

The higher value chain of eLearning
- on a business model for 3rd mission operations
in the 3rd industrial epoch

By

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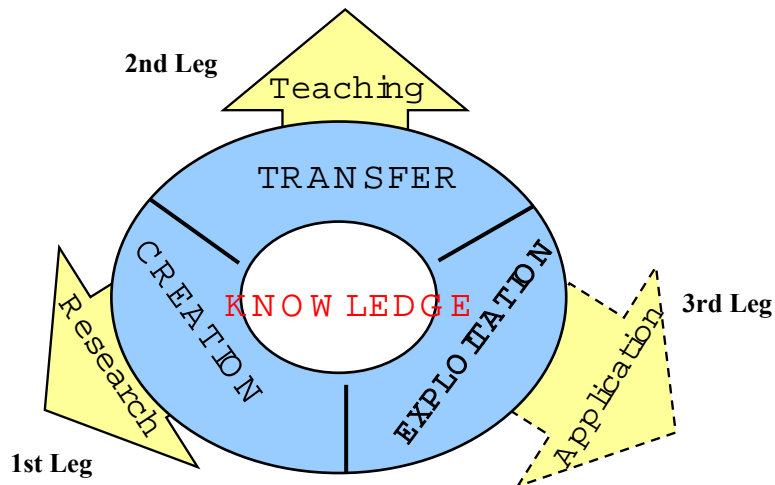
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Structure of presentation

1. *Background and the big picture*
2. *Education process reengineering*
3. *The Conersity model*
4. *The eLearning process cycle*
5. *EU project clustering*
6. *European Conersity in formation*
7. *Discussion*

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The Third Mission for Universities



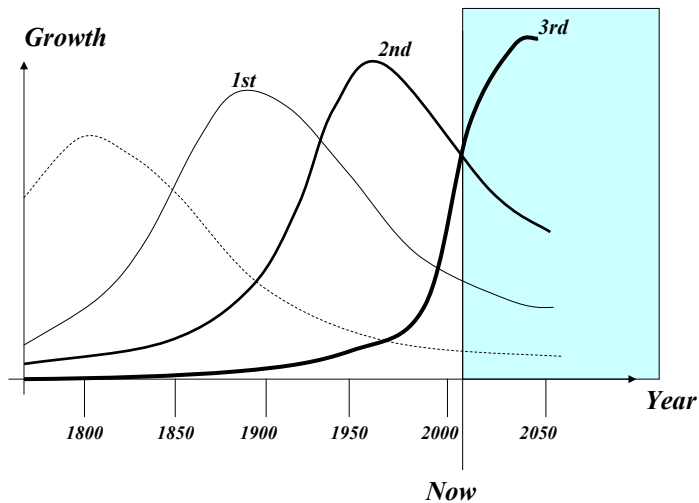
Adopted from Marilyn Wedgwood, UK

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Background and the big picture

The 3rd industrial epoch

Page 5



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Background and the big picture

The logics of industrial epochs

Page 6

- 1st: Steam engine → Railroad/transportation
- 2nd: Electric power → Highway/communication
- 3rd: Micro electronics → Hypermedia/interaction

*Basic technical
innovation*

*New socio-economic
and technological
infrastructure*

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After Lennart Schön, 2004

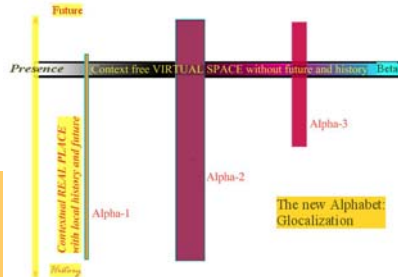
Background and the big picture

The new art of communication

A new alphabet:

- α The real local place (Analog)
- β The virtual global space (Digital)

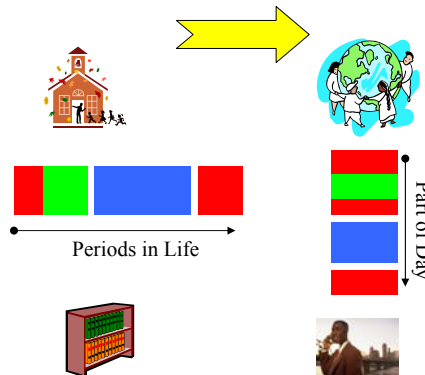
Glocalization needed by mixed learning in both local physical workshops and global virtual learning communities



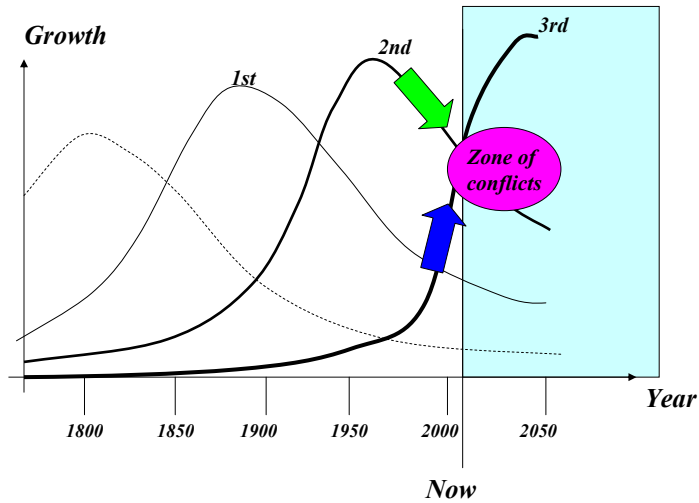
Inspired by Manuel Castells

Education process reengineering

- From the local school to global community sites
- From a period in life to daily learning acts
- From artificial examples to real world cases



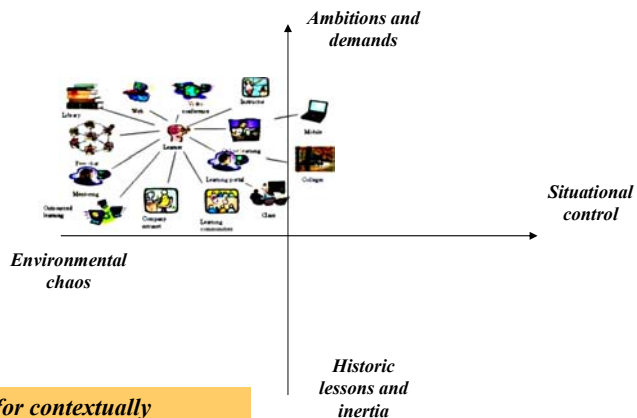
Power of habits – winds of change



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Education process reengineering

Learner centric didactics



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Education process reengineering

The Conersivity® model

Page 13

Conersivity®	Component			Composition
Perspective	A	B	C	A + B + C
Colour	Green	Blue	Red	White
Competence	Academic	Business	Civic	Synthetic
Higher Value	The Truth	The Beauty	The Justice	The Potential
Orientation	Theoretic	Practical	Social	Futuristic
Type of Art	Questioning	Design	Communication	Collaboration
Motivation	Honour	Wealth	Power	Future Welfare
Base Activity	Thinking/Reading	Doing/Making	Acting/Talking	Networking
Occupation	Student	Worker	Politician	Deep Learner
Site/Place	School	Factory	Meeting Room	Busy City
Task	Make a Course	Do a Job	Settle an Issue	Add a Value
Benefit/Output	Certificate/Credit	Money/Income	Support/Mandate	Trust/Shared Future
Extra ordinary	Discovery	Innovation	Revolution	Conversion
Knowledge Base	Public Literature	Private Experience	Common Sense	World Wide Web
Representation	University/College	Industry/Company	Public/Authority	European Conersivity

A Triple-Helix model for the design and composition of learning acts by allowing an additive blending of Academic, Business and Civic interests

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The Conersivity model

Why the Conersivity model?

Page 14

- To make cross-disciplinary research possible more systematically and support regional foresightedness
- To create a deeper and more general understanding of business ecosystems and industrial/regional clusters as our new innovation systems
- To support continuous lifelong and lifewide learning "in situ" by embedding learning acts at work-places, villages and elsewhere as part of the new soft infrastructure of the 3rd industrial epoch

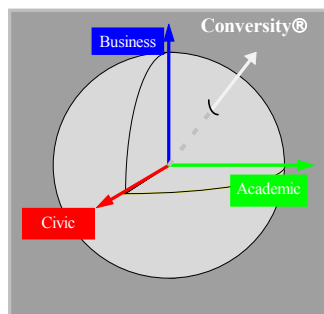
The academic, business and civic tradition can complement each other and together identify, generate and use new competences of relevance for the current industrial epoch

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The Conersivity model

Learning traditions

- Education for academic knowledge
 - The art of theoretical questioning
- Training for business skills
 - The art of practical solution design
- Citizenship for civic rights
 - The art of social communication



Conversity®/

A de-constructive synthesis of education,
training and informal learning

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The Conversity model

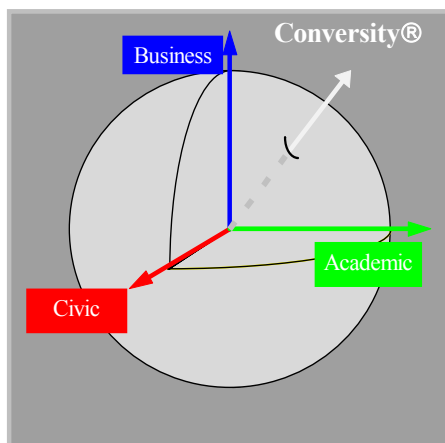
Values of concern

- Truth and facts
- Beauty and fictions
- Justice and futures

“Det eviga”
(E. Tegnér)

Conversity®/

A concern for higher
values in learning



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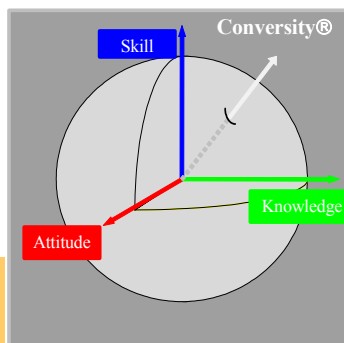
The Conversity model

The outcome of learning

- Knowledge – to learn What
- Skill – to learn How
- Attitude – to learn Why

“Learning is a mode of becoming”
(Erik Wallin)

Conversity®/
**Transforming learning acts
into relevant competence**



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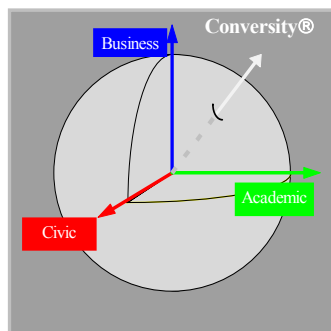
The Conversity model

The stage of learning acts

- School centric learning
- Work centric learning
- Home centric learning

“The medium is the message”
(Marshall McLuhan)

Conversity®/
Real world learning “in situ”



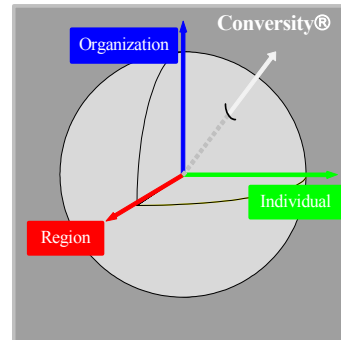
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The Conversity model

The learning subject

- The learning individual
- The learning organization
- The learning region

Conversity®/
Integration of learning processes
on three systemic levels



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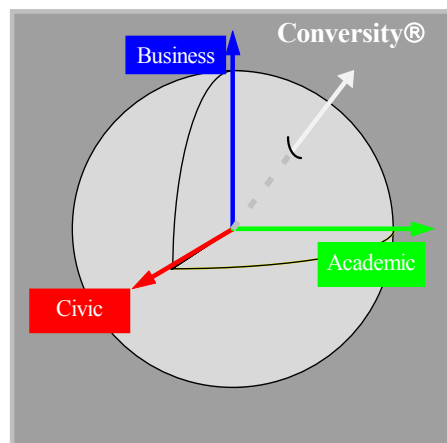
The Conversity model

Complementary attention spaces

- Long term – Global
- Short term - Market
- Middle term - Region

“The eternal presence”
 (Zarathustra)

Conversity®/
Extending the zone of
proximal development



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The Conversity model

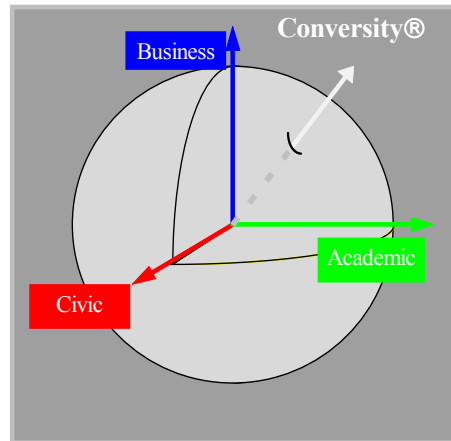
Learning by experimentation

- Real Cases to Explore
- New Solutions to Test
- Social Issues to Address

“Verum ipsum factum”
(Giambattista Vico)

Conversity®/
**Creating the future by
learning the potential**

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The Conversity model

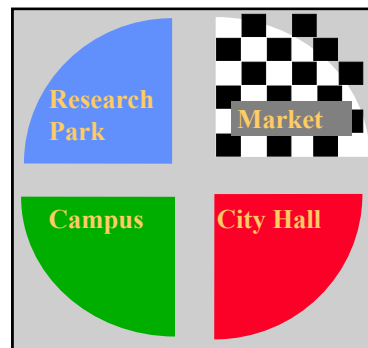
Implementation in virtual space: Busy City

Areas and facilities for

- Deep eLearning
- eBusiness Development
- Community Collaboration
- International networking

Conversity®/
**Knowledge creation and sharing
on a common ground as a
virtual busy citizen**

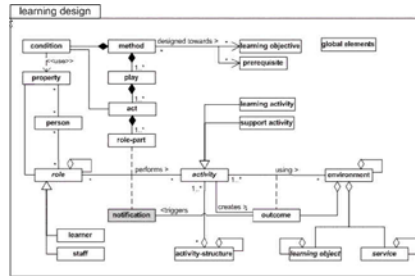
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The Conversity model

Learning as playing an act

- IMS Learning Design
- Units of learning
- Acts and activities
- Roles
- Resources
- Team working



A formal model for the design of collaborative eLearning processes

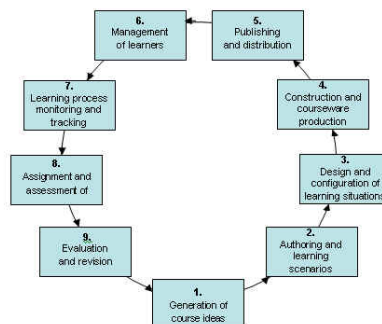
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The eLearning process cycle

The eLearning process cycle

- Mind mapping
- Storyboarding
- Units of learning
- Construction
- Marketing
- Learning management
- Evaluation

Integration of supporting technologies to allow rapid learning on demand

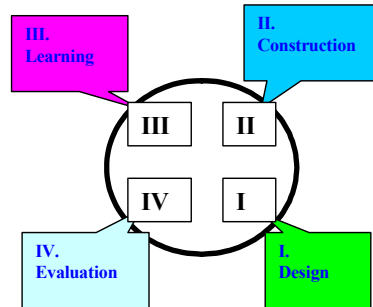


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The eLearning process cycle

Phases in the eLearning cycle

- **Design** by generating course ideas and learning objectives
- **Construction** by implementing learning acts as packages of learning objects
- **Learning** by instructor led tutoring and coaching of the learning process
- **Evaluation** by measuring of quality of learning results and outcomes



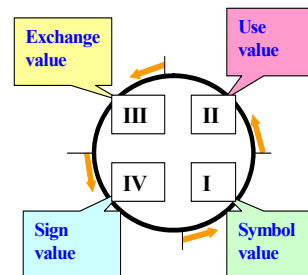
The full eLearning life cycle can be divided into at least four different phases

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The eLearning process cycle

Baudrillard's value types

- I) **Symbol values** such as truth, justice and beauty are motivating higher values to approach as learning objectives. The essence of lifelong learning!
- II) **Use values** such as accessibility and usability are properties of the supporting technology. The essence of personalized learning on demand.
- III) **Exchange values** such as a new job contract where the use of competence is exchanged for a monthly salary. The essence of vocational training.
- IV) **Sign values** such as the rank of the school in comparison to other schools. The essence of quality assurance and best practice.



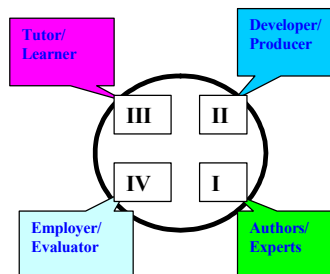
The eLearning process comprise a higher value chain with different value types involved in the value adding process.

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The eLearning process cycle

Key stakeholders in the eLearning value chain

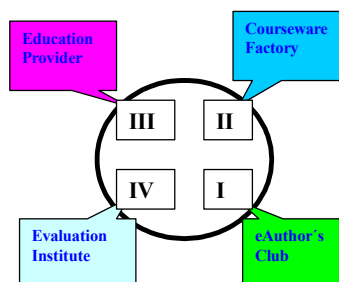
- Authors/Experts that defines and specifies the subject matter to be learnt and why
- Developers/Producers that constructs the learning objects based on a learning design specification including acts to be performed
- Tutor/Learner that produces the learning experience and the outcome of the learning process according to learning objectives
- Employer/Evaluator that apply and evaluate the quality of generated competence



The full eLearning value chain must integrate four distinct stakeholder groups to make value adding effective

Business units in the eLearning value chain

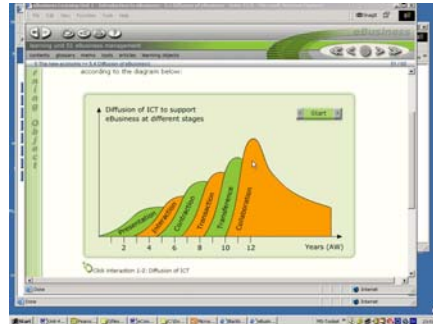
- *Knowledge domain experts and committed authors (eAuthor's Club)*
- *A network of RLO developers and RLO producers (Courseware Factory)*
- *Lifelong and lifewide learners and tutors (Education Provider)*
- *Academic, industrial and regional stakeholders (Evaluation Institute)*



The full eLearning value chain can have at least four distinct business units that can collaborate along the eLearning value chain

Current EU-projects

- **Baltic Sea Virtual Campus**
 - Business Informatics Online
- **Das Portal nach Vorn**
 - Towards an eLearning factory
- **CoLabs.eu**
 - Learning regions
- **eCompete**
 - Innovation and SME



Taking advantage of the new ICT infrastructure for individuals, enterprises and regions

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EU project clustering

A network of universities

- **Project *Baltic Sea Virtual Campus***
- **Lifelong learners**
- **Shared master programs**
- **Case studies in the regional context**
- **Blended eLearning**

Busy City as a common meeting place for enriched life as an eLearner in eBusiness and related study fields

Project partners of the BSVC



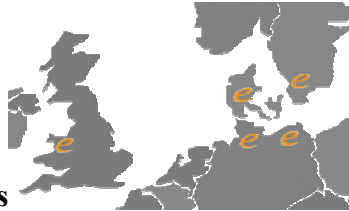
Sweden	Region Skåne Lund University Kristianstad University
Germany	Hamburg University of Applied Sciences Lübeck University of Applied Sciences (Lead partner) Kiel University of Applied Sciences
Denmark	Tietgen Business College (Odense)
Finland	University of Vaasa
Latvia	Riga Technical University
Lithuania	Vilnius University
Poland	Gdansk University West Pomeranian Business School (Szczecin)
Russia	Kaliningrad State University

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EU project clustering

A network of eCompetence centers

- **Project *eCompete***
- **Learning organizations**
- **Local industrial clusters**
- **Business-to-business learning**
- **Virtual eBusiness Research Parks**



Busy City as a virtual market space for testing new eBusiness

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EU project clustering

A network of learning regions

- **Project *CoLabs.eu***
- **Learning regions**
- **Intra-regional networking**
- **Inter-regional collaboration**
- **The village as the campus**



Busy City as an international city with local new towns in development

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EU project clustering

European Conversity® in formation

- Attractive authoring studios for international experts
- Reusable learning objects for the global eLearning market
- Learners as a source for recruitment of new collaborators
- Regionally adapted programs for local innovation systems



Busy City:

A set of templates for collaborative authoring, teamwork and learning

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European Conversity in formation

European Conversity at Busy City - templates for regional implementations



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European Conversity in formation

What is a Conersity?

It is **not** a traditional University or a supplier of "all knowledge"

• but makes a *conversion* possible of available knowledge into applicable knowledge, i.e. it is cross-disciplinary and a contextual knowledge creator

It is **not** a regular Company or a body made "for profit"

• but makes different resources and inputs *convertible* to added values and shareholder rights, i.e. it is a virtual company of collaborating stakeholders

It is **not** a territorial Community or a public authority

• but makes a structured and focussed *conversation* possible in a community of learners, i.e. it is a virtual learning community of practice

Perhaps a **new type of organization** adapted to the 3rd industrial epoch: a network of regional Triple-Helix actors for exchange of knowledge, skills and attitudes with a shared concern for the common future

Towards a European Economic Interest Grouping?

Pro	Con
Sole contractor in EU-projects	Unlimited joint liability of members
Not for profit – but profitable	Cannot seek funds from the public
Partner shares via contributions in kind	No standard formation contract (rights/duties)

European Conersity EEIG
– a possible implementation of the business model

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