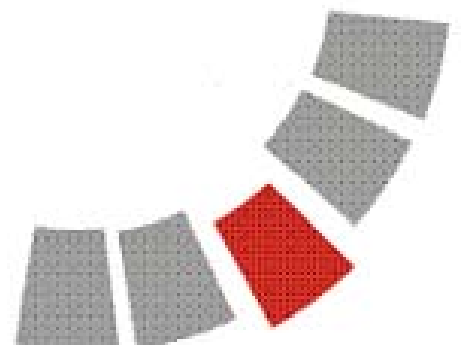




*Sustainable Environment for the Evaluation
of Quality in E-Learning*

eLEARNER BILL OF RIGHTS

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Editor: EIFe-L
Research Coordination: Claudio Dondi
Project Officer at the European Commission: Brian Holmes

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<http://www.education-observatories.net/seequel>

SEEQUEL research team:

Accenture	<i>Debbie Androlia, Patrick Oliver, Paul Pastrone, Andre Schwaninger</i>
Cedefop	<i>Werner Herrmann, Colin Mc Cullough, Nikos Milonakis, Anne France Moussoux</i>
EDEN	<i>Ildiko Mazar, Andras Szucs, Erwin Wagner</i>
EifEL	<i>Serge Ravet</i>
ESIB	<i>Johan Almqvist</i>
EuroPACE	<i>Annemie Boonen, Wim Van Petegem</i>
FIM NewLearning	<i>Thomas Fischer, Thomas Kretschmer, Walter Kugemann</i>
HUT Lifelong Learning Institute Dipoli	<i>Taru Jokinen, Tina Kaipio, Tapio Koskinen</i>
Lambrakis Research Foundation	<i>Nikitas Kastis, Areti Vasilogliou, Nikos Zygouritsas</i>
MENON	<i>Fabio Nascimbeni</i>
Sanoma WSOY	<i>Mikko Laine, Otto Mansson, Frederik Rahka</i>
SAP	<i>Torsten Leidig</i>
SCIENTER	<i>Claudio Dondi, Michela Moretti</i>
SUN Microsystem	<i>Philippe Trautman</i>
University of Edinburgh	<i>Denise Haywood, Jeff Haywood</i>
University of Reading	<i>Keith Baker, Karen Johns, Shirley Williams</i>

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About the eLearner's Bill of Rights

The objective of the *eLearner's Bill of Rights* is to contribute to the quality of the learning experience by reflecting on the rights, as well as the duties, of a learner within a knowledge/learning economy and society (an eLearner). Learning is as much a duty in today's society as military service was for the industrial society: brain vs. brawn. However, while education and training was seen mainly as an external process, imposed upon individuals, learning is a much more organic process, linked into every day's activities, professional, social, and cultural.

More than ever, one needs to develop a holistic view of quality and make the learner the centre of the quality system, but not as a simple consumer. The traditional view of the quality of a learning environment was centred on the quality of the relation between a (training) provider and a (knowledge) consumer. This view, still embedded in many current 'quality' systems must be superseded by a new view, where the learner is an active knowledge producer, and the quality of a learning environment should be measured against its ability to help learners to produce, share and value knowledge (e.g. with an ePortfolio) and gain social recognition. This is what this *eLearner's Bill of Rights* (and duties!) attempts to reflect.

To paraphrase Descartes, one might say "*I work, therefore I learn*" or even, "*I live, therefore I learn*" as the new rationalism for a learning society. This is the rationale underlying the *eLearner's Bill of Rights*.

An eLearner is more than a simple eTrainee, ePupil or eStudent. In this document, we refer to 'eLearners', as individuals learning in a learning economy and society (everyone should be an eLearner). What characterises this new environment is that learners have a special responsibility in managing their own personal and continuing professional development, while, conversely, the society has a special responsibility to provide every learning citizen with an enabling environment conducive to learning, development, social inclusion and economic development. It is a duty for individuals to learn, as well as a duty for the society at large to remove any barrier from learning and to value learning achievements by such means as such as accreditation of prior learning and recognition of non-formal and informal learning as well as provide equal access to people with disabilities or special needs.

An eLearner exploits any opportunity to learn beyond formal environments. The traditional approach to continual professional development (CPD), has too often been the 'tick a box' policy (tick a box after attending a course). This practice has little relevance to a learning economy and society. CPD, as expressed by the the CPD manager of the Royal College of Physicians in Canada, is about '*extracting learning from the workplace*', that is, as professional, learning from solving problems in real life and sharing learning and experience with peers, within a community of practice.

Individuals are not the passive receptacle of pre-digested knowledge and policies designed and decided by others. eLearners are active citizens, contributing actively to the building of a learning society, through the development of learning communities, professional communities, social and cultural communities. In this new world, the quality of the learning experience is as dependent on the 'quality' of the learner as on the quality of the provider and the environment provided by the society. Quality, more than ever, is a holistic process.

The objective of this document is not to present precepts carved in stone, but to open a dialogue and to reflect on the role of a learning citizen as active contributor to learning organisations and learning communities, actively involved in formal as well as informal or non-formal learning, lifelong and life wide. We invite you to reflect and send your comments to serge.ravet@eife-l.org Introduction

The eLearner's Rights:

- | | |
|---|---|
| <ol style="list-style-type: none">1. Access to learning2. Information on learning provision3. Learning guidance4. Learning Administration5. Learning support staff6. Learning environment7. ePortfolio8. Learning activities9. Learning resources | <ol style="list-style-type: none">10. Occupational standards11. Planning learning12. Prior learning13. Learning induction14. Learning strategies15. Self-directed learning16. Monitoring and assessment17. Feedback & complaints |
|---|---|

*Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?
-T. S. Eliot, The Rock*

1. ACCESS TO LEARNING		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
open and equal access to education, training and other learning opportunities	open and equal access to learning regardless of age, gender, ethnic, religious or linguistic background, marital status, the presence of dependents, disability or financial circumstances, including educational leave from employment for general, as well as vocational or professional education	<i>KILT (Knowledge, Information and Learning Technologies) can increase equal access to learning opportunities</i>
2. INFORMATION ON LEARNING PROVISION		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
full and accurate information on learning provision	accurate, relevant and verifiable personalised information to make informed decisions in order to select an appropriate learning programme, provider or resource	<i>This information should include</i> <ul style="list-style-type: none"> ▪ <i>what it is designed to achieve and how it will be of benefit to the learner</i> ▪ <i>prerequisites</i> ▪ <i>learning methods and their relevance to the particular subject being learned</i> ▪ <i>what is required to complete successfully</i> ▪ <i>ethics and values of the provider</i> ▪ <i>financial health and other relevant facts and figures related to the provider</i> ▪ <i>When relevant, facts and figures about job opportunities</i>

3. LEARNING GUIDANCE		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
open information and guidance on all aspects of adult education, opportunities and rights	open information and guidance, including counselling and advice on all aspects of adult education including current research, educational opportunities, learner support mechanisms, agreed standards of provision, careers, finance and welfare rights, financial support and most importantly individual learners' rights	
4. LEARNING ADMINISTRATION		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
fast, efficient and courteous administration	fast, efficient and courteous processing of enrolments and other administrative matters affecting learners	<i>KILT can facilitate the administration process</i>
5. LEARNING SUPPORT STAFF		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
be supported by qualified and competent staff who are actively engaged in their [SR1]continuing professional development	be supported by qualified and competent staff, who are actively engaged in their continuing professional development and who possess appropriate subject-matter knowledge, as well as knowledge and skills relating to the instructional needs of the kinds of learners they address; provide personal encouragement and support to recognise successes and help with any difficulties in order to promote learner growth and self-actualization	<i>Support evidence of their own competencies and CPD that should be accessible for potential learners – for example, in the form of an ePortfolio</i>

6. LEARNING ENVIRONMENT		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
a suitable, accessible and state of the art learning environment facilitating peer support	a suitable, accessible and state of the art learning environment (e.g. classrooms, laboratories, workshops, libraries, computers), physical or virtual, to include appropriate instructional materials, equipment, media and facilities, using relevant KILT, facilitating and encouraging peer support and mutual teaching and learning	<i>From interactive white boards to virtual classrooms: intuitive and accessible technology taking into account differences (e.g. ADSL / RTC), limiting the use of specific requirements (e.g. plug-ins).</i>
7. ePORTFOLIO		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
an ePortfolio to plan, and manage learning, and value one's assets within communities	an ePortfolio to support learning, planning, registration, assessment, continuing professional development, accreditation of prior learning, career change. An ePortfolio to share knowledge within communities of practice and professional communities	<i>ePortfolios are the 'learning central of command'. Learning providers, employers and awarding bodies should use ePortfolios to reduce administrative burden and open access to learning and value learning citizens</i>
8. LEARNING ACTIVITIES		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
learning which is relevant to learners' lives	learning which is relevant to learners' lives and addresses their needs, interests, concerns and motivations; helps to relate new learning to past experience and the issues and problems currently faced; helps learners to understand the link between what and how a subject is being learned and taught and the way it will be used in real life	<i>No learner should be have to learn something that fails to relate to a skill or activity that is likely to be required in life.</i>

9. LEARNING RESOURCES		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
appropriate learning resources to facilitate self-directed learning	professionally designed, engaging and stimulating learning resources facilitating self-directed learning	<i>From text-books to online simulations</i>
10. OCCUPATIONAL STANDARDS		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
accurate and up-to-date occupational standards	accurate and up-to-date occupational standards to allow benchmarking of their current skills with the employer's or professional community's requirements	<i>Online databases of occupational standards, online skill-checks</i>
11. PLANNING LEARNING		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
participate or be appropriately represented in planning learning activities	participate or be appropriately represented in planning or selecting the learning activities in which they are to be engaged	
12. PRIOR LEARNING		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
prior learning recognition	have relevant prior experiential (formal and informal) learning evaluated and, where appropriate, recognized for credit toward a degree or other credential, or career advancement	<i>No learner should be required to study something already mastered. The path to acquisition of competence is of less importance than the possession and deployment of the competencies themselves</i>
13. LEARNING INDUCTION		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
appropriate induction	appropriate induction to a programme or a resource which makes it clear what is expected as well as what is being provided	

14. LEARNING STRATEGIES		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
a personalised and balanced range of learning and teaching strategies	have one's own characteristics and preferences recognised and used to support a balanced range of learning and teaching strategies that will suit the learner's aims and experience and that are appropriate to the programme/course	<i>No learner should be asked to learn anything unless there is the possibility of his/her being able to put into practice what he/she has learned</i>
15. SELF-DIRECTED LEARNING		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
personal control over the learning experience	personal control over what is done, where, when, with whom and for how long	
16. MONITORING AND ASSESSMENT		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
a fair and transparent assessment process	regular feedback on learning progress within agreed timescales and a fair and transparent assessment process	<i>No learner should be assessed purely on the basis of multiple-choice or fill-in-the-blank tests but should have access to holistic assessment.</i>
17. FEEDBACK & COMPLAINTS		
Learners have the rights to <i>(shorter version)</i>	Learners have the rights to <i>(longer version)</i>	Comments
a fair and effective feedback and complaints procedure	a fair and effective feedback and complaints procedure, leading to friendly and prompt responses to all inquiries informed by well-presented and accurate information and comments on learning programmes, providers and resources	