

# The Future of E-Learning: Updates on Developments and Strategy for Engagement and Support

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*(A Presentation on the Future and Vision of E-Learning in European Higher Education Institutions. Outlines developments and strategies implemented – Armed with the present, prepared for a future, guided by vision and motivated by mission. Internationalising E-Learning in Europe - strengthening links with research education and enterprise. Submitted to E-Learning Task Force (ELTF) during Meeting held on 15 February 2008, Malta)*

# Presentation Structure

- The Future of E-Learning Group 5: Membership and objectives
- Tasks and achievements (strategies, expectations and developments)
- Funding and opportunities for engagement and support from Europe
- MDGs and Future directions
- Conclusion

# Group Membership

- **Members:**

- James Uhomoibhi (NI, UK)
- Paulo Alves (Portugal)
- Ragner Õum (Estonia)
- Rita Falcao (Portugal)
- Steffi Engert (Germany)
- Gabriela Andrejkova (Slovenia)
- Mario Leo (BB EMEA, Germany)
- Yves Epelboin (France)

# Objectives of Group

- **Objectives**
  - Tap into others in the e-learning community (NETWORKING)
  - Examine and discuss how technology enables learning
  - Organise seminars/workshops/symposia/conferences with corporate sponsorship on eLearning future and visions for development.

# Group Tasks

1. Obtain universities' e-learning strategies of EUNIS members and universities in Europe and establish as appropriate
  - repository of e-learning strategies
    - a publication/paper on the future of e-learning and aspirations of universities and member institutions
  - Explore possible collaboration with EDUCAUSE
  - liaison with Group 1 (Snapshot)
2. Learning Design and implications for future implementations and standards in Europe
3. Investigate evolving standards of e-learning in European universities and the implications for the future
4. Provision of test-bed and process evaluation for improved e-learning systems (work with corporate partners, SMEs and universities on identified research and development areas of interest). establish repository and access to tools, references and human infrastructure within universities. Liaise with Group 3 (Funding)
5. Tap into other e-learning communities of practice (CETIS, EDEN, EIFL etc). Obtain information about their constitution, main activities, meetings and conferences, locations and times/regularity of events. Give presentations to other communities of practice by group at events organised by these COPs.
6. Organise (i) Online discussion list for members of the group, (ii) Webinars/seminars, (iii) workshops/symposia (iv) conference on 'The Future of E-Learning: Visions, Challenges and Prospects'

# The Future of E-Learning

- Definition – definition expansion and emerging requirements (performance, support, on-demand personalized instruction)
- Hurdles to successful implementation
  - Cultural change
  - Change management – need to be packaged with products
  - M-learning
  - Multimodality and design implications
- Falling boundaries between learning, training and performance support
- Service oriented approach to delivery of e-learning
- Security – and all that it means
  - Transmission
  - Data
  - Physical security
- Gaming and simulation and their impact on learning
- Copyright and other legal issues pose potentially great problems for the future of e-learning
- The ‘course’ as a meaningful unit of instruction
- Mobile phones and other learning devices increasing access to learning and education
- Globalization – forcing a hard focus on US-centric practices and content.

# E-Learning Defined

“the use of new multimedia technologies and the Internet to improve quality of learning by facilitating access to resources and sources as well as remote exchanges and collaboration.”

*(Communication from the Commission to the Council and the European Parliament, The eLearning Action Plan, Designing tomorrow's education, Brussels, March 28, 2001)*

# Expectations for systems of the future

1. Focus on the Learner: Most Learning Management Systems are focused on the organization's perspectives on learning and training.
2. Content: When the first LMS systems were launched, they were primarily "vending machines" to dispense and track the consumption of e-Learning (then called CBT) courses, mostly from 3rd party providers.
3. Ratings, Please: Learners want to know how other employees who are similar to them have rated and valued a program's content before they start that program.
4. More Context: Every classroom experience blends formal CONTENT with informal CONTEXT. This may be in the form of a sidebar story from the instructor, comments/questions from fellow students or conversations at the coffee pot on breaks.
5. Performance Support Tools: Our Learning Systems are mostly geared for learning in anticipation of need or requirement.
6. Social Knowledge: Learning Systems will need to include and be integrated with Social Networking Systems. Some of the best and most important knowledge will be shared person-to-person in an organization.
7. Learning Systems as Components: Most of our workers do not want to go your "learning portal page".
8. Focus on the Role: Our workplace is increasingly role-based. Most of our learning systems are more focused on jobs or positions.
9. UserContent Authoring: YouTube is coming to the office! Our learners are already creating simple and short half-life content, using simple video, audio and text tools. Many Learning Systems are in shock at the thought of this new wave of content. How will we author,
10. Learning Systems as Service: Each business unit may want or need a very different front end experience for its Learning Systems.
11. The Lifecycle of Learning Systems: Many of our Learning CONSORTIUM members are in the midst of re-evaluating their LMS and LCMS. What are our realistic Lifecycle expectations for our Learning Systems?
12. Learning Systems as Human Capital/Talent Systems: Ultimately, there is also a lifecycle of the knowledge/skill sets of an employee.

# Recent Developments: WikiEducator and COL

- **WikiEducator**. A community project working collaboratively with the Free Culture Movement towards a free version of the education curriculum by 2015. Driven by the learning for development agenda it focuses on building capacity in the use of Mediawiki and related free software technologies for mass collaboration in the authoring of free content; developing free content for use in schools, polytechnics, universities, vocational education institutions and informal education settings; facilitating the establishment of community networks and collaboration with existing free content initiatives in education; fostering new technologies that will widen access, improve quality and reduce the cost associated with providing education, primarily through the use of free content.
- **Commonwealth of Learning (COL)**. An intergovernmental organization created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies. COL has invested considerable resources from its programme budget in building capacity for free content development, most notably through the Virtual University for Small States of the Commonwealth (VUSSC) initiative."
  - Further details at
    - <http://www.wikieducator.org/WikiEducator:About>

# Group Focus

- Initiate and work on E-Learning Development Programme, with a focus on
  - Activities for raising awareness
  - Collaboration and Partnerships
- Exploring Research and enterprise potential for education and industry amongst EUNIS members.

# Immediate Objectives

1. Complete the present work on HEI e-learning strategies being implemented in member institutions and engage in awareness raising activities for group.
2. Establish and manage collaborative partnerships with key groups within the ELTF and EUNIS member institutions.
3. Extend the work of the future of e-learning group to ELTF and EUNIS members.
4. Develop sustainability for the group, the task force (ELTF) and their programmes.

# European HEIs E-Learning Strategies and Implementations

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1. Wirtschaftsuniversität Wien (Learn@WU) Austria
  2. ENIC Lille - Ecole Nouvelle d'Ingénieurs en Communication France
  3. Université Lyon 1 France
  4. The Open University UK
  5. University of Ulster UK
  6. Universidade do Porto Portugal
  7. Dennis Gabor College Hungary

# Aim of study

- examine the eLearning strategies applied by 'Higher Education Institutions'
- (HEIs) within member states France, the United Kingdom, Hungary, Austria and Portugal;
- create ways for encouraging the up-take of eLearning programmes within HEIs across Europe through the dissemination of successful eLearning case studies that support effective practices in higher education.
- explore enabling factors both from a methodological and technical point of view in order to create workable and successful eLearning Programmes.

# Findings

- institutions have used new and innovative applications of eLearning. They represent a wide range of different successful approaches from different cultures.
- Helped in the determination of a detailed description of the institution's training needs, the eLearning implementation process experienced by the institution, and the eLearning strategy that is in place (support structure, course structure, applied IT tools, management of the LMS, overall integration with the traditional curriculum, etc.).
- There is upsurge in the use of e-learning and a growth in the number of teachers interested in its use for enhanced teaching.
- E-Learning is being continuously used by administration to address information service needs in these institutions.
- Globalisation and availability of a selection of e-learning courses has facilitated increased access to education for learners from all over the world.
- New issues related to emerging technologies need addressing. These include familiarisation with new technologies, pedagogy and use of mobile devices.

# Future Education Directions in Europe

- Underpinned by the 8 MDGs.
- Inward investments and maintenance of leadership position in the context of knowledge and enterprise economies.
- Strategic approach and ensuring activities are guided and driven by research, enterprise and sustainability.

# Millennium Development Goals (MDGs)

- Goal 1: Eradicate extreme poverty and hunger
  - Goal 2: Achieve universal primary education
  - Goal 3: Promote gender equality and empower women
  - Goal 4: Reduce child mortality
  - Goal 5: Improve maternal health
  - Goal 6: Combat HIV/AIDS, malaria and other diseases
  - Goal 7: Ensure environmental sustainability
  - Goal 8: Develop a global partnership for development
- how can these goals be realised without education?
- In what ways is e-learning contributing to any or all of these goals? How will it be able to in future?

# Future Research Directions

- The 2 big issues of the 21<sup>st</sup> century
  - Global citizenship
  - Climate change
- Areas of research and development for investment and funding
  - Nutrition
  - Data
  - Logistics
  - Cost minimization
  - Infrastructure
  - Capital Market
  - Media
  - Direct contribution to universities and education
  - Health
  - Energy
  - Architecture, planning and design
  - Structure of civil society (capacity building)
  - Conflict Resolution
  - Neo-colonization
  - Appraisal
- How does e-learning shape these areas of research in the future?
- Which of these can the ELTF explore and exploit?

# Funding Information

## Lifelong Learning

[http://ec.europa.eu/education/programmes/llp/index\\_en.html](http://ec.europa.eu/education/programmes/llp/index_en.html)

The European Commission has integrated its various educational and training initiatives under a single umbrella, the **Lifelong Learning Programme**. With a significant budget of nearly EUR 7 billion for 2007 to 2013, the new programme replaces the existing education, vocational training and e-Learning programmes, which ended in 2006.

*\*There will be Info Days on 18 and 21 January in Brussels, Belgium and you can register to attend via their website: <http://eacea.ec.europa.eu/llp/infoday08/index.htm>*

Comenius, Leonardo da Vinci, Grundtvig: Partnerships

**Deadline: 15 February 2008**

Jean Monnet programme

**Deadline: 15 February 2008**

Comenius, Erasmus, Leonardo da Vinci, Grundtvig: Multilateral projects, Networks and Accompanying Measures

**Deadline: 29 February 2008**

Erasmus: Mobility

**Deadline: 14 March 2008**

Leonardo da Vinci: Transfer of Innovation multilateral projects

**Deadline: 14 March 2008**

Transversal programme

**Deadline: 31 March 2008**

The Seventh Framework Programme (FP7)

<http://cordis.europa.eu/fp7/dc/index.cfm?fuseaction=UserSite.FP7OpenCallsPage>

# Conclusion

- The face of teaching, learning and research is continuously changing due to new and rapidly evolving technologies.
- E-Learning remains a tool for enhanced knowledge and skills production and transmission. A number of HEIs in Europe are actively developing and implementing measures for their use.
- The future of e-learning will be largely shaped by future directions of research and business conduct. This is shaped by MDGs and the willingness of the European community to give support and contribute to its development.
- Developing and implementing E-Learning Standards for platforms and technology integration in education for enhanced flexible and independent learning.
- There are still lots to do. More work in the areas of raising awareness, engaging in systems studies involving integration and the use of e-learning in varying disciplines, diverse cultures and different institutional settings will help in the development of well informed future.