

Poster exhibition

Topic 1: Innovation in regional business and industry, NGOs and the public sector – the role of University Lifelong Learning

ULLL as Virtual WBL in management: Project E-VIEW

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Abstract

Partners in the E-View project (<http://www.e-view-project.eu>) are developing and piloting a European Virtual Campus aimed at learners in the work place which will focus on enhancing their management skills and competences within a European context. The project began with a needs analysis followed by the creation of a Virtual Campus Framework. This framework utilizes a customized open source delivery methodology and a work-based learning module based on the needs analysis aimed at trainee managers in European enterprises. The module, with an emphasis on working within Europe, is being piloted with employees through Higher Education Institutions in the UK, Poland, Portugal and Ireland. Concrete outcomes from E-View include a Virtual Campus Framework for Work-based learning (WBL) with a sample undergraduate module, a pilot implementation of this course and an online handbook with a description of the experiences gained in creating and delivering this course in the Virtual Campus Framework for Work-based Learning.

The model of learning was defined by survey reports produced by each partner in their respective countries. These surveys were conducted with companies interested in developing WBL for competences in management, with the analysis of specialized documentation and with conclusions drawn from past experiences of WBL. A summary of the main recommendations from the reports in terms of users and employers, conclusions from the comparative analysis in terms of universities and other providers, a list of management competences and a framework that addresses the strategies for learning virtually in WBL were combined to propose a structure that fits these diverse requirements.

The chosen structure was defined mainly as a function of the partnership research and dialogue among the stakeholders. The reasons for further adaptation were the updated information from partners, the focused case studies and reports on the elaboration of the model and the quality of the documents produced. Another minor contribution was the set of documents, websites and examples obtained by the partners. The term learning model was

also adopted instead of pedagogical model since the objective is to provide effective and efficient training and learning in management competences.

The list of management competences were defined and adopted to inform the learning objectives within the learning model. These were formulated through partner and industry expert consultation analysis of the surveys and of the research done on general management courses for higher education. To have significance at the European dimension the degree of competences adopted was at levels 5 and 6 of the European Qualification Framework. The strategic model hereby proposed is considered as the basis for the development of the pilot courses. The pilot courses will then be tested by the partnership, so a fine tuning of a European proposal may be produced for wider utilization.

Results indicate a spectrum of respondents - in that perceptions of study and readiness to embrace (or currently use therein) new technologies was variable to the extreme. However, there were some trends in the responses regarding types of technology preferred in the learning context and these motivated the options presented. The collection of the conclusions and orientations is made essentially through referenced transcriptions from the project reports and published documentation.