




# **E-Learning Strategies: Assessing the Challenges**

**Philip Butler**  
**18<sup>th</sup> October 2007**

85	86	87	88	89	90
			Wider		Sweet Grass Hill
84	83	82	81	80	79
Poor Maps		Buffalo			Times

Transforming **Learning**  
Transforming **Institutions**

	Locust				
12	11	10	9	8	7
					
1	2	3	4	5	6
Fluffies					Date

## The challenge

- e-Learning as a means to achieve excellence in teaching and learning



## **Developing e-Learning evenly across a whole organisation**

- Achievements embedded across the whole organisation
- Learners benefit equally from e-Learning
- Staff work in a supportive environment

(Un-strategic development has less impact)

## **Maximising benefits of existing e-Learning investments**

- Optimising the use of existing resources in technology and training
- Demonstrating impact and return on investment
- Capitalising on effective practice and innovation

## **Integrating information and e-Learning Systems**

- Learners expect a joined-up experience
- Improving information flow for effective planning and management of teaching
- Reducing support overheads

## **Boosting staff development**

- Integrating staff development
- Matching the pace of changing technology
- Linking to national standards

## Quality assuring e-Learning

- e-Learning to inform the organisational Self Assessment and Review process
- To assess impact and value for money

# Assessing the challenge

What is your priority?

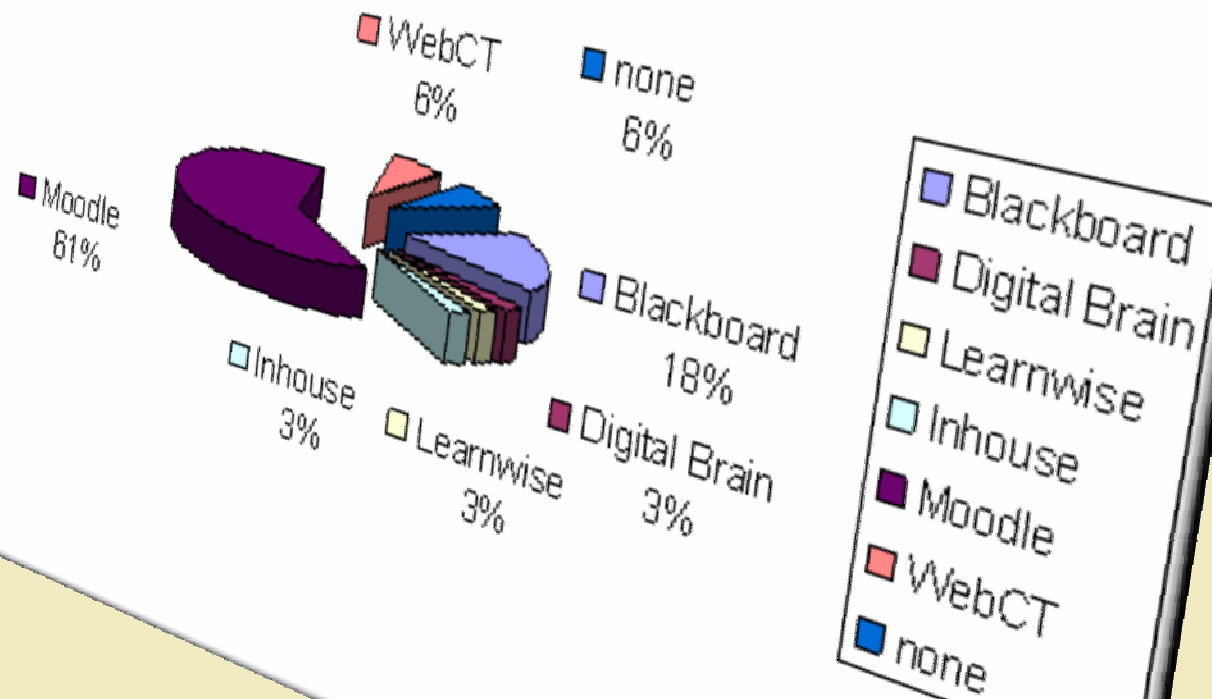
1. Developing e-Learning evenly
2. Maximising benefits
3. Integrated systems
4. Staff development
5. Quality assuring e-Learning

Text your answers to:

**0787 962 0421**

# Getting the most from VLEs

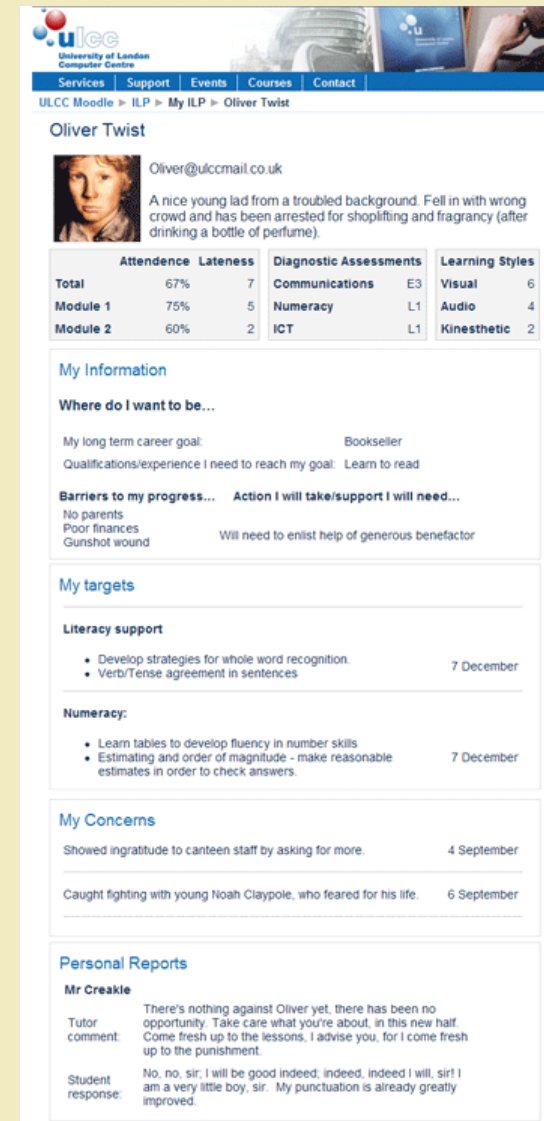
Primary VLE in London Region



## ULCC e-ILP

Official launch at Moodle  
Moot07

<http://moodle.ulcc.ac.uk/>



The screenshot shows a Moodle user profile for 'Oliver Twist'. At the top, there is a navigation menu with 'Services', 'Support', 'Events', 'Courses', and 'Contact'. Below the menu, the breadcrumb trail reads 'ULCC Moodle > ILP > My ILP > Oliver Twist'. The profile header includes a user picture, the email 'Oliver@ulccmail.co.uk', and a short bio: 'A nice young lad from a troubled background. Fell in with wrong crowd and has been arrested for shoplifting and fragrancy (after drinking a bottle of perfume)'. A table displays performance metrics for Attendance, Lateness, Diagnostic Assessments, and Learning Styles. Below the table are sections for 'My Information' (career goal: Bookseller, goal: Learn to read), 'My targets' (Literacy support and Numeracy), 'My Concerns' (Showing ingratitude and fighting), and 'Personal Reports' (Tutor comment and Student response).

	Attendance	Lateness	Diagnostic Assessments	Learning Styles
Total	67%	7	Communications E3	Visual 6
Module 1	75%	5	Numeracy L1	Audio 4
Module 2	60%	2	ICT L1	Kinesthetic 2

## **Making Mistakes - How To Do it all Wrong with VLEs**

By Geoff Minshull 23 Nov 2001

(<http://ferl.qia.org.uk/display.cfm?resID=1900>)

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