



# The Vision for Lifelong e-Learning in Higher Education

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department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

# Drivers for lifelong e-learning

- Access: *wider participation including work-based and distance education*
- Choice: *collaborative credit-based programmes, personalised pathways and support*
- Flexibility: *online and blended delivery, self-paced independent learning*
- Speed: *updated knowledge and skills for economic change and lifelong learning*
- Quality: *excellence through collaboration*
- Efficiency: *economies of scale*

# Drivers for Europe Higher Education Area

- Mobility: *match learning mobility to economic mobility*
- Skills for changing economy *build growth*
- Meet diverse needs: *across wider Europe*
- Social inclusion and equity: *widen reach of lifelong learning and higher education*
- Affordability: *quality and growth through scale*

# E-learning in the UK

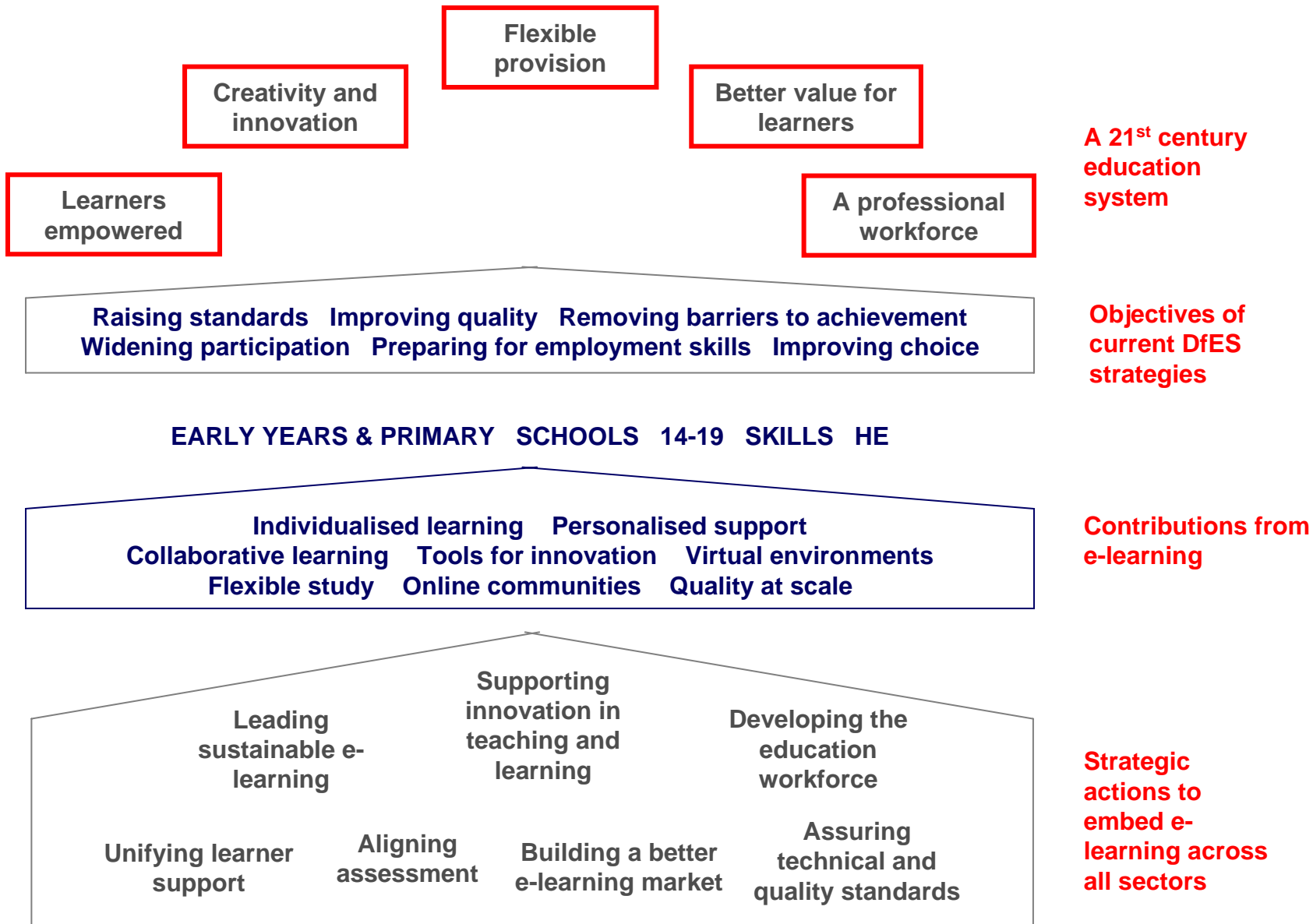
- Substantial investment by government and institutions
- Department for Education and Skills: nearly £1 billion in 05/06
- Schools: National Grid for Learning, Curriculum Online
- Post-16: National Learning Network, Ufi and **learndirect**
- Other government Departments including health, arts, defence
- E-Government Interoperability Framework, UK Online and [direct.gov](http://direct.gov)

# E-learning and higher education

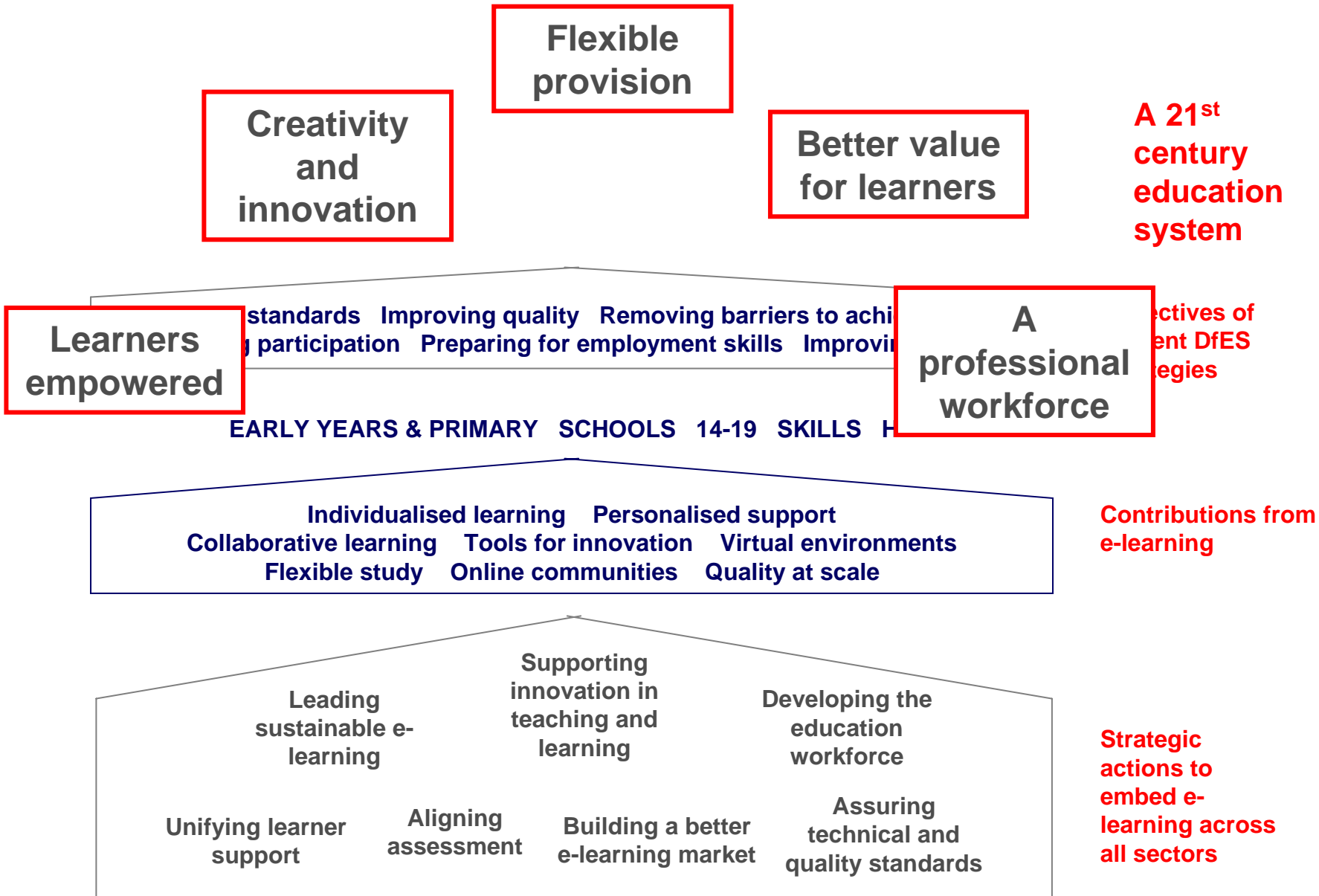
- SuperJANET high-speed network for all universities and colleges
- Joint Information Systems Committee (JISC) products and services
- Technical standards through CETIS
- MLEs for Northern Ireland and South West
- Higher Education Funding Council (HEFCE) e-learning strategy
- European projects in VI Framework including TELCERT, engagement in e-portfolios

# Drivers for e-learning strategy

- **Unified:** *a unified approach across all learning sectors for coherent provision, and for seamless transition for learners*
- **Embedded:** *in all policy, delivery and practice, to support all the government's educational objectives and enable improved teaching and learning outcomes*
- **E-learning:** *using new technologies and the Internet to transform teaching and learning, in all subjects, at all levels*
- **Transformational:** *a systemic approach to deliver longer term goals*
- **Actions and partners:** *need to identify what actions are needed, and the respective roles of government, partners and agencies, and educational institutions*



**Proposed e-learning strategy – taking us to a 21stC education system**



**Proposed e-learning strategy – taking us to a 21stC education system**



Creativity and innovation

Flexible provision

Better value for learners

A 21<sup>st</sup> century education system

Raising standards Improving quality

Removing barriers to achievement Improving choice

Widening participation Preparing for employment skills

Objectives of current DfES strategies

Individualised learning Personalised support  
Collaborative learning Tools for innovation Virtual environments  
Flexible study Online communities Quality at scale

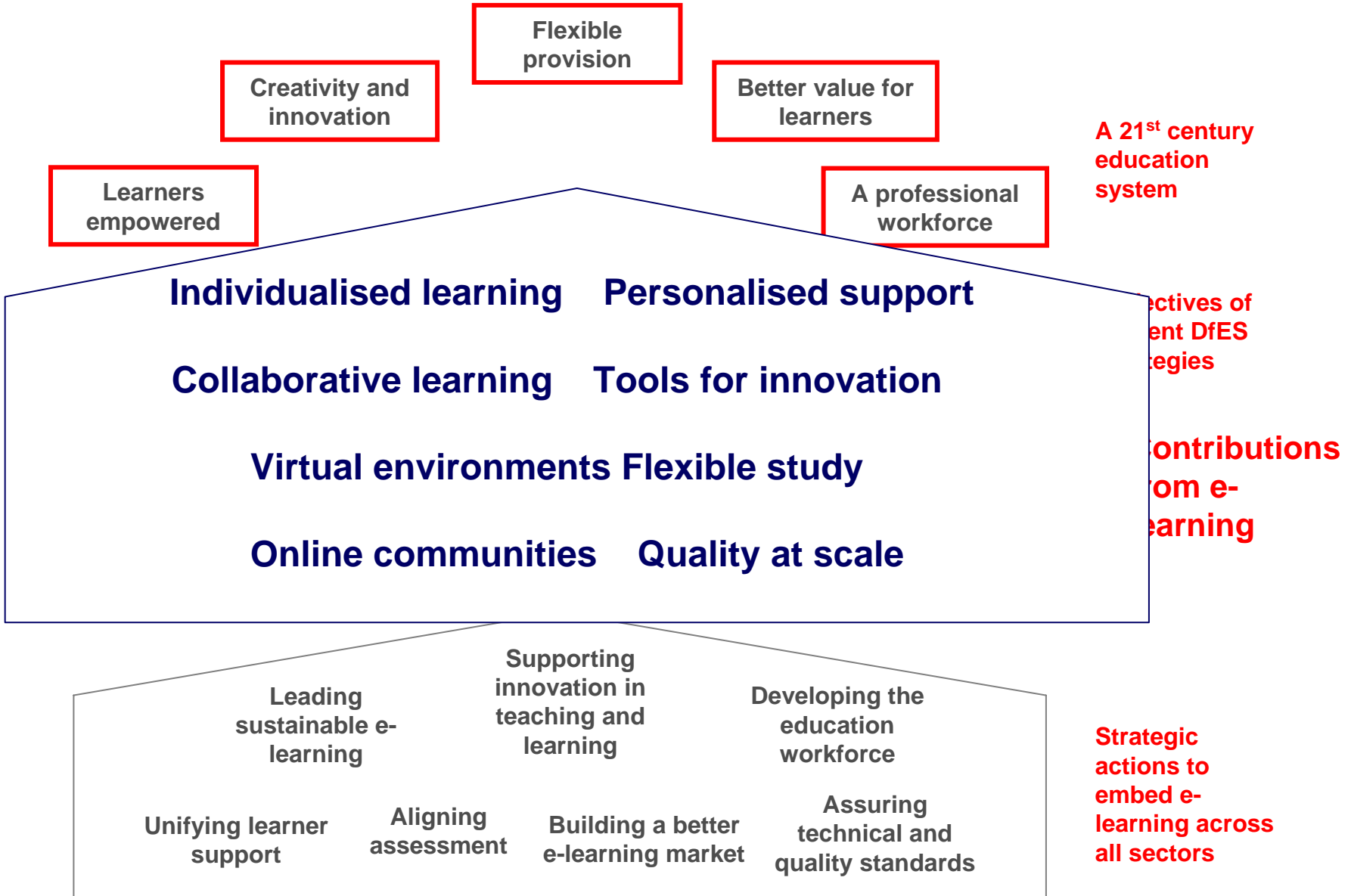
Contributions from e-learning

Leading sustainable e-learning  
Supporting innovation in teaching and learning  
Developing the education workforce

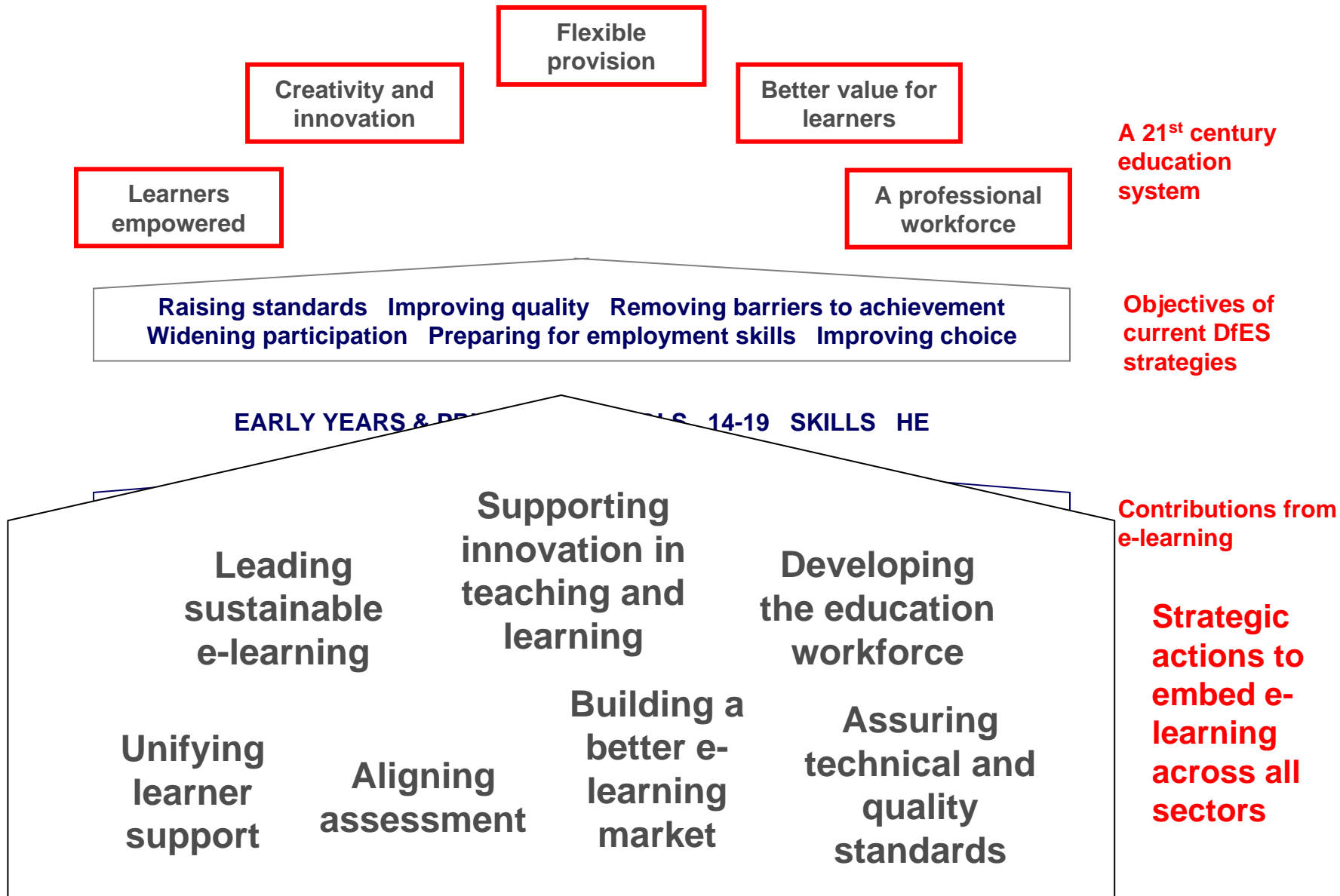
Unifying learner support  
Aligning assessment  
Building a better e-learning market  
Assuring technical and quality standards

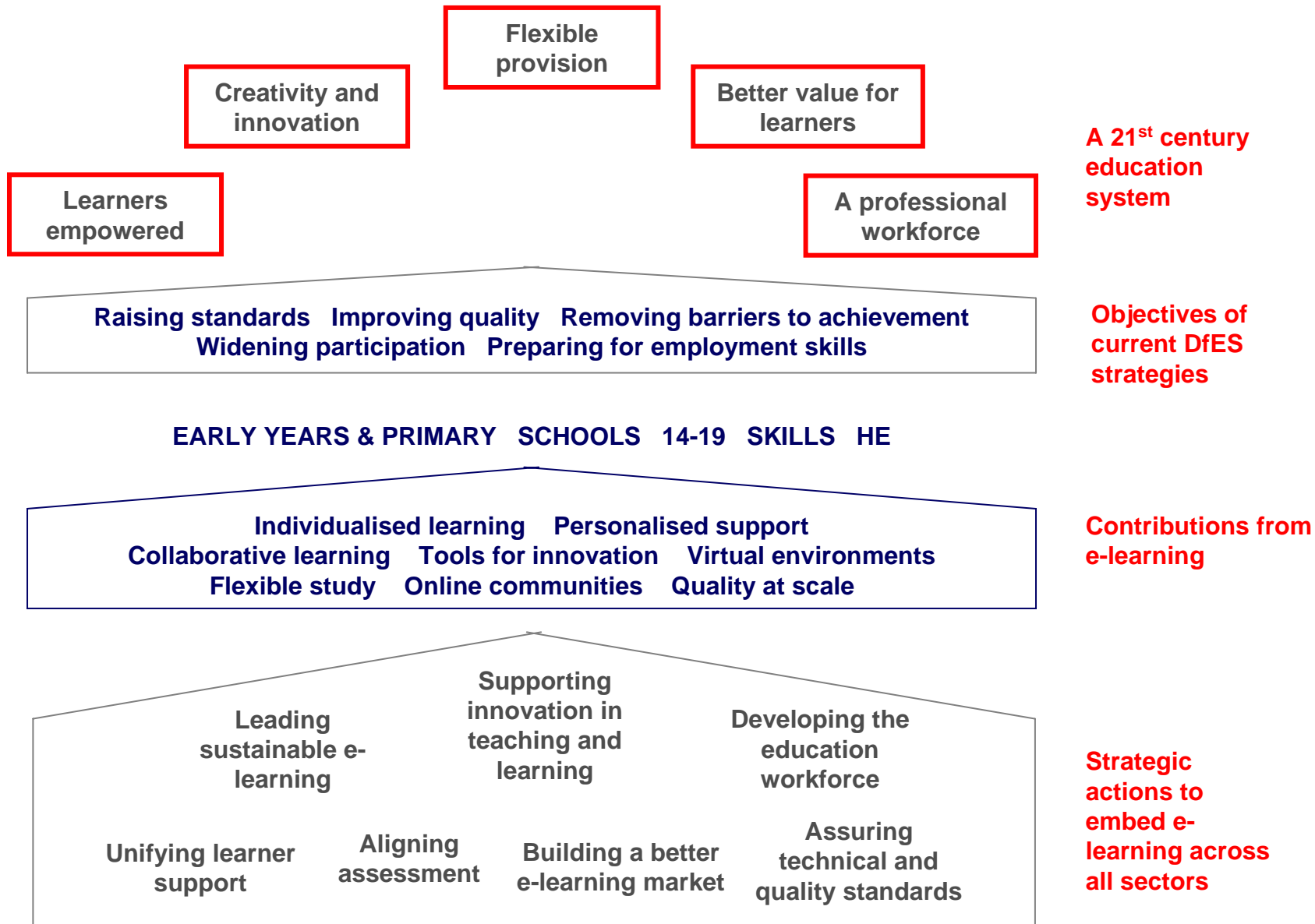
Strategic actions to embed e-learning across all sectors

Proposed e-learning strategy – taking us to a 21<sup>st</sup>C education system

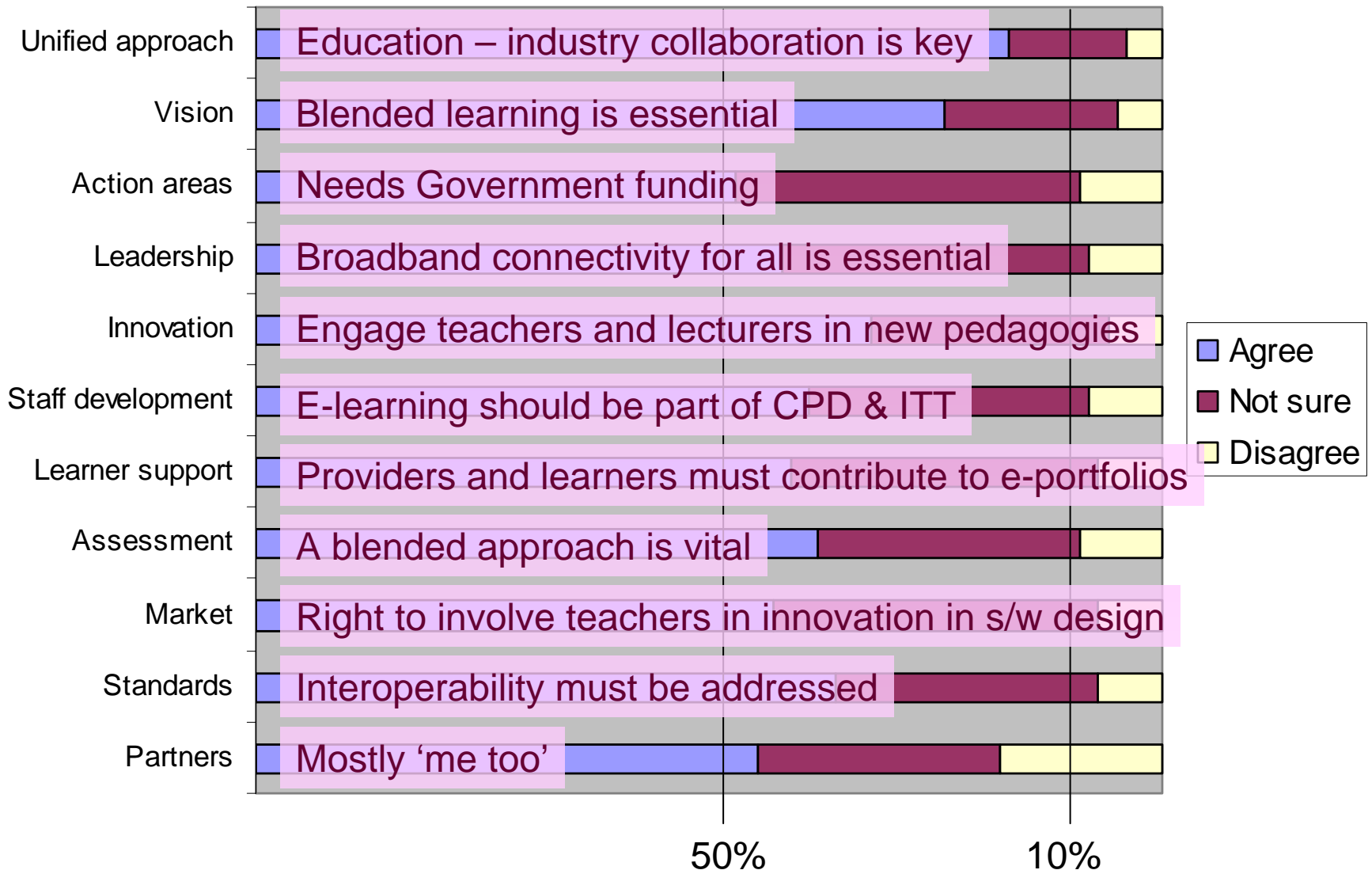


**Proposed e-learning strategy – taking us to a 21stC education system**





# E-Learning Strategy Consultation: Summary of responses

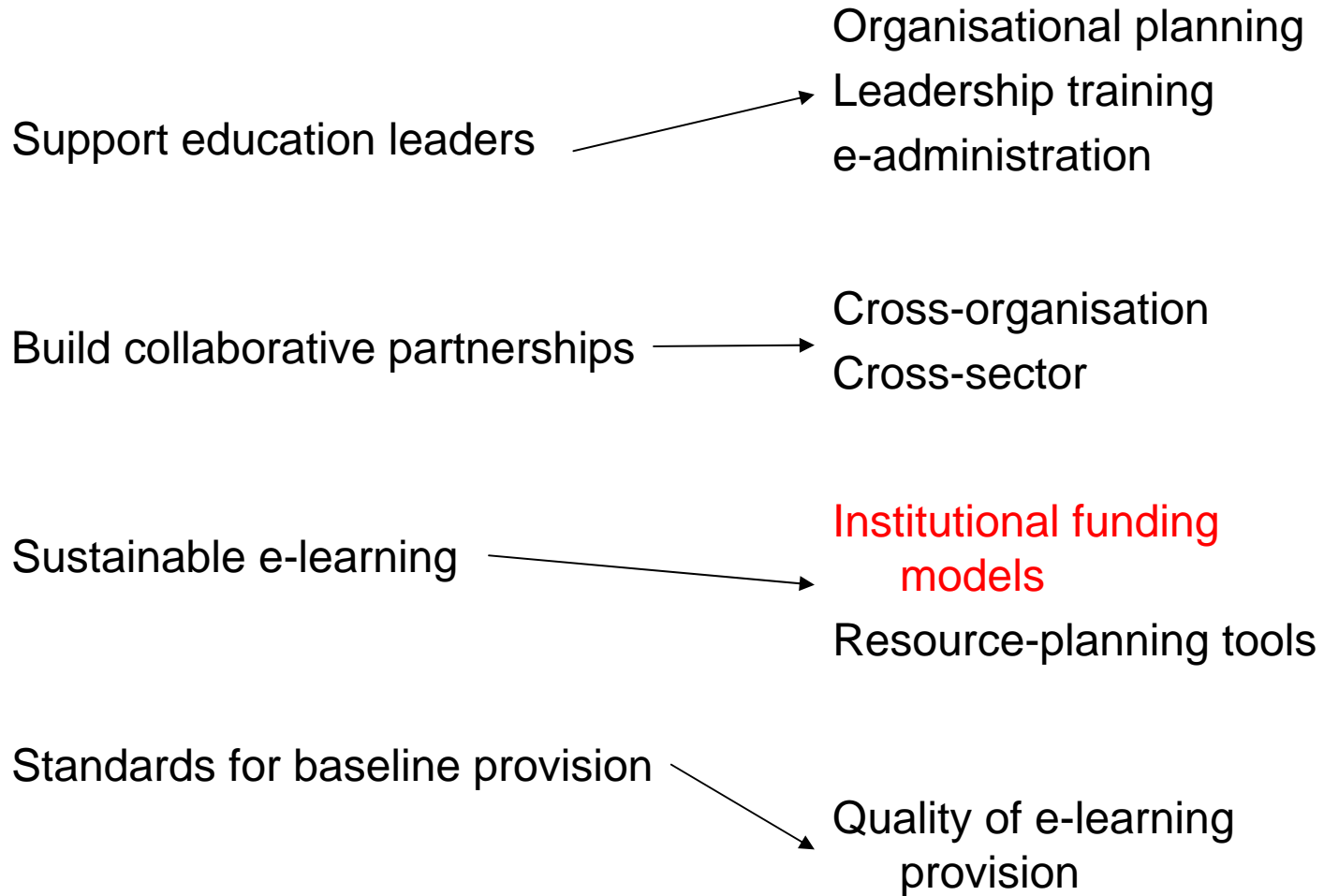


# Priorities for higher education

- E-learning is what HE students *expect* today
  - Both for distance education and on-campus - blended approach
- Ageing HE workforce lacks IT skills and fears technology
  - Build e-pedagogy into training for new HE teachers
  - New qualifications for professional development in e-learning
  - New breed of e-learning technologists
- Education leaders must drive e-learning forward
  - Collaboration essential for high quality content
  - IPR could be a problem
- Government has a role in funding, standards and quality
  - Some central procurement or pump-priming
  - May need central repositories or databank for e-learning software
  - Interoperability standards essential
  - Quality Assurance Agency should set quality standards for HE

# Leading sustainable e-learning

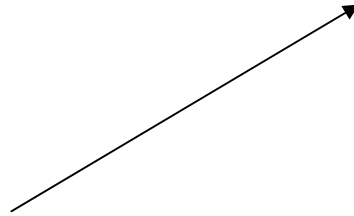
*Medium term*



# Supporting innovation

*Medium term*

Embracing the new pedagogies



## Role of subject associations

Networks of subject-based centres of excellence

Mix of public and private funding to ensure personal access

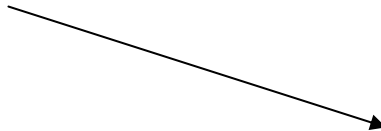
Focus on shortage subject areas



## National databank of e-learning resources and digital assets

Pathfinders to test local- central support models

Establish the appropriate evaluation methodologies



## Intensive evaluation studies

New approaches to cost-benefit analyses

Community of practice for e-learning research and evaluation



# Supporting innovation

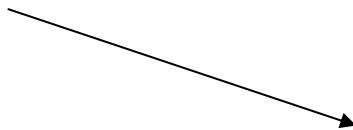
*Longer term*

Focus on removing  
barriers to learning



Focus on learners with  
special needs to ensure  
greatest impact  
Interactive diagnostic tests  
and remediation

Build a practice-  
oriented research  
environment

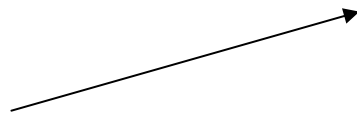


Cross-sector R&D programme  
to generate new kinds of e-  
learning activities  
**Action research for teachers  
and lecturers as reflective  
practitioners**  
**National practice-based  
research programme**

# Building a better e-learning market

*Medium term*

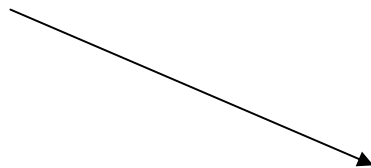
Successful  
educational  
software



Collaboration between digital  
resources for education and  
games

Promote user requirements for  
creative learning and  
interoperability with digital  
resources industry

A thriving market



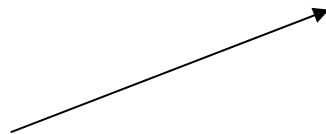
Investigate models for  
tendering and  
procurement

Engage small and large  
companies in digital  
resources market

# Building a better e-learning market

*Longer term*

IPR best practice  
and support

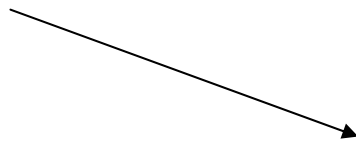


Advice and guidance on IPR  
and copyright practice

Technical solutions for IPR

Licensing arrangements across  
sectors

Innovation



Educators to lead and  
engage in innovation

Develop generic e-  
learning design tools for  
learners and teachers

# Assuring technical and quality standards

*Medium term*

Public funding and  
procurement

Co-ordinated procurement of  
publicly funded learning  
environments

Models for central procurement

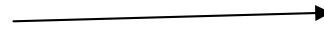
Quality standards

Define a quality standard  
for e-learning resources  
for advisers, teachers,  
learners, and parents

# Assuring technical and quality standards

*Longer term*

Technical and  
quality standards  
for pedagogy and  
process



Educational requirements for  
pedagogic design of content,  
and open architectures for e-  
learning

Standards for e-learning  
support and delivery

**Common core of technical and  
quality standards**

Sector-specific profiles of  
standards

Conformance testing

**Ongoing role of Government in  
setting and maintaining  
standards**

# The contribution of e-learning to the learner's lifelong journey

Personalised needs analysis  
Access to Information and guidance

Where will it get me?

Assessment when ready  
Formative feedback  
Progress files and e-portfolios

How do we know I've learned?

How will I learn?

Rich interactive learning environments  
Adapting to learning style and pace  
Personalised feedback and support

How could I study?

Partnerships offering flexible courses, modes, locations and patterns of study

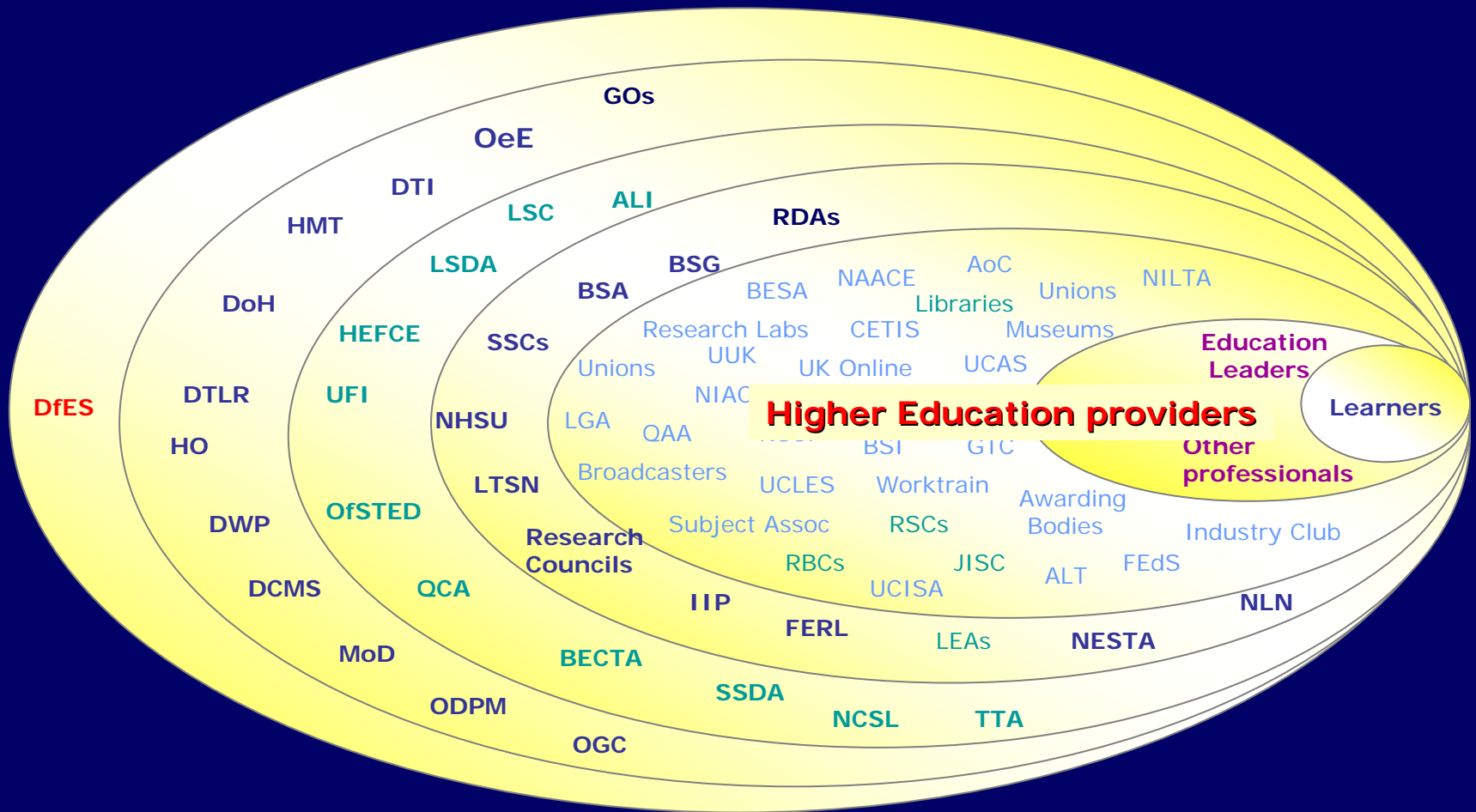
What can I learn?

Curriculum choice through partnerships  
The negotiated curriculum, with more options via e-learning resources

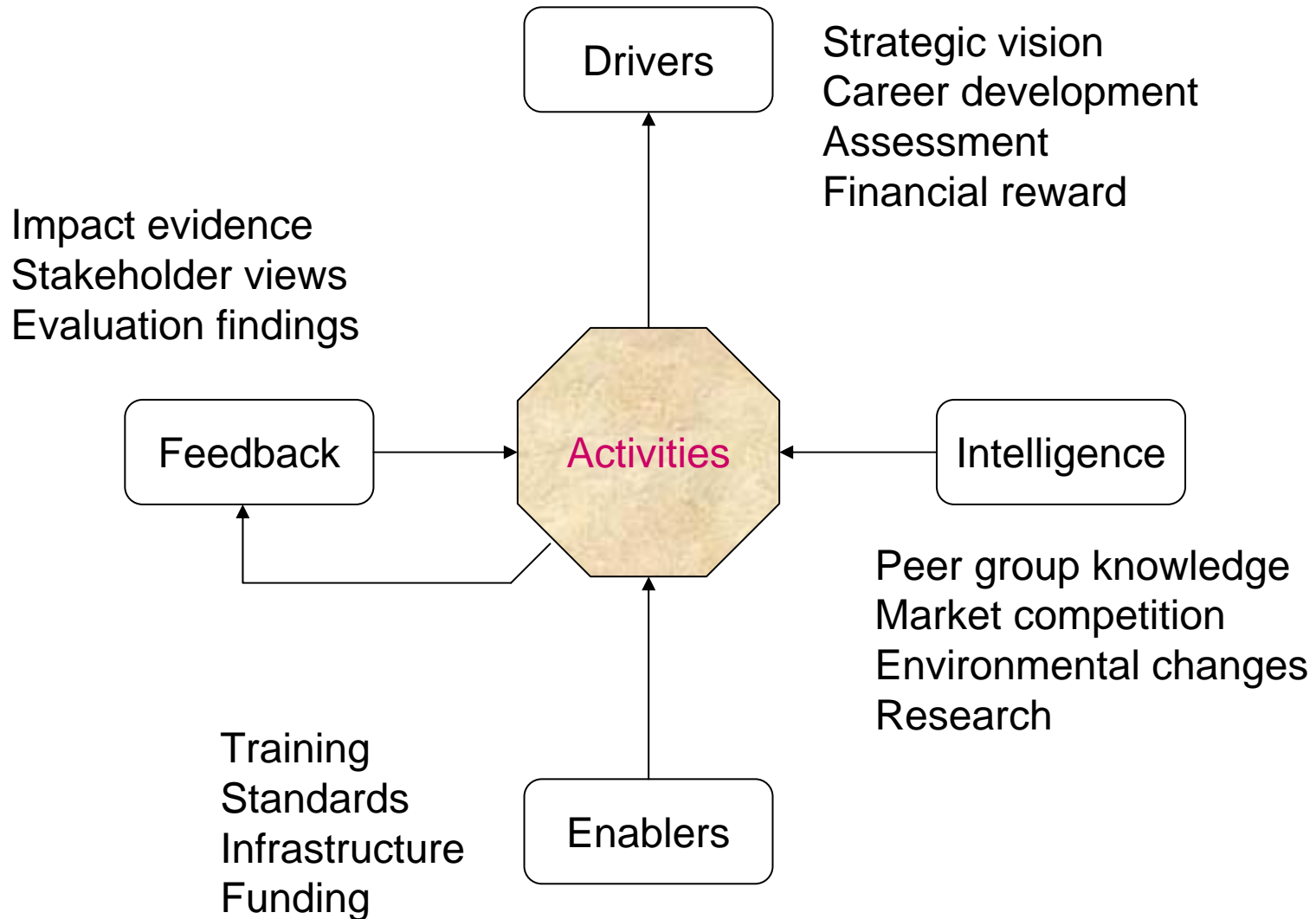
Why should I learn?

Personalised needs-benefits analysis  
Links to informal learning opportunities  
Access to advice and guidance

# E-Learning Strategy Partners

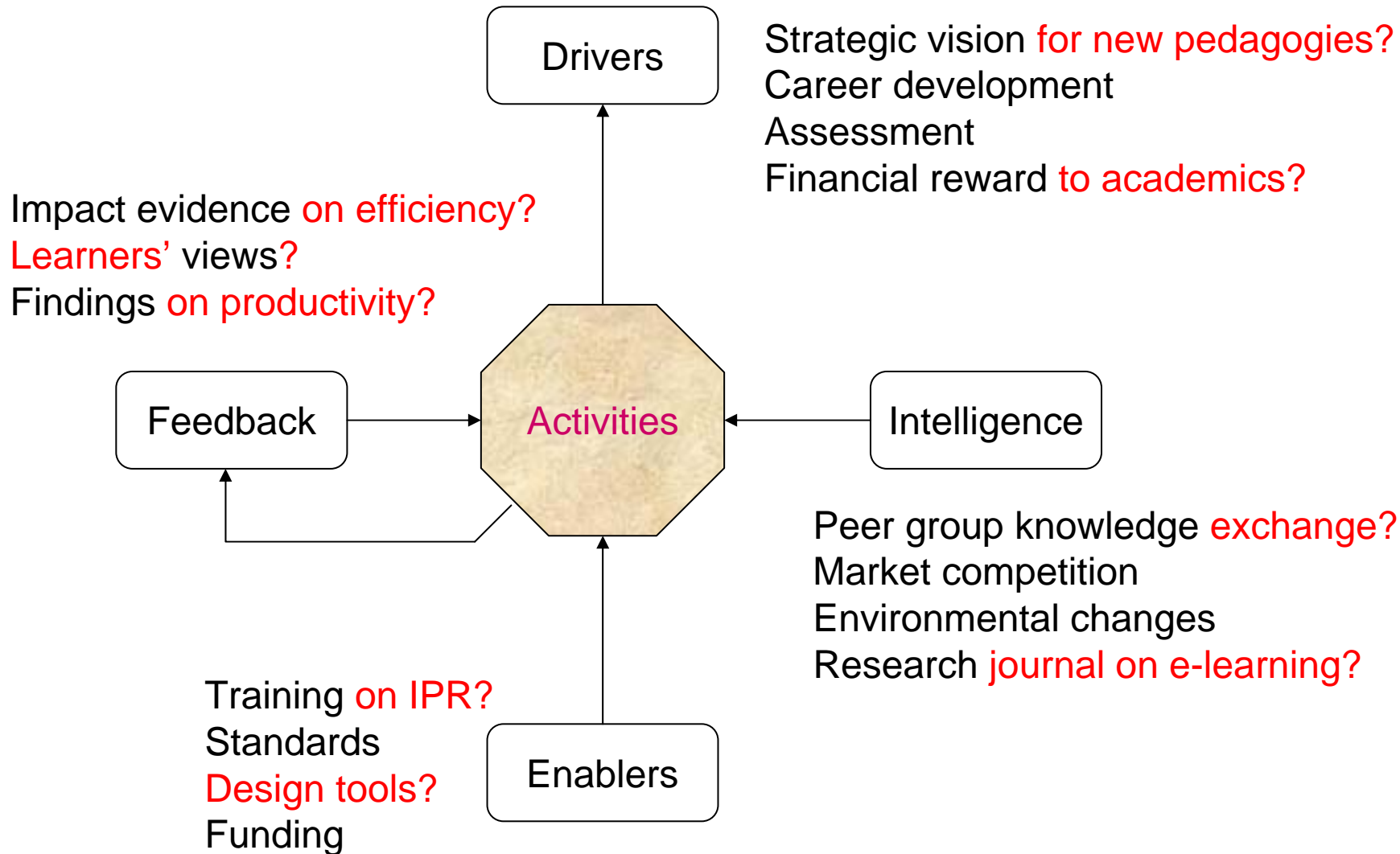


# The change management process

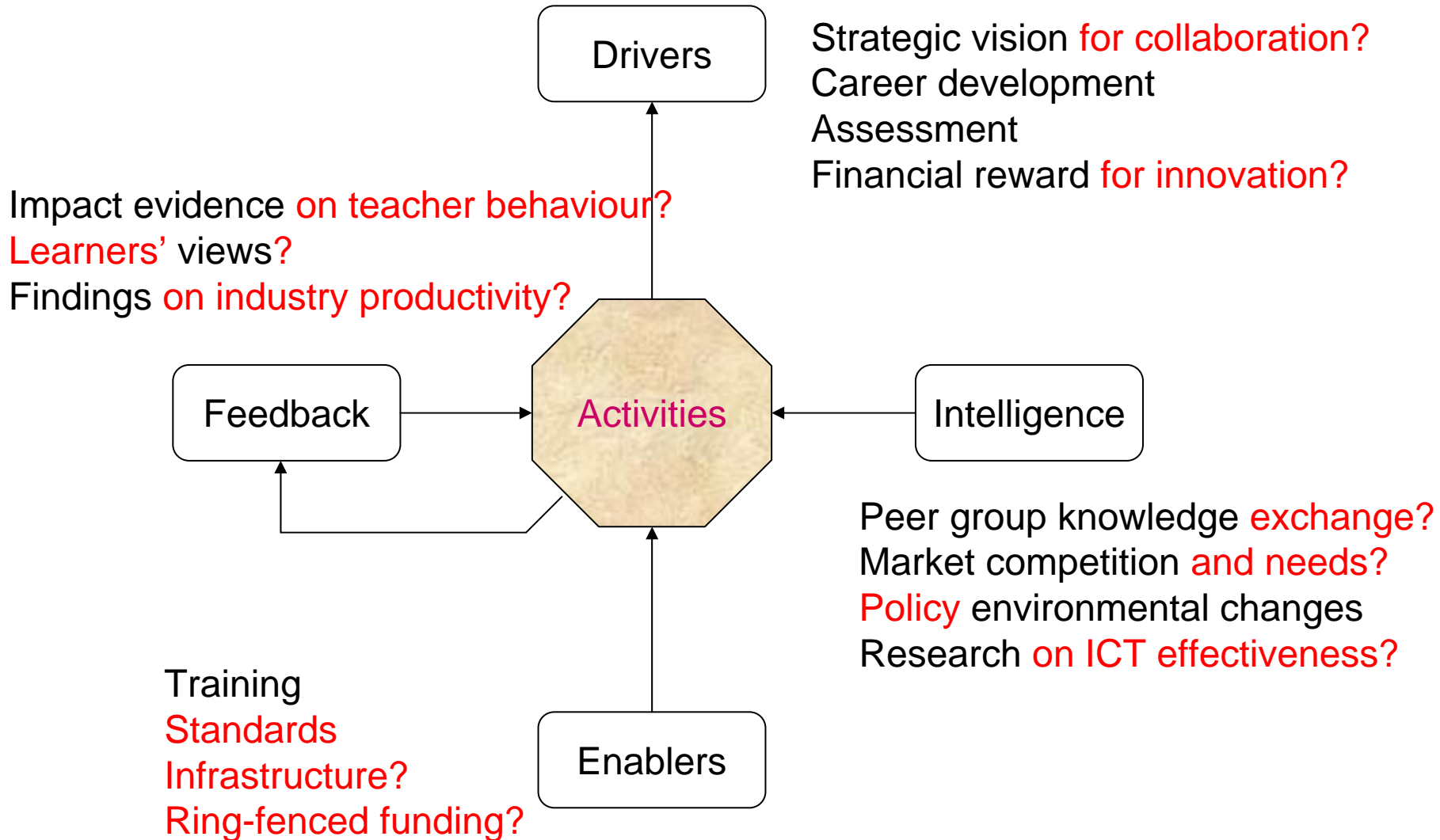




# The ICT change management process ~ the HE role?



# The ICT change management process ~ HE needs?



# Priority strategic actions (draft)

*to be agreed with key partners and stakeholder groups*

## *Leadership and sustainability*

- *open, universal, and strategic technology infrastructure for all educational institutions*

## *Workforce reform*

- *training programmes for the education workforce to equip leaders and governing bodies, specialist teachers, support staff, administrative staff, etc*

## *Content development strategy*

- *key stakeholders to plan and monitor the forward programme of work to: specify and maintain the technical and quality standards, business models, partnership criteria, and development priorities for e-learning*

## *Learning management and learner support*

- *optimum information exchange in support of learners and stakeholders across education sectors, regions, and organisations*

# The strategy and Europe

- Strategy will include regional dimensions
- Collaboration in Europe a high priority
- Resource exchange, video-linking
- E-portfolios for learner mobility
- Standards for interoperability: LIFE, TELCERT
- Research into e-pedagogies



# Towards a Unified e-Learning Strategy

## Consultation and responses

[www.dfes.gov.uk/elearningstrategy](http://www.dfes.gov.uk/elearningstrategy)

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