Learning and Business: Supporting Lifelong Learning and the Knowledge Worker through the Design of Quality Learning Systems

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Abstract

Three inter-linked research projects are described that have led to the development of electronic learning systems and the formation of generic quality measures that apply to computer-based learning environments. The overriding aim of the projects is to promote lifelong learning through the empowerment of learners. The paper describes the development of a learner-centred learning management system, the development of a tool that enables learners to select courses of high pedagogical quality, and finally the development of a quality system that serves to drive the design and development of learning environments.

1. Introduction

The work reported here is part of an ongoing suite of interrelated projects, each seeking to contribute to the development of quality, technology-based lifelong learning. The development of the self-learning management system was undertaken as a two-year project funded by the European Social Fund that began in January 1998. In October 1998, the University for Industry in Wales agreed to fund the development of a learner centred quality system that focused on the pedagogical quality of learning content. Most recently, in January 2000, a further ESF funded project began which will extend the quality system to include virtual learning environments, and will develop self-assessment and cognitive tools designed to develop creative, problem based learning that is essential to innovation and lifelong learning. The overlapping time schedules of these projects have enabled a programme of co-ordinated development and cross fertilisation.

2. The self-learning management system

Guided by the emerging recognition that if companies are to survive in knowledge-based economy, and that they must adopt learning methodologies compatible with the characteristics of "knowledge workers", a generic computer-based tool was developed. The system is designed to enable individuals and companies to manage their learning programmes, to identify effective training, to anticipate training needs, and to evaluate the effectiveness of training. It was agreed that the software should record the perceptions of individual employees, should appreciate the data from groups or sections of employees and should produce clear reports that provide enough information to enable workers and training managers to better manage the learning process. Added to these criteria were the requirements that the system should be sensitive to the process of learning, as well as the outcome, and that the system should facilitate learning and act outside upon the training situation.

There are two distinct sections within the software: Learning Needs Analysis and Training Evaluation. During the Learning Needs Analysis part of the package, the learners think about their particular training needs. Through a series of prompts and questions laid out in four modules, the individual identifies their specific training needs (Task Analysis), generic training needs (General Skills), their preferred approach to learning (Approaches to Training), and the ways in which they are motivated (Motivational Style). Each module provides an instant report for the learner, and the aggregated, anonymous data produces an immediate report to inform both trainers and company officials. As it is essential that training meets the needs of both the learner and the company, the second part of the system, consisting of two modules (Pre and Post Training Evaluation) provides an evaluation of the training provided. Within the Pre Training module, employees are asked to consider specific outcomes and the impact that these will have on work performance, motivation for the course and the effect on learning outcomes, and perceived barriers to learning. An individual report is then produced which takes the form of a detailed training plan, and an aggregated, anonymous report informs the trainer so that course content and delivery style can be adjusted to meet the needs of the employees before training begins. The trainer/manager is also alerted to training barriers identified by the learner and so is in a position to provide assistance before the barriers threaten attendance. After the

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