

eLearning goes social – policy becomes inclusive

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Three Perspectives

- European & other regional perspectives
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- Communication and education scholar

Global, open learning environments

- UNESCO: Open Educational Resources (OER),
<http://www.unevoc.unesco.org/forum/attachments/>
- MIT: Open CourseWare (OCW)
- www.elearningeuropa.info
- Wikipedia, Wikiversity, Wikieducator
- digital literacy = way of thinking

Trends and Movements

- Media literacy movement
- E-Learning movement
- Convergence 2006? Media competence
- Open on-line media environment
- Multicultural world

[http://www.unevoc.unesco.org/
forum/attachments/](http://www.unevoc.unesco.org/forum/attachments/)

The screenshot shows a Microsoft Internet Explorer browser window displaying the UNESCO-UNEVOC website. The address bar shows the URL <http://www.unevoc.unesco.org/forum/attachments/>. The website header includes navigation tabs for Education, Natural Sciences, Social & Human Sciences, Culture, and Communication & Information. The main content area is titled 'e-Forum Attachments' and lists several documents:

- 03 January 2007, KJ Korralage**
NCVER, Recognition of Prior Learning
[Recognition of Prior Learning \(pdf, 740KB\)](#)
- 07 December 2006, Aidan Kenny**
The Helsinki Communiqué
[The Helsinki Communiqué on Enhanced European Cooperation in Vocational Education and Training \(pdf\)](#)
- 13 September 2006**
TVET for Sustainable Development - Call for Papers in Russian
[Переориентация технического и профессионального образования и подготовки \(ТПОП\) на достижение устойчивого развития - Призыв к обмену передовым опытом и инновационными методами](#)
- 06 September 2006**
TVET for Sustainable Development - Call for Papers in French
[Réorienter l'enseignement et la formation techniques et](#)

The left sidebar contains sections for 'Definition', 'Themes' (Education for All (EFA), Sustainability (ESD), Post-Conflict, HIV/AIDS, Teacher Education, ICTs, System Development, Curriculum/Basic Skills), and 'Worldwide' (Africa, Arab States, Asia and the Pacific, Europe and North America, Latin America and the Caribbean). The right sidebar contains sections for 'The Organization', 'Communities', 'Services', and 'Features'.

demo

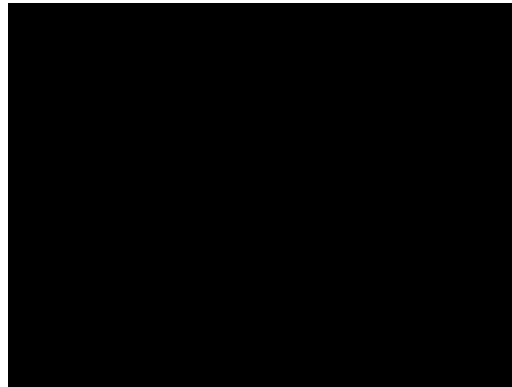
Agreement

concerning the establishment of a
UNESCO Chair in global e-learning
with applications to multiple domains
at the University of Tampere, Finland

http://www.cowtv.jp/channel/boss/013heikki/05.php

The screenshot shows a Microsoft Internet Explorer browser window with the address bar displaying the URL `http://www.cowtv.jp/channel/boss/013heikki/05.php`. The browser's address bar also shows search engines like Google and Siirry, and various icons for navigation and utility. The website header includes the COW TELEVISION logo and a navigation menu with items like HOME, COWチャンネル, 学生スタッフ, COWTVとは, 新着情報, 豪華プレゼント, 視聴ソフトについて, and お気に入りへ追加. Below the header, there is a breadcrumb trail: `トップページ > COWTVチャンネル > COW社長室101 > ヘイッキ・マエンパー (Heikki Maenpaa)`. The main content area is titled 'COWTV社長室No.013' and features a video player showing a man speaking. To the right of the video player, there is a section titled 'VTRの続きを見るには' (How to watch the continuation of the VTR) with a '新規登録' (New Registration) button. Below the video player, there is a section titled 'その最大のカギは' (The biggest key is) with a list of VTRs: VTR1... Japan impression, VTR2... Kait Higashiyama, and VTR3... Moomin. On the right side of the page, there is a sidebar section titled 'COW社長室101' (COW President Room 101) with a '新着インタビュー' (New Interview) section featuring a photo of a man and a '社長一覧ページへ' (To the President List Page) button. Below this, there is a 'COWTV Member' section with a login form including fields for E-MAIL and PASS, a checkbox for '次回から自動でログイン' (Automatic login from next time), and a 'LOGIN' button. At the bottom of the sidebar, there is a 'COWTV からのお知らせ' (Notice from COWTV) section with a video advertisement for '映画広告で売上倍増' (Increase sales with movie advertising).

<http://www.cowtv.jp/channel/boss/013heikki/05.php>



Beyond digital literacy: Equipped for Work, Equipped for Life

New Media to Acquire Key
Competences:

E-Learning goes social – policy
becomes e-inclusive

Ministerial Declaration 2006

(supported by the European digital technology industry)

- Countries will put in place, by 2008, digital literacy and competence actions
- Needs of groups at risk of exclusion
- Actions through partnerships with the private sector
- Media literacy, e-skills, life-long-learning
- Digital literacy a right for all

UNEVOC International Conference "Vocational Content in Mass Higher Education", September 2005

- "It is necessary to rethink the whole education system, from primary to higher, and understand the links to multiliteracies, multimodality and multimediality"
- UNESCO (2005): there is a general agreement on the expression "knowledge societies" but not of the content of it

Knowledge for What?

- Are we endorsing the hegemony of the techno-scientific model in defining legitimate and productive knowledge?
- Should the term “Digital Age” be replaced by multicultural world?
- The spirit of knowledge sharing and caring

Mr. Koichiro Matsuura

DG Unesco

- “It is necessary to build up large movement to humanize globalization, based on solidarity, on the spirit of caring for and sharing with others”
- Open Educational Resources (OER) initiative as a cooperation mechanism for the open, non-commercial use of educational resources

Communication and Digital Literacy

- The most important skills of the future would be communication skills in a multicultural world
- E-learning in a narrow sense seems to have passed its peak and is on the decline. We are now moving towards a more societal or communitarian activity with social web, blogs, and wikipedia
- Digital literacy becomes a right to people

Communication

- Communion, sharing (Debray)
- Mediation (communicating between people)
- Communication, education (Freire, Dewey)
- Global network (ICT technology)
- Local network (meanings)
- "Space has vanished and time ceased to exist (McLuhan)
- Space-biased, time-biased communication (Innis)

Media

- "...each of the so-called "media" does far more than this (moving information): it makes possible thought processes inconceivable before" (Walter Ong 1977)
- "Orality and Literacy" (1982)
- "Secondary orality" = electronic media (generates a sense for groups immeasurably larger than those of primary oral culture – McLuhan's 'global village')

Mediation: The Oral-Literacy Theorems

- Primary oral culture (no literate modes of communication): additive, aggregative, redundant, conservative (memorized)
- Writing/print brings with it much more than mere ways of recording oral speech – writing restructures consciousness
- Electronic media: secondary orality
- New literacies, skills, competences

What is needed in working life

- Master appropriate tools to gather information
- Understand the context of that information
- Actively shape and distribute information in ways that make it understandable and useful
- Exchange ideas, opinions, questions and experiences

Workplace skills

- Challenges: to acquire the skills necessary to enter an increasingly digital job market, and to continually improve those skills, and learn new ones
- Studies suggest that working people may not be keeping pace
- Schools are failing? Motivational problems?

Workplace training

- Large corporations provide the bulk of employer-managed and employer-delivered technology training
- Small and mediumsized enterprises rely on third-party organizations for such support, or establish partnerships with educational institutions etc

UNESCO IIEP Internet Discussion Forum 2005

- Technology
- Cultural issues: reservations about publishing content produced by a foreign institution
- Collaborative development rather than "providers" and passive "users"
- Translation and adaptation
- Original content production
- Quality assurance and assessment

Discussion on Free and Open Software (FOSS) for Open Educational Resources 2006

- FOSS on-line collaborative environments to design, edit and publish OER
- FOSS tools to design and implement Virtual Learning Environments
- Learning Object Repositories
- Learning Technology Standards
- To design, edit and publish OER

Wikipedia and Credibility

- Wikipedia is an online encyclopedia in which volunteers are able to add articles
- Created in 2001 by Jimmy Wales and Larry Sanger: complementary to Nupedia
- Nupedia was an online Encyclopedia project which contained strict peer review
- Open-access format – allows non-professionals to edit and add articles

OPEN EDUCATIONAL RESOURCES FINDINGS FROM AN OECD STUDY

- **OpenLearn** (<http://openlearn.open.ac.uk>)
- The UK Open University's website of free and open educational resources for learners and educators around the world. OpenLearn is supported by The William and Flora Hewlett Foundation. Users can search and use existing resources, download and customise the resources, and post them back online for sharing with others.

continued (2)

- **Wikieducator** (<http://www.wikieducator.org>)
- “The WikiEducator is an evolving community intended for the collaborative:
- -planning of education projects linked with the development of free content;
- -development of free content on WikiEducator for e-learning;
- -work on building open education resources (OERs) on how to create OERs.
- -networking on funding proposals developed as free content.”

continued (3)

- . **Wikiversity** (<http://en.wikiversity.org/>)
“Wikiversity is a community for the creation and use of free learning materials and activities. Wikiversity is a multidimensional social organization dedicated to learning, teaching, research and service. Its primary goals are to: -Create and host free content, multimedia learning materials, resources, and curricula for all age groups in all languages - Develop collaborative learning projects and communities around these materials.”

continued (4)

- . **Fle3** (<http://fle3.uiah.fi>) and **LeMill** (<http://lemill.net>)
- Two platforms for learning developed by UIAH, Finland.
- “Fle3 is a web-based learning environment. To be more specific Fle3 is server software for computer supported collaborative learning (CSCL).”
- “LeMill is a web community for finding, authoring and sharing learning resources. LeMill is independent server software that is hosted for free for anyone at <http://lemill.net> and that can be downloaded freely. LeMill is also part of the European Schoolnet's Learning Resource Exchange Portal developed in the European (IST) Calibrate project. In the Calibrate project LeMill is part of the EUN LRE Portal, and referred as the ‘Learning Toolbox’, since it is a tool used for working collaboratively with resources.”

New Renaissance Education

- The study of complexity has brought science closer than ever to art
- Knowledge has gone through a cycle from non-specialism to specialism, and now back to interdisciplinarity, even transdisciplinarity
- Art deals with the sensual world (media as the extension of senses) and the holistic concept of human being