

From Visual Art to Urban Ghettos: a model for lifelong learning to support university staff in using and developing online resources and tools

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Strand: University Strategies and Business Models for lifelong learning

We argue in the following paper that if a university business model for lifelong learning is to be successful in delivering pedagogically meaningful online learning, it must be based on the implementation of working practices based on learning as defined by Ciborra (1998).

Over the last four years, LSE students learning French as part of their degree in social sciences have been able to access online course material as well as to discuss issues with their counterparts based in the universities of Lille, Paris Dauphine and Columbia (NYC) through the use of interactive text and voice boards. The Virtual Learning Environment also enables them to discuss graphic animations with a visual artist based in Bordeaux and it supports a mentoring scheme between LSE students and secondary school children in one of the most deprived London boroughs. Finally, thanks to collaboration with the University of Columbia, teaching staff can store and share multimedia resources through the use of an E-repository.

In our experience, we have identified the following four key elements which need to be present in order to support university teaching staff to develop online resources and tools of the highest standard in some of the most intellectually challenging environments.

- 1) Leadership and funding provided by senior management
- 2) Working practices based on collaborative activities and sustained by a Continual and Professional Development program (CPD):
- 3) User friendly IT tools such as VLE, E-repositories...
- 4) Learning technologists offering essential technical and pedagogical support

Keywords: Continual and Professional Development program, learning technology, Resource Based View of the Firm, Virtual Learning Environment, working practices