

Outstanding knowledge competences and web 2.0 practices for developing successful e-learning project management[☆]

Daniel Palacios-Marqués, Rocío Cortés-Grao^{*}, Clemente Lobato Carral

Department of Business Administration, Camino Vera s/n CP: 46022, Universitat Politècnica de Valencia, Spain

Received 5 April 2012; received in revised form 26 July 2012; accepted 2 August 2012

Abstract

The article deals with the knowledge competences that a project manager has to develop to succeed when using the new web 2.0 environments. In order to achieve this, a literature review of the main leading e-learning models is carried out, along with a study of the key factors that affect project performance positively. The new Web 2.0 environments invite us to an alternative reality where the use of its tools can offer new possibilities in the development of e-learning projects, identifying under what conditions value is added: efficiency, innovation, complementarity and loyalty. As a guide of new researches, we conclude that the project manager must modify the existing key competencies (Pedagogical, Management, Technical and Social ones) and to develop new ones based on knowledge management to be successful in managing this web 2.0 e-learning project.

© 2012 Elsevier Ltd. APM and IPMA. All rights reserved.

Keywords: Knowledge competences; e-Learning project management; Web 2.0; Project manager

1. Introduction

In the current environment which is constantly changing, the competences of the project managers continuously evolve (Eslerod, 2010) and the platforms for the development of e-learning tools (Ashleigh and Ojiako, 2012) have become training areas needed to acquire relevant knowledge in organizations.

There is extensive literature which deals with the competences that a project manager must develop within a company in order to carry out the role that is required, but the incorporation of Technologies and Communications (hereinafter ICT) and particularly Web technologies 2.0 (O'reilly, 2005), changes the principles and traditional practices with which companies have been working.

The employee requires much more flexible and open training throughout his/her whole professional life: "Lifelong Learning". The pillars that feed this training process are being updated and a dynamic figure or e-learning project manager is required with a set of competences that fit the training process.

From these previous determining factors, the goal of our study is to develop a framework which covers all the components that should be involved in an e-learning project and establishes the relationships between them to make the project successful. The combination of the classic capabilities of the e-learning project managers with the most modern conceptual skills, which are successful in other environments, is an innovation within project management literature.

The article will be structured as follows. Section 2 summarizes the main texts that deal with the agents involved in an e-learning project. Later in Section 3, the main models of e-learning project management are analyzed, studying the relationships between the different people involved in the learning process. In Section 4 the principles and practices of web 2.0 are developed, investigating from this point of view under which conditions value is created in an e-learning platform. In Section 5 conclusions of the study and

[☆] This paper is supported by the Ministry of Economy and Competitiveness. Reference of the project: DER2012-39223-C02-02.

^{*} Corresponding author.

E-mail addresses: dapamar@doe.upv.es (D. Palacios-Marqués), rocogr@upvnet.upv.es (R. Cortés-Grao), clelocar@doctor.upv.es (C. Lobato Carral).

practical implications for a project manager will be developed, pointing out the new lines of research that can be opened in this new scenario.

2. Agents in e-learning project management

2.1. Conceptualization and dimensioning of e-learning

An e-learning project is characterized by establishing the connection between people and content within an e-learning program, using existing communication technologies (Collis, 1997: 9). These contents will be disseminated by combining all the existing technological channels (Urdan and Weggen, 2000).

Depending on the use of these on-line platforms within the learning process, e-learning allows us to set up several training scenarios ranging from the fully on-line (pure E-learning) to Blended Learning (also called Hybrid Model; Marsh, 2003). The latter is mostly used to overcome some failings of pure e-learning (Oliver and Trigwell, 2005), like the difficulty of transmitting abilities for the users of an e-learning project (Ashleigh and Ojiako, 2012).

To be successful in the management of such projects, it is firstly necessary to understand the different dimensions that e-learning training offers for the same phenomenon. Thus, according to Khan (2001: 9–12) we find the following: (i) the pedagogical dimension, which analyzes the fundamental components of any training program and those aspects related to teaching or learning, that's to say, with the project manager and the content receiver; (ii) the technological dimension, referring to the virtual platform used; (iii) the interface design dimension, studying user interaction with the program; (iv) the evaluation dimension, for both the users and also the development and improvement of the program; (v) the management or maintenance dimension of the platform; (vi) the support and advice dimension; (vii) the ethical dimension, analyzing the social, cultural, geographical, gender or access to information diversity.

2.2. e-Learning participants

The factors that influence the use and success of a learning program based on virtual platforms can be grouped in four main components: project manager, content receiver, content and technology.

2.2.1. The project manager

When integrating ICT into the learning process, the role of project manager changes from being a content expert and transmitter to a mediator and facilitator of learning. Therefore, s/he increases her/his active participation as a guide, reviewer and person responsible for the control and evaluation of the project (Resta, 2004: 28). Currently, her/his goal should be that of providing users with the needed competences and strategies to manage the breadth of information available to them, creating an environment where receivers shouldn't only learn, but learn to learn (Garrison and Anderson, 2005: 11–12). This is something that should give them value not only for a specific project but will also provide long term effects.

To create this educational context, the functions to be performed by a project manager are mainly (Berge, 1995):

- 1) Pedagogical: the project manager uses questions and investigates the student responses, leading discussions on fundamental concepts, principles and competences.
- 2) Social: creating a friendly and social environment in which the learning that is promoted becomes essential for a successful follow-up task.
- 3) Management: This feature consists of the establishment of some guidelines about the discussion's objectives, for example the itinerary or the decision-making.
- 4) Technical: The project manager must ensure that the participants come into contact with a comfortable software and system. The main objective of the project manager consists of making the technology transparent (Fig. 1).

The ICB (IPMA Competence Baseline), which is the standard at IPMA (International Project Management Association) for the competence on project management, identifies the same elements, as they called, contextual, technical and behavioral competences.

The manager training, the successful integration of ICT within the project, the innovation within the processes, together with a fourth dimension of professional knowledge related to the educational aspect of the project manager (Marsh and Hattie, 2002), will be some of the basic principles that will be taken into account when choosing a good project manager.

2.2.2. The content receiver

e-Learning projects provide open and flexible models of teaching, where the content receiver function evolves acquiring a more important role than in traditional models, characterized by the passivity of the participant.

Thus, e-learning project users are motivated people who have training needs, and lack the required time or space to attend learning in person. Some characteristics are their self-discipline, learning and time control capabilities, the ability to express themselves clearly when writing, a positive attitude toward the role of technology in this process, their clear objectives and the prior knowledge and competences of the content they are going to receive that they often have (Horton, 2000).



Fig. 1. Competences of e-learning project managers. Adapted from Ryan et al. (2000).

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات