Presentation by Kees Schuur

Welcome

Introduction

CONCRETE AIM OF A LESSON:

I'm lying in my bed, dreaming
About my teacher of the class
She can tell such a nice stories
I wish she was here

About flowers and bees
She is telling, time after time
She knows how to motivate me
But why does it hurt?

Intermezzo

I wish I was her teacher
And she was in my class
Then I would tell her
Who the flower and who the bee was

Content

1. Technology and performance
2. A game?
3. SME environment
4. Developments, the future
5. Economy
7. Chaos / complexity
7. Organisation
8. Competence
9. Learning psychology
10. (Youth) behaviour
11. Administration
12. Conclusions

E-Learning, technology and performance

Communities of Practice (Wenger)

Social Learning Theory

- Humans are social beings
- Knowledge (competences)
- Knowing (participation / engagement)
- Meaning

Four components in CoP

- Meaning (experience)
- Practice (doing)
- Community (participating)
- Identity (becoming)

Technology can have effect:

TIME AND SPACE
- .Presence and visibility
- .Rhythm

PARTICIPATION
- .Variety of interactions
- .Efficiency of involvement

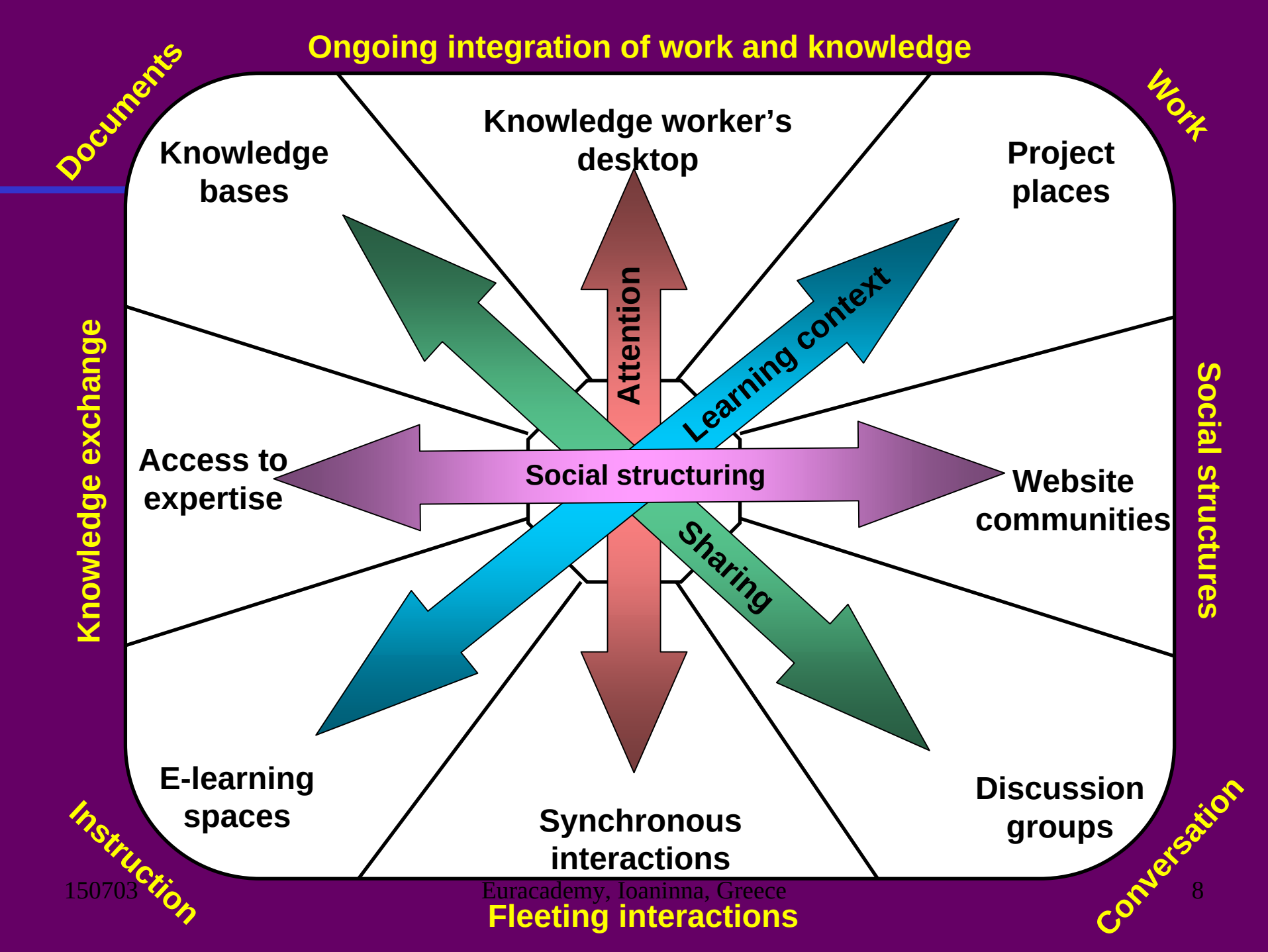
VALUE CREATION
- .Short-term value
- .Long-term value

CONNECTIONS
- .Connection to the world

IDENTITY
- .Personal identity
- .Communal identity
- .Successful communities have a strong identity that members inherit in their own lives.

COMMUNITY MEMBERSHIP
- .Belonging and relationships
- .Complex boundaries

COMMUNITY DEVELOPMENT
- .Evolution: maturation and integration
- .Active community-building


Ongoing integration of work and knowledge
Documents
Work
Knowledge exchange
Social structures
Instruction
Conversation
Fleeting interactions
Knowledge bases
Knowledge worker's desktop
Project places
Access to expertise
Website communities
E-learning spaces
Synchronous interactions
Discussion groups
Attention
Learning context
Social structuring
Sharing

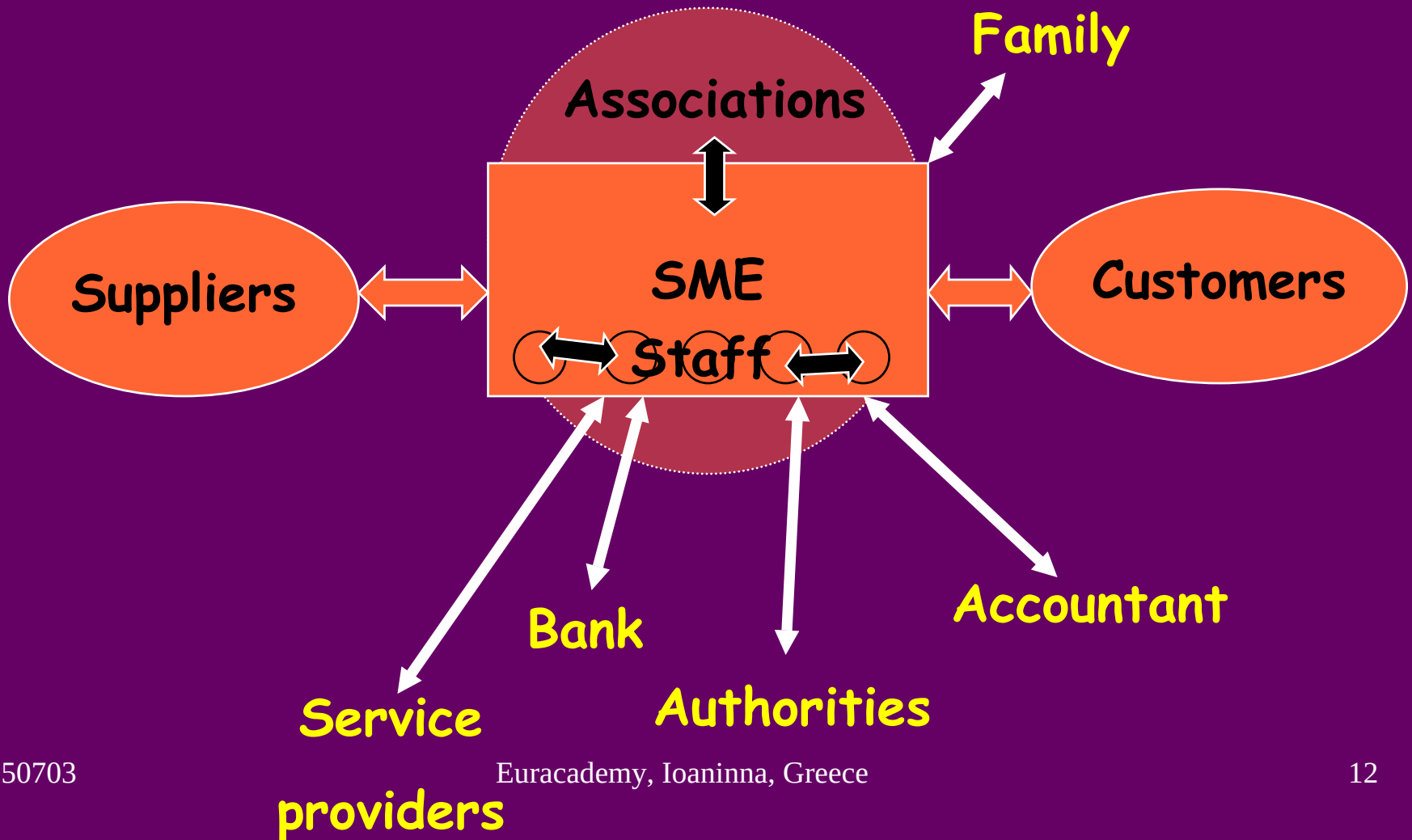
Examples:

Instruction:	http://www.e-cademy.nl
	http://www.elementk.com/e-learning/htm/freecourses.asp#
	WebCT, BlackBoard, LearningSpace, FirstClass
Work:	eProject, ERP, SCADA
Conversation:	Discussion groups
Documents:	http://www.europe.int.eu
Synchronous interactions:	Netmeeting
integration work and knowledge:	Livelink
social structures:	http://www.platteland.nl
knowledge exchange:	http://www.doctor.com

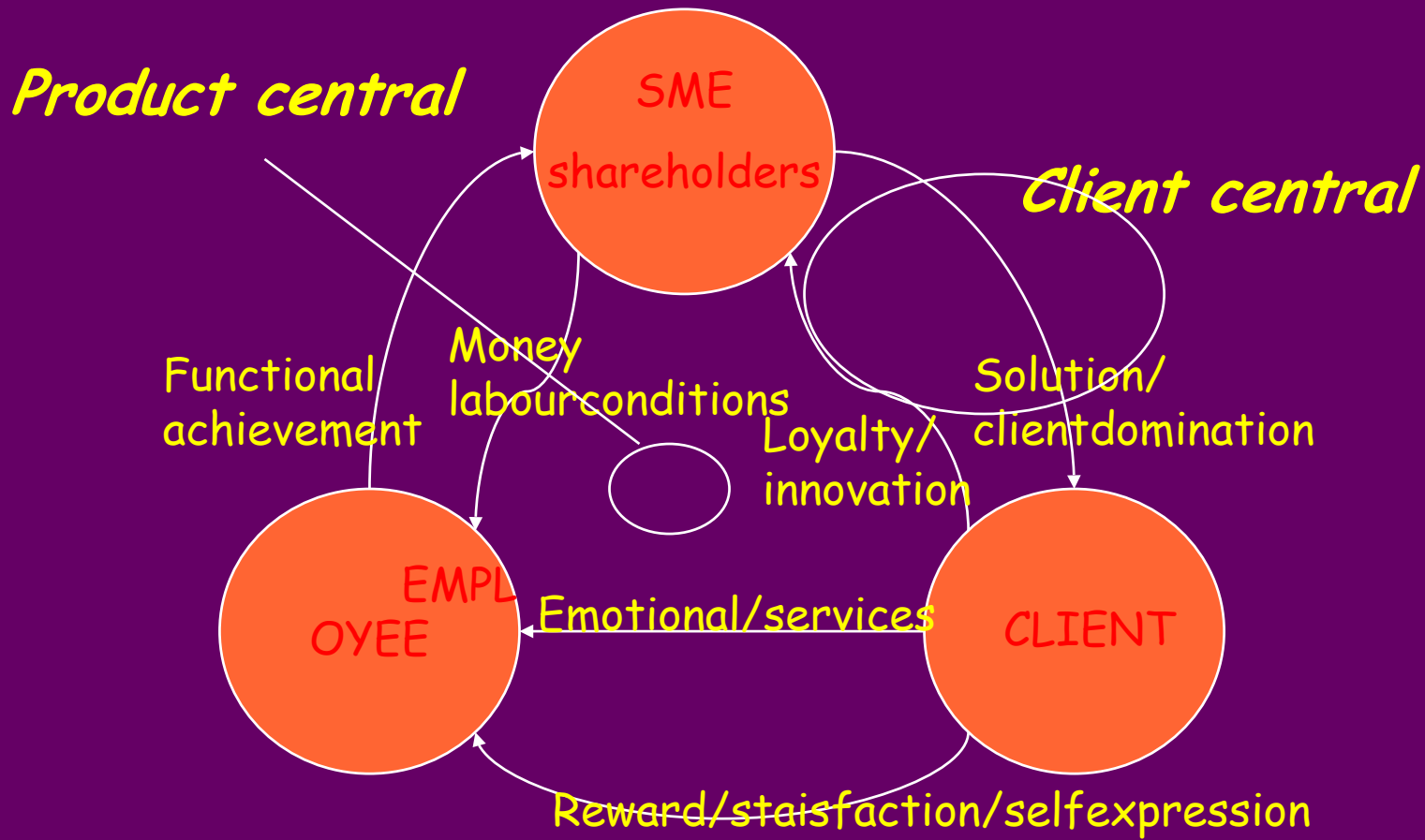
E-Learning, it's only a game!?

E-Learning and the SME-environment

SME's are spiders in the web



…and their approach is changing



Type of relationships in SME's

Effective / External
Personal / Organisational
Continuous / Irregular
Long-standing / Recent
Intimate / Remote
Broad / Narrow in Scope
Transactional / Non-transactional
Local / Regional / National / International
Family / Social
Dynamic / Static
Proposive / Natural

E-Learning and development: a vision...

Changes

		Learning	*Revolution*
Writing	5000	father to son (lifetime)	agriculture
Printing	500	Master to apprentice (workinglife)	
Computing	50	teacher to pupil (20 yrs)	industrial
Networking	5	courses (years)	information
??????	Now future	seminars (days) ??????	

Questions:

- What fails in learning in today's world?

- How can learning be improved?

- What are the driving forces behind learning?

NOT:

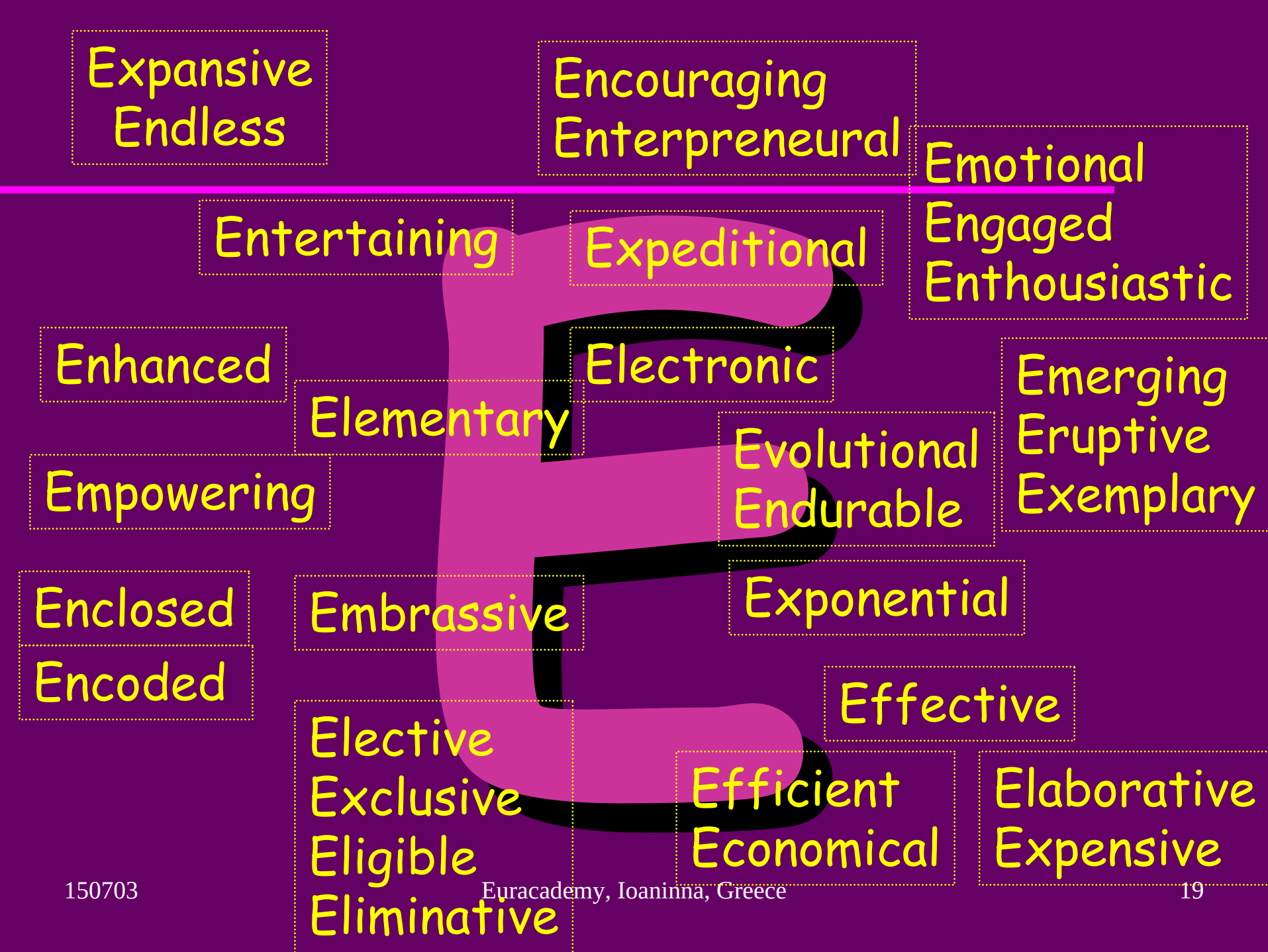
ICT/MM

in

education

BUT:

Learning in the information / network / knowledge age

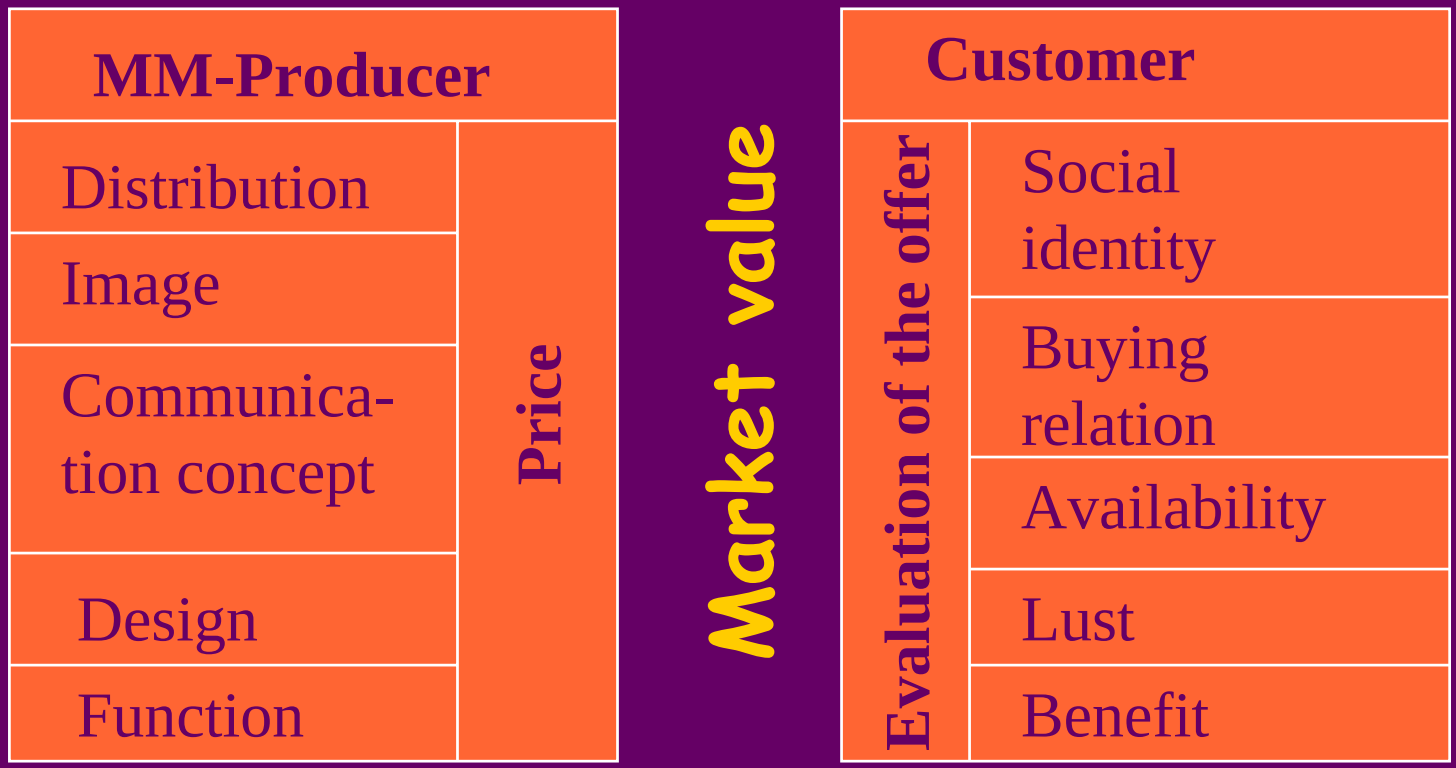

Expansive
Endless
Encouraging
Enterpreneural
Emotional
Engaged
Enthousiastic
Entertaining
Expeditional
Enhanced
Electronic
Elementary
Emerging
Eruptive
Exemplary
Evolutional
Endurable
Empowering
Enclosed
Embrassive
Exponential
Encoded
Effective
Elective
Exclusive
Eligible
Eliminative
Efficient
Economical
Elaborative
Expensive

E-Learning and Economy

(E-) Learning

- Schedule database
- Assessment manager
- Media Center
- Course room / communication
- Profiles

The market arena



How is eLearning valued?

New business strategies

- The market manages your offer
  - MTV
  - Beta releases
- The market prices your offer
  - price of potatoes
  - car salesmen vs customer orders out to bid
- The market markets your offer
  - Java

Management Mind-set (S.Davis, 1998)

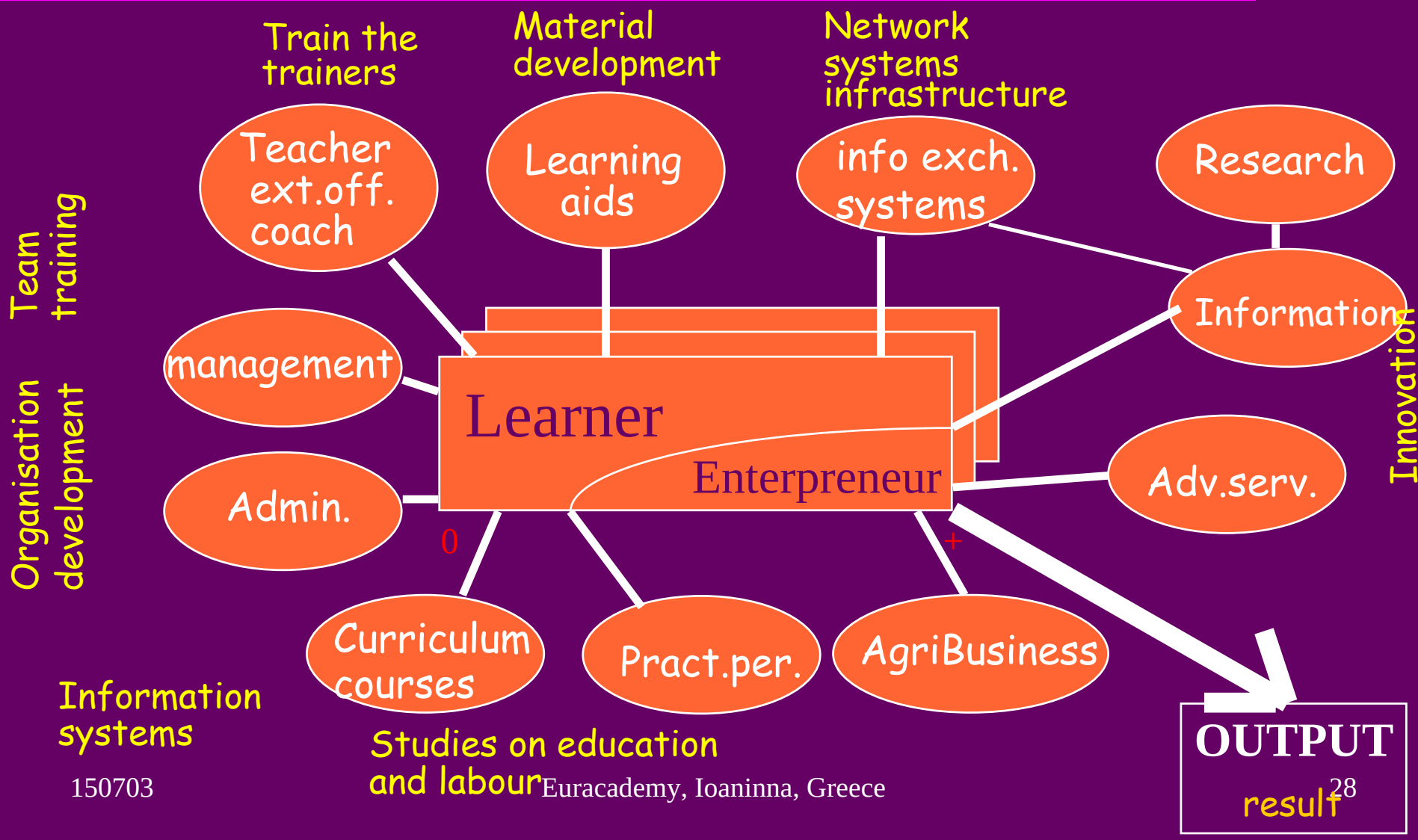
	Product	*Service*	*Offer*	*For eLearning in SMEs*
Time Horizon	Time of sale	Period of contract	Life of consumer need	Hour, day, (ir-)regular (Not LLL?)
Buyer concerns	Price, delivery, convenience	Ongoing support	Upgradeability	Upgrading horizontal and vertical, more important than the content
Cost focus	Direct	Period	Design	Both ways in cont. designing
Source of value	manufacturing	Training, maintenance	Platform	Community / social / collective learning
Design	Fixed, uniform	customised	Learning	Ever developing, often old including
Revenue Model	List price	Subscription period	Subscription + user fees	Participation
Marketing objective	Brand loyalty	Relationship building	Community building	Learning together more important than supplier and ELO

Characteristics

- Adaptability (like organisms)
- pursue variety
- have permeable boundaries
- instability: at the edge of chaos
- be big and small
- churn your offer, knowledge, people

E-Learning and Chaos

Knowledge system



E-Learning and Organisation

Traditional vs.Hyper organisations

(Jay Cross, '99)

- Rigid
- Predictable
- Fixed
- Simple
- Absolute
- Linear
- Transactions
- Isolated
- One time
- Mass production
- Central authority
- Teacher-focused training

- Flexible
- Chaotic
- Flowing
- Complex
- Relative
- Linked
- Relationships, Teams
- In context
- Iterative
- Mass customisation
- Intelligence
- Learner-focused learning

Training diner 1980 (Jay cross, '99)

- Nothing a al carte: all meals take at least 50 minutes
- Limited menu: chef only cook basic skills
- Open only at meal times
- No self service: the waiter delivers when the meal is ready
- No take-out: learn in the classroom, not on the job
- Unneeded fat: travel, rehash what's known, overkill
- No substitutions: you eat what everything else eats
- No eating between meals: learn only in the class
- Eat your peas: because you should, not because you want to
- Wine choice is red or white of unknown origin
- Menu is conventional: and therefor out of step with the times
- Frozen ingredients: for convenience of the kitchen

Training diner 2002 (Jay cross, '99)

- Smorgasbrod: choose what you want
- Stay as long (or little) as you like
- Broad selection: food for everyone's taste
- Chef also prepare dishes to order
- Salad bar, desserts, and other items are self-service
- Eat at the table, at your desk, at home, while commuting
- Eat when your hungry, open 24/7, have a snack
- Attractive, wholesome. Fresh ingredients draw you in
- Menu is experimental, seasonal, acoomodating
- Less fat / more fuel: more signal / less noise
- Waiter can describe six boutigue Chardonnays for you

Roles and demands:

Student: wants to finish quickly
Teacher: lessons flexible, efficient and effective
Developer: method and processes
Manager: ROI

Director: makes the decision

E-Learning and competences

Example:

E-portfolio

E-Learning and learning psychology

Gardner's eight Intelligences

- Verbal-Linguistic Intelligence
- Logical-Mathematical
- Kinesthetic Intelligence
- Visual-Spatial Intelligence
- Musical Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Naturalist Intelligence

Subject

Content

Way of delivering

Technology

Brain-based learning

Univ of Nebraska atOmaha,1999

- The brain processes parallel
- Learning uses the physiology
- Automatic search for meaning
- search through patterning
- Emotions are critical to patterning
- processes part and wholes simultaneously
- Complex learning is enhanced by Challenge and inhibited by threat
- Learners are unique: the more we learn the more unique we become

E-Learning and (youth) behaviour

Children

Activity	*daily*	*less*
Send or receive mail	99	87
Send instant messages	89	64
Research products online	74	60
Download music	73	40
Listen to music online	70	52
Visit a chat room	62	50
Buy products online	39	26
Create a web page	34	16

Children:

- Meeting people
- Emotional distance
- more "true self", exploring who they are
- multiple identities (56%)
- meeting strangers (60%) and react (63% of 60%)
- 50% IM with people never met

15-year-old girl:
"I wouldn't talk about it with my parents, they'd flip out and probably restrict my access to Internet."

Teens and their schools

11% first online at school

94% used Internet for school research

71% used it as major source
for recent school project

34% downloaded a study aid

93% of parents believe Internet helps children
to learn new things

Parents and kids say:

Parents say	*Kids say:*
I know where my kid is going online	They don't know
They often talk to kids about Internet use	They don't
Educational benefit of Internet	Socialising and communication
Kids use Internet for homework(65%)	Music(57),e-mail(56),surfing for fun(50), games(48),IM(40),chat(39),homework(38)
38% of kids have e-mail account	71% has
28%: kids use IM	56% do

E-Learning, administration, management and testing

E-Learning: Conclusions

Conclusion:

I have given the answer,
but what was the question?

The questions:

- Human resource strategies and barriers
- Information / knowledge and implications
- Organisational profiles needed
- Individual / organisational learning
- Localisation
- Include formal and informal learning
- Evaluation framework and tools
- eLearning materials and eResources
- How to promote eLearning
- Lifelong Learning culture in SMEs

Our conclusions:

1.

Thank you