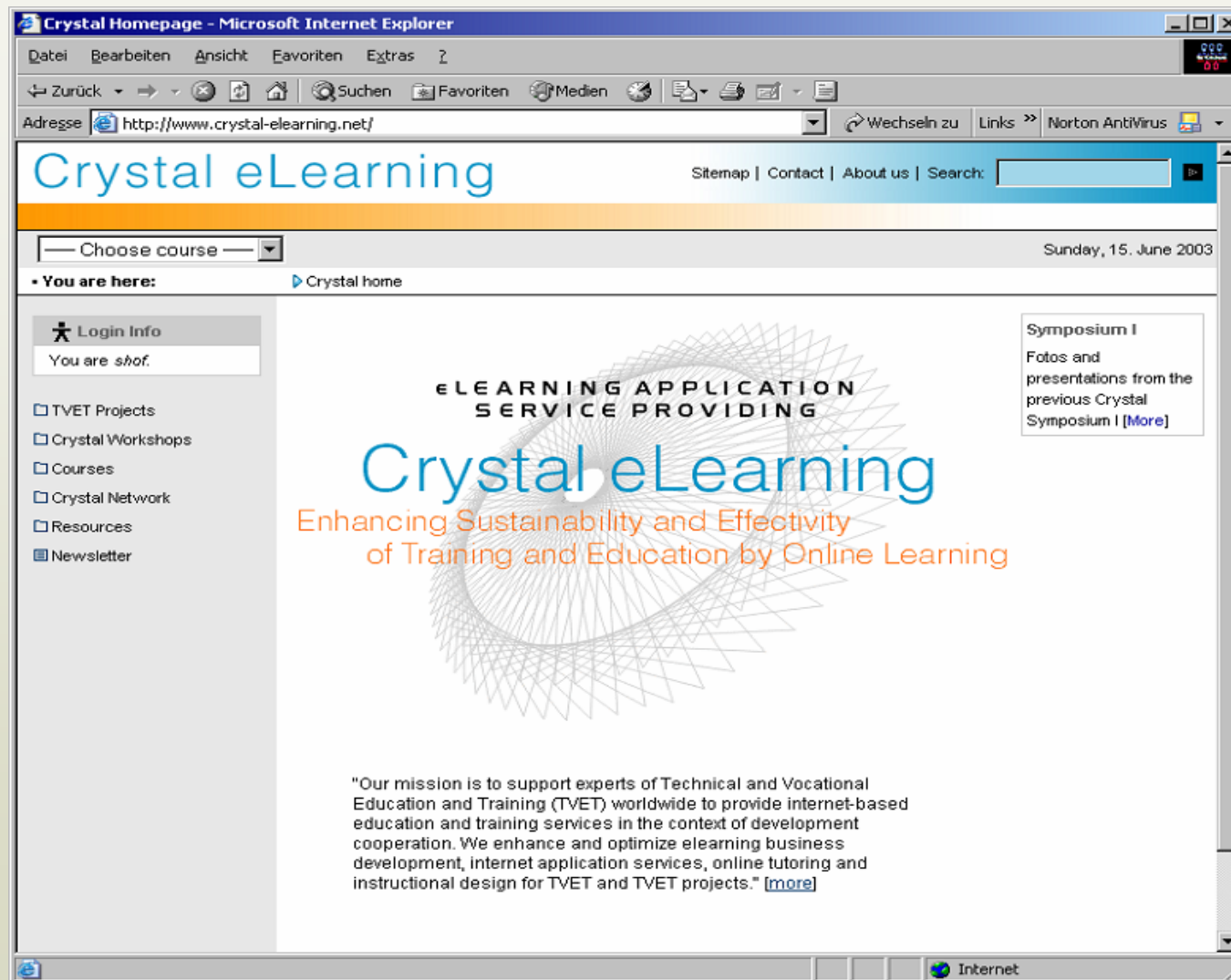
THANK YOU!

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website: http://www.hoffmann-reif.com