

**The value of e-Virtue project in the
real market place**

**Conference on „The Future of e-
Learning Jobs. The results of e-Virtue
project“**

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Quotations

An investment in knowledge pays the best interest (Benjamin Franklin)

Education is not preparation for life; education is life itself (John Dewey)

Teaching in the Internet age means we must teach tomorrow's skills today (Jennifer Fleming)

Online learning is not the next big thing, it is the now big thing (Donna J. Abernathy)

eLearning doesn't just „happen“! It requires careful planning and implementation (Anonymous)

Framework for the e-Virtue-project

THE BASIS

- the European Qualifications Framework for Lifelong Learning
- the e-Competence Framework 3.0

THE TARGET GROUP

- companies/HR-managers/employees/self-employed persons
- SMEs: These form the heart of Europe's business units and they are in need of flexible training and education

THE BENEFIT

- clarification of e-learning roles to be part of a growing market segment enabling an active participation for manifold target groups

Framework for eLearning – the Big Picture

General Trend

FLEXIBILITY

- for employees/self-employed persons:
 - 24/7 potential availability
 - home office
 - immediate educational need
- for employers/companies/HR-managers:
 - immediate demand for training
 - many persons have to be trained at once (e.g. new regulations, product roll-out)
 - cost-consciousness: effectiveness in getting a Return on Education
- for VET institutions:
 - creation of flexible programmes/courses for a variety of users

Framework for eLearning – the Big Picture (source: Global Industry Analysts, 2014 Training Industry Report)

Macroeconomic Data

| | |
|--|--|
| Worldwide GDP 2014 | USD 77.3 trillion |
| EU-GDP 2014 | USD 18.5 trillion |
| Public expense on education | 5 % of GDP on average = around USD 4 trillion |
| Corporate expense on education | 0,5 % of GDP on average = around USD 400 billion |
| Corporate expense on e-training | USD 10.7 billion |
| Persons doing online courses | 6.7 million |
| Worldwide market for self-paced e-learning in 2015 | USD 51.5 billion |
| Global e-learning market | USD 107 billion by 2015 |

Corporate training delivery methods **(source: 2014 Training Industry Report)**

- 47 % instructor-led classroom only-setting
- 29.1 % blended learning methods
- 28.5 % online or computer-based technologies
- 15 % virtual classroom/webcast only (instructor from remote location)
- 4.2 % social learning
- 1.4 % learning via mobile devices

Growth Rates of the eLearning Market

(source: Technavio Report: Global Blended E-Learning Market 2015 – 2019)

| | |
|--|---|
| Average growth rate per year 2015 - 2019 | 9.79 % per year |
| Growth rate in Asia | 17.3 % (India 55 %; China 52%; Malaysia 41%) |
| Growth rate in Eastern Europe | 16.9 % (Romania 38 %, Poland 28 %, Czech Republic 27 %) |
| Growth rate in Africa | 15.2 % |
| Growth rate in Latin America | 14.6 % |
| Corporate online Training | 13 % per year |

Learning technologies

(source: 2014 Training Industry Report)

Percentage of companies using learning technologies:

- 74 % Learning Management system and virtual classroom/
webcasting/video broadcasts
- 48 % Rapid eLearning-Tool (ppt conversion tool)
- 33 % application simulation tools
- 25 % Learning Content Management System
- 21 % online performance support or a knowledge management
system
- 18 % mobile applications
- 11 % podcasting

Demand of eLearning Software and Services (source: 2014 Training Industry Report)

Percentage of companies intending to purchase eLearning Software:

- 44 % online learning tools and systems
- 41 % Learning Management System
- 37 % authoring tools/systems
- 33 % classroom tools and systems
- 29 % content development products and services
- 27 % courseware design and presentation tools and software
- 18 % audio and web conferencing products and systems

eLearning Role Profiles and their market potential

- **E-learning strategy architect**

This person clarifies the need of internal and external stakeholders.

Due to expected high growth rates, this is a very important role both for companies (training strategy for their employees, integration of e-learning into the corporate strategy to create a competitive knowledge, skills, and competence advantage) and e-learning providers (creation of e-learning opportunities for manifold users – creation of an e-learning business model; development and implementation of an organisation's strategy for use of learning technologies, flexible integration of e-learning and face-to-face learning via blended learning).

eLearning Role Profiles and their market potential

- **Blended learning solution designer**

This person creates designs for new learning programmes.

There is also a high demand for hybrid learning. The basics of a subject can be learned independently, but application and transfer of knowledge needs the interaction with others. Therefore, blended learning is important – it enables interaction with flexibility of learning and a reduced amount of contact hours thereby reducing also costs and increasing the efficiency and effectiveness of the learning outcome. Competence-based learning will be strengthened by blended learning. The person responsible for this area is highly needed.

eLearning Role Profiles and their market potential

- **E-learning content developer (full-time/part-time):**

This person develops digital learning content

Due to expected high growth rates, a very important role both for companies (creation of company-specific content based on the e-learning strategy and created by the e-learning architect) and e-learning providers (creation of e-learning content for manifold users – independent learners; small, medium-sized and large companies; educational institutions).

eLearning Role Profiles and their market potential

- **Virtual classroom sessions facilitator**

This person designs and delivers real-time group sessions using web and conferencing tools.

There is a demand for simulating classrooms on a flexible basis: the virtual classroom sessions combines a real-life contact with flexible learning – but it has to be organised and moderated – this is done by a facilitator - this person enables learning, explains the content and suggests resources to overcome any knowledge gaps for being able to follow the course.

eLearning Role Profiles and their market potential

- **Online tutor**

This person ensures successful delivery of extended online and blended distance-learning programmes and supports students.

Whenever e-learning or blended learning content is produced, also support personnel comes into play. The online tutor is a valuable resource to gain access to the e-learning content, but it is also a valuable role for motivating participants, helping in case of problems, correcting exercises to see if the content is understood and a transfer of knowledge can be done – thereby enabling participants to gain competence.

eLearning Role Profiles and their market potential

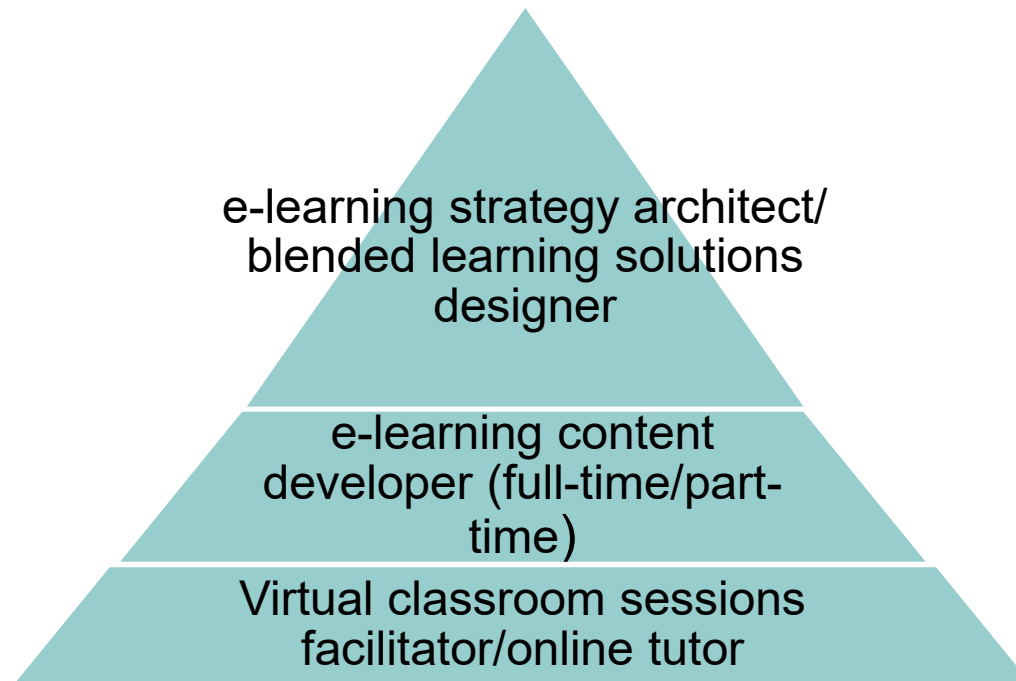
TO SUM UP

The e-Virtue project is a valuable resource to clarify the necessary qualifications and roles for the e-Competence as was established by the European Qualifications Framework for Lifelong Learning.

There is a high market potential for these role profiles, which offer a lot of business and job opportunities for a growing number of persons and institutions. These roles play an important part in today's and tomorrow's educational business, i.e. companies and individuals but also the state. LLL is a MUST in the 21st century.

All these roles interact with each other and a hierarchy for these roles can be established.

Interaction of the eLearning roles



Thank you for your attention!
Please ask questions!