

A New Emphasis in Strategic E-learning

Moving away from delivery as key to managing knowledge
as the first base of any enterprise knowledge/ IP strategy

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Aim

- This presentation will examine LCMS/LOR strategies from a commercial, corporate point of view. This perspective will:
 - Confirm how LCMS/LOR generate value beyond authoring and delivery of learning content, especially with regards the management of knowledge, change, service quality, and strategic human resource (HR) activities.
 - Reveal the importance of managing content and learning objects outside an institutional education environment.

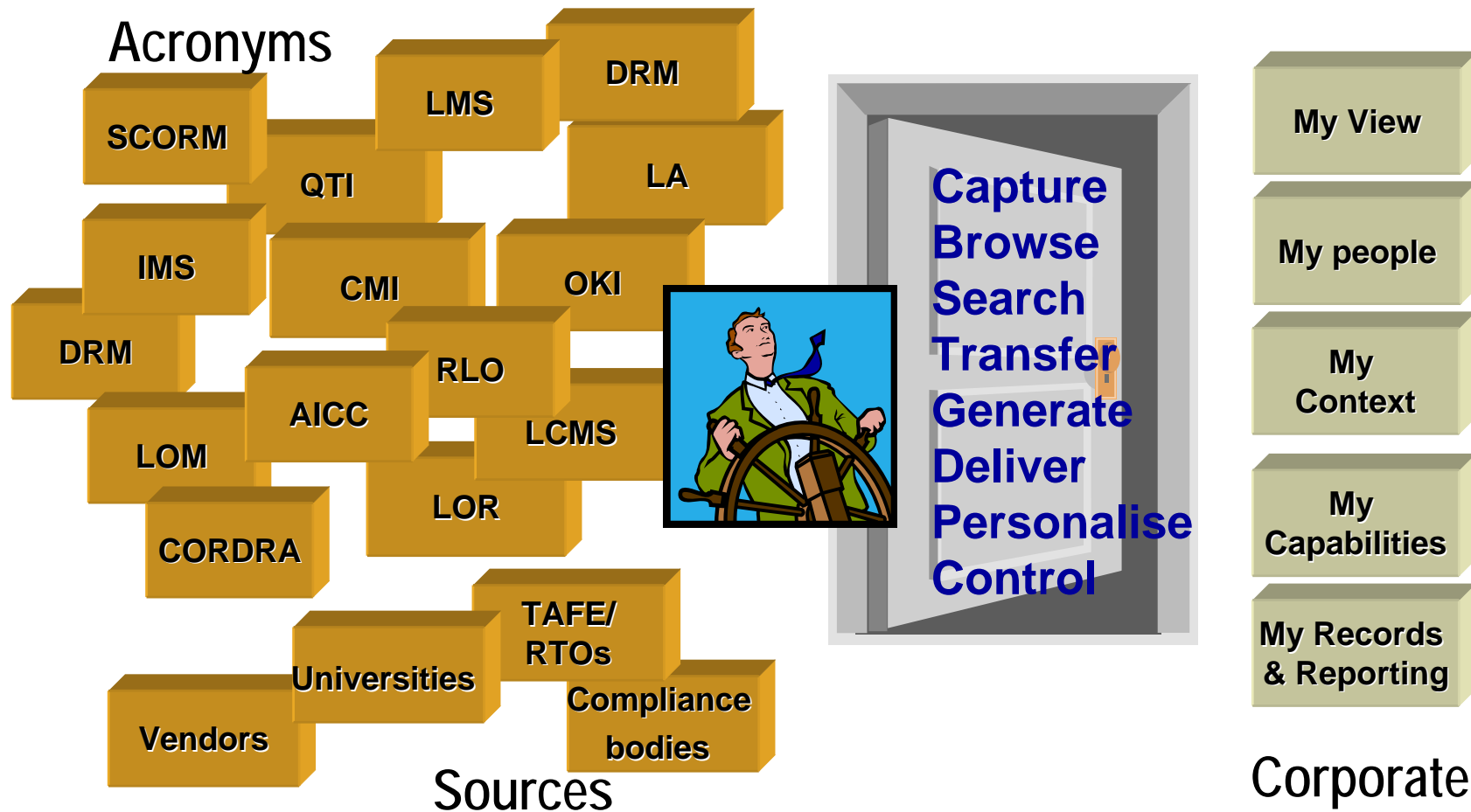
***Note:** This presentation has been prepared prior to the conference. As the concluding session on day one the focus may change and not all slides will necessarily be covered.*



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Definitional jungle and 'noisy' proponents



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A definition of elearning

E-learning is learning that involves the acquisition, generation and transfer of knowledge using information and communications technology (ICT)



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Definition LOR

A Learning Object Repository is a collection of learning objects (or metadata describing such objects) that deploys ICTs to manage and permit users to find, retrieve, publish or submit objects via a network. Typically a repository will:

- Permit users to load and store objects (or the metadata describing them).
- Manage the authorities and access rights
- Permit users to search, discover, and share or harvest objects on the repository that match the specifications entered.
- Provide a user interface to complete loading, storage, searching, discovery, sharing and harvesting.



Definitions of LCMS

A Learning Content Management System (LCMS) is focused on managing and delivering the right learning content to the right user, in the right format, at the right time. LCMS' can support the creation, modification, and management of content for a wide range of learning in a range of contexts and environments.

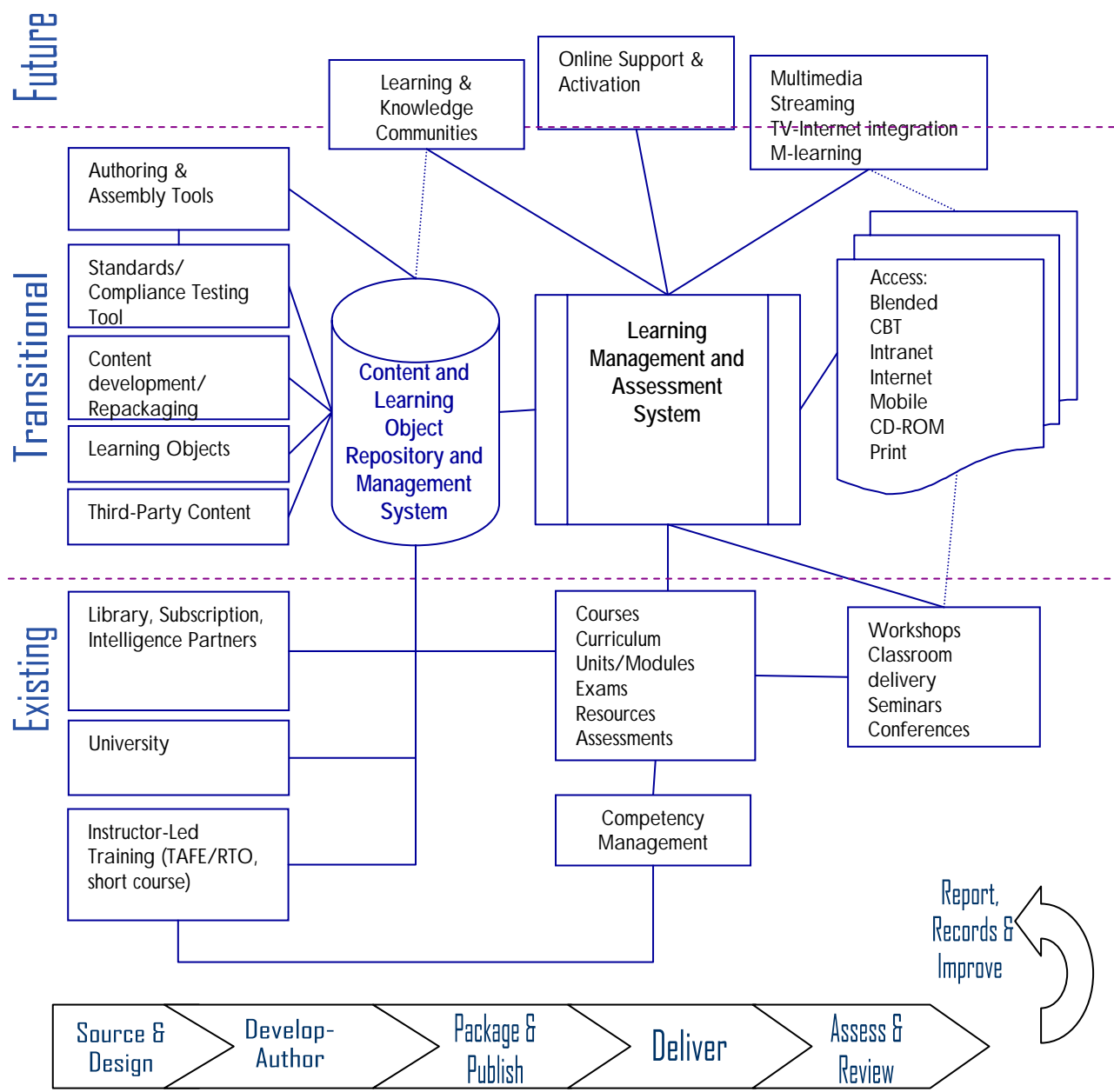


A strategic reality check

- Education and training is not the core business for most commercial enterprises.
- Many enterprises seek integrated, end-to-end solutions because they are not very good at managing learning, content, technology and infrastructure in a systematic or integrated manner.
- For most enterprises the strategic value of learning is accentuated when it leverages the organisation's existing codified knowledge (e.g. IP) to support the early exploitation of competitive opportunities.
- There seems little value in investing in technology to manage learning objects that develop skills other competitors can copy, access or replicate.
- Economics and global market trends suggest formal education and training will be the next major corporate activity to be outsourced.
- The requisite cognitive complexity may not be present within the ranks of many executive teams to appreciate the subtle differences between learning technologies (i.e. LOR versus LCMS). Becoming another variable in the sea of change is not a good way to stimulate confidence or secure investment.



An LOR or LCMS value chain



We need to consistently use language and terminology that holds meaning for executives of commercial entities and policy makers.

We need to give a better view of the 'whole' and more certainty on how the 'parts' fit together.

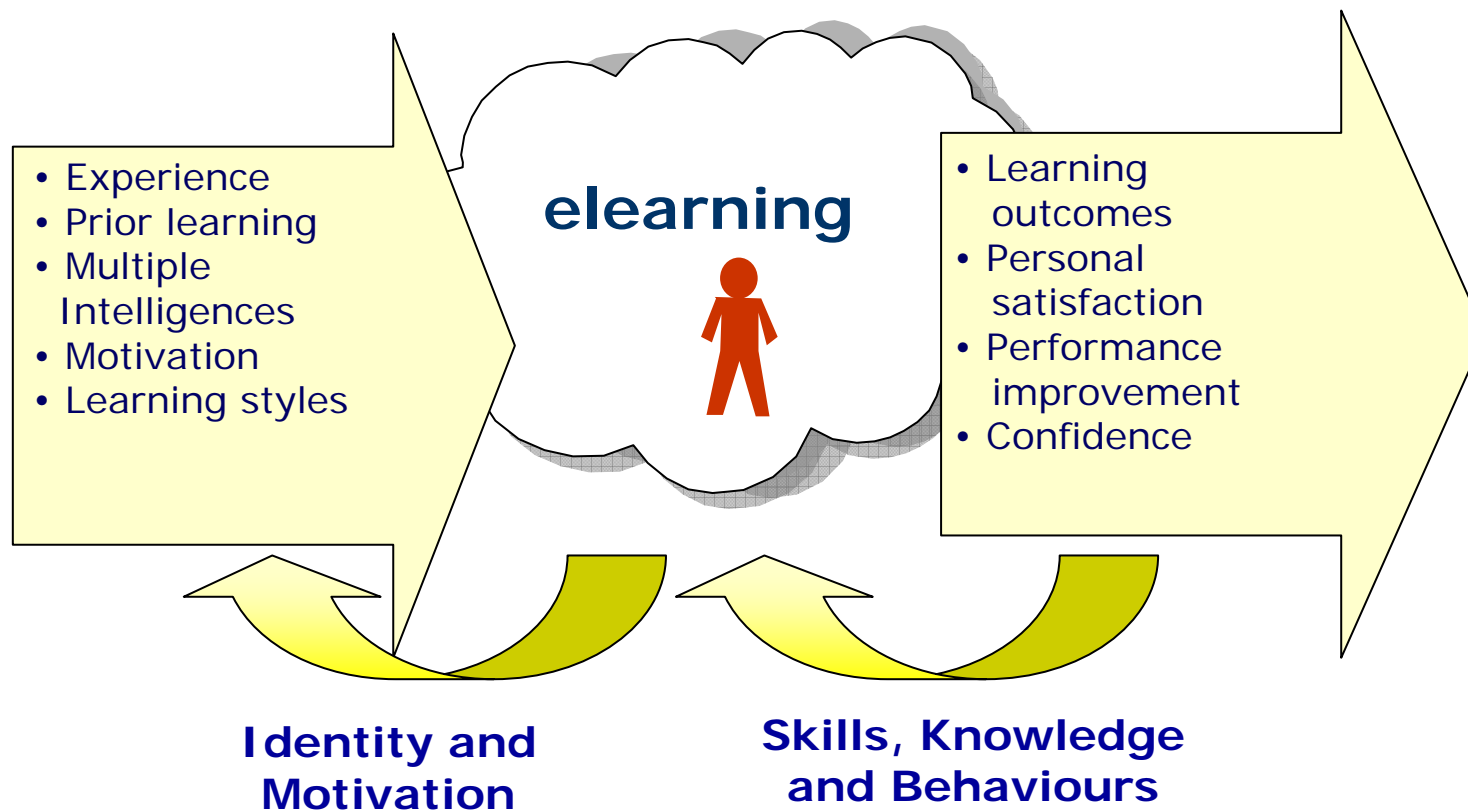
Research and field work suggests the factors listed on the following slides must be leveraged.



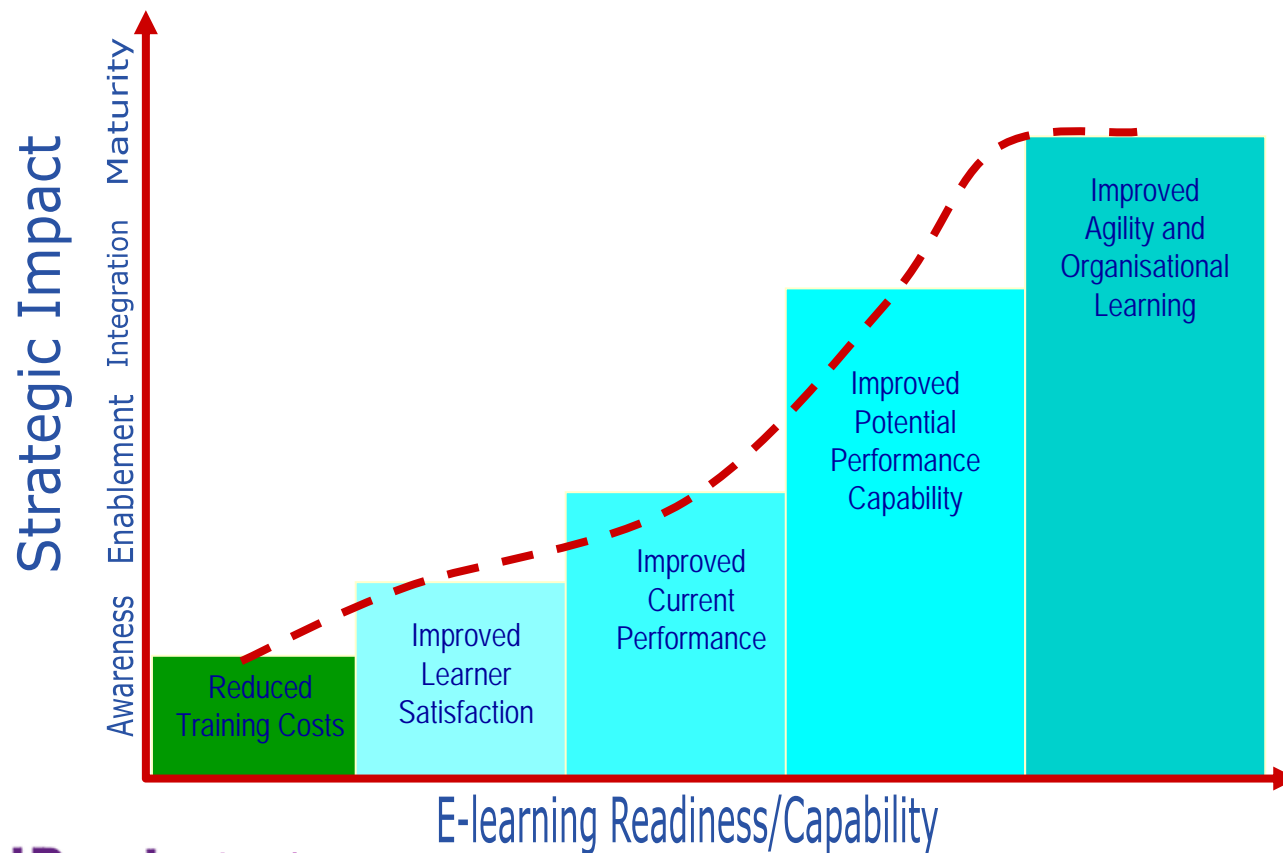
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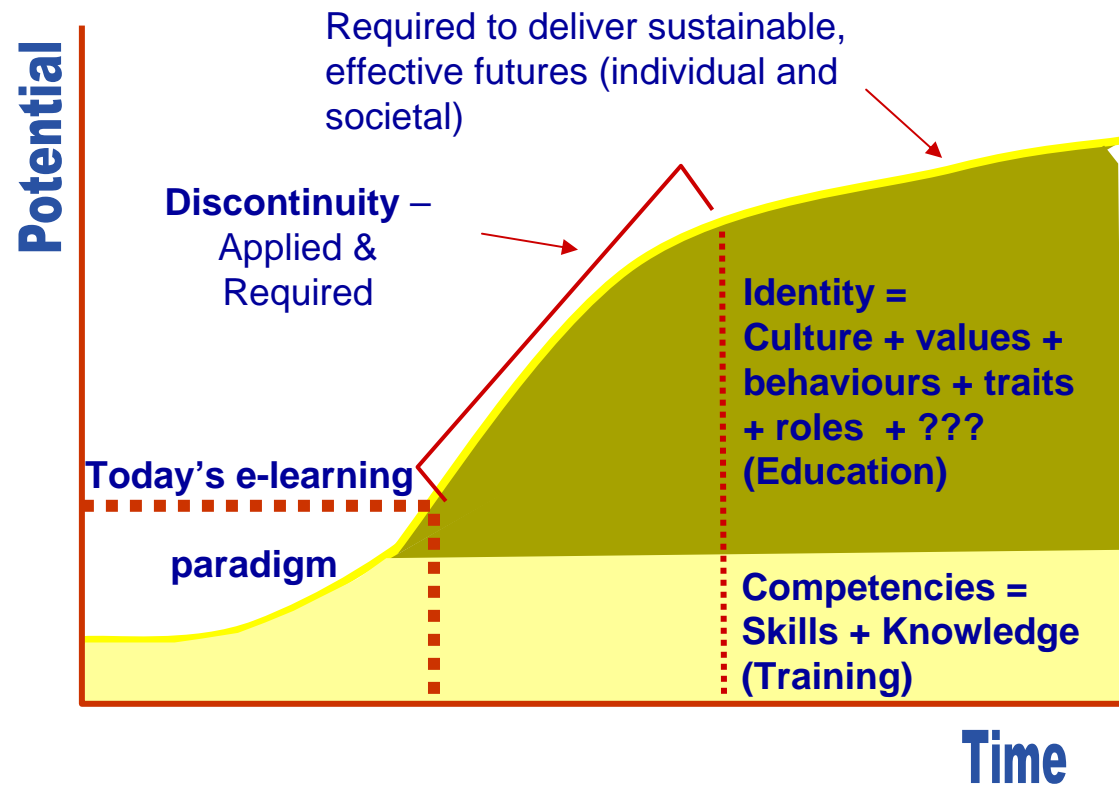
Its about individuals not the technology



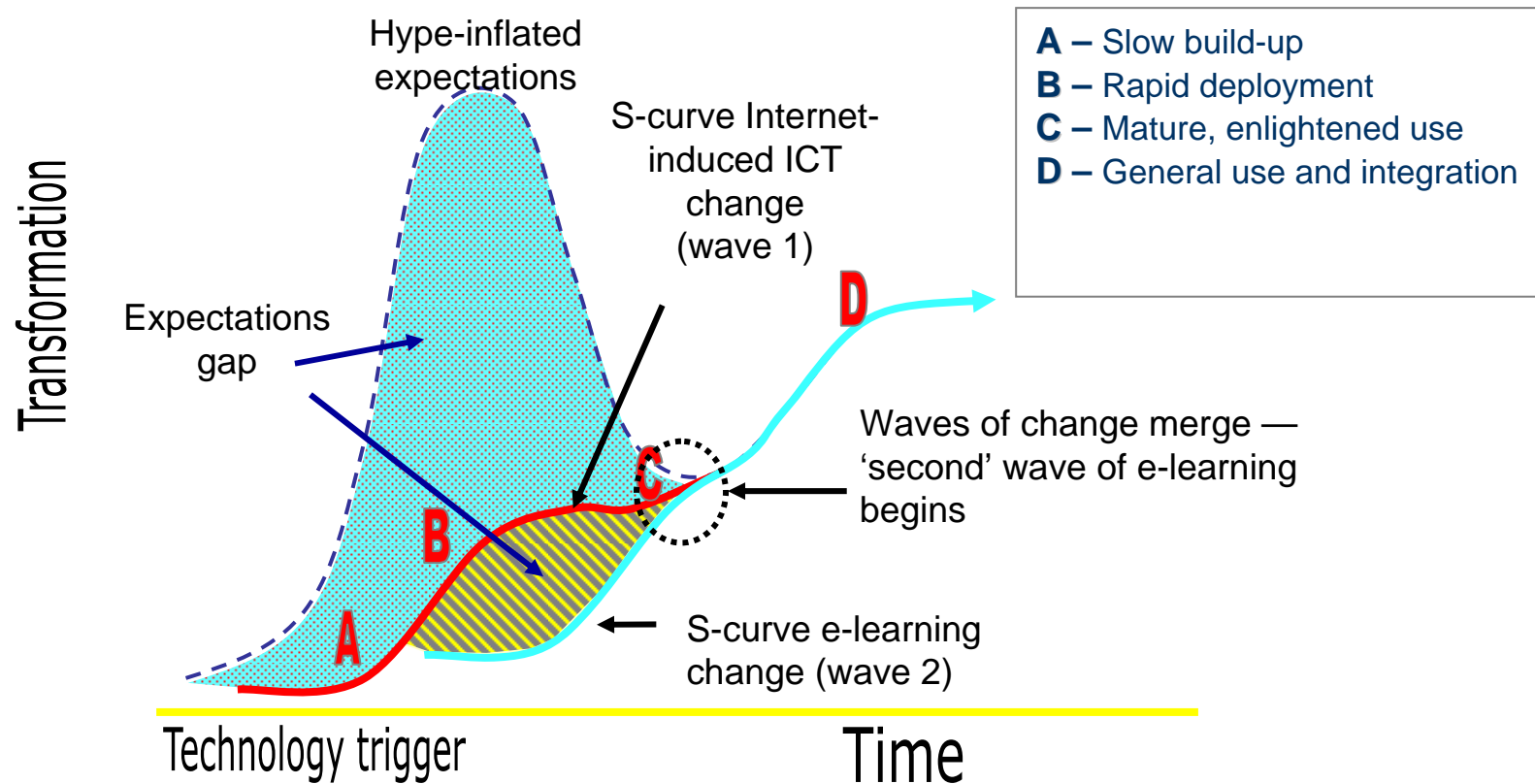
Organisations must set investment strategies that reflect their stage of readiness



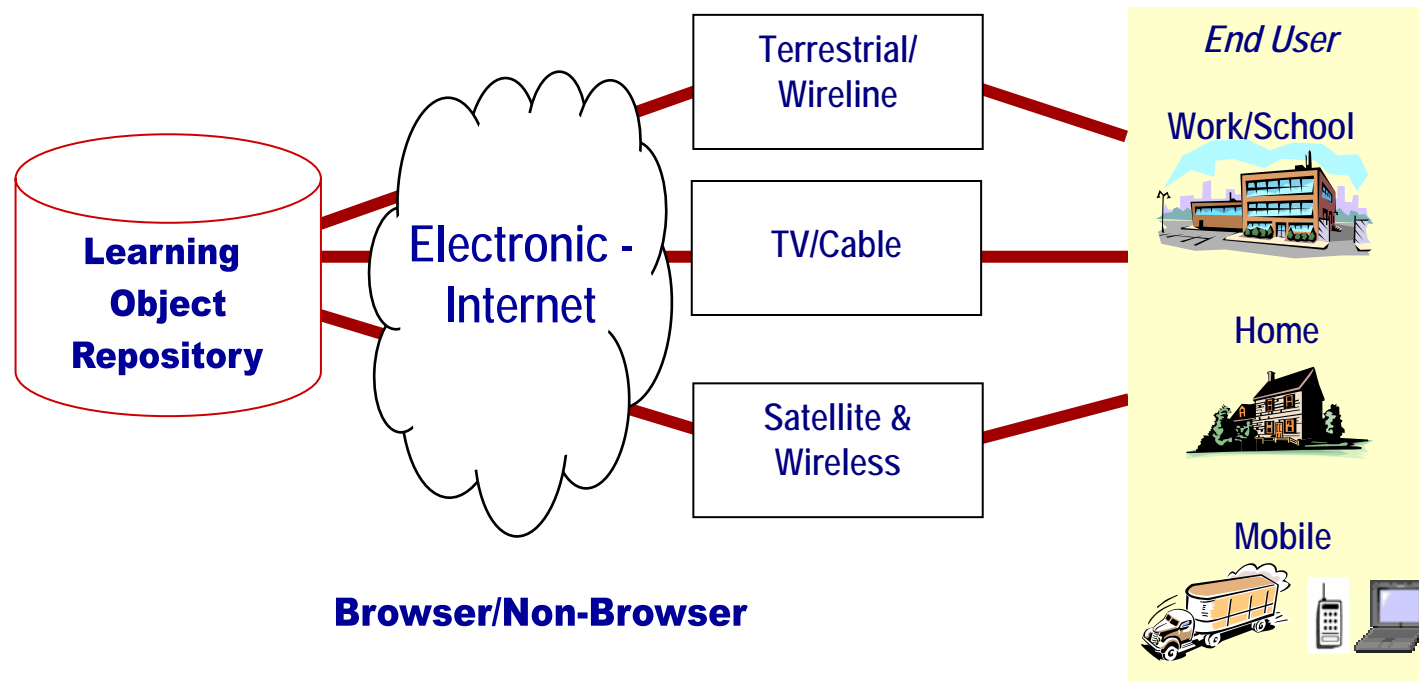
Its not just about e-training and skills transfer at digital speed



'Second wave' ICTs and elearning are more mature and enable change management



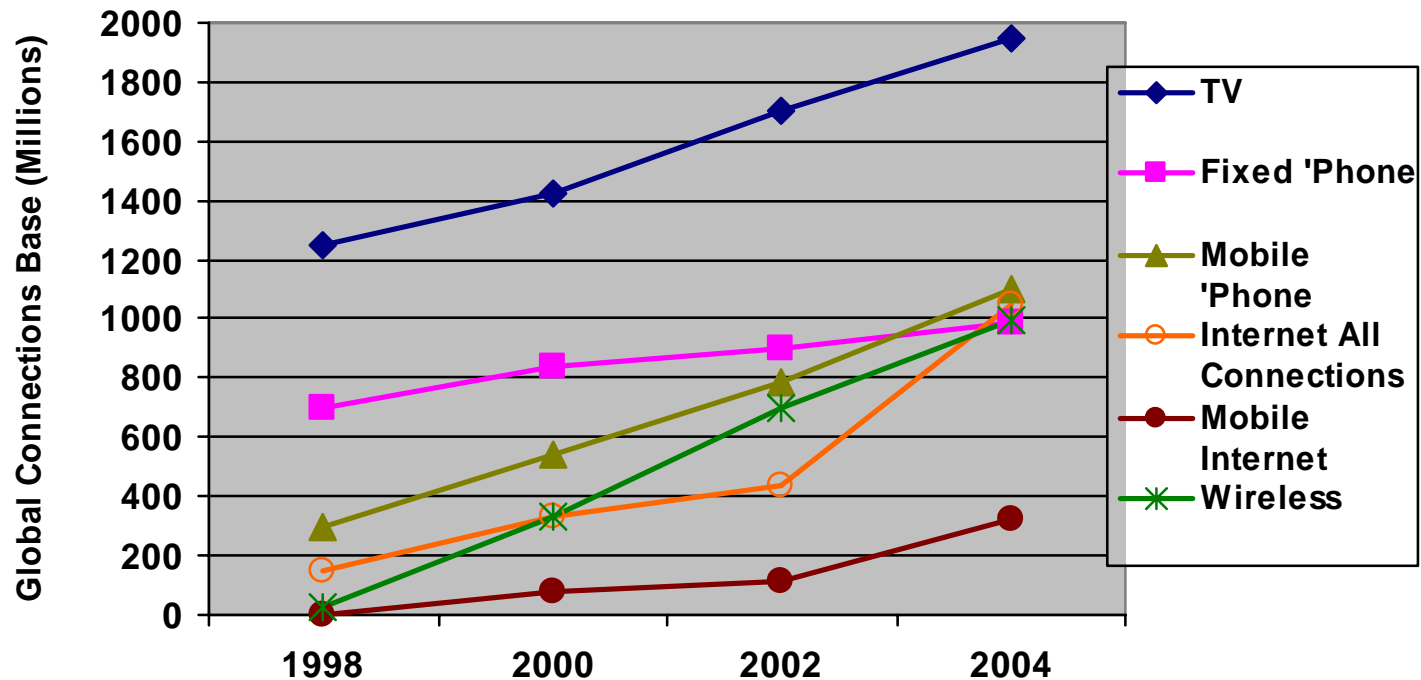
The Internet is a network with many ramps on and off



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It is not just about Web-based and fixed infrastructure



Source: Bowles, (2004) *Relearning to E-learn*

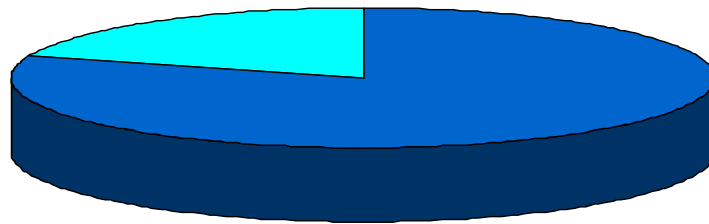


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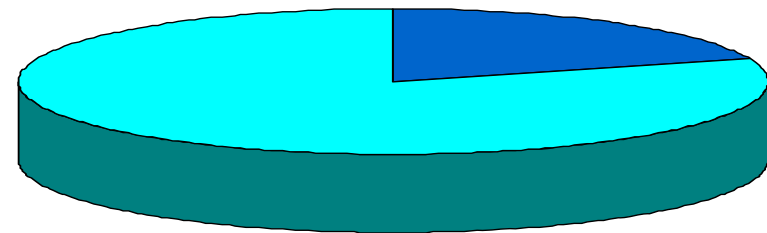
It may be about codified, explicit knowledge and content but this is only the beginning

Type of knowledge required by organisations to be competitive



■ Tacit ■ Explicit

Spend on e-learning by type of knowledge transferred or generated (content or pedagogy)



■ Tacit ■ Explicit

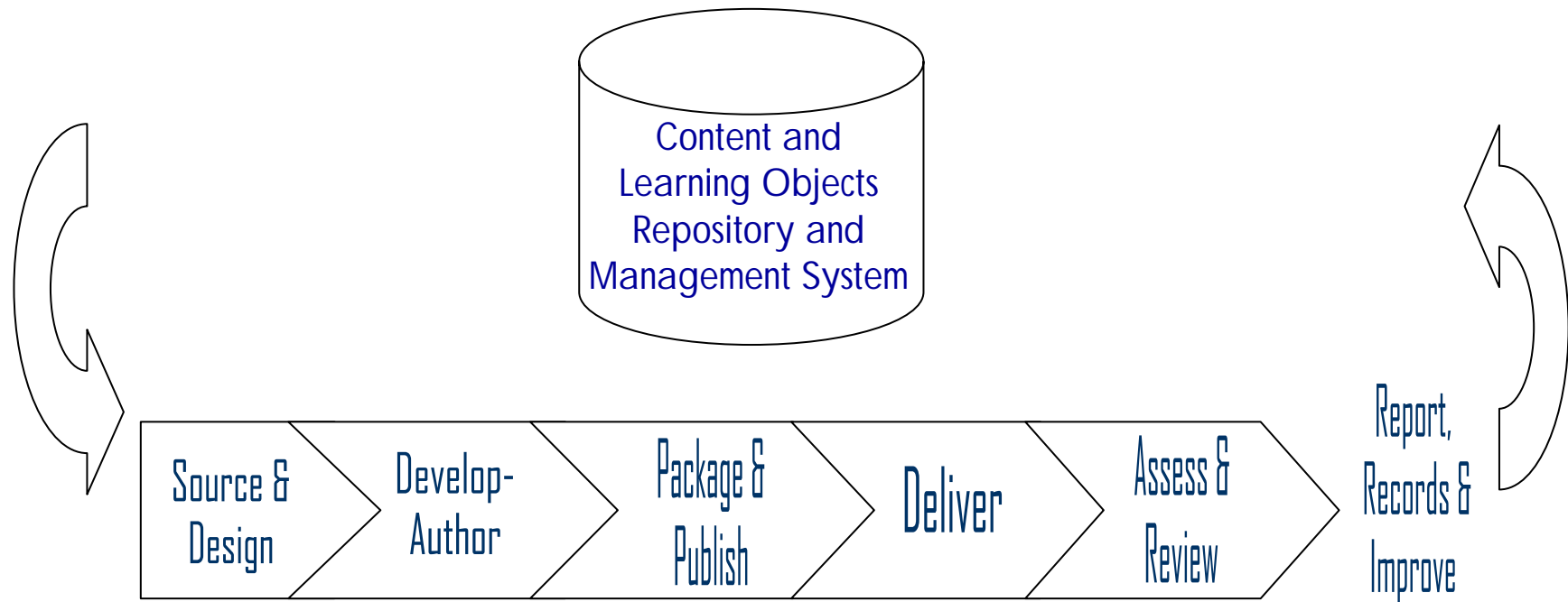


What is missing?

- A currency to show value across the total supply chain that holds meaning for commercial and government entities.
- An end-to-end value chain that can generate value beyond learning and underpin overall sustainable competitive advantage.
- How to report the above within existing backend systems.



Complete value chain



Moving outcomes beyond learning outcomes - Managing Human Capital

Learning + Performance + Knowledge Management + HR
= Human Capital Management

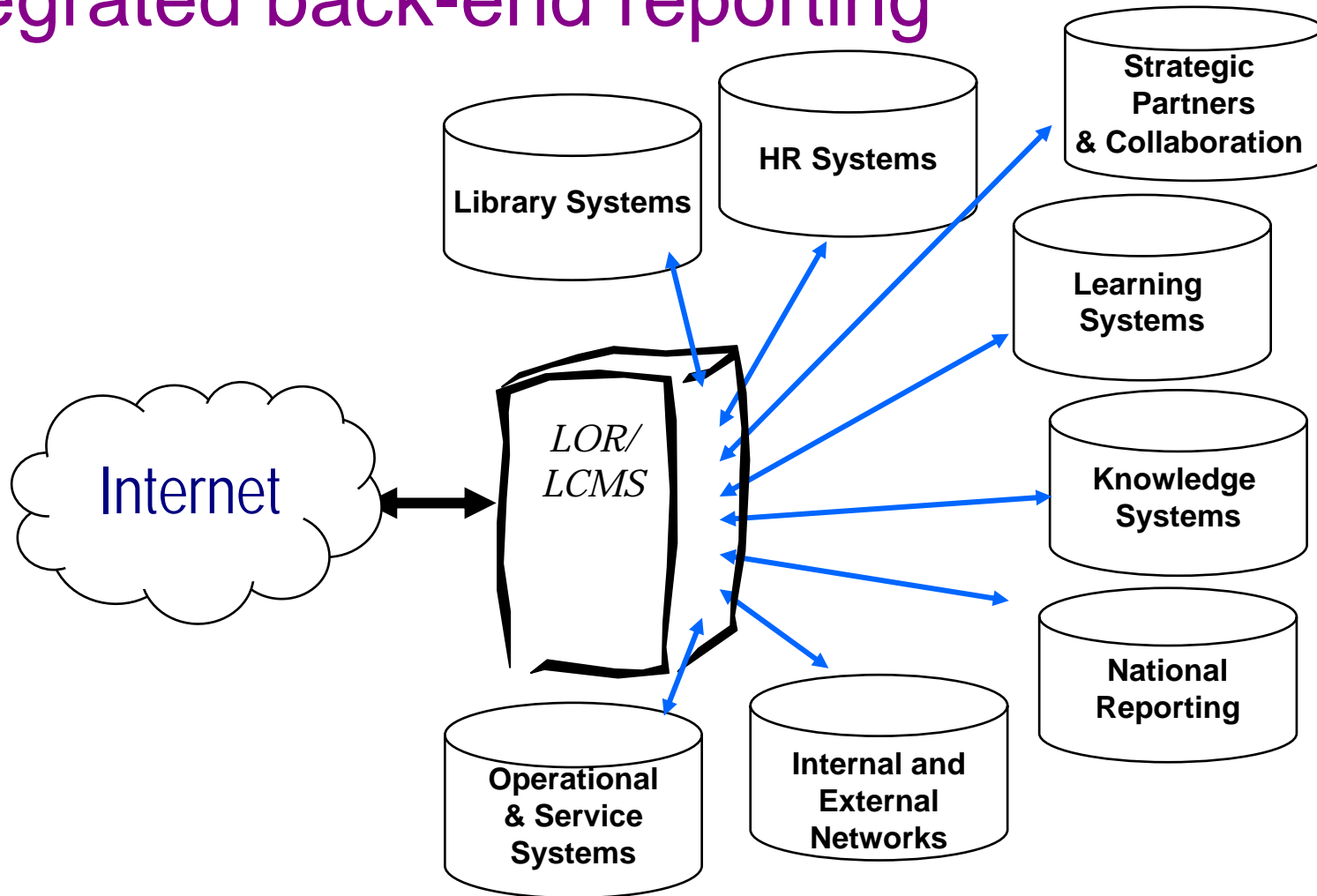
Linking human capital to overall Intellectual or Knowledge Capital

Human Capital		Social Capital		Structural Capital		Knowledge Capital
Owned and deployed by individuals	+	Resides in networks and relationship	+	Owned by the organisations as an asset	=	Total knowledge assets the organisation can access

LORs and a wider view of LCMS must show how they can contribute 'value' across all three dimensions of Knowledge Capital



Integrated back-end reporting



Assertions

- The immediate and real dollar value derived from implementing LCMS' and LORs will reside in human capital factors way beyond those only relating to up-skilling people.
- The physical capacity and work flows that enable networks to source, store, classify, authorise access, and manage content and learning objects has value.
- Implemented effectively, second-wave 'LORs/LCMS' are capital expenses that contribute to improved organisational agility and responsiveness.
- If content is king, then its not ruling a commercial realm where the above factors reside.



The input value in LCMS/LOR

The capacity to :

- Import, classify, archive, search, access, harvest and manage *multiple* forms of knowledge within a system that encompasses *all* aspects of the enterprise.
- Source content beyond the organisation's own control boundaries (codify networks and relationships).
- Control access and manage rights.
- Promote individual desire to use (customisation and appropriate pedagogies).
- Differentiate both the ownership and value of aggregated content (i.e. course) and disaggregated objects (i.e. learning assets).
- Establish a consistent basis to protect and manage rights and authorities.
- Manage versions and a 'single point of trust'.
- Distribute knowledge in both push and pull forms (learning and on demand).
- Permit access through delivery and collaborative mechanisms.



The output value in LCMS/LOR

Knowledge capital value can be generated through:

- Use of an integrated 'currency' to measure the contribution of learning objects to outcomes across careers, jobs, performance, customer service, and process quality.
- Utility of objects/content the organisation can access.
- The improved capacity to be more agile and responsive.
- Improved commercial value of organisational IP and codified knowledge derived through reported use.
- Value enhancement from sharing (as opposed to the ability to share is good 'in and of itself').
- Enhanced identification, transfer and generation of tacit knowledge (NB: It is *not* about codifying tacit knowledge).



A model for learning object exchange process

