

From Enthusiasm to Strategy: 4 Critical Factors to Sustain the Development of Technology Enhanced Learning in Educational Organizations

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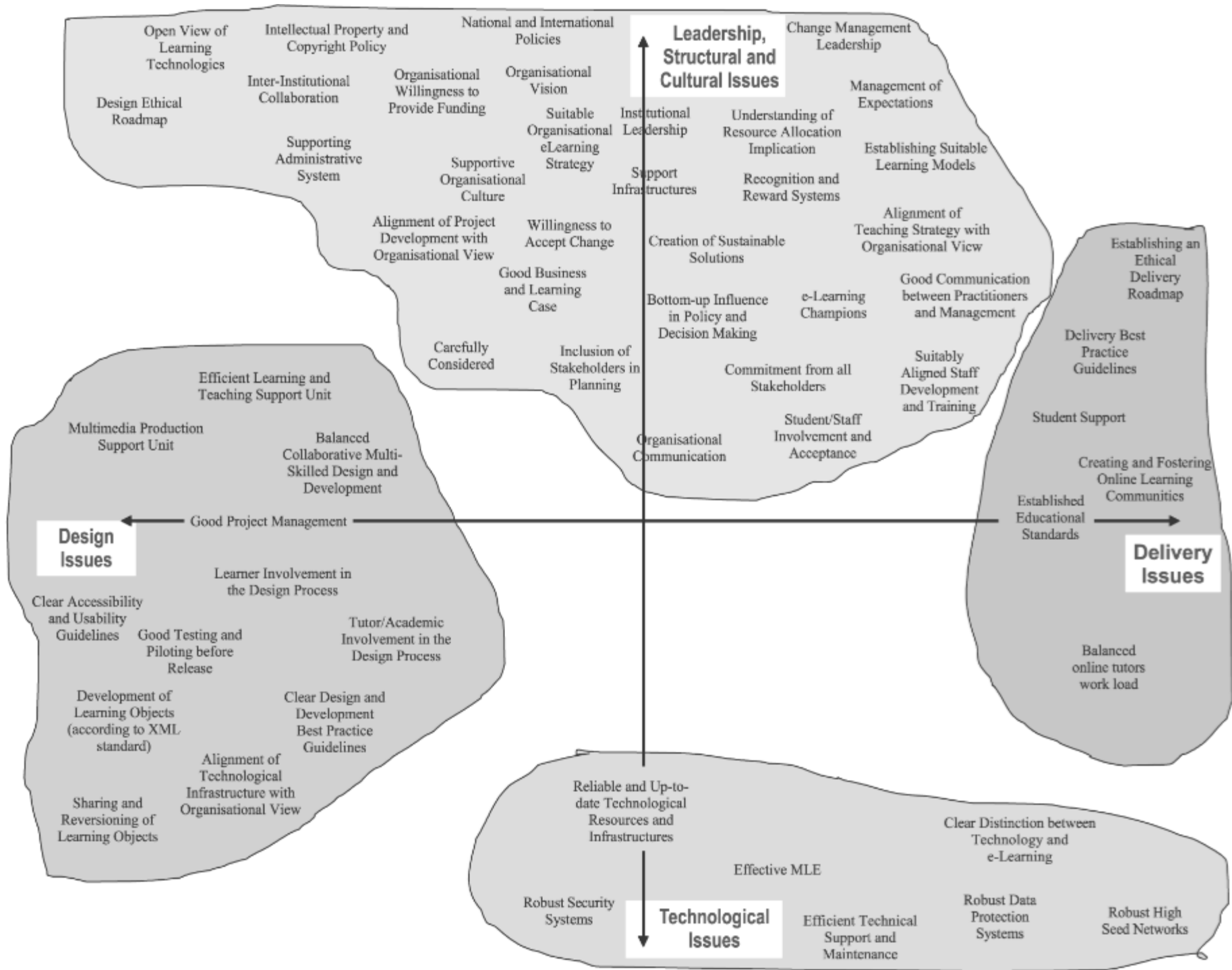
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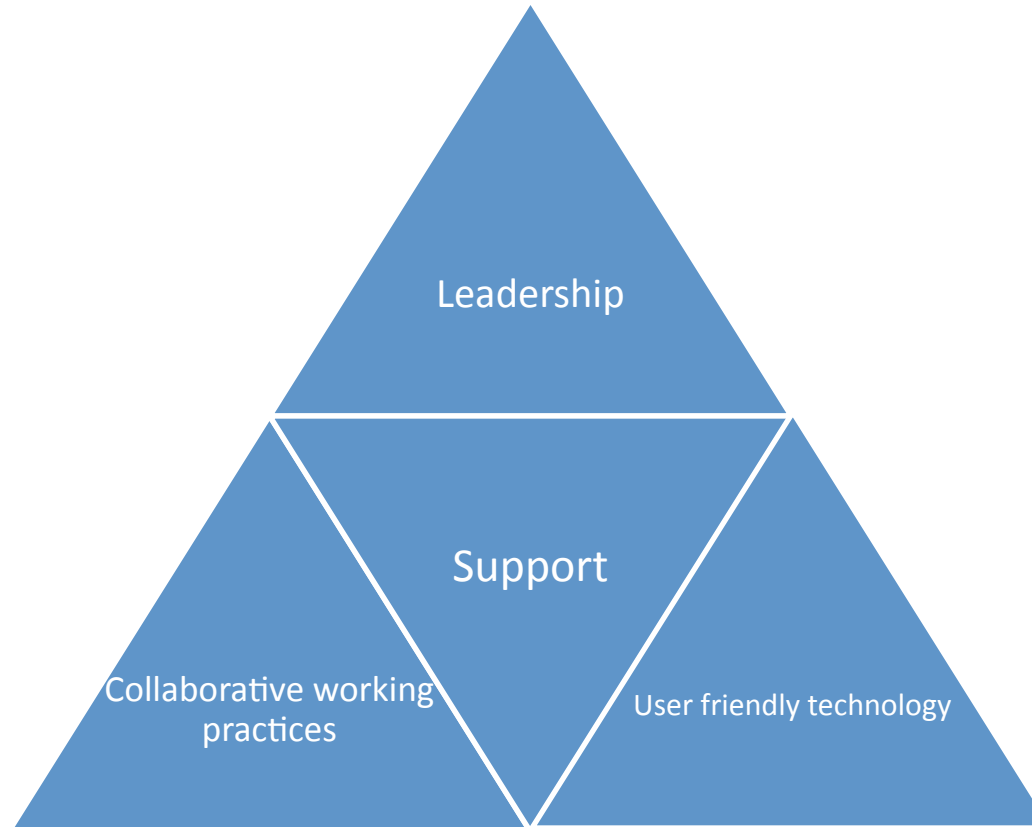


Overview

- Conclusion: **4 critical factors**
- Outcomes: **Paris Descartes & LSE**
- How? **RBVF** (Analytical framework 1)
- BTW what is E-learning?
- Why? **ANT** (Analytical framework 2)



Conclusion: 4 Critical Factors



- **Working practices** *must* be **collaborative** as tech. design & implementation is complex and time consuming,
as team work is a real challenge for teachers and academics,
- **Organization's leadership** *must* take responsibility: defining the strategy, staff and resource provision, incl. staff consultation to support vision & mission

- **Technology** *must* be **user-friendly**, piloted and tested by teaching staff, supported by E-Learning specialists, “learning technologists”,
- **Support** is at the core of successful delivery... reciprocal, **across the institutions’ organizational / functional boundaries** between the different services: Library, IT services, registry, learning tech. and... faculties,

Paris Descartes University (France)

- VLE (**Moodle**)
- *La Médiathèque*: **Online repository**
- *Les Carnets2*: **Portfolio / Social** network
- **Staff training** and annual conference: *Les Journées Numériques*

London School of Economics (UK)

- VLE (**Moodle**)
- Student mentoring inner city schools pupils (Wimba **voice boards**)
- **Art** exhibition on **Second Life** “Déjà Vu”
with Michel Herreria
- **Digital Storytelling** at degree level & in schools thanks to Columbia University colleagues

Resource-Based View of the Firm (RBVF)

*...focuses on the firm's resources and capabilities to **understand business strategy** and **provide direction to strategy formulation**.*

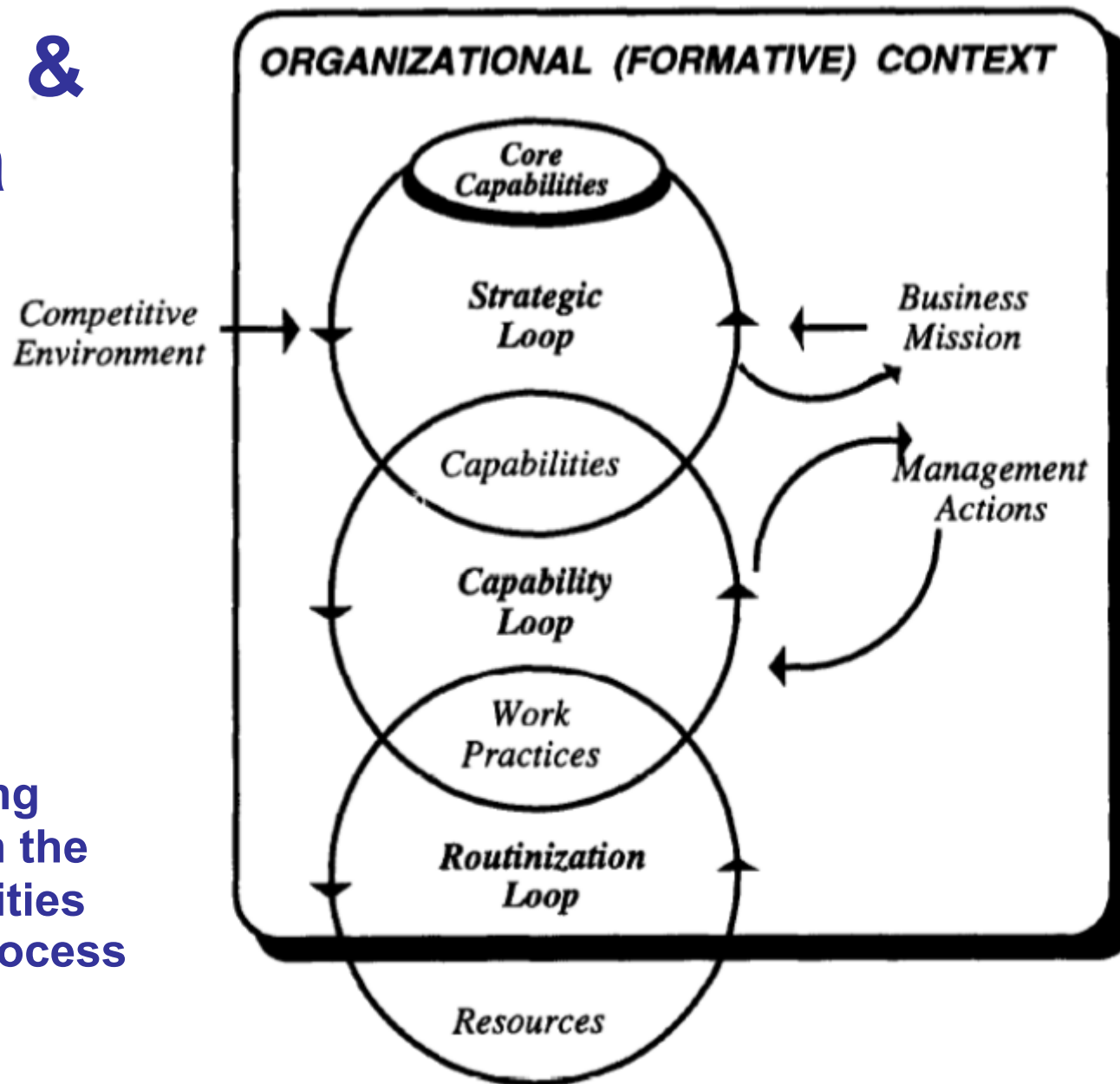
Organizational context divided in 3 different levels : **resources, capabilities** and **core capabilities**.

Amit & Shoemaker (1993)

“**Capabilities** refer to a firm’s capacity to deploy **Resources**, usually in combination, using organizational processes, to effect a desired end [...] Unlike *Resources*, **Capabilities are based on developing, carrying and exchanging information through the firm’s human capital**”.

Andreu & Ciborra (1996)

Basic learning processes in the core capabilities formation process



- 3 essential loops transform and translate **Resources** (ie World leading professors, IT software...) into **Core Capabilities** (ie MOOCs).
- Loop 1: the **Routinization** Loop is enacted by **Working Practices**.
- Loop 2: the **Capability** Loop is controlled by **Management Actions**.
- Loop 3: the **Strategic** Loop ensures that Core Capabilities are **in line with the Organization's values and mission**.

TEL, E-Learning is...

...not just about technology and pedagogy.
Also about schools, contexts, governments,
curriculum, control, power, values, aims &
objectives...

...**complexity, interaction, agency and
power...**

- One theory, **Actor Network Theory**
defines the “social” as everything !

Actor Network Theory

- Science & Tech Studies (STS) : Latour, Woolgar, Callon & Law...
- “*people, machines, animals, texts, money, architectures...*” = social
- Humans define themselves by the social situations they are in, by the social interactions they generate
- “*People are who they are because they are nothing more than patterned networks of heterogeneous materials*”

VLE, MOOCS... as Actor Network

- Complex web of connections and interactions : platform, learners, staff, laptops, videos, quizzes...
- Is it magic ? Click of a mouse!
- Complexity “**punctualised**” , compressed to ultimate degree of accessibility and simplicity,
- VLE, MOOCS = “*relatively stable network... one embodied in and performed by a range of durable materials*” Law 1992