

Facts and Myths of E-learning as a Business: Learning from Past Mistakes

Patricio Montesinos,
Universidad POLITECNICA de VALENCIA , SPAIN

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The content of this presentation

- Universidad POLITECNICA de VALENCIA, some data
 - Lifelong Learning Centre
- E.learning PRODUCTION & DELIVERY Models
 - what / who / when / must be done
- Andraghological model to develop competences
 - Kolb model, andraghological model
- Most common errors in the Institutional E.learning Strategy
 - true's and lies in PRODUCTION
 - true's and lies in DELIVERY
 - Costs, Investments and disinvestments
- Recommendations & some Conclusions

Previously

- **Patricio Montesinos**

- MSC in Computer Engineering & MBA
- Director of the Continuing Education Centre of the Universidad Politécnica de VALENCIA (from 1992)
- Ex-Vicerrector for Personal Development of the VUT
- Vice-president Latinoamerican Network for Continuing Education (RECLA)
- Member of the Steering Committee of the
 - European Network for Continuing Education EUCEN
 - International Association for Continuing Engineering Education

- **One definition for Innovation**

- “Innovation is ...

to see what everybody see,
to think what someone thinks and
to do what no one does “



Patricio MONTESINOS

pmontesi@cfp.upv.es

Universidad POLITECNICA de VALENCIA
Lifelong Learning Centre (CFP)
director

Where do I come from?



Universidad POLITECNICA de VALENCIA



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Population

5.500.000.-

Founded

2.000.-years

First University

1.498 DC

Nº Univ.Students

120.000.-

Nº Universities

7 (5+2)

PAELLA of VALENCIA

Spanish GPB

10%

Spanish exportation

20 %

Technology based SME

65 %

Universidad Politécnica de VALENCIA, some figures



Some figures from Universidad Politécnica de VALENCIA

Number of undergraduate & postgraduated students

35.000

Number of full time teachers UPValencia

2.600

UPV administrative staff

1.600

Schools/Departments

15 / 43

Centers overseas (México, Colombia, Uruguay & Argentina)

4

Number of participants on continuing education activities

39.000

Number of continuing education programs

1.710

Incomes due to Technology Transfer & Continuing Education

90 / 10 MIO €

Institutional approaches to the e.learning business



? - learning

e-Learning

Distance-Learning (DL)

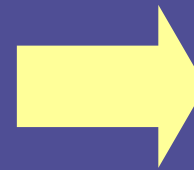
Open-Learning (OL)

Open & distance-Learning (ODL)

Online-Learning

Web-based-Learning

Blended-Learning



LEARNING

APRENDIZAJE

e - learning



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Institutional approaches to the e.learning business

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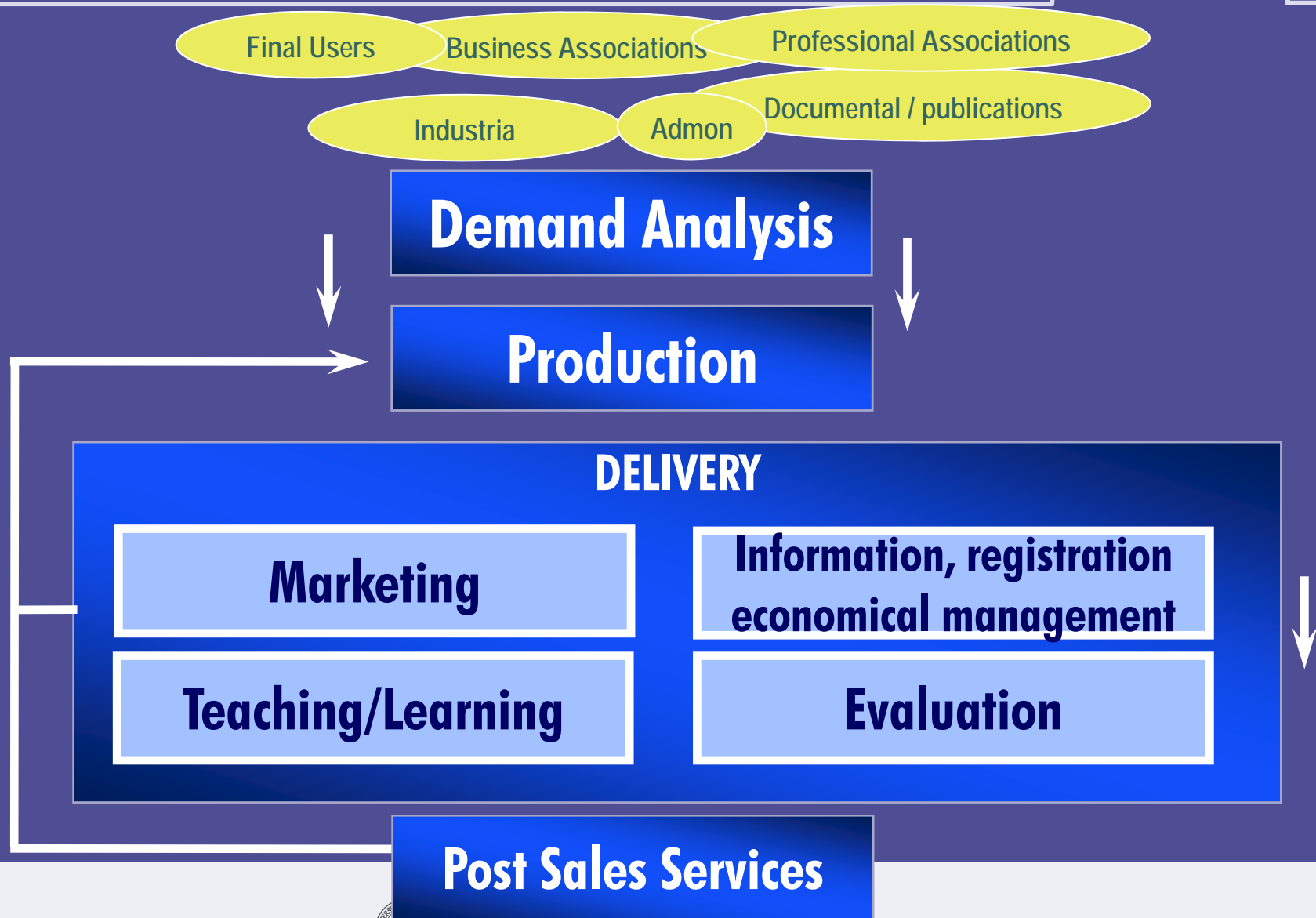
Market analysis
Systematic PRODUCTION
Engineering processes
Structured courses
Produced to be sold

BRICOLAGE

VALUE CHAIN

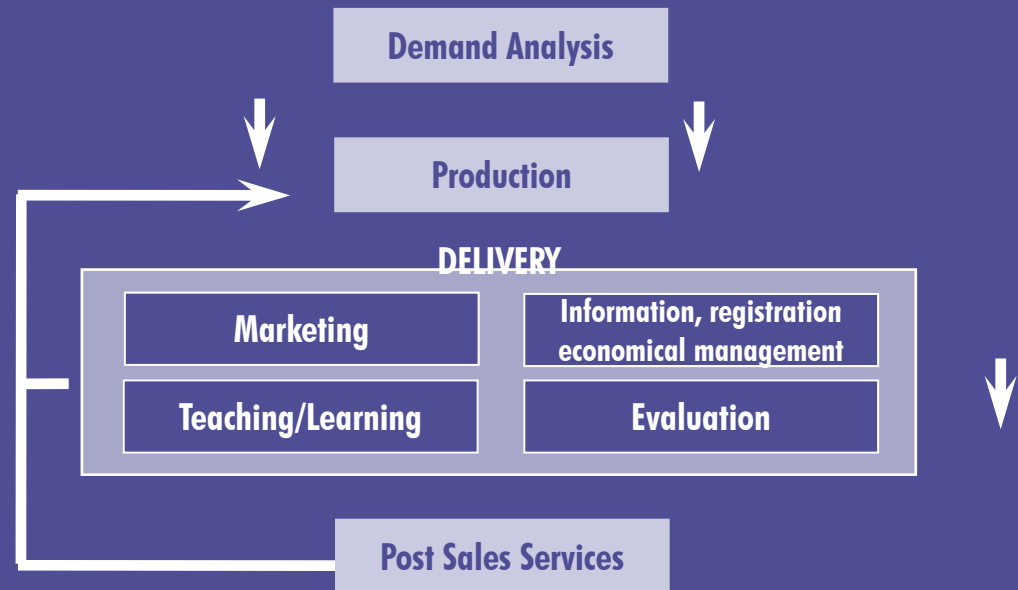
Individual efforts
No market analysis
Learning Objects
Difficulties to be sold
Usually offered "for free"

Value chain for "Open and Distance Learning" products

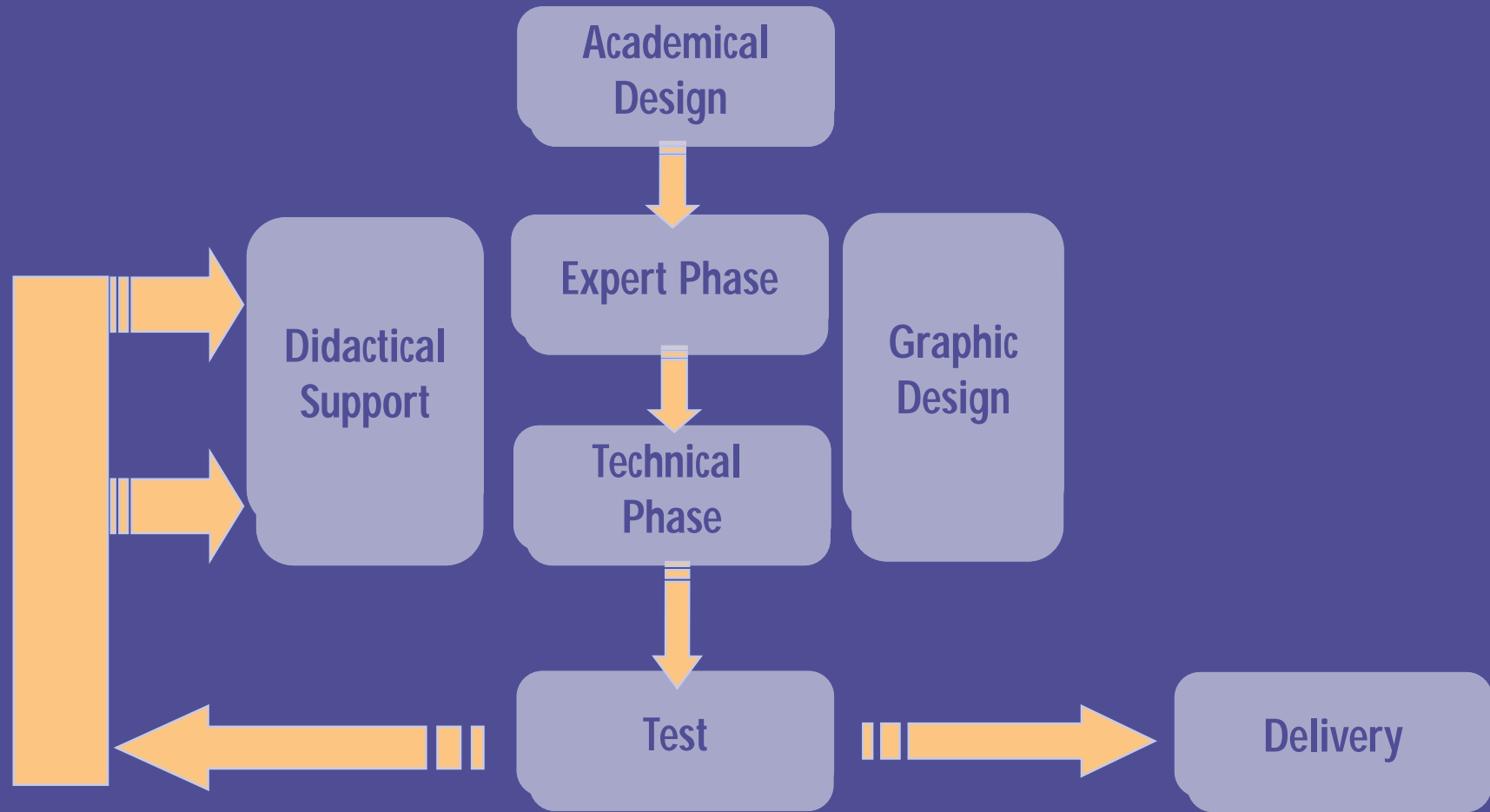


Production

- ✓ *WHAT*
- ✓ *WHO*
- ✓ *HOW*
- ✓ *WHEN*

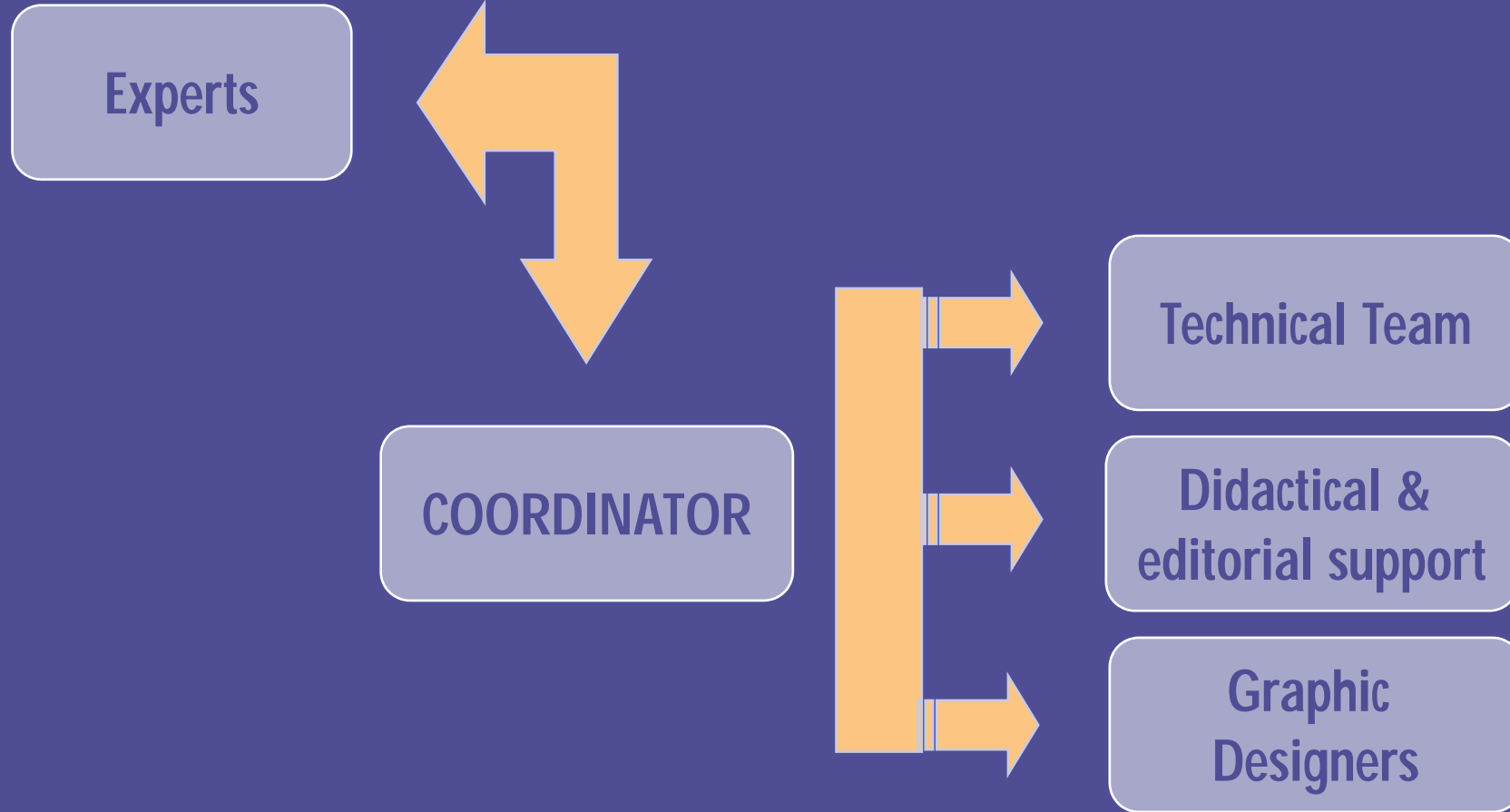


WHAT to DO?

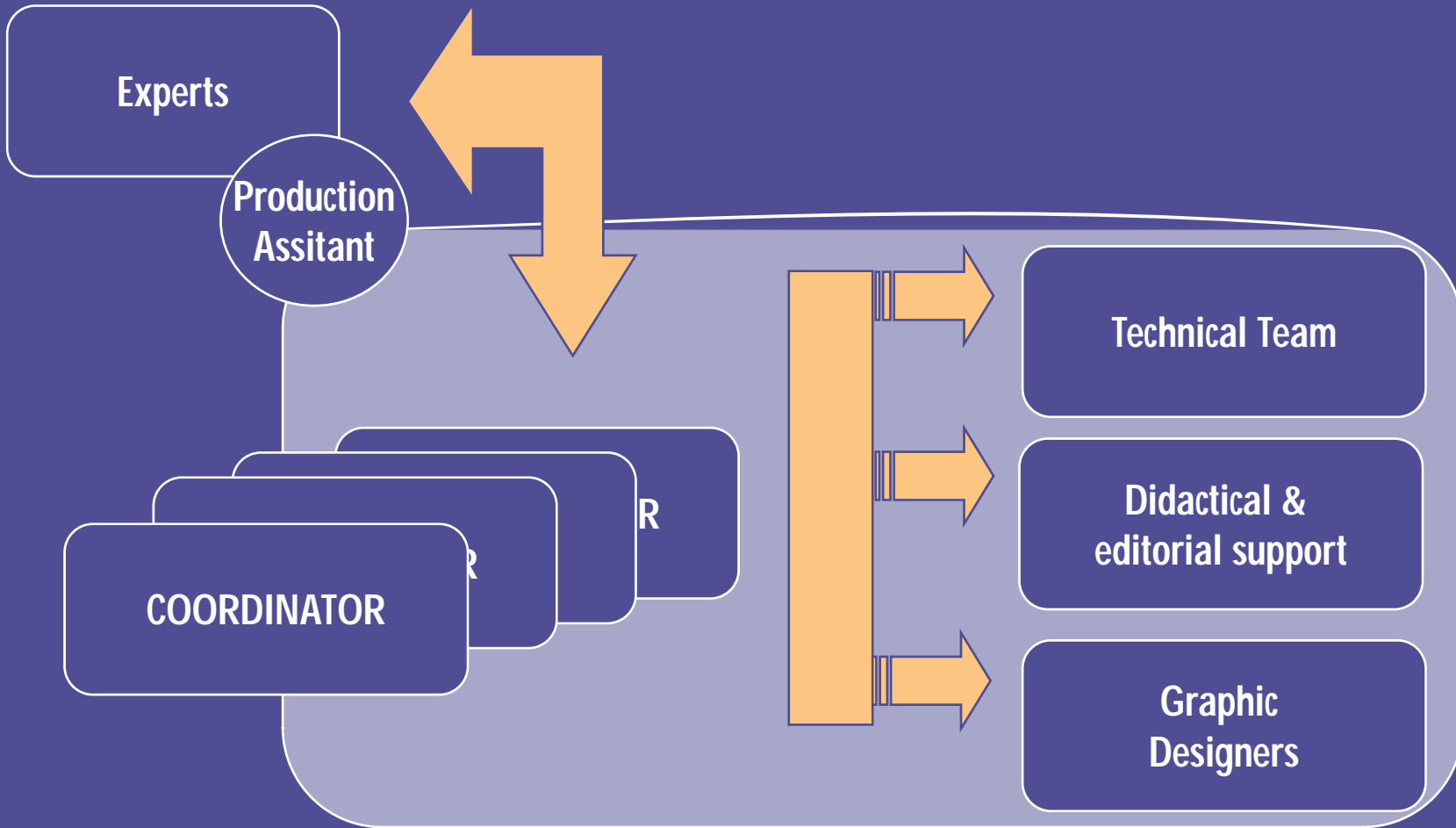


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WHO + WHAT ?



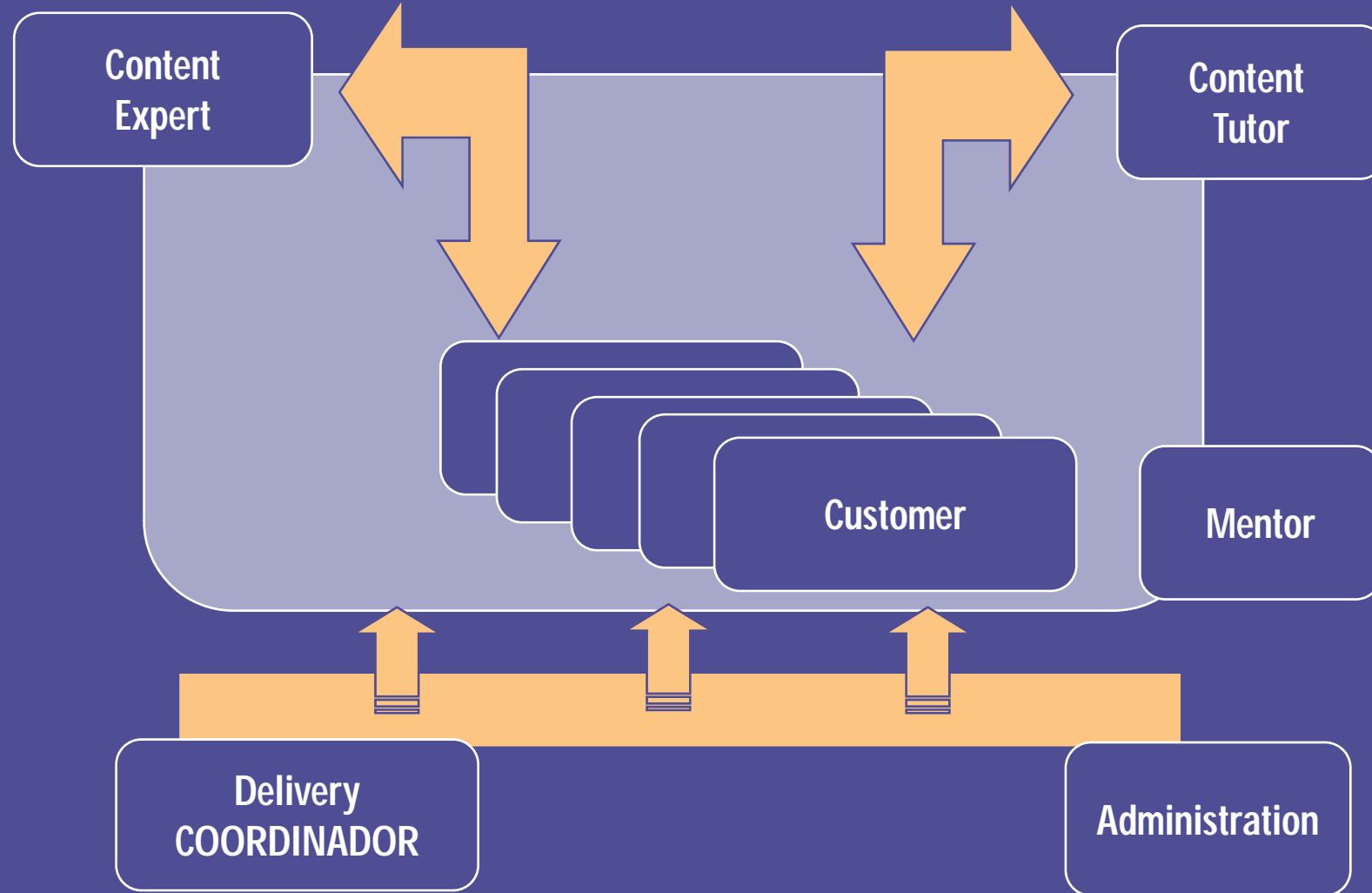
Production : WHO



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Delivery : WHO



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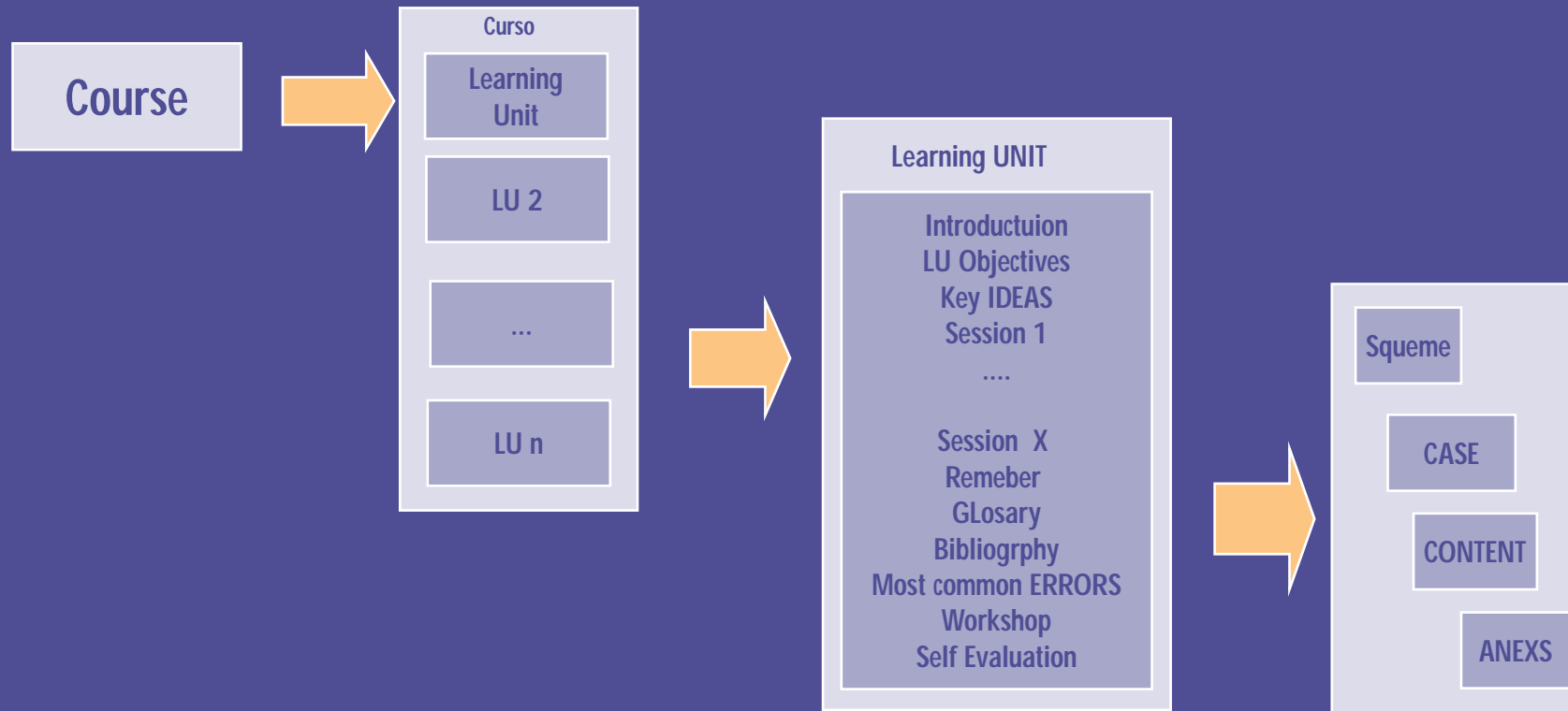
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- CE Product Specification
 - Which “know how” area
 - Target group
 - Expert Selection
 - Scheduling
 - Pedagogical design
 - Coordination

Expert phase development

- “No books in WEB”
- “No notes in WEB”
- Materials with andragogical revision
- Didactical support IN PARALELL
- Short
- Clarity

On Line Course Structure



Andragogical models



How actors differ

Children

- A content model
- Teacher directed
- Experience poor
- May use later
- Motivation suspect
- Time rich
- Self concept “under construction”

Adults

- A **process** model
- **Self**-directed
- Experience **rich**
- Want to use **now**
- Motivation **high**
- Time **poor**
- Self concept **strong**

Facilitating Learning

Children

Pedagogy

How to teach

Techno-Pedagogy

Teaching

Adult

Andragogy

**How to help
to learn**

Techno-Andragogy

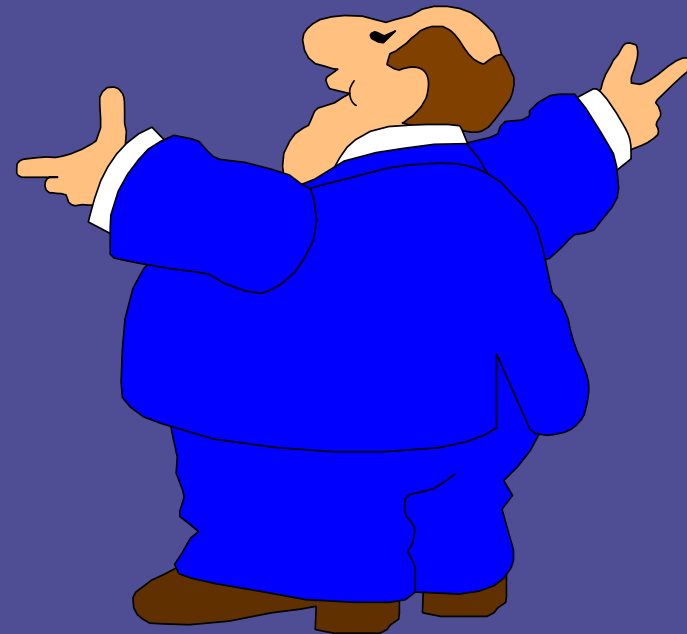
Learning

vs

Confucio said ...

- What I hear, I FORGET
- What I SEE, I REMEMBER
- What I do, I LEARN
- If I explain it, then

I UNDERSTAND IT



Information GRASPING

Concrete Experience

Information GRASPING

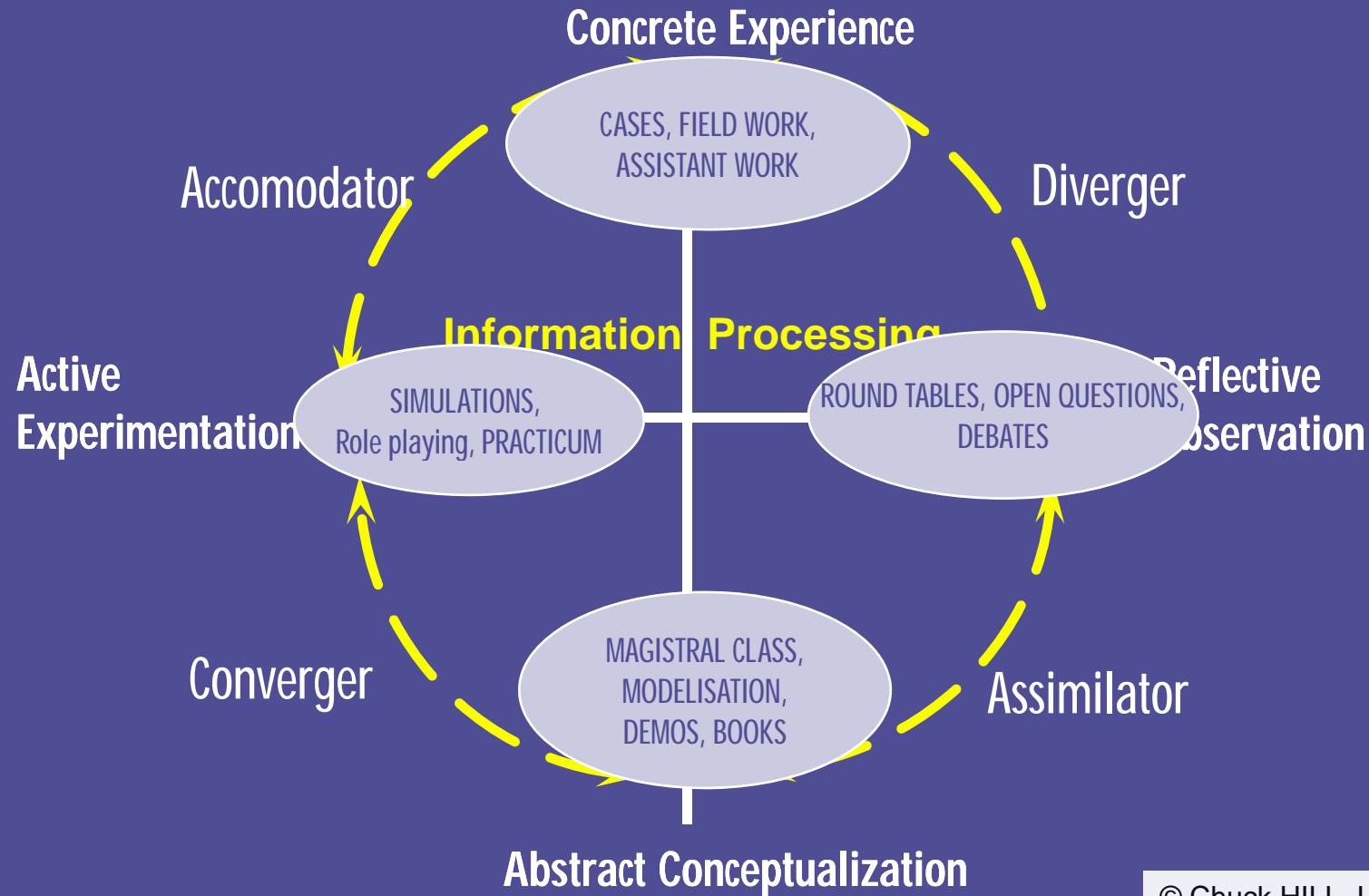
Abstract Conceptualization

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Significant Learning, Kolb learning styles

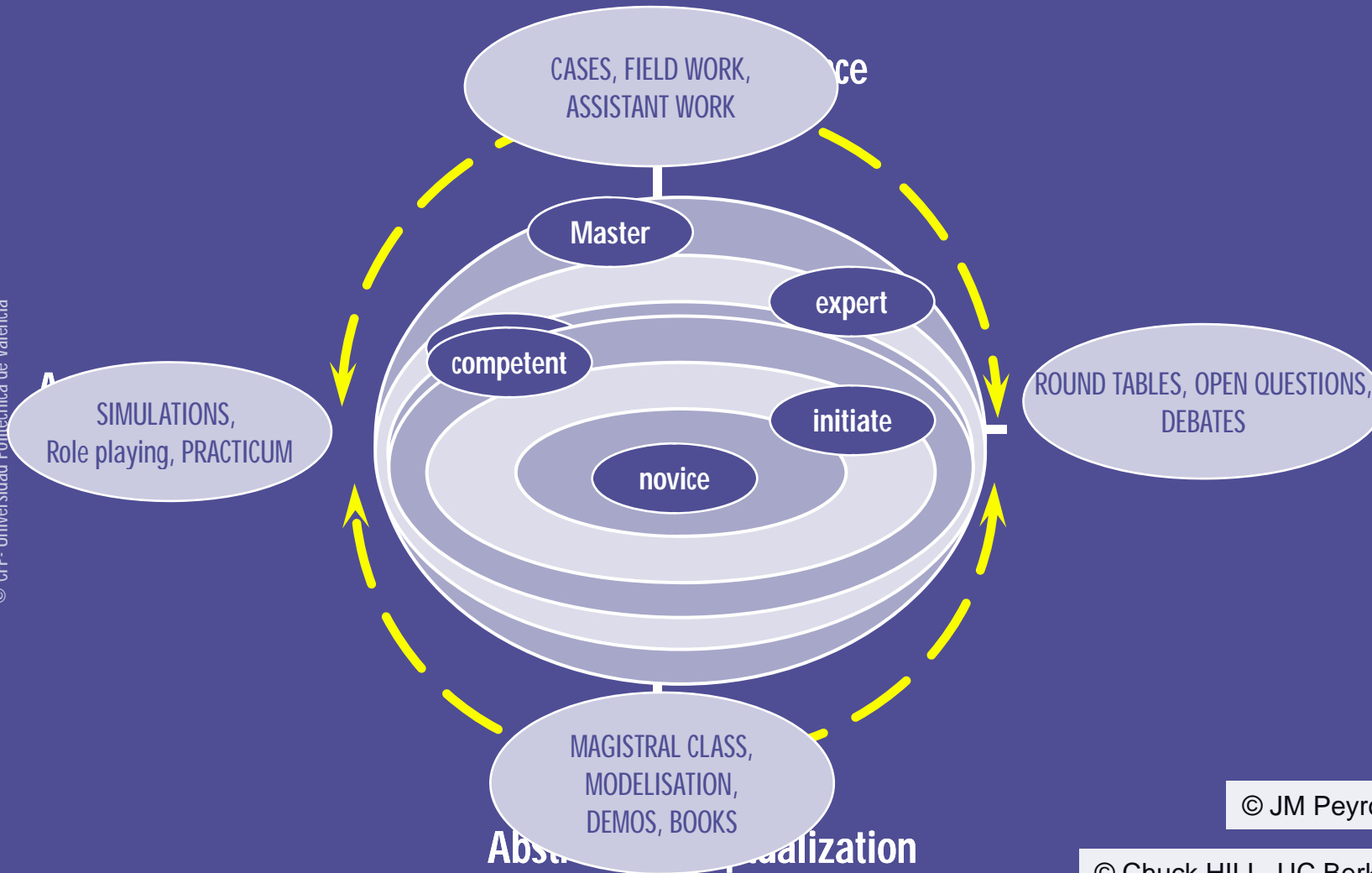


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Significant Learning, Kolb learning styles

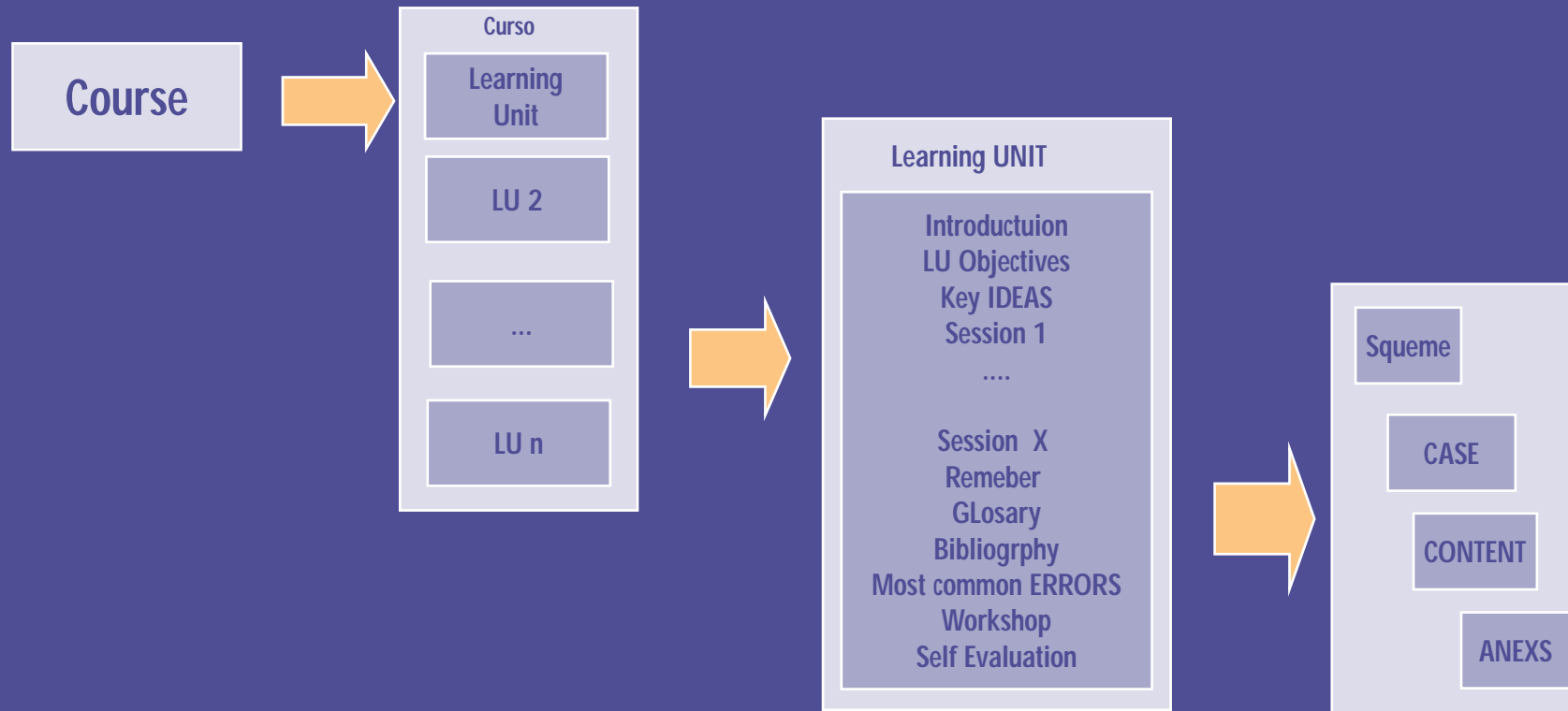
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On Line Course Structure



Trues and Lies, recommendations and some Conclusions



ODL Institutional approach

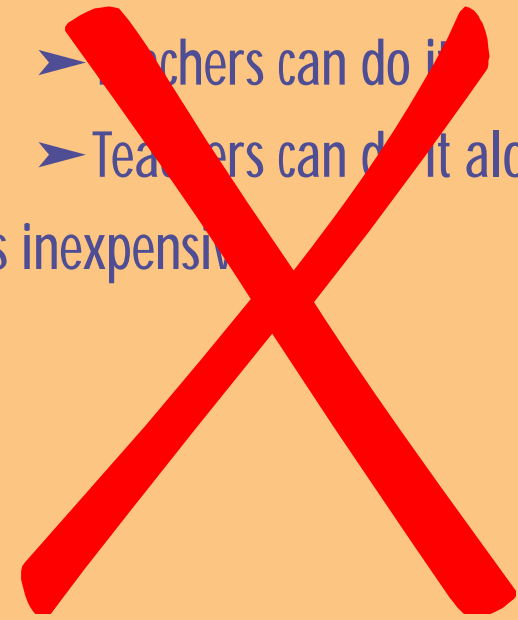
- Expensive and risky institutional experience
- “No time to give a second good impression”
- Expensive Experiments
- New skills, new personnel or reeducation, new contracts!
- Field Open to COOPTITION
- Special multidisciplinary teams are needed
- Individual experiments very rich

- Clients will come alone
- This is a profit activity with no effort
- Is inexpensive
- No preparation is needed
- Same people with same skills than traditional Universities
- Possible Experiments

Production of ODL-materials

- Producing Learning Materials for Web-based delivery requires:
 - Simple tools
 - Multidisciplinary teams
 - New Roles & Skills
 - Medium specific didactical support: Learning Models
 - Training of teachers
- Production of new kind of materials is an expensive and labour intensive task.
- You cannot improvise!

- Requires special computer programmes, that teachers need to learn how to use.
 - Teachers can do it
 - Teachers can do it alone.
- Is inexpensive



Delivery of ODL-materials

- Delivery of Learning Materials on Web requires:
 - New Roles: Facilitators of Interaction and Learner Support
 - Hygienical and Motivational environments
 - Complementary materials
 - Face-to-Face meetings and support
- Teacher training
- You cannot improvise!

- Is cheap and simple once the materials are ready
- Professional teachers do not need any special skills for tutoring over Internet.
- Teachers will do tutoring as a part of their normal work without any extra compensation.
- A good delivery system for Web-based training is automatic and runs alone.

Recomendations and some comments

- Learning is too serious to “play the game”
 - Needed an institutional strategy for e.learning
 - Bricolage versus Engineering
 - Don’t admire technology, just use it
- Production and delivery
 - Never a second opportunity to produce a good first impression
 - Not cheap, investment needed
- Andraghogy versus Pedagogy
 - Adult has NEEDS, don’t play with their time
- Continuing Education field is a “space for experiments”. USE IT

Conclusions

- Satisfaction === REALITY - EXPECTATIONS
 - Detect expectatives
 - Feedback off line
 - Use real Expectatives for Marketing
- Tutor Role / Mentor Role
 - EXPECTATIONS MANAGER
- Coordinator Role : new ROLES NEEDED for sustainability
- Share Materials with other Universities
- TIME to COOPERATE + COMPITE == "cooptition" or "cooperation"

Bimodal Theory HERZBERG



SATISFACTION

MOTIVATIONAL Factors



NO SATISFACTION

DISSATISFACTION

HIGIENICAL Factors

NO DISSATISFACTION

Kiitos / Thank you very much / Muchas Gracias / 谢谢

