



UNIVERSITAT
POLITÀCNICA
DE VALÈNCIA

Universitat Politècnica de València

March 2015



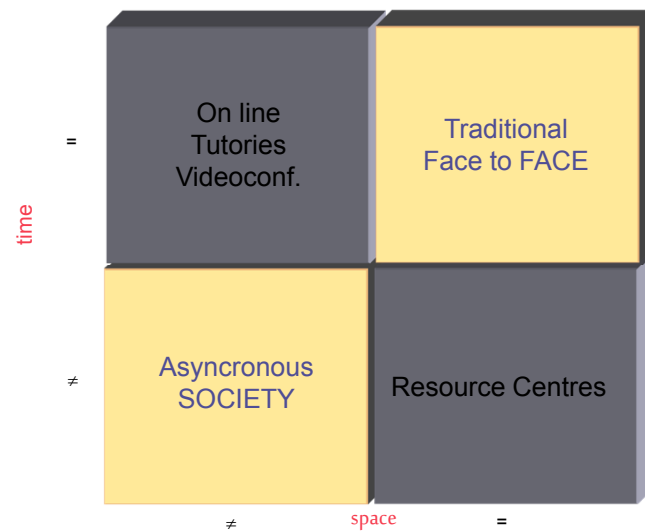
CENTRO FORMACIÓN PERMANENTE

Centro de Formación Permanente

ODL Production



Where to act?



Learning singularities

Children

- ▶ CONTENT Model
- ▶ Teacher conducted
- ▶ Experience POOR
- ▶ Will be use
- ▶ Motivation supposed
- ▶ Time available
- ▶ Personality "under construction"

Adults

- ▣ Process Model
- ▣ Self-conducted
- ▣ Experience rich
- ▣ To be use now
- ▣ Motivation HIGH
- ▣ Lack of time
- ▣ Strong personality

Diferencies are in

Children	Adults
Pedagogy	Andragogy
How to teach	How to help to LEARN
Tecno-Pedagogy	Tecno-Andragogy
TEACH	LEARN



Clients for CEE. Who contract CEE ?

- ▶ Companies
- ▶ Institutions
- ▶ Professionals in big companies
- ▶ Professionals in SME
- ▶ Free-lance
- ▶ Recently Postgraduate



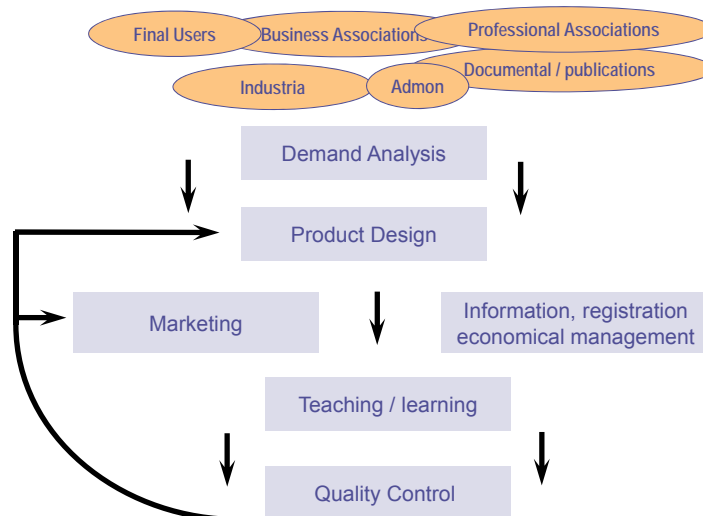
Motivations

► Why individuals contract a course ?

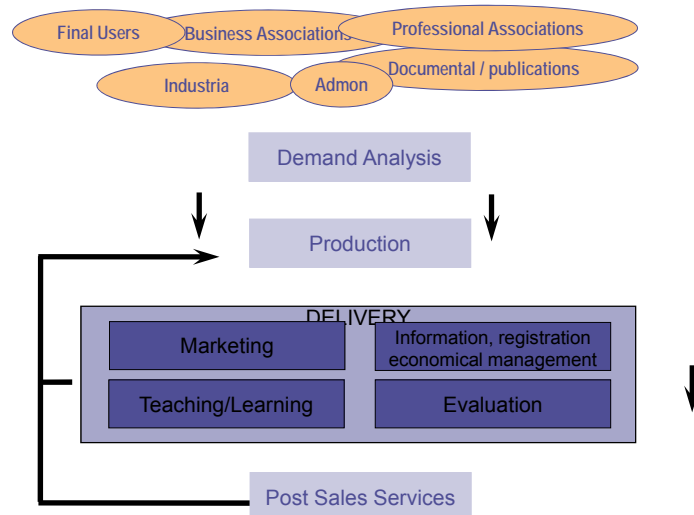
- Change of work / new company
- Improve inside the organisation
- Solve one / more problems
- Technological Fascination
- Social needs



Value chain for “face to face offer” products

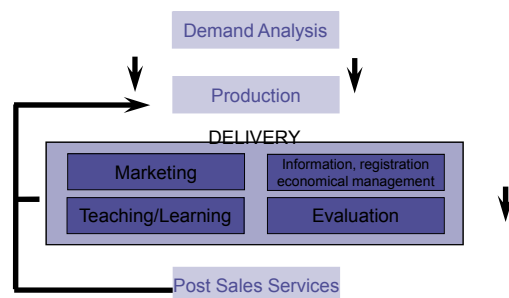


Value chain for “Open and Distance Learning”

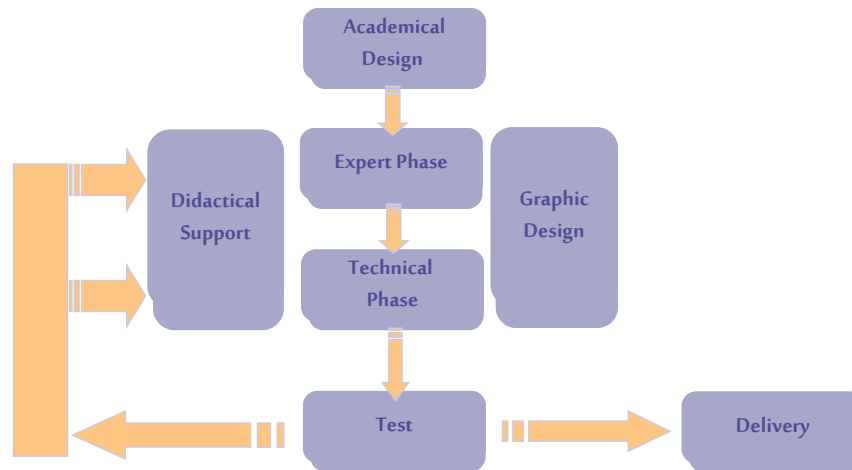


Production

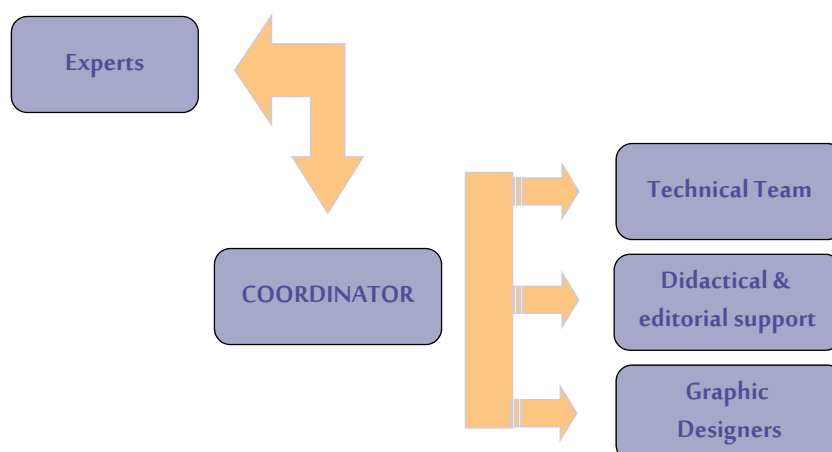
WHAT
 WHO
 HOW
 WHEN



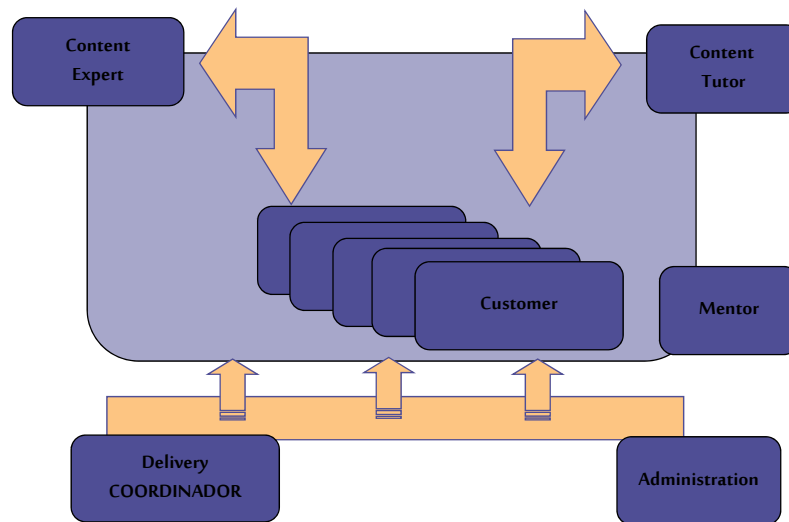
WHAT to DO?



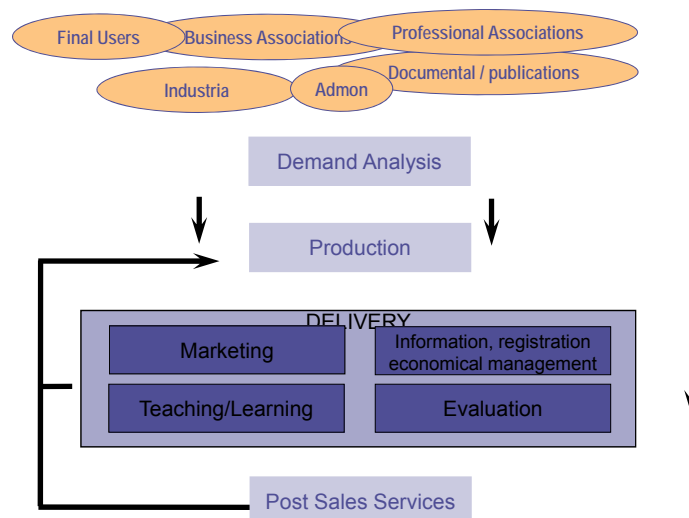
WHO + WHAT ?







Delivery : WHO

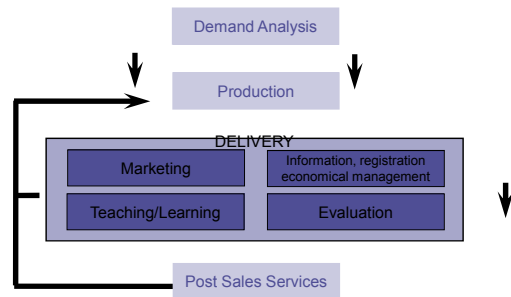


Value chain for “Open and Distance Learning” products

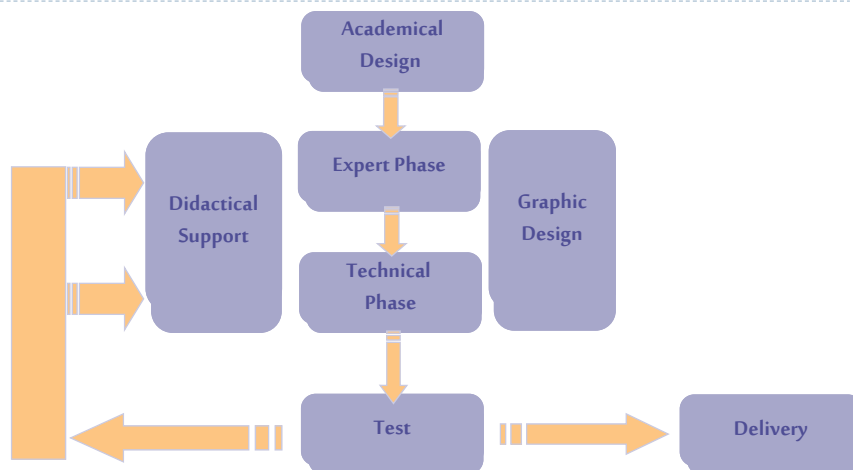


Production

 **WHAT**
 **WHO**
 **HOW**
 **WHEN**



WHAT to DO?



Academical Phase	Expert Phase	Graphical Design	Technical Phase	Test	Delivery
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- ▶ Specification of the CE Product
 - ▶ Which “know how” area
 - ▶ Expert Selection
 - ▶ Scheduling
 - ▶ Pedagogical design
 - ▶ Coordination

▶

Academical Phase	Expert Phase	Graphical Design	Technical Phase	Test	Delivery
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Expert phase Development

- “No books in WEB”
- “No notes in WEB”
- Materials with Pedagogical revision
- Didactical support IN PARALELL
- Short
- Clarity

▶

Academical Phase	Expert Phase	Graphical Design	Technical Phase	Test	Delivery
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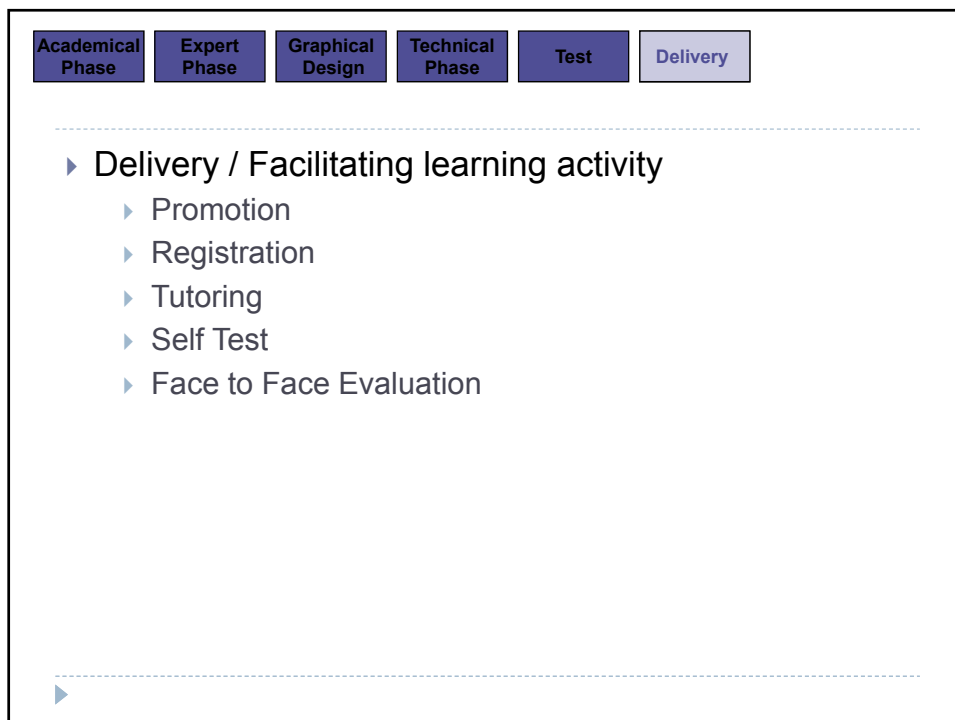
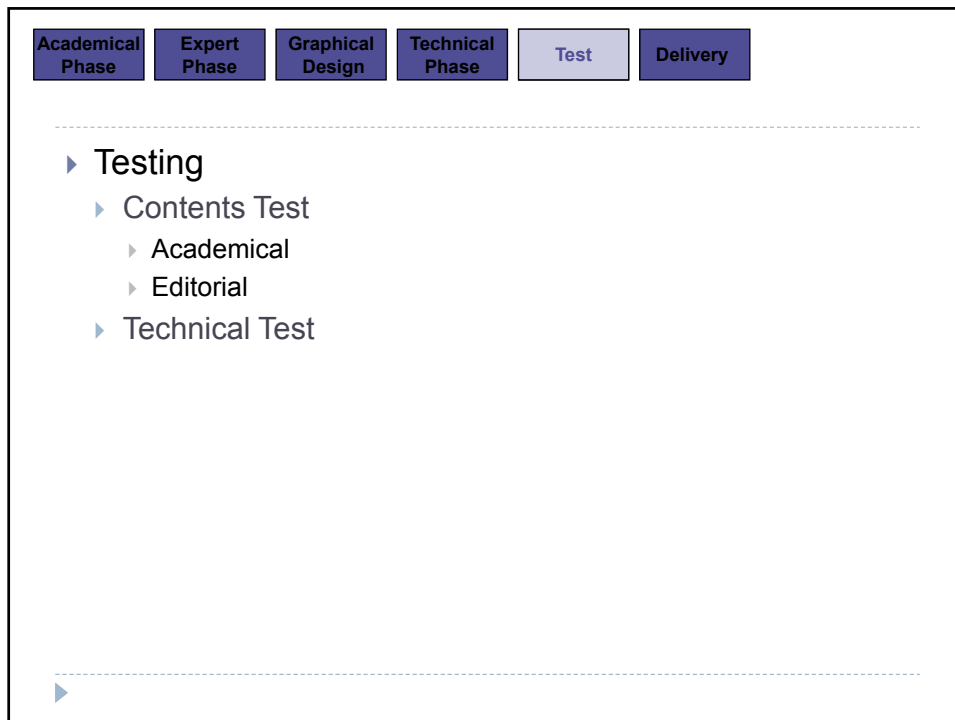
- ▶ How do you achieve the know how
 - ▶ Easy to use (n° jumps)
 - ▶ Common structure
 - ▶ Attractive

▶

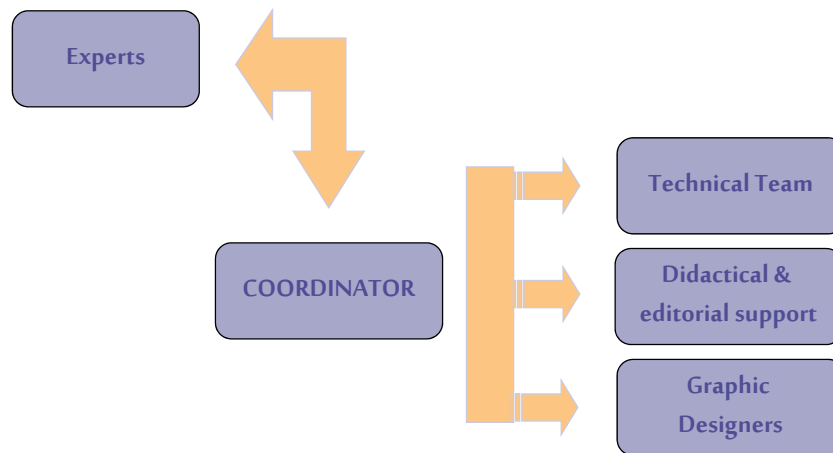
Academical Phase	Expert Phase	Graphical Design	Technical Phase	Test	Delivery
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- ▶ Represent the “know how” in a cybersystem
 - ▶ Normalisation
 - ▶ Thought put
 - ▶ Industrial Process
 - ▶ Maintainable

▶



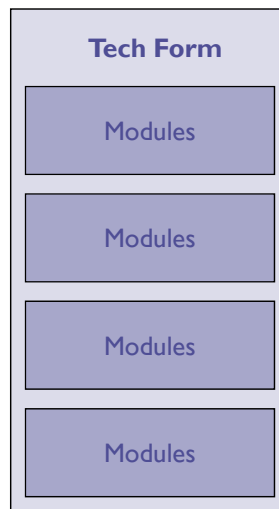
WHO + WHAT ?



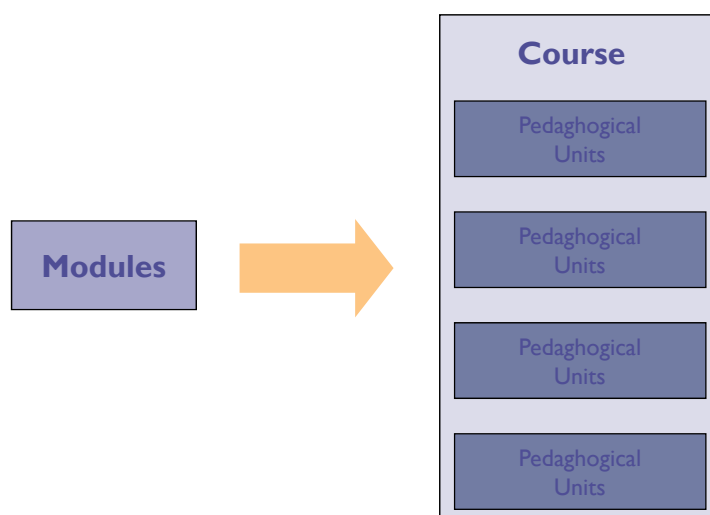
WHO : New Roles? New contracts !

- ▶ Experts
- ▶ Pedagogues / Didactic support
- ▶ Technical Team
- ▶ Creative // Designers
- ▶ Learner support
 - ▶ Technical
 - ▶ Academical
 - ▶ Mentor
- ▶ Co-ordinator
- ▶ Test Team

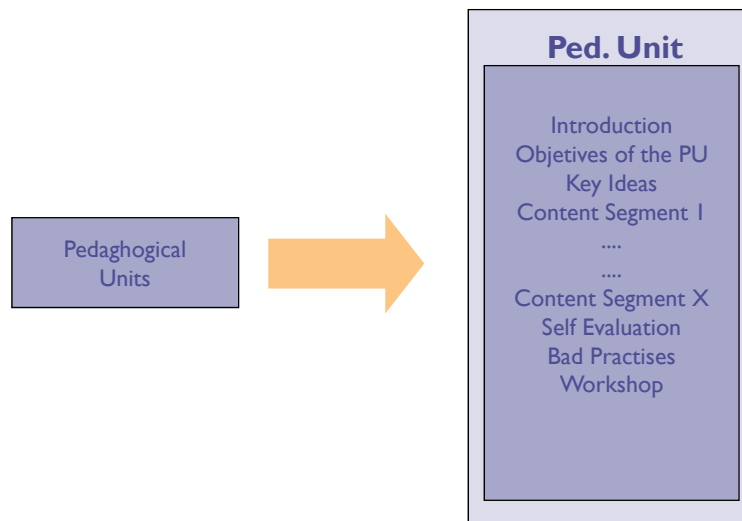
Structure Traditional Course



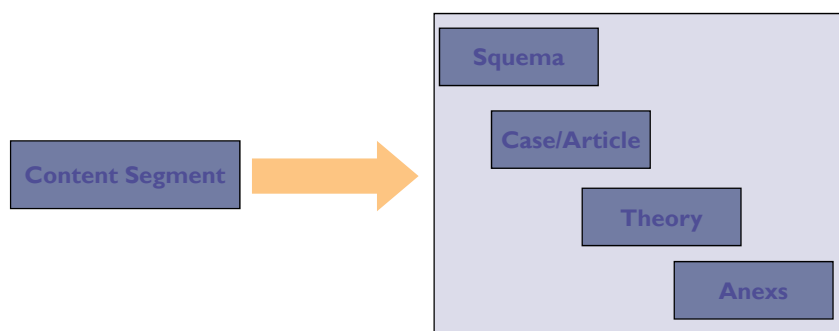
Structure Internet Course



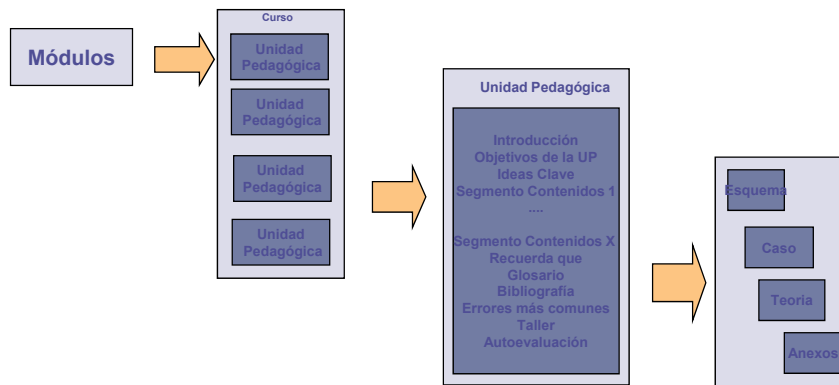
Structure Internet Course



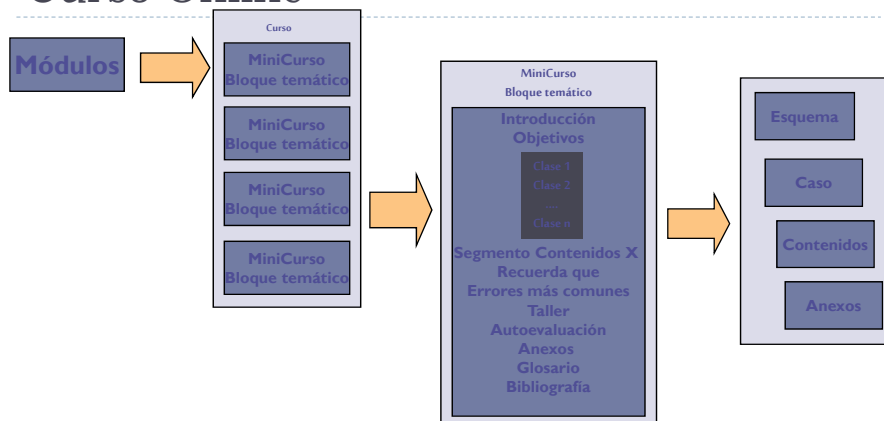
Structure Internet Course

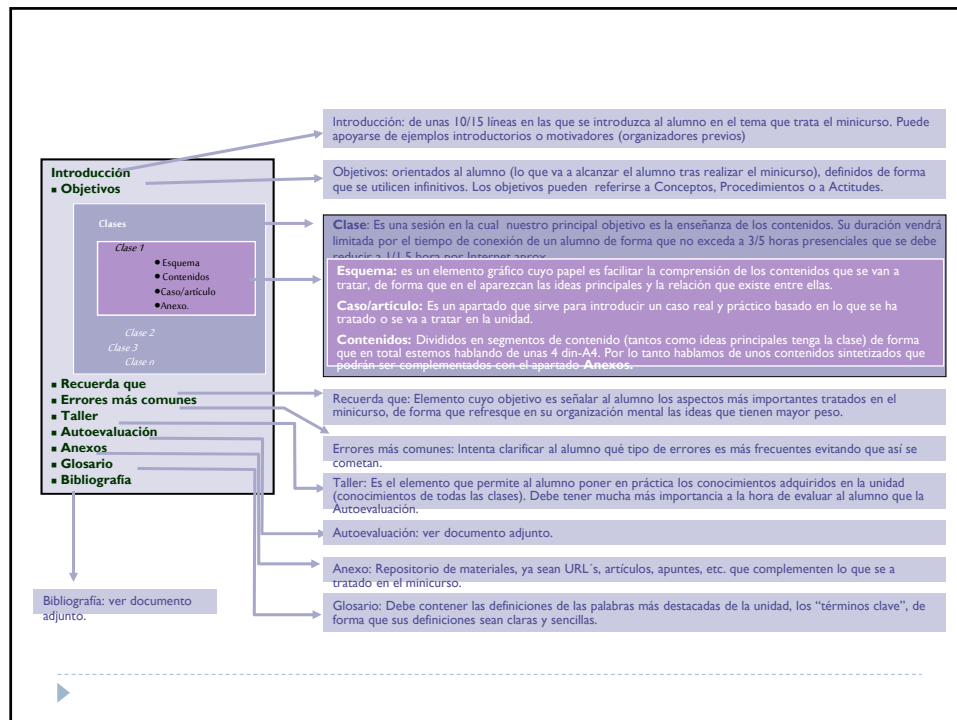


On Line Course Structure



Curso Online





Some Conclusions

Institutional approach

- ▶ Expensive and risky institutional experience
- ▶ “No time to give a second good impression”
- ▶ Expensive Experiments
- ▶ New skills, new personnel or reeducation, new contracts!
- ▶ Field Open to COOPTITION
- ▶ Special multidisciplinary teams are needed
- ▶ Individual experiments very rich

- ▶ Clients will come alone
- ▶ This is a profit activity with no effort
- ▶ Is inexpensive
- ▶ No preparation is needed
- ▶ Same people with same skills than traditional Universities
- ▶ Possible Experiments



Production of ODL-materials

- Producing Learning Materials for Web-based delivery requires:
 - Simple tools
 - Multidisciplinary teams
 - New Roles & Skills
 - Medium specific didactical support: Learning Models
 - Training of teachers
- Production of new kind of materials is an expensive and labour intensive task.
- You cannot improvise!

- Requires special computer programmes, that teachers need to learn how to use.
- ↗ Teachers can do it.
- ↗ Teachers can do it alone.
- Is inexpensive



Delivery of ODL-materials

▪ Delivery of Learning Materials on Web requires:

- New Roles: Facilitators of Interaction and Learner Support
- Hygienical and Motivational environments
- Complementary materials e.g. Books
- Face-to-Face meetings and support
- Teacher training
- You cannot improvise!

▪ Is cheap and simple once the materials are ready

- Professional teachers do not need any special skills for tutoring over Internet.
- Teachers will do tutoring as a part of their normal work without any extra compensation.
- A good delivery system for Web-based training is automatic and runs alone.

!!! Thank You!!!

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