

## Strategic Capacity building Towards a more effective take up of eLearning in Higher Education

Dr. Virginie Aimard  
iLearn Forum, Paris 2007

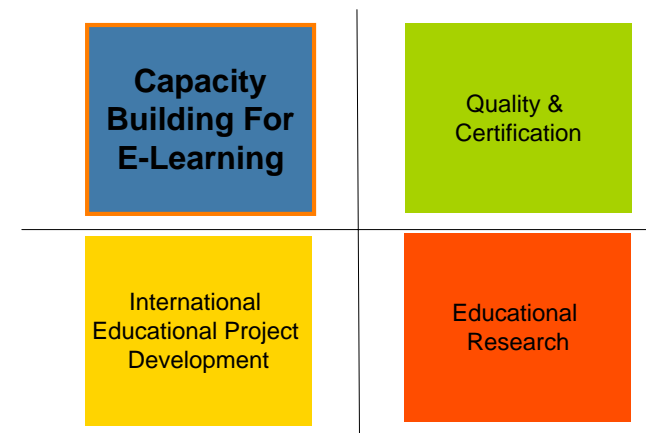
## Dr. Virginie Aimard

- International eLearning Expert
- Director of Learning Visions, European Institute for Education, Training and Competence
- Learning Visions offers services in the field of **training, research and project development for technology enhanced learning.**

## Selected References

- EuropAid MEDA-ETE program
- Guinti Interactive Labs, Italy
- InWent, Germany
- Universal Knowledge Solutions, Dubai
- Jordan Online Academy, Jordan
- Al Ahliyya Amman University, Jordan
- French Cultural and Linguistic Cooperation Centre of Santiago, Chile

## Learning Visions Service Portfolio



Participative Approach, Competence Orientation

# Capacity Building For E-Learning

## Capacity Building For E-Learning

Curriculum development & implementation

Design and delivery of training courses

Authentic, collaborative and competence oriented learning methodology

Target groups: Instructional Designer, Trainer, Student, etc.

**Learning Visions offers training and consultancy in order to build up the capacity to employ e-learning in a successful way.**

Dr. Virginie Aimard

[www.learningvisions.eu](http://www.learningvisions.eu)

# International Educational Project Development

## International Educational Project Development

European Commission funded projects: MEDA, EFQUEL/ Triangle

International projects: WINDS Latin America, DAAD Kenya,

International comparative studies of educational systems and policy analysis

Collaboration with international networks and organisations

**Learning Visions combines academic expertise with intercultural project development skills and a large network of European and international experts and organisations.**

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# Quality & Certification

## Quality & Certification

Needs and potentials are analysed

Select, develop or adopt a quality strategy to meet the organisations specific needs

Competence development to incorporate quality in everyday professional activities

Certification on basis of open international standards, utilising available approaches for an organisations' needs

**Learning Visions provides expertise to develop a suitable strategy of continuous quality improvement and to acquire quality certification.**

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# Educational Research

## Educational Research

Competence Development through e-learning

Quality Research for e-learning

VET, Higher education, Lifelong Learning

Collaborative Learning

Technology enhanced language learning

Innovation and management of change

**Learning Visions uses its strong academic background to conduct internationally recognised research in the field of ICT enhanced learning.**

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## Strategic eLearning @University

### Why do we need strategic capacity building?

- Successful take up of eLearning at the university is conditioned to the development of an overarching organisational strategy
- the full potential of eLearning can not be achieved if it is limited to a secondary technological issue which has to be dealt with separately
- not only it is affecting the whole teaching and learning process but also the organisational structure, objectives and culture of the university

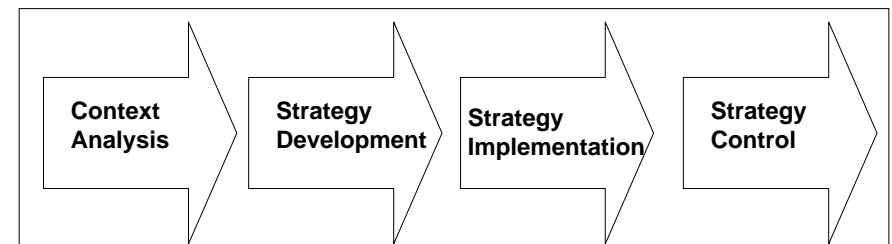
## Strategic Capacity Building

- Capacity building of staff has to be embedded in a strategy
  - ...is a core component of the strategy
  - ...is part of the institutional change effort

## Institutional Change

- challenges of institutional change - flogging a dead horse or harnessing potentials?
- enhancing capacities/ building on existing potentials
- early adopters VS early majority (Su White 2006)
- Smooth out the chasm integration in the university --> strategy

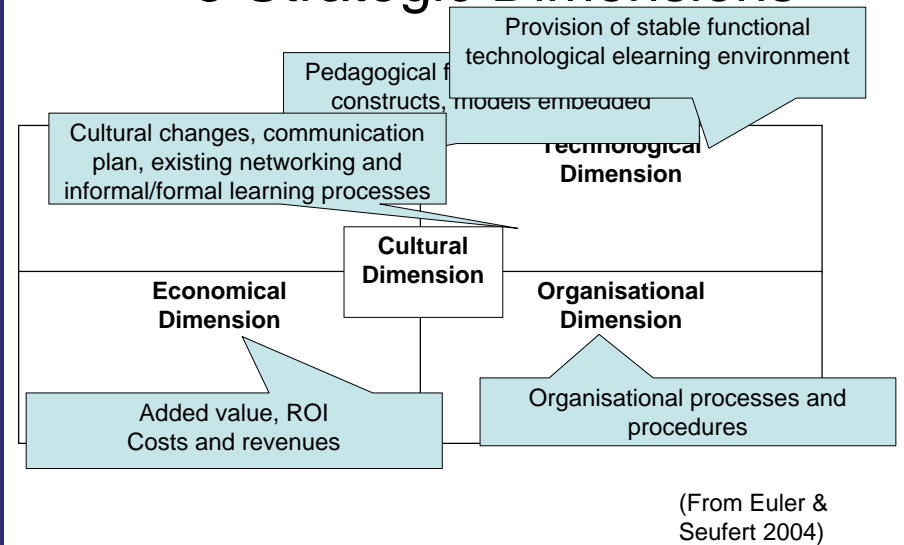
## Strategy Development Process



## Four general strategies

|                  |                         | Internal: Existing target groups   | External: New target Groups   |
|------------------|-------------------------|--|---|
| Innovation focus | Development of new      | <b>Reform orientation</b><br>-Further develop educational offerings<br>-Develop Teaching/Learning Cultures | <b>Market orientation</b><br>-Explore market potential<br>-Develop Business Model                         |
|                  | Improvement of existing | <b>Professionalisation</b><br>-Improve Teaching quality<br>-Improve Educational Management                 | <b>Flexibilisation</b><br>-Flexibilisation of Teaching and programmes<br>-Individualisation of programmes |
|                  |                         | <b>Innovation direction</b><br>(Euler & Seufert 2004)  |   |

## 5 Strategic Dimensions



## Strategy Development

- the need for such a strategy must be recognized --> not always the case...
- assessing the situation (audit); general objectives of the university, its vision, its founding statement/ policy
- but... building-on-what-is-there approach/ participative, not imposing a ready made solution but starting from the existing situation and building from there → involvement of stakeholders → empowerment
- holistic and integrative, multidisciplinary

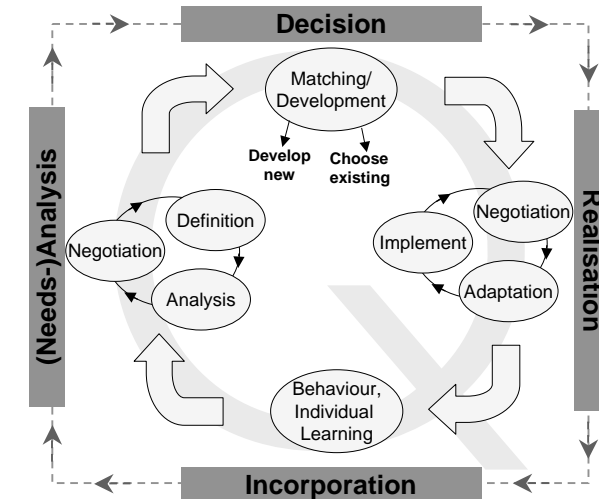
## Strategy implementation - Embedding elearning (I)

- integration in university vision and general objectives
- establishment of an eLearning centre with coordination responsibilities
- Development of a pedagogical framework and Guidance Pack
- Implementation of an Integrated Learning Environment

## Strategy implementation - Embedding elearning (II)

- Possible areas of development:
  - curriculum design and development
  - course content development
  - eLearning business models - ROI
  - capacity building of staff
  - infrastructure hardware and software
  - access and participation
  - university goes local and global: social responsibility and partnership
  - research and evaluation

## Quality Assurance



## Integrating capacity building into an eLearning strategy

- institutional integration is necessary to the success of the endeavour;
- incentive scheme, performance indicators, institutional recognition for career development path
- clarification of roles and responsibilities
- we're not starting from scratch - accompanying academic high level staff into going eLearning

## From a training plan to a capacity building plan

- Audit
- Selection/recruitment of staff
- Incentive scheme
- Professional development plan: continuous, authentic, task/project based, collaborative, building of a CoP
  - initial residential seminar/workshop: solid bases in didactics of elearning associated with practical hands on exercises
  - authentic tasks monitored by tutor (online) and with a peer reviewing quality assurance process and exchanges of experience and good practice
  - residential seminars; follow up solving problems arising from authentic practice; bringing new conceptual tools, sharing good (and bad) practice
  - the CoP more and more autonomous...
- Evaluation, appraisal scheme, quality control

## A case: Al Ahliyya University, Jordan

- Content development and capacity building of staff
- the manager's choice: developing capacities or outsourcing?
- training instructional designers at AAU
- two functions: subject matter expert / learning media specialist: separate or combined?

## Success factors and challenges

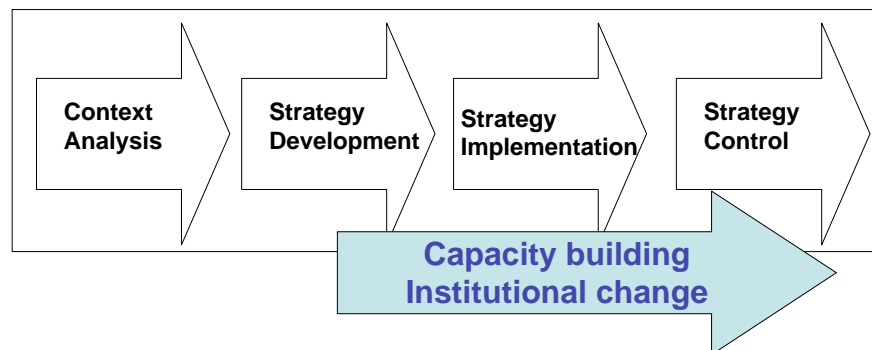
### at staff level/ at institutional level

- Heterogeneity of level in terms of experience and skills in eLearning and in creation of eLearning content.
- Institutional integration of training was lacking clarity
- Time compensation/ reorganisation of workload issues
- Specific nature of training: attitudinal change towards education and role of teacher
- Training not finished with the workshop but participants had to perform an authentic task (creation of an Instructional Design storyboard for their course, basis for an online module)

### Challenges were addressed

- Incentive scheme was set up; workload reorganisation was clarified
- Clear mandate of the eLearning Centre of Excellence was established

## Conclusion



# Thank you!

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