

Opening up Higher Education to the Larger Society

Workshop 3

*Bologna and the Challenges of
eLearning and Distance Education*

Ghent 4-5 June 2004



Reflect on the implications, in the larger societal context, of introducing e-learning and ICT based distance education in a developing European Higher Education

Objective of the Workshop

- ▶ How can e-learning and distance education be used to **widen access** and promote inclusion of underrepresented learner groups?
- ▶ Can we identify good practice in combining the objective of widening access to e-learning programmes with efficient **cooperation with the business sector**?
- ▶ (Higher) education plays/can play/should play an important role in **regional development**. How can eLearning and distance education contribute to this development?
- ▶ What does this mean in the context of an **expanding EHEA** with its heterogeneity of 40, soon 46 countries? Should an EvirtHEA be instrumental for this purpose? In what respect?
- ▶ Can we identify **good practice of public-private partnerships** for virtual instruction? What have turned out to be the concrete benefits? What were problematic areas in this cooperation?
- ▶ What **recommendations** can be made in addition to the ones that were already formulated earlier?

Linking learning with social & economic development

*Building lifelong and lifewide
learning communities*



Problematic

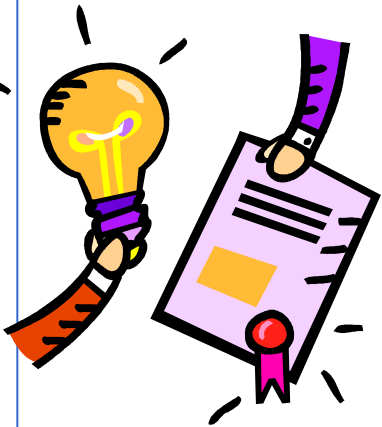
- ▶ What is the new learning value chain and the new roles?
 - Formal, informal, non-formal / content, support, accreditation
 - Face to face, distance, open and flexible learning
 - Learner as a producer of knowledge, rather than a consumer

- ▶ How can
 - **learning individuals** manage their own learning, knowledge, competencies, continuing professional development and LLL?
 - **learning organisations** provide a framework for organisational knowledge and develop staff competencies?
 - **learning cities and learning regions** provide a framework for innovation, development and social inclusion?

- ▶ What is the link between
 - Individual learning
 - Organisational learning
 - Community learning, learning regions and cities (territories)?

Supporting Excellence in E-Learning

- ▶ Supporting Excellence in E-Learning (SEEL) explores the link between :
 - Learning,
 - Quality,
 - Innovation and
 - Development
- ▶ **How to reconcile quality with innovation?**
- ▶ Looking at the **territory as a learning entity**
 - From learning region to eLearning region



Linking learning regions with eLearning

“The learning regions function as collectors and repositories of knowledge and ideas, and provide the underlying environment or infrastructure which facilitates the flow of knowledge, ideas and learning”

Richard Florida

“Analysts recognize that while the process of globalisation poses new challenges for regions and localities, it simultaneously creates new opportunities which arise from their unique capacity to serve as centres of learning and innovation.”

David A. Wolfe

E-learning: the e-transformation of individual and organisational learning, so as to reflect the needs of a knowledge economy and society and the potential of knowledge, information and learning technologies (KILT)

EiEL

What are eLearning Regions and Cities?

- ▶ Google says
 - "learning region" + "learning regions" > 11,000 entries
 - "learning city" + "learning cities" > 14,000 entries
 - "digital city" + "digital cities« > 440,000 entries

- ▶ There are many projects
 - Germany
 - ◆ 72 learning regions projects (www.lernende-regionen.info)
 - Europe
 - ◆ 17 learning regions projects: R3L (ReLL)

- ▶ Carrying different visions
 - Extrinsic: the training territory
 - Intrinsic: the learning territory

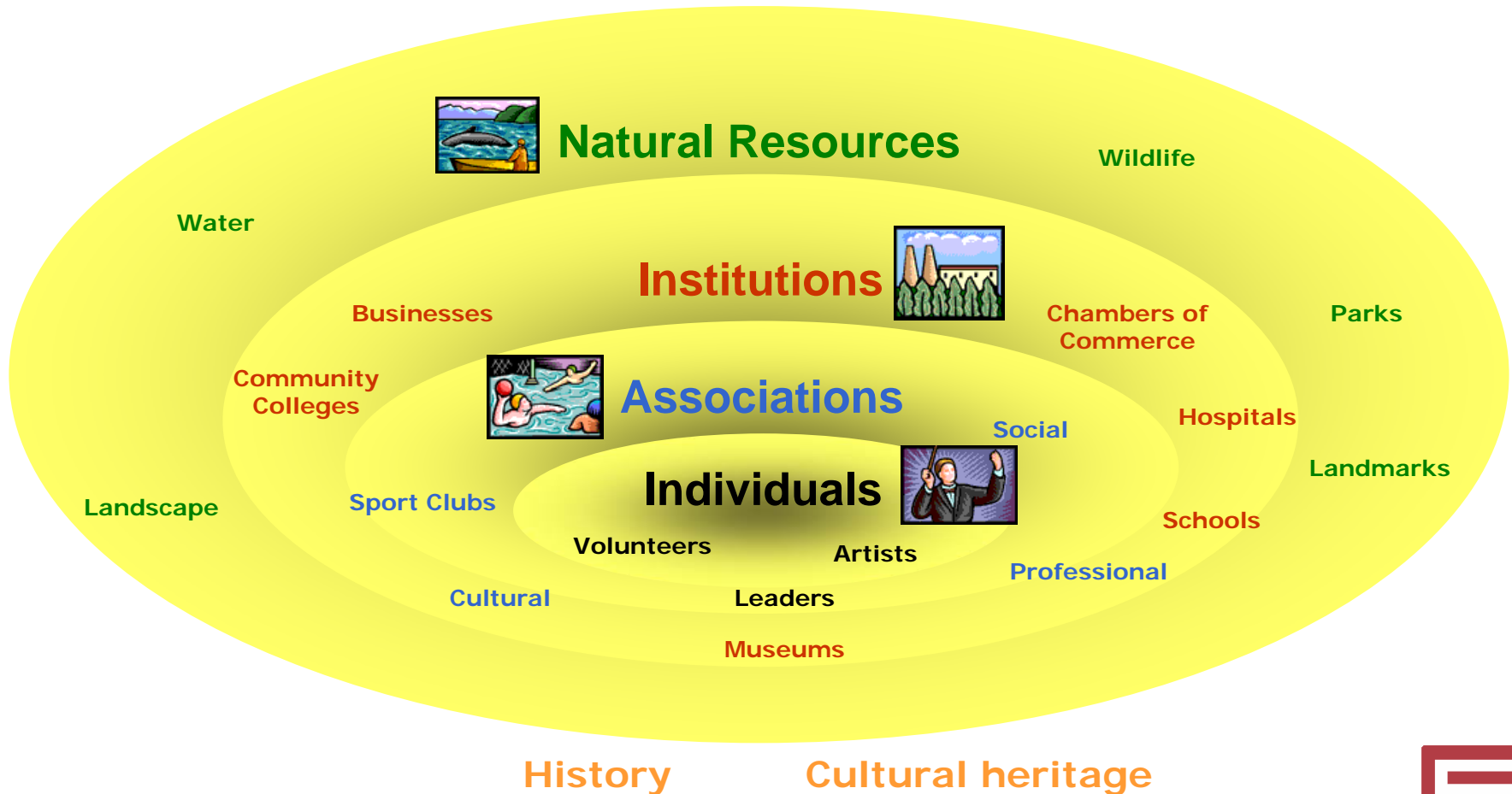


eLearning territories (regions & cities)

- ▶ What does eLearning territory mean?
 - digital (learning city/region) or learning (digital city/region) ?
 - not a territory providing 'online training', eLearning nor ODL!

- ▶ An eLearning territory is a territory that uses knowledge, information and learning technologies (KILT) to
 - value all its **assets**, human, cultural, patrimonial, etc.
 - build **partnerships** for interactive learning, with public and private actors, organisations and citizens
 - support lifelong and lifewide learning **policies** for social inclusion, cultural and economic development

The assets of a region





Learning territories' technology layers

▶ Infrastructure

- Broad band, schools equipment, including trainer training, etc.

▶ Applications

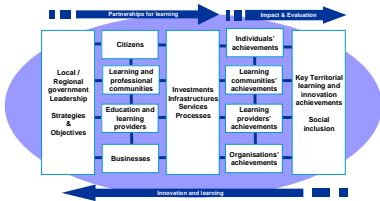
- Information Portals, community Portals, Virtual (extended) campuses ...

▶ Services to individuals, organisations and policy makers

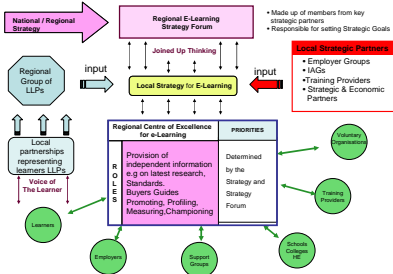
- Support to networks and associations; business networks
- Information on learning provision, skill provision
- Value individuals and provide social recognition – e.g. ePortfolio for all, Wales, Parthenay (FR)
- Support new forms of partnership and 'interactive learning' between public and private actors, organisations and citizens
 - ◆ local learning partnerships (LLP): employment agencies, schools and training providers, social services, ...
- Dashboards, accountability systems



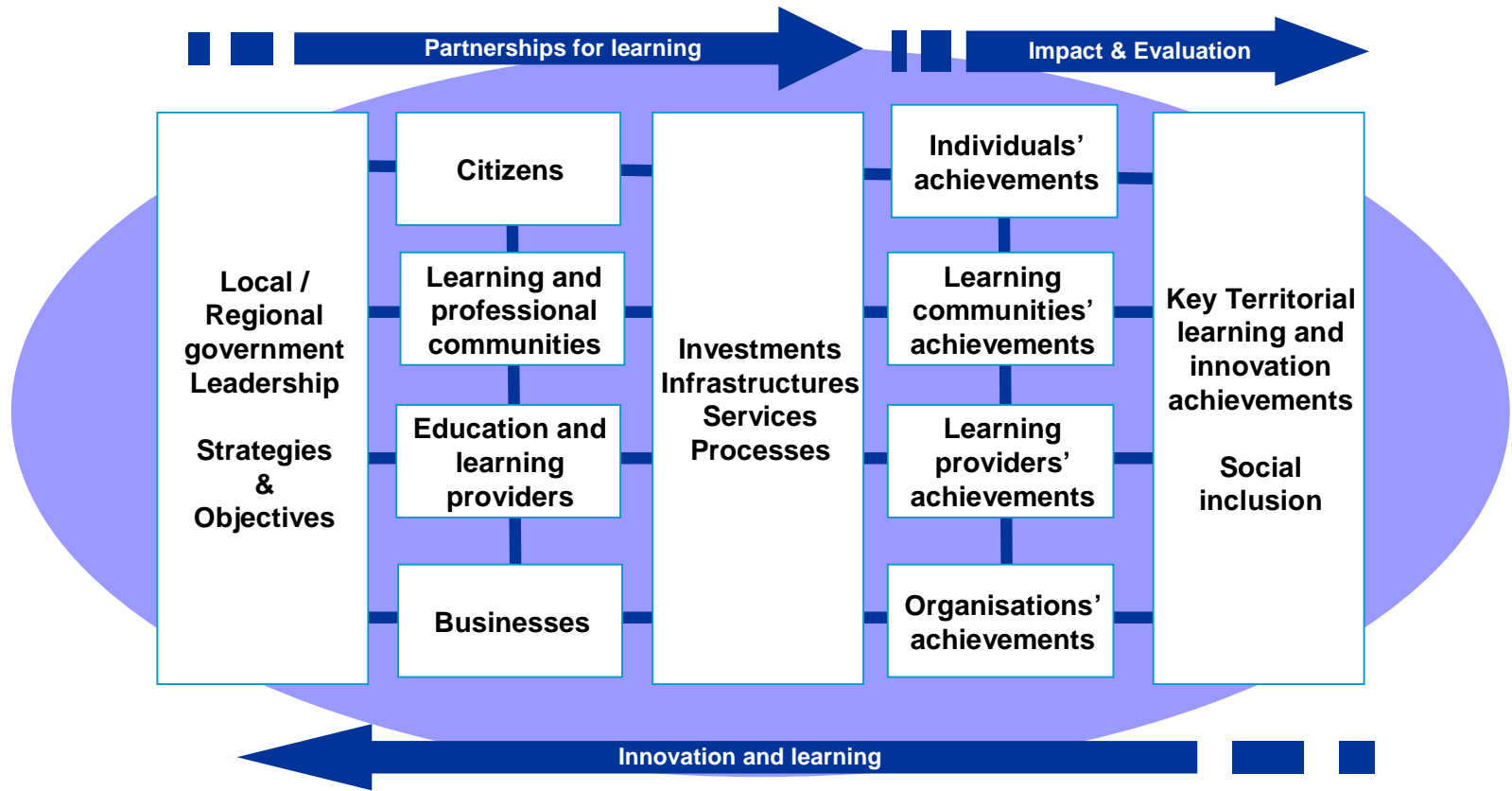
What has SEEL achieved?



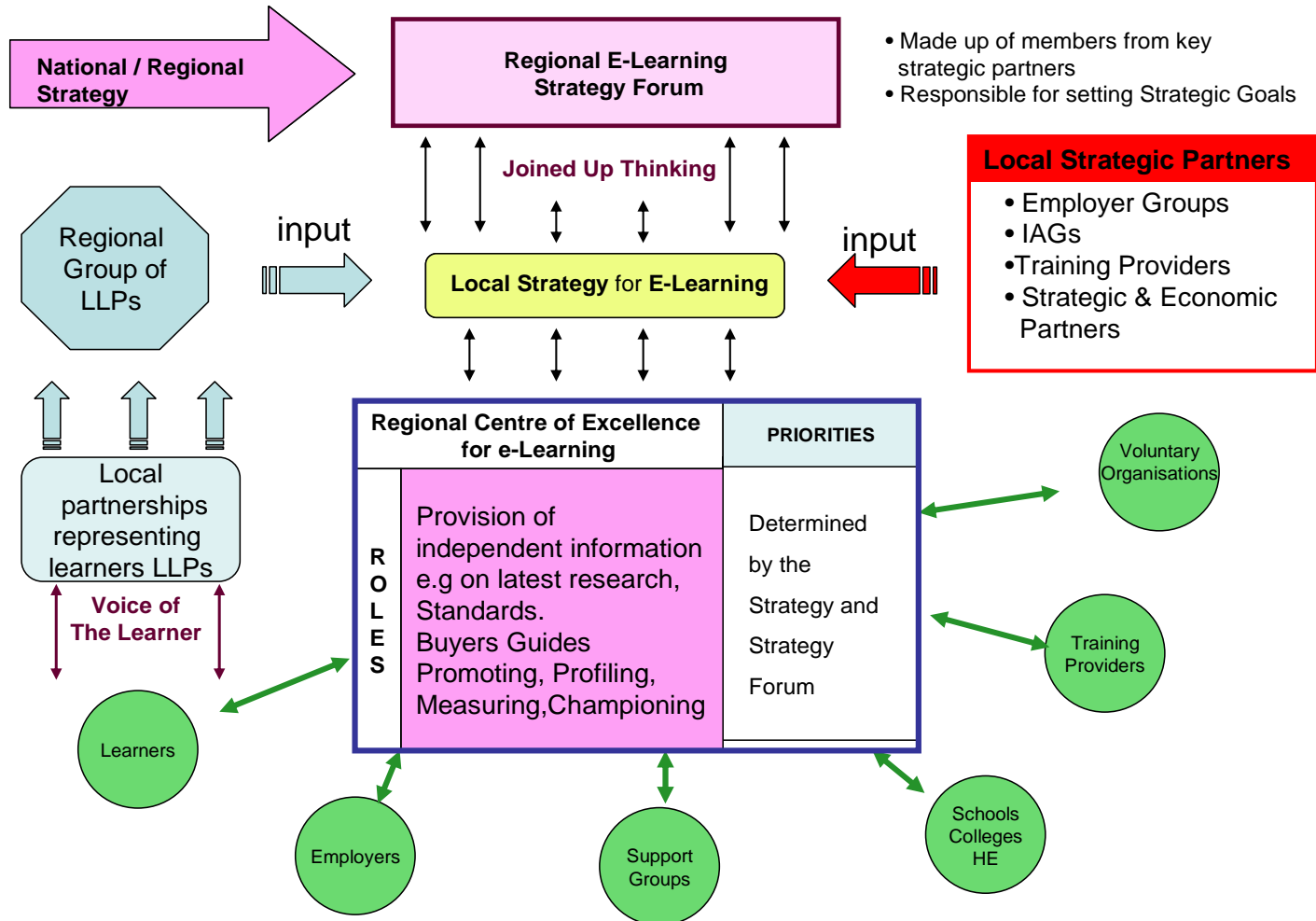
- ▶ Regional Benchmarking System
- ▶ Quality Guidelines
- ▶ Regional Centres of Excellence
- ▶ Quality Award
- ▶ Cooperation with other initiatives
 - Europe: SEEQUEL, EQO, ReLL, R3L
 - Canada – Open eQLS



Linking learning territories and quality



Building Local Learning Partnerships



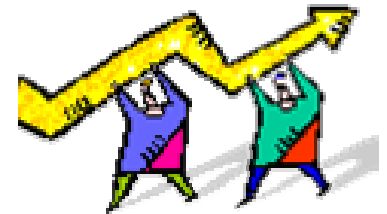
Issues for eLearning Territories



- ▶ Is technology used to reduce duplication of provision, if yes how? Through a regional/local portal?
- ▶ How is technology used to reduce duplication and co-ordinate efforts between local, regional and national authorities?
- ▶ Is technology used to track the response to learning inquiries? (customer service)
- ▶ Is technology used to facilitate the management/access of learning records?
- ▶ Is technology used to provide dashboards and increase accountability of decision makers responsible for learning policies?
- ▶ How is technology used to support the quality assurance of the assessment process?
- ▶ Have regional/local authorities a QA scheme for their services to the citizens, and learning citizens in particular? A customer chart?
- ▶ How do the local authorities facilitate local learning networks, learning communities, associations, research dissemination, link between research and SMEs, clusters of learning organisations, etc.
- ▶ ...

Community development

- ▶ The six traditional purposes of community development (CHEERS):
 - **C**itizenship / civic education
 - **H**ealth promotion
 - **E**conomic development
 - **E**nvironmental / ecological sustainability
 - **R**ural / urban development, and
 - **S**ocial development/planning



Indicators for Learning Community

Outcome	Indicators
1. Public access network to be increasingly accessible to the target communities	<ul style="list-style-type: none"> a) Neighbourhood information and learning exchanges are established b) Community assets inventory completed c) Neighbourhood service directories are created
2. Users to be increasingly trained / skilled in the use of CLN tools & resources	<ul style="list-style-type: none"> a) Neighbourhood portals are established to collect and archive written, pictorial or oral histories and creations b) Neighbourhood community asset inventory is created c) Neighbourhood volunteers "troubadours" collect "fresh" and archived personal stories from the community and digitize them d) High & steady level of satisfaction & interest with training process & content e) Questions posed by attendees related to training & skills are infrequently recorded by the help desk & the other support channels f) Orientation workshops held for community members to support them to do assets- based community development using the Internet tools g) Occasional "encounter" sessions with community members are held to deepen their skills and focus on specific themes
3. Increasing involvement of volunteers in tech maintenance, user training, help support	<ul style="list-style-type: none"> a) Volunteers complete one volunteer term b) Volunteers participate in VCN workshops to enhance their skills in providing technical and public support at public access sites c) Volunteers undergo training at the host community and learning node of their choice to understand its procedures and policies d) Volunteers are placed at learning nodes to increase the level of service to community members
4. Community members to increasingly gain access to the CLN	<ul style="list-style-type: none"> a) Visits to public access sites from community residents b) Registration for accounts on the VCN by groups & individual in target communities
5. Community members increasingly contribute new resources to portal / message board related to community assets	<ul style="list-style-type: none"> a) Interactive community planning occurs around critical issues identified by the community b) Portal is developed c) Using online inventory of community assets for support, online policy drafts are created, which seek community input d) Other community groups are involved in the planning
6. Community members interact w ea other, mediated by CLN & form groups of assns	<ul style="list-style-type: none"> a) Public access points for informal learning activities are created b) Drop in computer labs are created c) Diversifying types of issues involved d) Diversifying types of activity supported

(adapted from <http://cln.vcn.bc.ca>)

Recommendations

- ▶ As cultural institutions are an essential part of adult learning, libraries, museums, theatres, ecological parks and other such institutions need to be strengthened and appropriate funds should be allocated in order to develop these as adult learning resources.
- ▶ The conservation and use of cultural heritage as a lifelong learning resource needs to be promoted and methods and techniques for strengthening heritage and cultural learning be developed.
- ▶ Public authorities and educational institutions should draw up ‘access map’ to enable users and learners to reach resources or assistance in their community on a managed basis.
- ▶ “Access maps” should provide access to all forms of learning opportunities – formal, non-formal, informal.
- ▶ Encourage the development of individuals through voluntary and community development activities
- ▶ Public and educational institutions in communities or defined geographic areas should establish co-operative arrangements to improve service to users
- ▶ Cross-sectoral funding should be established. Funding should include an element which is measured against progress towards cross sectoral community partnership
- ▶ Training of librarians, resource managers and teachers should be coordinated and should include ways of developing mutual support. Objective and quantifiable performance measures should be set for all these collaborative strategies.

Questions

- ▶ Can we be satisfied with the definition of ODL for the 21st century as being “*online formal learning (training)*”?
- ▶ Shouldn't we revise our approach to learning 'silos' (F2F/ODL, formal/informal, individual/community)?
- ▶ Shouldn't we revise our current approach to assessment and accreditation?
- ▶ Shouldn't we revise the value of ROI and consider the value of ROA?
- ▶ How can eLearners contribute to eLearning organisations as well as eLearning regions & cities for economic development and social inclusion?



What is *your* vision of *Opening up Higher Education to the Larger Society?*

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