



Where in the world is e-learning?





A project update and outreach from Re.ViCa

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- Worked at **UK Open University** for 24 years
 - Brought modern computer conferencing to UKOU in 1992
 - Helped set up **Knowledge Media Institute** in 1995
- Joined Sheffield Hallam University – Professor of Telematics
 - Set up **Virtual Campus** 1996-99
- Joined **UK e-University** 2003 - Director of Special Projects
 - competitor analyst then archivist/historian
- Consultant in e-learning 2004 onwards
 - Benchmarking e-learning 2005-now
 - Re.ViCa consortium on **virtual campuses** 2007-now
 - ICT in Schools then **Virtual Schools** 2008-now

Competitor analysis - an abiding interest

- 3-week study tour of US virtual campuses 1995
- Competitor analysis of rivals to UKOU 1996
- Competitor analyses of rivals to UKeU 2000-04
- Updated these analyses during 2004-10
- Re.ViCa project phase 2007-09
- Comparative benchmarking of e-learning in universities in UK, Sweden and Canada 2005-now – and links to work in New Zealand

Competitor analysis - but why?

- My real interest is in **operational** e-learning systems, **sustainable** long-term and **at scale**
 - Like at UKOU and other large universities
 - I am a manager (but it's a secret!)
- Much of the research literature is about experiments and pilots, often with small populations and often optional or not for credit (**I sit on many review and conference panels**)
- THUS NOT VERY HELPFUL to my needs
- Hence I must find out good practice in other ways:
 - These often have to draw on business methodologies (not only IT) – BPR, ABC, MIT90s, BS, KPIs, Change Management (step-change, etc)
 - Including those adapted for universities – e.g. NCAT, CNL, Benchmarking
 - **Most educational researchers are not comfortable with these...**



- Re.ViCa = Reviewing (Traces of) European Virtual Campuses
- Project supported by the European Union: Lifelong Learning Programme - Erasmus/Virtual Campus
- 1 October 2007–30 September 2009
 - But long gestation phase
- From 1 October 2009 is in maintenance phase



Education and Culture DG

Lifelong Learning Programme



- **EuroPACE ivzw (BE)** - supported by
- Katholieke Universiteit Leuven – AVNet (BE) – established 1425
- **ATiT (BE)**
- *FernUniversität in Hagen (DE)*
- Helsinki University of Technology - TKK Dipoli (FI) – now part of Aalto U
- Université Louis Pasteur (FR)
- University of West Hungary - College of Geoinformatics (HU)
- *International Telematic University UNINETTUNO (IT)*
- **Matic Media Ltd (UK)**



A bit of a problem...

What is a Virtual Campus Nowadays?





Virtual Campus = Large-scale
e-Learning Initiative (maybe DL, maybe not)

Target group

Institutional Budget

Technology

Goals



- **Wiki – the heart of the project – including 29 refereed country reports (and 219 others)**
 - 9 in-depth case-studies
 - Inventory of interesting programmes (500+)
 - Taxonomy
 - Resources
- Three key meetings with International Advisory Committee (including an OECD delegate)
- Virtual Campus Manual with guidelines, best practice, recommendations – and **Critical Success Factors**



Step 1

- *Create Country reports, based on Country template : sources OECD, other European Projects, Wkipedia, literature, desktop research*

Step 2

- *Indicate Virtual Campus Initiatives*

Step 3

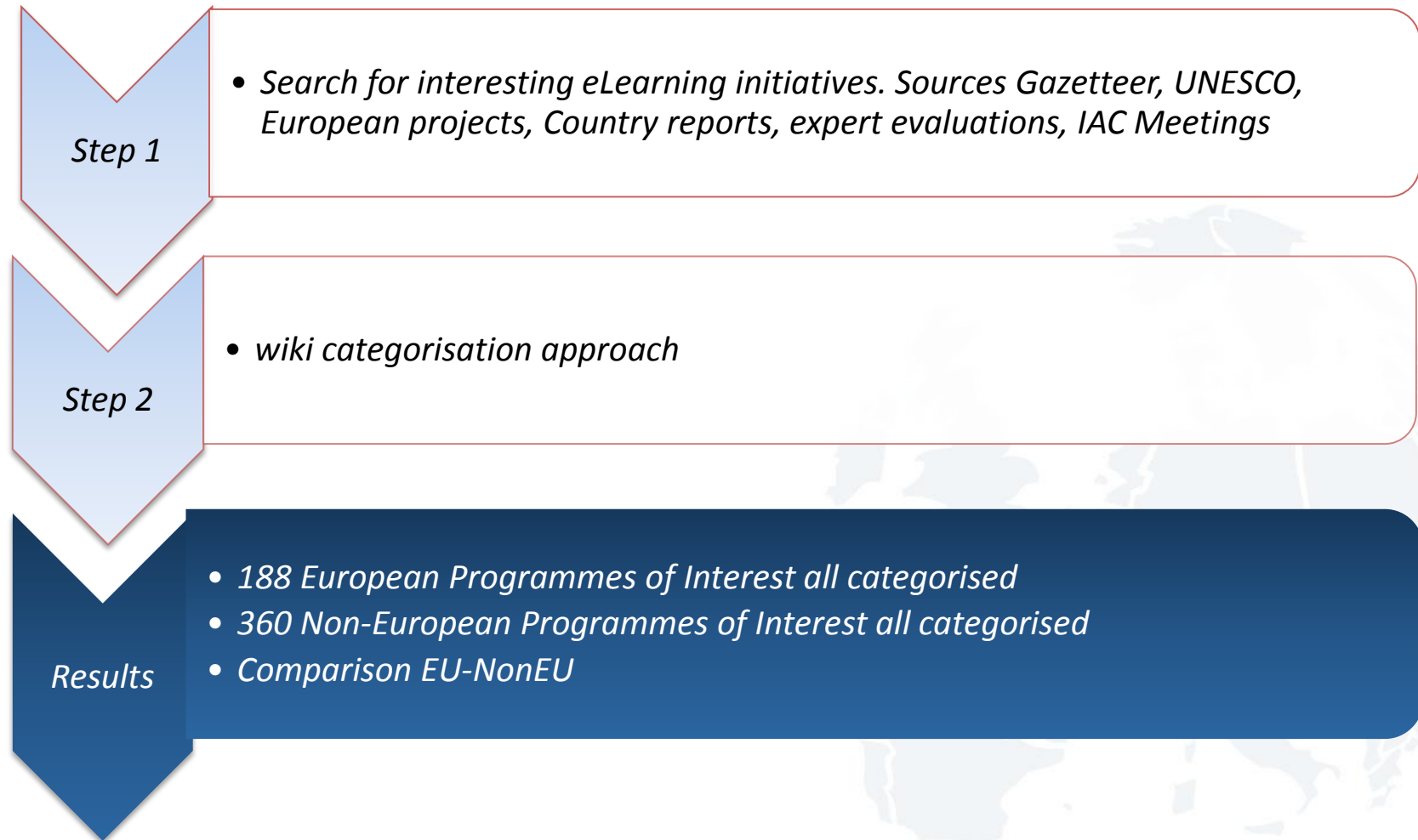
- *Internal Evaluation by project partners*
- *External Evaluation by experts*

Results

- *21 European Country report and 8 non- European Country reports*
- *30 mini Country reports*
- *Lessons Learnt: What are the trends we 'noticed' in the Country reports*
- *Comparison EU – non EU*

- ✓ No common understanding about the term “Virtual Campus” or even “Virtual University”
- ✓ Line between “Virtual Campus” and more traditional campus activities is blurred
- ✓ Universities operating on multi-campus basis often more likely to adopt VC strategies
- ✓ Long-term impact and sustainability of many national programmes and initiatives is suspect
- ✓ In Europe, university sector tends to focus more on lifelong learning and less on distance learning
 - ✓ With some exceptions, partly hidden

- ✓ Not enough to be locally advanced/experienced – need to check beyond borders for strategic adaptation
- ✓ European universities focus on content and service more than on technological facilities and platforms
- ✓ International competition is now a driving force for change and innovation
- ✓ Quality Assurance focus on traditional learning – lack of a QA system focused on virtual initiatives (yet)
- ✓ For-Profit Virtual Campus initiatives opt for areas where there is a ready market for online courses





Re.ViCa Handbook with best practices, guidelines and recommendations



- Definition of Virtual Campus
- Historical Overview
- Categorisation
- World Tour
- Thematic view
- Critical success factors (no time to discuss)
- Further reading

Download from www.virtualcampuses.eu/index.php/Handbook

Key pages are:

- http://www.virtualcampuses.eu/index.php/Main_Page
- <http://www.virtualcampuses.eu/index.php/Countries>
 - There are 248 country reports (plus provinces too)
- <http://www.virtualcampuses.eu/index.php/Programmes>
 - Over 500 major e-learning initiatives world-wide
- <http://www.virtualcampuses.eu/index.php/CSFs>
 - The Critical Success Factors (17) and Key Success Factors (up to 14 more)
- <http://www.virtualcampuses.eu/index.php/Special:Statistics>
 - Circa 1800 content pages and 4500 supporting pages
 - **Kenya** then **Belgium** are the most viewed country pages!!
 - But **Critical Success Factors** is viewed the most of all true content pages
- Not all material is on the wiki (yet) – some is in the “underwiki”

- **E-learning:**
- Evidence from Re.ViCa (List of Programmes) is that many more countries than “expected” are now delivering significant amounts of university-level online learning, often off-campus as well as on-campus
 - Evidence for virtual colleges is far more elusive – apart from US, rich **Commonwealth** and a few isolated examples (NKI etc)
- Online learning comes not just from OECD countries
 - There are 50 high-income economy countries with population $\geq 300,000$ – 15 neither in OECD nor in EU
 - http://www.virtualcampuses.eu/index.php/All_countries_by_income
 - NB several OECD are only upper-middle-income!
 - And many lower-middle-income countries have high-income pockets

- CAPITAL: Curriculum and Pedagogy in Technology Assisted Learning: for Becta – a pilot international study was done to extend Re.ViCa approach to colleges and schools
- Also smaller projects on:
 - Virtual High Schools (for UK clients)
 - Retention issues for UK universities (for UKOU)
 - Output-based funding models for universities
 - VLEs of relevance to UKOU
 - Volunteer effort to produce entries for Africa
 - Detailed analysis of UK complete, Sweden under way

- **D(e)L** (Distance Learning): seems to be as pervasive as campus e-learning but needs ideally a small separate study to clarify
 - Emerging evidence (ICDE) of regulatory barriers to DL (re-)emerging
- **W2L** (web 2.0) – not much information
- **OER-L** – other projects are looking into that
 - [OPAL - http://cloudworks.ac.uk/cloudscape/view/2085](http://cloudworks.ac.uk/cloudscape/view/2085)
- **Pod-L...**

- Re.ViCa was planned to be in a “maintenance phase” for two years since 1 October 2009:
 - the three core partners monitor the wiki
 - produce a bi-monthly newsletter
 - perform limited updates
 - using the wiki for research into and results from other projects
- The future beyond 1 October 2011 is under current review
- A partnership model is likely – we do not wish to “go commercial” for the core offering

- Much information is hidden behind language barriers:
 - We suffered from having no Spanish speaker on the core team but a Mexican student helped me near the project end
- No agency alone is likely ever again to fund such a study:
 - It is now too expensive as e-learning keeps growing
 - And it crosses continental and agency divides
- So what happens when Re.ViCa information gets old?
 - Co-operation and web 2.0 techniques are not just nice to have, they will be **essential**
 - And agencies not used to it may have to cooperate too
 - Also, “wiki mergers” may be needed

- Of the major world languages, Spanish is the natural (other) one to produce a wiki in:
 - And Wikipedia suggests that nearly 25% of Spanish speakers live in Mexico!
 - Other language candidates come from regions less focussed on collaboration or with smaller numbers of speakers
 - Wikipedia evidence is that success of a wiki is heavily dependent (power law not linear) on the number of speakers
 - And the situation seems equally bad or worse for wikis produced by professional communities of practice

- Look closely at using an **existing** wiki community
- Consider the upsides and downsides of building it within Wikipedia
 - implicit US worldview, gods and bots; and crowdsourcing at its worst
- Naming schemes are crucial....
- Can professionally-crowdsourced wikis work?
- Can bilingual wikis work?
- Is there a successor to wikis?



Thank you for listening
Any questions?

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