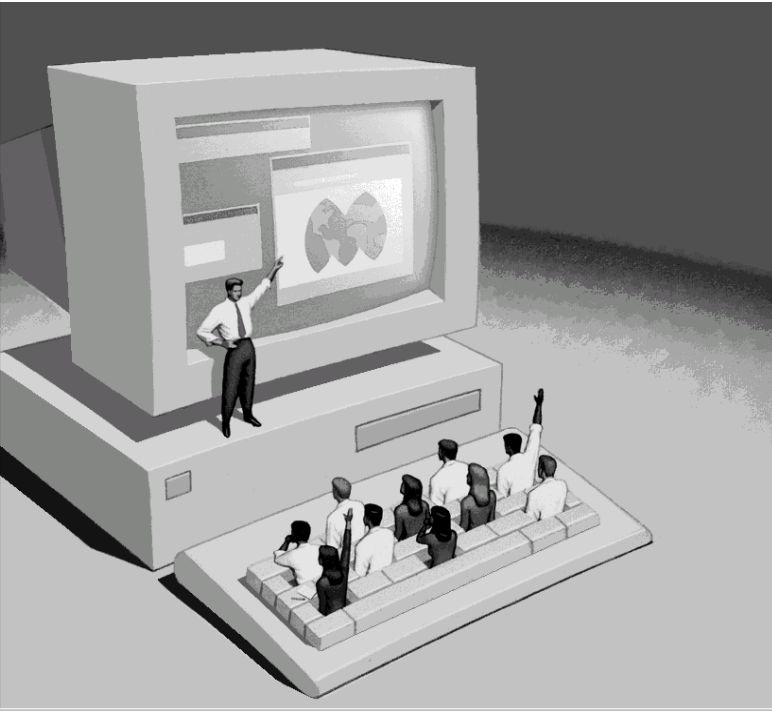


Organisational eCompetence development

Prof. Dr. Dieter Euler



Disposition



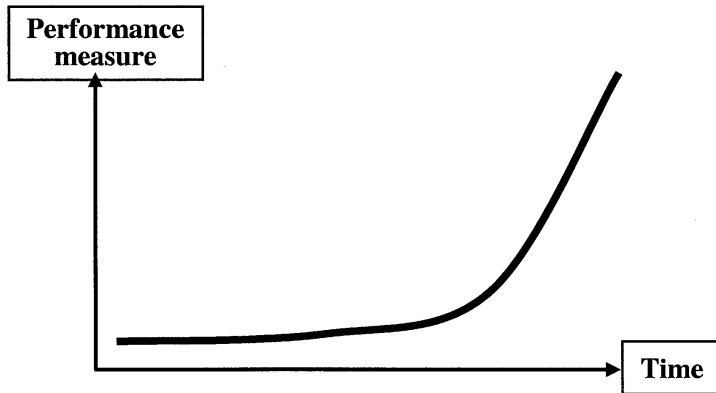
- 1 Defining the challenge ...**
- 2 Setting the goals ...**
- 3 Extending the view on sustainable eLearning ...**
- 4 Proposing consequences ...**



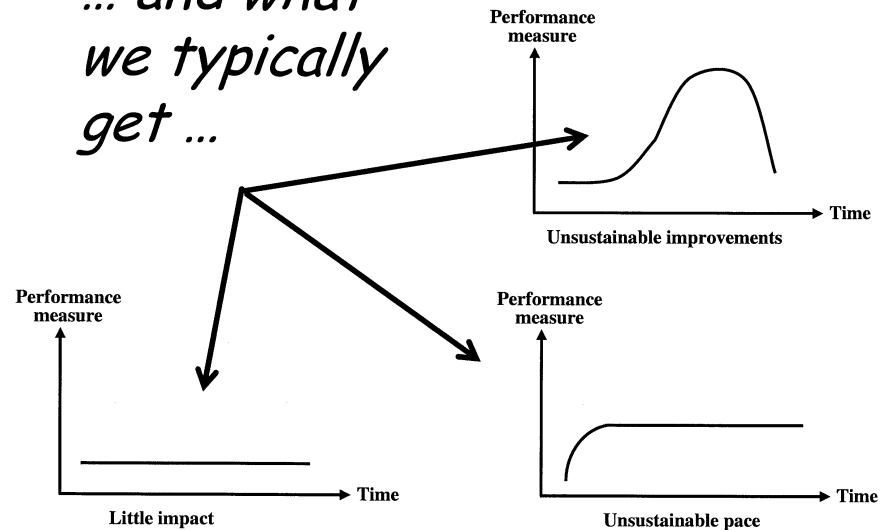
Defining the challenge (1): High expectations not met ...

eLearning-hype is over, critical voices prevail ..

Expectations ...



*... and what
we typically
get ...*





Defining the challenge (2): Poor implementation record ...

S o p h i s t i c a t e d e L e a r n i n g :

e x p e n s i v e , r a r e

L o w B u d g e t e L e a r n i n g :

s i m p l e , c h e a p , w i d e - s p r e a d

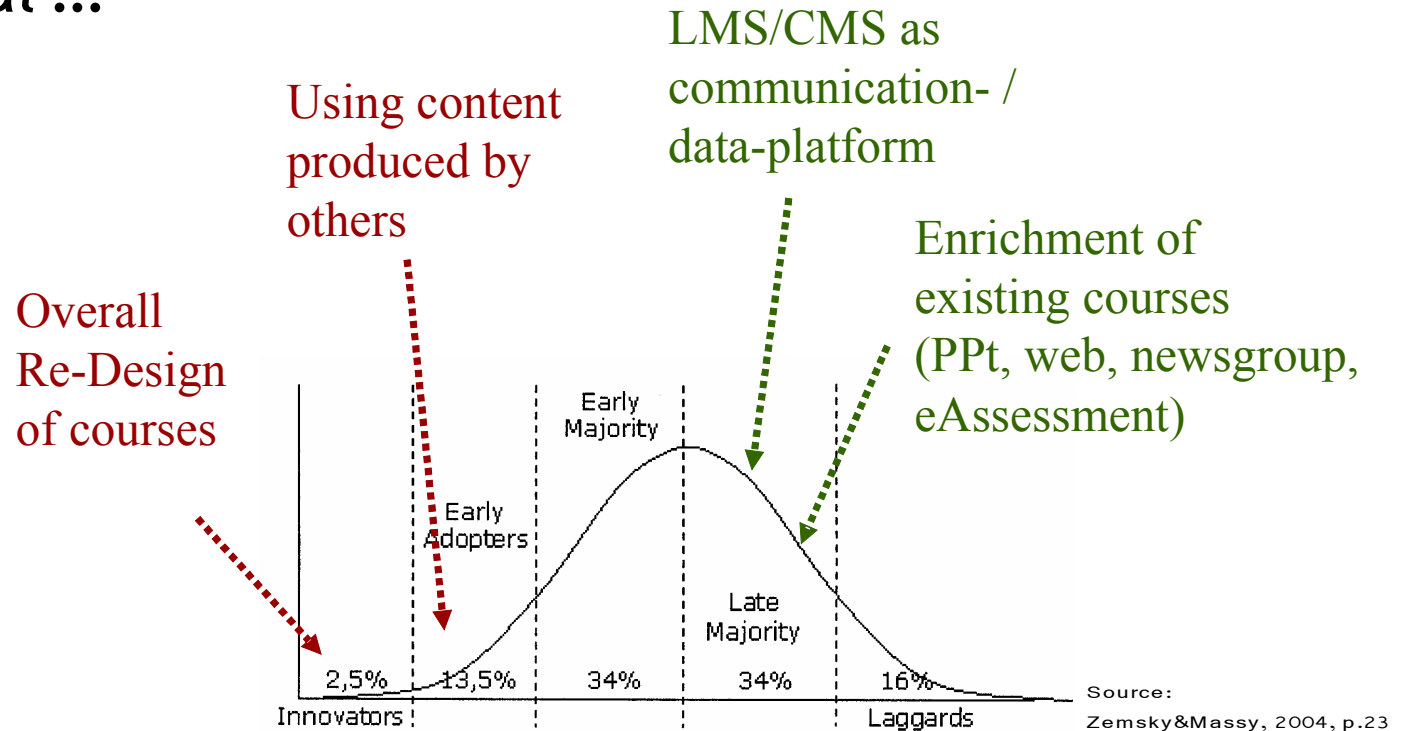
S o m e o p t i o n s :

- Q u i c k - a n d - d i r t y r a t h e r t h a n b e a u t i f u l - a n d - n e v e r
- G o o d (e n o u g h) p r a c t i c e r a t h e r t h a n b e s t p r a c t i c e



Defining the challenge (3): From assumptions to scientific proof ...

„Implementation of e-Learning happens mostly at the low-end of the potential ...“





Defining the challenge (4): Questions related to eCompetence

1. Why are the sophisticated eLearning - environments not implemented?
2. What competencies are needed to promote the implementation of good (enough) practices?



Setting the goals (1): What is good (enough) eLearning-practice?

eLearning as an instrument for the paradigm shift from ... to ...

- teaching
- delivering answers
- directed learning
- instruction
- conveying knowledge
- educating technical problem –solver
- creating instructional media
- learning
- facilitating problem –solving
- self–regulated learning
- collaboration
- sharing ideas
- educating reflective practioners
- creating social spaces

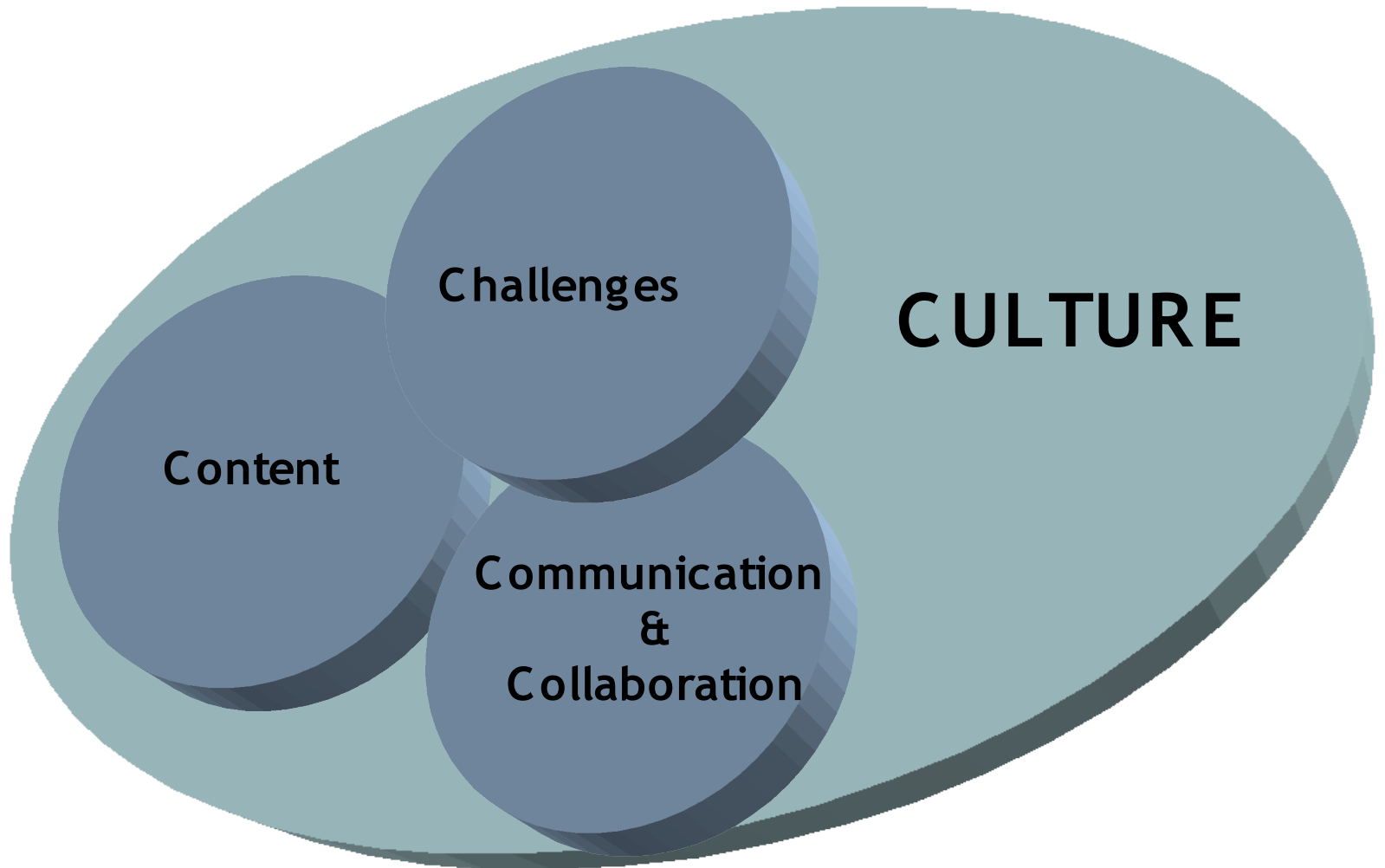


Setting the goals (2): New strategic options for universities

- Reaching out for new markets and target-groups (e.g. part-time students, disabled people)
 - Improving quality of delivery by employing existing manpower in competency-areas beyond transmission of knowledge
 - Using modern pedagogic concepts as a means for brand-recognition and improving reputation
- etc.

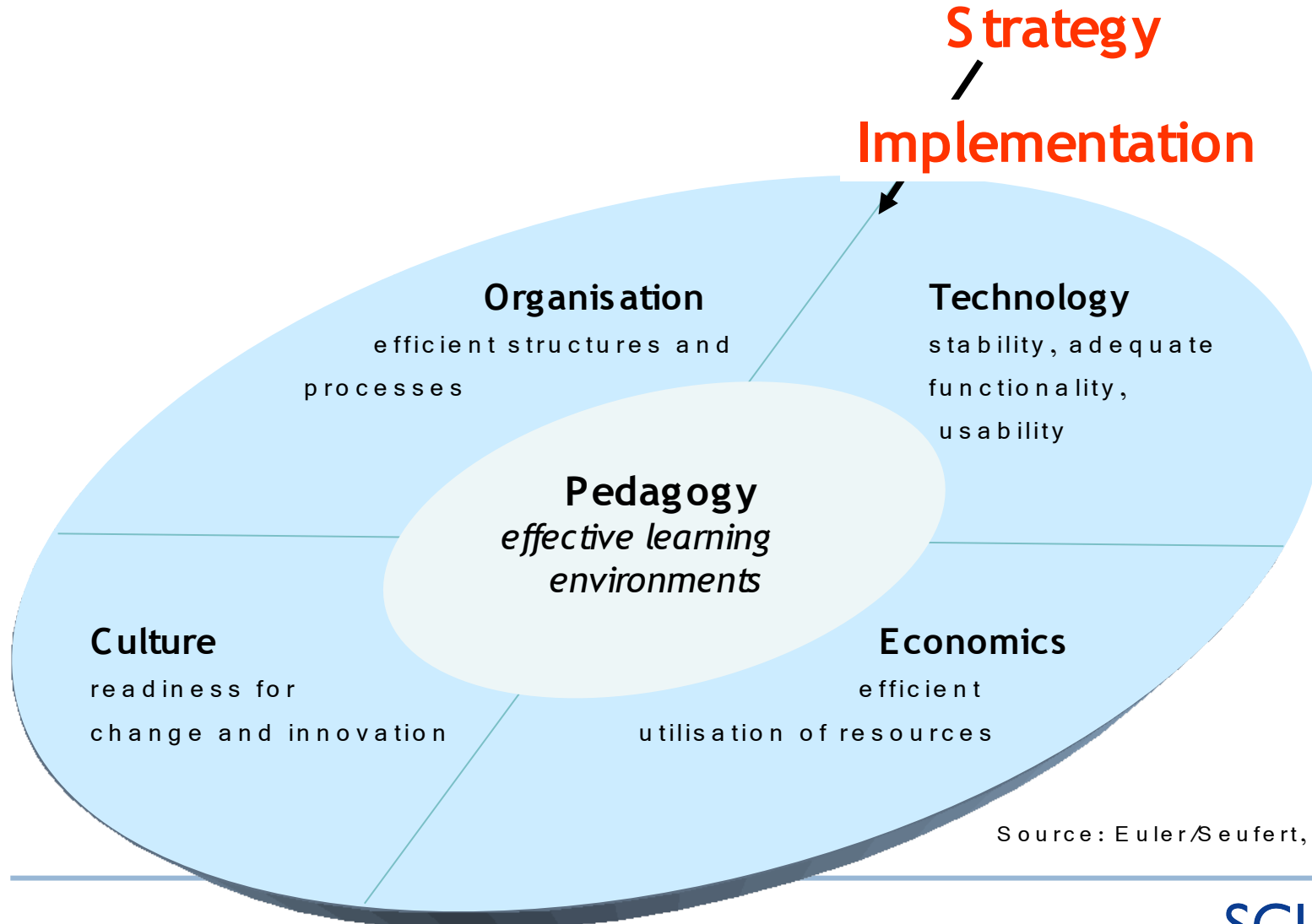


Extending the view on sustainable eLearning-innovation (1): The Four C's





Extending the view on sustainable eLearning-innovation (2): The SCIL-framework ...



Source: Euler/Seufert, 2003, 6ff.



Consequences for eCompetence development (1): The customers for change of university teaching ...

Faculty:

- Entrepreneurs
- Risk Aversives
- Reward Seekers
- Reluctants

Strategy
/
Implementation
↓

Organisation

efficient structures and

processes

Technology

stability, adequate

functionality,

usability

Pedagogy

effective learning
environments

Students:

- eL-experiences
- eL-competencies
- Time budget
- Learning preference
- ...

Culture

readiness for

change and innovation

Economics

efficient

utilisation of resources



Consequences for eCompetence development (2): Identifying the process-owners for change ...

Dimension	Process-ownership
Strategy	Management university,
Pedagogy	faculties Faculty, chairs
Organisation	Support-center staff
Technology	IT -staff
Economics	Management university,
Culture	faculties Overarching



Strategy options: micro-level

Degree of technological innovation

Low

„Traditional“
technologies
(z.B. OHP, Power Point)

Middle

Wide-spread „new“
technologies (z.B. LMS,
discussion boards)

High

High-end technologies (z.B. VC,
mobile technologies)

Degree of pedagogical innovation

Low

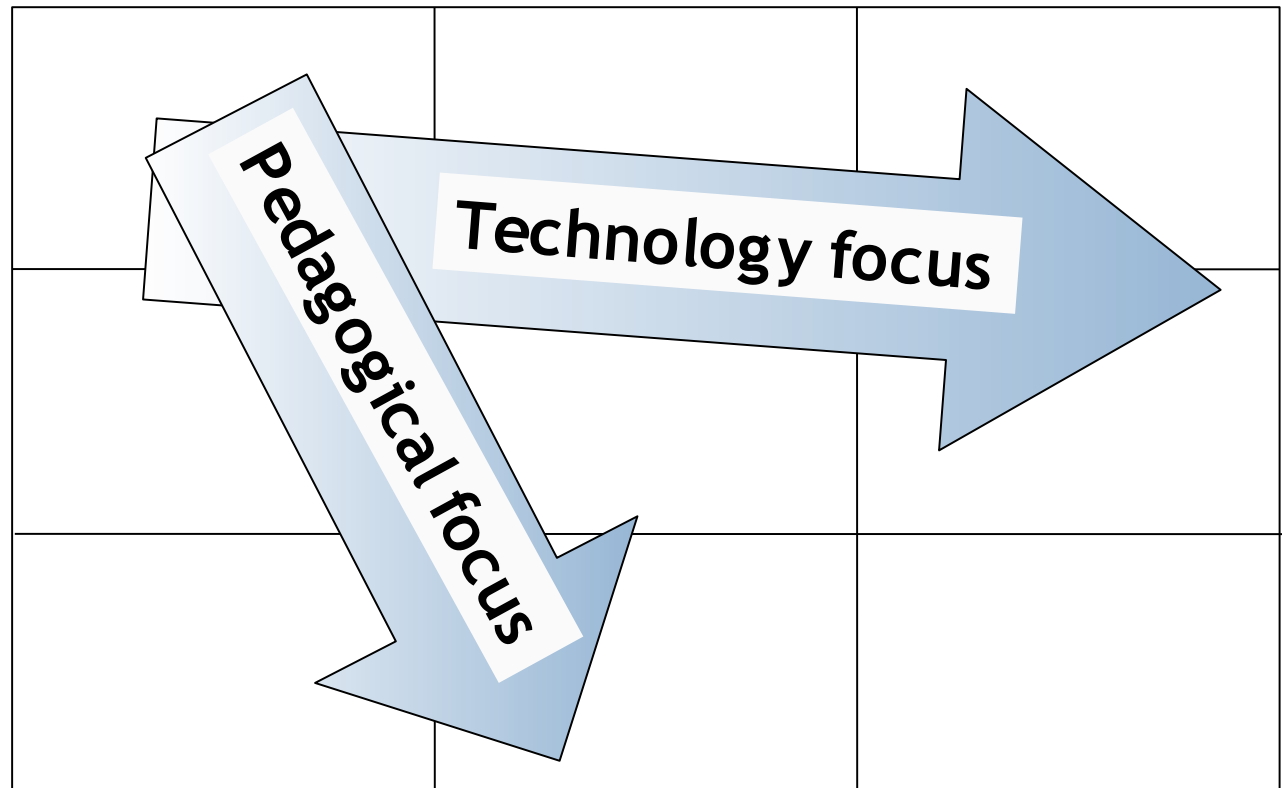
Old objectives:
factual knowledge
Old methods:
teacher-centered

Middle

Old objectives:
factual knowledge
New methods:
learner-centered

High

New Objectives:
factual knowledge +
social learning Com.
New methods:
learner-centered





Strategy options: macro-level

Innovation-focus

Change:
Developing
the New

Reform strategy

- Improving existing courses
- Pro-actively shaping learning-teaching cultures

Marketing-strategy

- Exploring new markets
- Developing business models

Optimising:
Improving the Old

Professionalisation-strategy

- Improving teaching quality
- Optimising educational management

Flexibility-strategy

- Flexibilising courses
- Individualising courses

Inner:

Existing target-groups

Outer:

New target-groups

Innovation-direction



Summary

1. Organisational eCompetence broadens the view on factors relevant for sustainable innovations !
2. SCIL -framework provides the dimensions for identifying relevant questions !
3. Each dimension poses requirements for competencies – from different process-ownes
4. Change is a journey, not an event !