ILEARNING FORUM CONFERENCE 2007
PARIS (FR), PALAIS DES CONGRÈS, 29 - 31 JANUARY

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The iLearning Forum Conference has been held in Paris, at the Palais des Congrès, from 29 to 31 January 2007, in conjunction with the international iLearning Forum Paris Exhibition. Over 25 countries have been represented at the event as speakers and participants. In particular, ICT and project managers, training and education professionals, e-learning and systems integration specialists, multimedia developers, teachers, trainers and coaches, local and national authorities and NGO's Conference partners enhanced the quality of the international innovative debate.

The core theme for 2007 is 21st century learning and, according to this wide field, the conference aimed at highlighting the importance of the co-operation of research, education and the deployment of technology for learning in an ever-changing labour market.

In particular five specific guidelines have been showed in English and French:

- E-strategy and the Learning Organisation - informal learning, social networks for learning, knowledge management, competence development and management, talent management, collaborative learning;

- Regions and e-learning - regional portals, digital working environments, learning regions and territories, knowledge economies in Europe, private-public partnerships, regional centres of excellence;

- E-portfolio - jobs and employment, qualification transparency, worker mobility, Europass, validity of acquired competences and work experience, lifelong professional development;

- E-quality - Information Technology in support of quality in learning, certification, innovation and excellence;

- Advanced Learning Technologies - serious gaming, mobile learning, Web 2.0, personal on-demand learning space, interoperability.

During the conference, several important experiences have been presented from University representatives, among them professionals from Università Telematica "Guglielmo Marconi" and Consorzio FOR.COM.

Università Telematica "Guglielmo Marconi" (hereinafter UTGM), coherently to the e-quality theme of the conference presented its experience on quality of didactic resources.

How can we evaluate the chance of a training offer to provide a significant knowledge before and after the course? How can we evaluate the quality of an online course?

Those key-questions represent the rationale on which the contribute of the UTGM was based on.

UTGM, in order to design and develop its training offer, adopts specific e-learning methodologies based on technologies and pedagogical approaches providing high level educational outcomes (such as cognitivist psychology, constructivism, cooperative learning).

The educational and Web technologies (e-learning platforms, e-mails, mailing lists, forums, self-evaluation tools, tools for sharing information, streaming video, streaming audio, texts, etc.) establish together an effective sinergy and a high quality educational delivery.

The assessment of the e-learning system should be rated considering either the "objective" indicators (that often imply the simple respect of technical standards or management procedures) or other variables together with their relationships in order to evaluate educational processes and products' effectiveness and quality.

The first indicator to assess the quality of a training offer is defenitely the achievement of excellent results at the end of a study curriculum. How rating the evaluations is mostly connected to the knowledge assessment and the analysis of side outcomes.

UTGM is moving from a preventive systemic approach, based on strict models, to a more flexible pro-active approach, based on the research of effectiveness and ongoing improvement.

Professionals constantly monitor the 3 key-phases of the process:

1. Design and management of didactic materials phase
2. Production phase
3. Fruition on the platform

UTGM strictly follows a quality system based on several monitoring and assessment stages; it has established a common reference standard able to gather necessary features and the essential requirements.

A technical questionnaire is usually administered to the new students to test their ICT e-learning skills but the most important evaluation is realised ex-post.

UTGM tests the satisfaction of the graduates administering them questionnaires and interviews monitoring the main parameters in consideration of the University quality model:

- Learning quality
- Teaching quality
- Learning environment quality
- Interaction quality

The quality model adopted by the UTGM has produced important results. The learning path's design seems to be one of the most important indicators of the didactic efficiency and it has been helping the University to produce flexible didactic materials more suitable to the students' needs.

Teaching quality's analysis reveals that different teaching styles can produce different results (i.e. on-line education and e-learning field) and as a consequence, teachers and tutors have to strengthen their basic transectorial skills. Finally, the learning quality environment indicator witnesses that for a functional use of technology it is necessary to take into consideration, above all, users' knowledge and technical background.

The Interuniversity Consortium FOR.COM. presented the multiblended solution for effective learning adopted by the Consortium, which focuses on a student-centred learning process and fits the different training needs of the adult learners exploiting the main benefits of the different learning processes (e-learning, m-learning and t-learning). The flexible learning process answers the dynamic training needs of the adult learner who asks to be the

"manager" of his own formative process.

The eduC@mpus platform ensures an interactive learning process in a synchronous and asynchronous way.

During the conference, all the different scenarios of the e-learning platform have been described:

- Administrative services (courses curricula, test and quizzes deadlines, Web meeting appointments, institutional news and technical help)

- On-line courses (audio/video lectures supported by didactic documents such as lesson content, slides, animated cartoons, interactive exercise and tests, bibliography and links)

- Tutoring (counsellors and didactic experts)

The m-learning (m-platform) represents the new frontier of distance training because it allows to transmit multimedia contents through the latest generation of mobile devices and to merge effectively two technologies - mobile and Internet.

The m-courses, conceived and designed for PDAs and smartphones, encourage and promote ubiquitous and on-demand learning, thanks to the following learning scenarios:

- Administrative services

- Didactic pills (audio-lessons, animated cartoons, dynamic presentations and quizzes)

- Tutoring by means of forum, chat and video chat

- The third component of the integrated system is the t-platform (t-C@mpus), a highly innovating solution which promotes the use of the television in the learning process. The student enters, by means of television, the t-C@mpus platform and benefits the different learning objects also available through the eduC@mpus Platform.

In conclusion, the FOR.COM. learning system promotes effective learning processes based on interaction and collaboration through an integrated learning system which considers the technologies as a means to support learning and not the final end; according to an "ecological approach" of pedagogical methodology, it focuses on the users and not on the technology.