

25th October 2007

Simon Atkinson

‘e’

Learning:
Pedagogical
Opportunities

Workshop

The Future of e-Learning (or “what have we done and what next”)

Background

- E-student: PGCertHE Open University 2003-4
- E-Developer: PGCertHE - Open University 2001-2003
ITLO Programme OU
University of Hull Programmes (CLAIM)
- E-Teacher: Web modules 1999-
Digital Literacies 2007
Decoding the Digital Society 2008 !
- E-Manager: Head of eLearning UoH since 2003

- To provide a **realistic assessment** of what e-Learning can do to **affect change** in learners and in Institutions.
- To suggest ways in which **new associations** of staff and students might bring real benefits.

Purpose

Structure

09:45-11:30 European Evidence of Good Practice
ODL-NET Experience:
Socrates Project 2003-2005

JISC e-Learning Benchmarking 2006

11:30-11:45

11:45-13:30 NewsFilm Online
Pedagogy not Content
'New Associations'



ODL-NET EXPERIENCE

Open and Distance Learning Network for Exchange of Experiences

The main objective of the ODL-NET project is to create and consolidate a network for analysing and exchanging successful, tried and tested experiences of using Web-based distance learning, particularly in higher education institutions.

Unsuccessful experiences will also be analysed to discover why they failed. The aim of this project is to increase the knowledge and know-how of the organisations and people who participate in Internet-based distance education, with the demonstration and analysis of good practices and providing examples. The project's partners, foundations and units providing technological and educational resources attached to various universities, have the potential for working with teachers, university policy decision-makers and learners to promote a better understanding of Internet-based ODL in institutions of higher education.

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FUNDACIÓ UNIVERSITAT EMPRESARIAL DE VALÈNCIA
Valencia (Spain)
- 
EMARC
The Centre of Lifelong Educational Media Research Centre
Leicester (United Kingdom)
- 
University of Duisburg-Essen
Learning and Research Services
Duisburg (Germany)
- 
Universidade Aberta
Department of Distance Education
Lisboa (Portugal)
- 
Faculty of Informatics and Management Studies
Helsinki School of Health (Finland)
- 
Centre of Higher Education in Theology Studies
Athens (Greece)
- 
The Centre for Lifelong Learning
Dorset (United Kingdom)
- 
University of Cyprus
Department of Education
Nicosia (Cyprus)

ODL-NET EXPERIENCE

Open and Distance Learning Network for Exchange of Experiences

www.adait.uv.es/odlnetexperience/
Socrates Minerva Project
No 110345-CP-1-2003-1-IS-MINERVA-MPP

ODL-NET experience



Socrates
Minerva



1. Identification of contrasted/verified ODL experiences through (good practice cases) in the regions/countries of each project partner. Each partner will identify 4 to 5 experiences in his/her region/country.
2. Creation of work groups in areas of particular relevance and problematic in the process of ODL through Internet:
 - Distance tutoring and collaborative work
 - Contents development
 - Course evaluation
 - Accreditation
 - New applications of technology within the educational world.
 - Management

ODL-NET Methodology (1)

3. Setting up of analysis criteria for information in each of the selected areas according to the identified experiences.
4. Production of a structures interview / questionnaire to collect information about the experiences.
5. Information collection through interviews and workshops about the identified experiences at regional/national level.

ODL-NET Methodology (2)

6. Production of a conclusions' handbook in each area, within which will be included the analysed experiences, problems, solutions provided and recommendations.

7. Elaboration of a general documents gathering conclusions and recommendations.

ODL-NET Methodology (3)

ODL-NET Results

Volume I – Summary report

Volume II – Report on Working Areas
and Experiences in Open and Distance
Learning

Volume III – Cases and Experiences in
Open and Distance Learning

We asked

36 'cases' – individual courses

24 Institutions

8 Countries

ODL-NET - 'Tutoring'

Q

What are the common themes and what evidence of good practice might you expect to see in 'Distance Tutoring and Collaborative Work'?

O.S.S.... - ‘Tutoring’

“Our survey said...”

- E-tutors play broad roles
- Online discussions are echoing similar activities in the face-to-face environment.
- Little evidence to say whether this communication is transforming learning
- Collaboration is valued but not always encouraged or required
- E-Tutor has a critical role in moderating interaction
- Little evidence that tutors can modify resources to suit learners

ODL-NET - 'Content Development'

Q

What are the common themes and what evidence of good practice might you expect to see in 'Content Development'?

O.S.S.... - ‘Content Development’

“Our survey said...”

- Little awareness of mention of Bologna or ECTS
- Most content is the responsibility of the individual, sometimes teams are available for support
- Most content authoring is through the VLE, rich-content production remains a barrier
- Quality Assurance is through some peer review. No reported user testing
- No reuse of content reported
- Little understanding of IPR related issues.

ODL-NET - 'Course Evaluation'

Q

What are the common themes and what evidence of good practice might you expect to see in 'Course Evaluation'?

O.S.S.... - ‘Evaluation’

“Our survey said...”

- Most claimed to have an evaluation plan
- Student satisfaction frequently measured
- Mostly internal evaluation, some cases of external review
- Evaluation usually at the end of the delivery cycle
- Teaching was the focus of evaluation, quality of content rarely evaluated
- Some interviews, but mostly paper and electronic survey

ODL-NET - 'Accreditation & Assessment'

Q

What are the common themes and what evidence of good practice might you expect to see in 'Accreditation & Assessment'?

O.S.S.... - ‘Accreditation & Assessment’

“Our survey said...”

- Little evidence offered in this category
 - Little harmonisation in Europe, absence of European Credit Transfer Scheme (ECTS)
 - Professional Accreditation is rare
 - Assessment usually described in terms of quality assurance process.
 - Frequent reference to external examiners
 - Increasing use of portfolios for assessment
 - No reference to transferable skills or employability skills
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ODL-NET - 'Technology'

Q

What are the common themes and what evidence of good practice might you expect to see in 'Technology'?

O.S.S.... - ‘Technology’

“Our survey said...”

- Technology is part of the solution, but can also be part of the problem
- Learning Management Systems (LMS) deployment has made it possible to mount courses in institutions with no prior distance or online experience
- Significant support burden
- Problem of user frustration and disappointment

ODL-NET - 'Management'

Q

What are the common themes and what evidence of good practice might you expect to see in 'Management of eLearning'?

O.S.S.... - ‘Management’

“Our survey said...”

- Huge variations of ICT implementation to support learning
- Some organisations have separate strategies, this seems to indicate a clear recognition of the issues
- In early eLearning phases central management structures are fragmented
- Institutional management of eLearning initiatives is poor

Questions

Are these cases typical?
Will practice have changed much?
What good practice is transferable?
Are there better ways to share practice?

<http://www.adeit.uv.es/odlnetexperience/>



Benchmarking

of e-Learning in UK Higher Education

JISC

[Background](#) **Benchmarking Phase 1** ⁴⁴

Benchmarking Phase 2 ⁴³ [ELTI](#), [eMM](#),

[Evaluation](#) ¹⁸ **Events** ³¹ **FAQs** ⁴⁶ [Generic](#) ⁹

[Management](#), **Methodologies** ¹⁸ [MIT90s](#), [obhe](#),

Pathfinder ²⁴ [Phase 1](#), [Pick&Mix](#) ¹⁰ [Responses](#), [star blogs/wikis](#), [Syndication](#) ¹¹ [Uncategorized](#), [User Groups](#), [wiki](#) ⁵, [Wordpress](#) ¹

Phase 2 End-of-Programme Meeting, January 2008

October 7th, 2007

Jane Plenderleith, EDSuT

The EDSuT has produced a [draft programme](#) for the Benchmarking

Themes:

[AcademyJisc](#)
[InBusiness_Blue](#)
[PDA](#)

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Pages

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[Guide](#)
[Lab](#)
[Syndications](#)

Archives

[October 2007](#)
[September 2007](#)

JISC e-Learning Benchmarking

- ELTI
- eMM
- MIT90s Framework
- OBHE/ACU
- Pick & Mix

<http://elearning.heacademy.ac.uk/weblogs/benchmarking/>

Hull's Approach - OBHE/ACU

Since 1996, the Association of Commonwealth Universities (ACU) has run an international “University Management Benchmarking Programme”

International benchmarking programme launched in 2005 on the use of ICT in support of learning and teaching, run in partnership by the Observatory on Borderless Higher Education (OBHE) - also located at the ACU - and the US-based Western Conference for Educational Technology.

OBHE/ACU - Methodology

1

Guided Self-review document

2

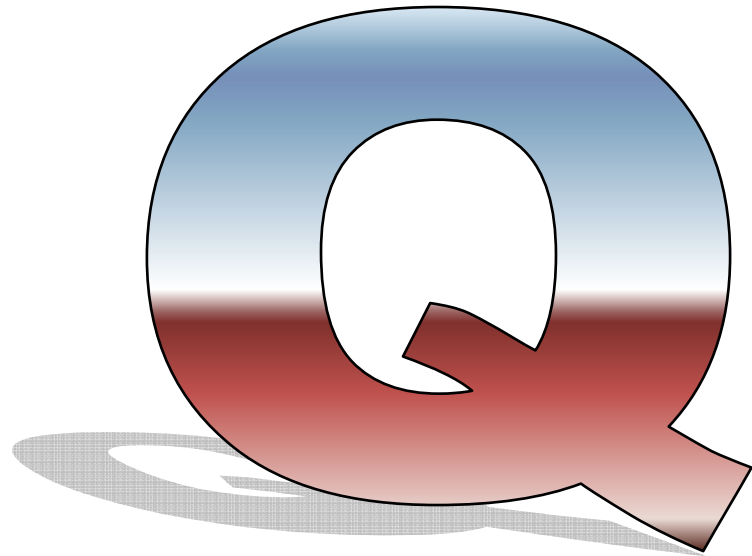
Documents then summarised and shared

3

Best practice identified and shared in plenary

Conclusions

See OBHE Presentation



Discussion
Learning from
each other

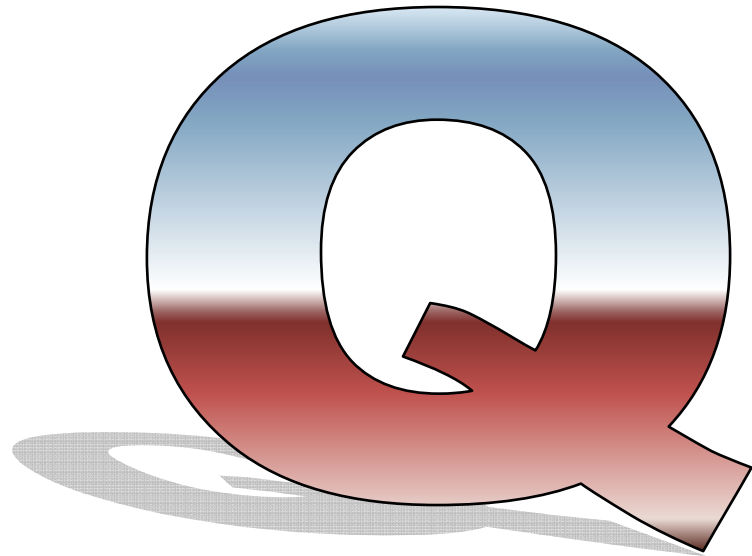
Part One

Coffee

Pedagogy first, second and third



JISC



Discussion

Part Two