E-Learning Manager Project

“Networked Learning is an Industrial Success Factor - Certified E-Learning Manager”

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• “DEIS”, a department of the Cork Institute of Technology (CIT), itself a HE institute in SW Ireland with 15,000+ students

• DEIS est. 1993 with a mission to “innovate in education for quality and access”

• Research areas:
  – Education/workplace partnerships for programme design and delivery/support
  – Distance education and Flexible Learning
  – Educational Technology and e-learning solutions
    • 20+ projects in elearning field
    • Latterly a range of commercial work
“it is all very well for me to talk to a potential client about an e-learning solution, but we spend half the meeting making sure we are both talking about the same thing”
– Marcus Pailing, Knowledge=Power.com

“elearning”, “e-learning”, “E-Learning” or “eLearning”?

The ‘e-’?

The ‘learning’:
– More about the learning?
– A misnomer or a failure to see the whole picture?
  • E-education/e-ducation
  
  – Learning as both intentional and unintentional, conscious and unconscious?
Existing definitions - technical

• “e-Learning – a term covering a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD” ~ ASTD.

• “Learning that uses computer networks or webs as the delivery or mediation mechanism. By this definition neither CD-ROM-based nor satellite-based delivery would be considered as e-learning” ~ AMA (The American Management Association)

• “eLearning is Internet-enabled learning” ~ Cisco Systems

• “Education via the Internet, network, or standalone computer” ~ LearnFrame a private e-learning/CBT company.

• “Broad definition of the field of using technology to deliver learning and training programs. Typically used to describe media such as CD-ROM, Internet, Intranet, wireless and mobile learning. Some include Knowledge Management as a form of e-learning” ~ The E-learning Guru.

• “Learning by using a web-browser to access instruction delivered on a network or on the Internet” ~ Brandon Hall, e-learning guru
• “eLearning is the use of network technology to design, deliver, select, administer, and extend LEARNING” ~ Elliott Masie, The Masie Center

• “E-learning can be defined broadly as any use of Web and Internet technologies to create learning experiences” ~ William Horton, e-learning guru

• “e-Learning: The use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration” ~ apparently the official European Commission definition as appears on the elearning europa site

• “E-Learning is the systematic use of networked multimedia computer technologies to Empower learners, Improve learning; Connect learners to people and resources supportive of their needs; Integrate learning with performance and individual with organisational goal” ~ Peter Goodyear
\begin{itemize}
\item online learning, online education, online training, online instruction
\item internet-, net- or web-based learning/education/training/instruction
\item networked learning/education/training/instruction
\item learning/education/training/instruction via CMC (Computer-mediated Communication)
\end{itemize}

\begin{center}
= 24 different terms
\end{center}
• e-learning as distance education for our time, i.e. a new electronically-enhanced way of carrying out the traditional business of distance education?
  – many e-learning courses are, undeniably, for students studying at a distance
  – most of the major open and distance learning organisations are making use of e-learning
  – distance education has always made use of new ICTs

• BUT much, if not most, e-learning is actually provided as a complement to face-to-face delivery and often takes place “on-site”
• E-learning = CAL?
  – “something to do with computers” and “something to do with learning”

• CAL History:
  – Origins in 1950s…
  – PLATO system (1960s-1980s)
  – Late 70s and early 80s early personal computers
  – Advent of the Apple Mac and MS Windows operating systems
  – Advent of multimedia in the late 1980s and early 1990s - courseware via CD-ROM (and CD-I)

• BUT CAL restricted to single computer system or a single proprietary network, and is also a closed technology
The emergence of elearning
The Internet and WWW

• Crucial affordances…
  – information management
  – collaboration and communication
  – security/authentication
  – multimedia
  – scalability
  – updatability
• => offer it alongside face-to-face courses
• DE opportunities:
  – “anytime and anywhere”
  – “own place”, “own pace”
Elearning 2.0

- “Web 2.0 is the business revolution in the computer industry caused by the move to the internet as platform…” ~ Tim O'Reilly
- ELearning 2.0
  - is about creating and sharing information and knowledge with others.
  - is about using blogs, wikis, social bookmarking and social networks for learning purposes

<table>
<thead>
<tr>
<th>E-learning 1.0</th>
<th>E-learning 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>online courses</td>
<td>online groups</td>
</tr>
<tr>
<td>delivery</td>
<td>sharing and creation</td>
</tr>
<tr>
<td>reusable objects</td>
<td>social activity</td>
</tr>
<tr>
<td>DRM</td>
<td>sharing</td>
</tr>
<tr>
<td>instructionalist</td>
<td>social constructivist</td>
</tr>
<tr>
<td>Commercial LMSs</td>
<td>Web 2.0 &amp; open source</td>
</tr>
<tr>
<td>CONTENT</td>
<td>PEOPLE</td>
</tr>
</tbody>
</table>

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Some suggestions

- E-learning is based primarily on web-based technologies which provide a number of crucial affordances.
- The use of these technologies is focussed intentionally on the facilitation of learning (i.e. on helping learning ‘happen’).
- It can take place in the face-to-face environment or at a distance.
- It shares characteristics of and borrows from the traditions of distance education and computer aided learning but is not a subset of either.
- Critically it is evolving all the time – not just in response to changes in the underlying technology (e.g. web 2.0 and games) but advances also, in the establishment of effective pedagogies.
• The elearning hype cycle?
  – “e-learning is going to be the next killer app - one that makes e-mail usage look like a rounding error”
    ~ Cisco Systems CEO J. T. Chambers
• In the global recession there is still it seems…
  – Constant demand for reskilling and upskilling
    • eLearning a standard solution.
  – E-learning represents a cost saving over traditional f2f learning/training
  – Many organisations moving from developing their e-learning requirements in-house to outsourcing them.
    • Cost advantages + outsourcing offers access to a wider talent pool & better time-to-market
  – Evidence of a certain amount of consolidation
    • Blackboard Inc acquires Angel Learning – June 2009 (a $95 million deal)
  – Greater emphasis on services rather than infrastructure
    • Greater move to open source software may lead to more service-orientated industry in the future
ELM Project Presentation
The ELM (E-Learning Manager) project aims to **develop and mainstream**

a Europe wide **skills recognition** and **qualification service** for e-learning managers, and others in management positions charged with evaluating, sourcing or implementing e-learning solutions.
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Transfer of Innovation

www.eu-certificates.org

http://deis.cit.ie/plato
• **EQN – European Innovation and Quality Network**

• **Leonardo Da Vinci** Funded - A/05/B/F/NT-158.234

• Ran from **2005 to 2007**, 

• Continued as the **ECQA – European Certification and Qualification Agency**.
Results:

- Pool of **professions**
- High level of **European comparability**
- European **test questions pool** and European **exam systems**
- Common set of **certificate levels** and a **common process** to issue certificates.
The **skills set, courses and certificates** of the e-learning manager will be integrated into this platform and certificates issued will follow the defined processes of EQN.
PLATO

- PLATO – **Platform for Online Learning and Experiences Accreditation in the Mobility Programme**

- **E-Learning Program** - 2005 – 3636 / 001-001 ELE ELEB12

- Ran from **2006 to 2007**

- Then integrated as **online training in EU Certificates**
Results:

- Development of an integrated e-learning system
- Enables End Users:
  - To have prior learning assessed online
  - To have learning gaps automatically identified
  - To have a customised learning path created for them
  - Address gaps via online multimedia content and learning activities
The **Capability Advisor System** developed as part of **PLATO** will be used to assess and deliver content to end users.
To transfer a successful online assessment and qualification system to the recognition and accreditation of the role of European e-learning manager.
1. Wider public and private sector **E-learning Managers**
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2. Establishments which wish to **develop a role** for an E-learning Manager
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3. E-learning practitioners **who lack a formal qualification** in the E-learning field
Target Groups

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2. Establishments which wish to **develop a role** for an E-learning Manager

3. E-learning practitioners **who lack a formal qualification** in the E-learning field

4. Managers/human resource personnel seeking to **implement e-learning solutions in-house**
Target Groups

1. Wider public and private sector **E-learning Managers**

2. Establishments which wish to **develop a role** for an E-learning Manager

3. E-learning practitioners **who lack a formal qualification** in the E-learning field

4. Managers/ human resource personnel seeking to **implement e-learning solutions in-house**

5. Regional and national **education and training providers**
Partners

DEIS
http://deis.ie

Corvinno
http://www.corvinno.com

ISCN
http://www.iscn.com

iSQI
http://www.isqi.org

University of Plovdiv
http://www.uni-plovdiv.bg/

Babes-Bolyai University
http://www.ubbcluj.ro/
Results

- European **Skills Set** of an E-Learning Manager
Results

- European **Skills Set** of an E-Learning Manager

- Training **Courses Configuration**
Results

- European **Skills Set** of an E-Learning Manager
- Training **Courses Configuration**
- Transfer – **Training** and **European Certificates**
Results

- European **Skills Set** of an E-Learning Manager

- Training **Courses Configuration**

- Transfer – Training and **European Certificates**

- Transfer – Training of Trainers
Results

- European **Skills Set** of an E-Learning Manager
- Training **Courses Configuration**
- Transfer – **Training** and **European Certificates**
- Transfer – **Training of Trainers**
- Broad **Dissemination**
Results

- European **Skills Set** of an E-Learning Manager
- Training **Courses Configuration**
- Transfer – **Training** and **European Certificates**
- Transfer – **Training of Trainers**
- Broad **Dissemination**
- **Exploitation** Agreement
Results

- A number of Literature Review & Partner reflection Documents
Results

- A number of Literature Review & Partner reflection Documents
- Online Survey of 145 e-learning managers
Results

- A number of Literature Review & Partner reflection Documents
- Online Survey of 145 e-learning managers
- Skill Set
Results

- A number of Literature Review & Partner reflection Documents
- Online Survey of 145 e-learning managers
- Skill Set
- Course Content
Literature Review - Skillset

Pedagogy + Technology + Management = E-Learning Manager
Literature Review – Skill Set

SKILL SET

UNIT

ELEMENT

PERFORMANCE CRITERIA 1

PERFORMANCE CRITERIA 2

PERFORMANCE CRITERIA 3
Literature Review – Pedagogy

ELM SKILL SET

Pedagogy

Pedagogical Theory

Cognitivism

Behaviourism

Constructivism
Partners/ Units for Literature Review:

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Technology</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DEIS</td>
<td>• CORVINNO</td>
<td>• ISCN</td>
</tr>
<tr>
<td>• UBB</td>
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<td></td>
<td>• UNI PLOVDIV</td>
<td></td>
</tr>
</tbody>
</table>
Literature Review – Technology Skill Set

Job Role: E-Learning Manager

Skill Unit: Technology

Element: E-learning Technological Basics
Element: E-learning Tools
Element: E-learning Content
Element: E-learning Platforms
Element: Providing E-learning
Element: Emerging E-learning Trends
Literature Review – Management Skill Set

Job Role: E-Learning Manager

Skill Unit: Management

Element: Organizational Analysis and Learning Organisations
Element: Knowledge Management and Knowledge Re-Use
Element: Management of E-Learning Projects
Element: Measuring E-Learning Benefits
Element: Service and Supplier Control in E-Learning Projects
Questionnaire – Skill Set

- User’s Experience
- Ideal Skill Set
- Questionnaire
- User’s opinion of ideal Skill Set
Welcome to the ELM Project survey on the use of pedagogy (educational theory and techniques) within the e-learning sector.

This survey is designed to determine the validity of an "ideal" pedagogical skill set that an e-learning manager should possess.

The Pedagogy skill set consists of the following elements:

For more information on the ELM project, please see the project website: [here](#), or the ELM project entry in ADAM project database: [here](#)

Thank you for your participation.
Questionnaires – Section 1

Questions

- Name:
- Age:
- Gender:
- Nationality:
- Organisation:
- Area of Employment:
  - Other (Please Specify):
- Years spent in this role:
Questionnaires – Section 1

Section 1

1. Name:

2. Age:
   - 18-34
   - 35-44
   - 45-54
   - 55+

3. Gender:
   - Male
   - Female

4. Nationality:

5. Organisation:

6. Area of Expertise:
   - Finance
   - Other (Please specify):

7. Years spent in this role:

8. How would you rate your knowledge of VAT?
   - Very Low
   - Low
   - Medium
   - High
   - Very High

9. Does organisation allow you to participate in this survey? (REQUIRED)
   - Confidential
   - SQN
   - ISIC
   - Commerce
   - University of Finance
   - Sales, Buying, Insurance

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Questionnaires – Section 2

Questions

- How important is each of the below skill and knowledge sets to an individual involved in the development, sourcing, management or rolling out of e-learning?
  - Educational theory and theories of learning (Pedagogy)
  - Technology and in particular, e-learning technology
  - Management and organisational issues

- Please rate the importance of educational theory and the use of theories of learning (pedagogy) in the field of e-learning:

- Would you consider accreditation/certification beneficial to either individuals currently involved in the development, sourcing, management or rolling out of e-learning, or to individuals who wish to enter this area?

  Please briefly explain why:
Section 2

2.1 In your opinion, how important are the following skill and knowledge sets to an individual involved in the development, sourcing, management or coordination of e-learning solutions?

<table>
<thead>
<tr>
<th>Skill/Technology</th>
<th>Very Important</th>
<th>Important</th>
<th>Limited Importance</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-learning Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-learning Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you think that there are any other skill and knowledge sets not included above, please add them here:

2.2 In your opinion, would accreditation/certification be of interest to individuals currently involved in the development, sourcing, management or coordination of e-learning solutions?

- Yes
- No

- Please briefly explain why:

2.3 In your opinion, would accreditation/certification be of interest to individuals who wish to enter the area of e-learning?

- Yes
- No

- Please briefly explain why:
Questionnaires – Section 3

Questions

• How important do you consider each of the below educational elements to be for an individual involved in the development, sourcing or rolling out of e-learning?

• Instructional design - systematic and formal approach to the design of instruction
• Pedagogical Theory - Major schools of pedagogical theory and an understanding of types of learning and theories of knowledge acquisition
• Evaluation - the ability to gauge the educational value of an elearning program, initiative, strategy etc
• Educational Policy - development of the governance of education and training
• Assessment - assessing student learning and progress

• If you think there are any important educational elements not listed above, please state them here:
Questionnaires – Section 3

[Image of a questionnaire form with multiple sections and questions, each with options and comments fields.]
Piloting the Questionnaires:

**Questionnaire Benefits**

- Closed-answered
- Where users do have to write, they are only asked to write a line or two at most
- Takes a short time to complete
- Use of Linkert scale for relatively in-depth idea of opinions
- Questions similar in presentation and content
- Questionnaire particular to users own experiences
Piloting the Questionnaires:

**Questionnaire Aims**

- Each Partners was asked to source 20 respondents to the questionnaires
- All respondents were to be involved in e-learning at a pedagogical, managerial or technological level
- All respondents were to have considerable experience in e-learning sector.
Piloting the Questionnaires:

**Questionnaire Aims**

- In all, we exceeded the number of respondents which we aimed for:

<table>
<thead>
<tr>
<th>Management</th>
<th>Pedagogy</th>
<th>Technology</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Total: 42</td>
<td>Total: 43</td>
<td>Total: 49</td>
<td>Total: 134</td>
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</tbody>
</table>
Based on the results of the questionnaires, a report was produced, which led to some changes in the skill sets based on feedback from those involved in the e-learning sector who had taken the questionnaire.
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Content Development

Partners/ Units for Literature Review:

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Content Development

Pedagogical Theory

Your Responsibility

As an eLearning manager, your responsibility will be to fully understand the implications of each of the schools of pedagogical theory: Cognitivism, Behaviourism and Constructivism, and how each of these have an effect the delivery of eLearning.

Your responsibility will also be to understand and implement the principles which arise from these schools of pedagogical theory, such as the coherence principle, the multimedia principle, classical and Operant Conditioning.
“Practice what we preach”.  

To this end, courses will be:

- Pedagogically sound - Apply to appropriate pedagogical principles,
- SCORM compliant – tracking, fit into any LMS
- Layout: Well designed and laid out screens and pages,
- Clear and uncluttered Navigation:
- Never/rarely more than 2, max 3, clicks away from anywhere else
- You don’t have to wait or if you do there is a loader or some other indicator of “something happening”
- Media: graphics, animations, video etc used to a pedagogical purpose,
- Visual/metaphorical consistency.
- No use of media for own sake and no irrelevant media.
- Activities/tasks: Are related to the learning content,
- Challenging to an appropriate level
- Chunking: The content is broken up in appropriate, meaningful and consistently sized blocks
- Sequenced in a clear and logical way that helps the learning
- Activities, functions and features are subtly scaffolded
Piloting

Results:

• **Next Stage** of the Project

• Will take place beginning early **Next Year (2010)**

• Providing **Free Training** and European **Certification in e-Learning Management**

• **ECQA Certified** course
1. A version 1 of the configured learning platform and e-learning manager courses will be offered and trialed in phase 1 (5 countries involved – 120 Participants).
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2. Each partner offers an online course for each approx. 20 participants.

Piloting Results
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1. A version 1 of the configured learning platform and e-learning manager courses will be offered and trialed in phase 1 (5 countries involved – 120 Participants).

2. Each partner offers an online course for each approx. 20 participants.

3. Following this, the course system will be refined based on the feedback in phase 1 and do a joint European course for 30 attendees in phase 2 offering the refined system. These will be the trainers – and will undergo a more specific & challenging experience.
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4. The participants, from either phase 1, or phase 2, are then invited to do the exam on the European exam portals (EU Certificates) and receive they will receive accreditation as a fully-qualified e-learning manager (if passing the test).
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5. Certificates are issued by ISQI and test systems are provided by EU certificates infrastructure.
Piloting - Advantages

Advantages:

After piloting stage in the Project, it will cost upwards of **E1000** for same training and certification

Will be taking place in a number of **European Countries (Germany, Ireland, Austria, Bulgaria, Romania)**

Provides **Trans-European qualification in e-learning management** – in pedagogy, technology and management

Available to **existing e-learning managers** and those **wishing to enter** the field of e-learning

Training either as **certified e-learning manager** or as **trainer** (more intensive course and **completion requirements including examples of implementation**)

Opportunity to implement **effective e-learning solutions in-house** or as a service
Also:

- Try to implement RPL (Recognition of Prior Learning) into the certification and training process.

- This means that previous experience will be taken into account when undergoing the course & dealing with particular performance criteria.

- More information on the initial project training will become available over the coming months.
For More Information:

Website:

http://deis.ie/elm

http://www.eu-certificates.org

Email:

darragh.coakley@cit.ie
Thank you for your attention