

E-learning in Spain

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Information Society in Spain (1)



- Homes with Internet access: 59% (97.1% h-s)
- Mobile devices with 3G: 9%
- Companies >10 employees: 97,2% (98.2%)
- Companies < 10 employees: 58.1% (93.7%)
- 40.9% of companies with Internet used it to train employees.
- In 2008: 99% have h-s Internet available.
- 99.7% schools have Internet (86.8% h-s)

Information Society in Spain (2)



Compared to EU-27:

- Homes with Internet access: -9% of avg and - 36% of highest-ranking country.
- High-speed access at home: -5% of avg and -16 of top country.
- 3G access: among top countries and +5%
- Internet use by home users: below in all aspects.
- People who do online courses: 12.7% (above avg)

Good Practice in E-learning (1)



- “Good Practices in E-learning” (2007). Landeta
- 35 experiences, mostly in Spain. In 2007
- Moodle as LMS. No PLEs.
- SCORM in biz more than univs, where there is freedom + computer illiteracy (66, 70, 80%).
- Cause for e-learning: time + space & life-long
- All kind of learning methodologies
- Tutor as a key element, with different roles
- Interaction: mail, chat, tel. (24h or 48)

Good Practice in E-learning (2)



- Technically: platform + browser (Flash)
- Quality control: satisfaction questionnaire
- User perception very favourable, but problems are drop-out rates, problems with comp. illiterate tutors

Santillana Formación Report (2004)



- Publishing house of educational materials
- Spanish organizations did not take advantage of the full potential of the new technologies
- Advantages: Comfort, flexibility & accessibility
- Disadvantages: Lack of time, technological barriers and little quality and usability of contents

Scopeo Report (2009)



- Scopeo Observatory. USAL
- Corroborates the situation described in 2004
- Advantages: flexibility with time & space, easy to update contents. Also, easy to find experts w/o travelling & better interaction

Élogos Report (2010)



- Élogos Foundation
- Yearly report since 2002
- Three sectors analysed: large corporations, Public Administration and Social agents

Tutoring



- “The key to success in online training, as they avoid the loneliness of the students and make it possible to monitor the whole process and foresee any possible problems (Santillana Formación Report, 2004)
- Users also see “as fundamental the role of the tutor in online training” (Scopeo Report, 2009)
- Inside tutors preferred by Public Adm (Élogos Report, 2010)

E-Learning implementation



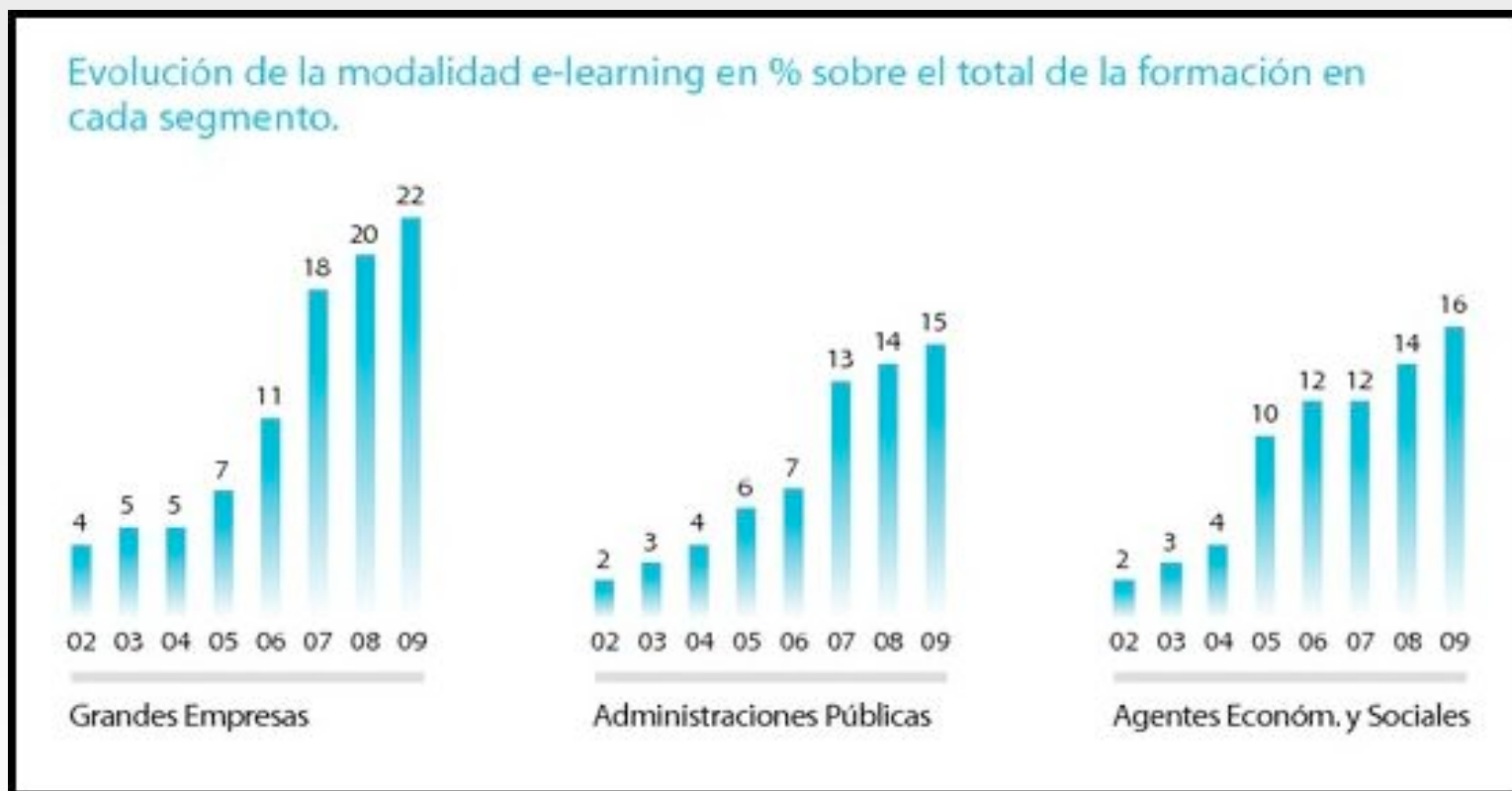
- 80% of companies asked had organised e-learning activities (Santillana Formación, 2004)
- 10 out of 12 had done it in 2009 (Scopeo Report, 2009)

Contents taught

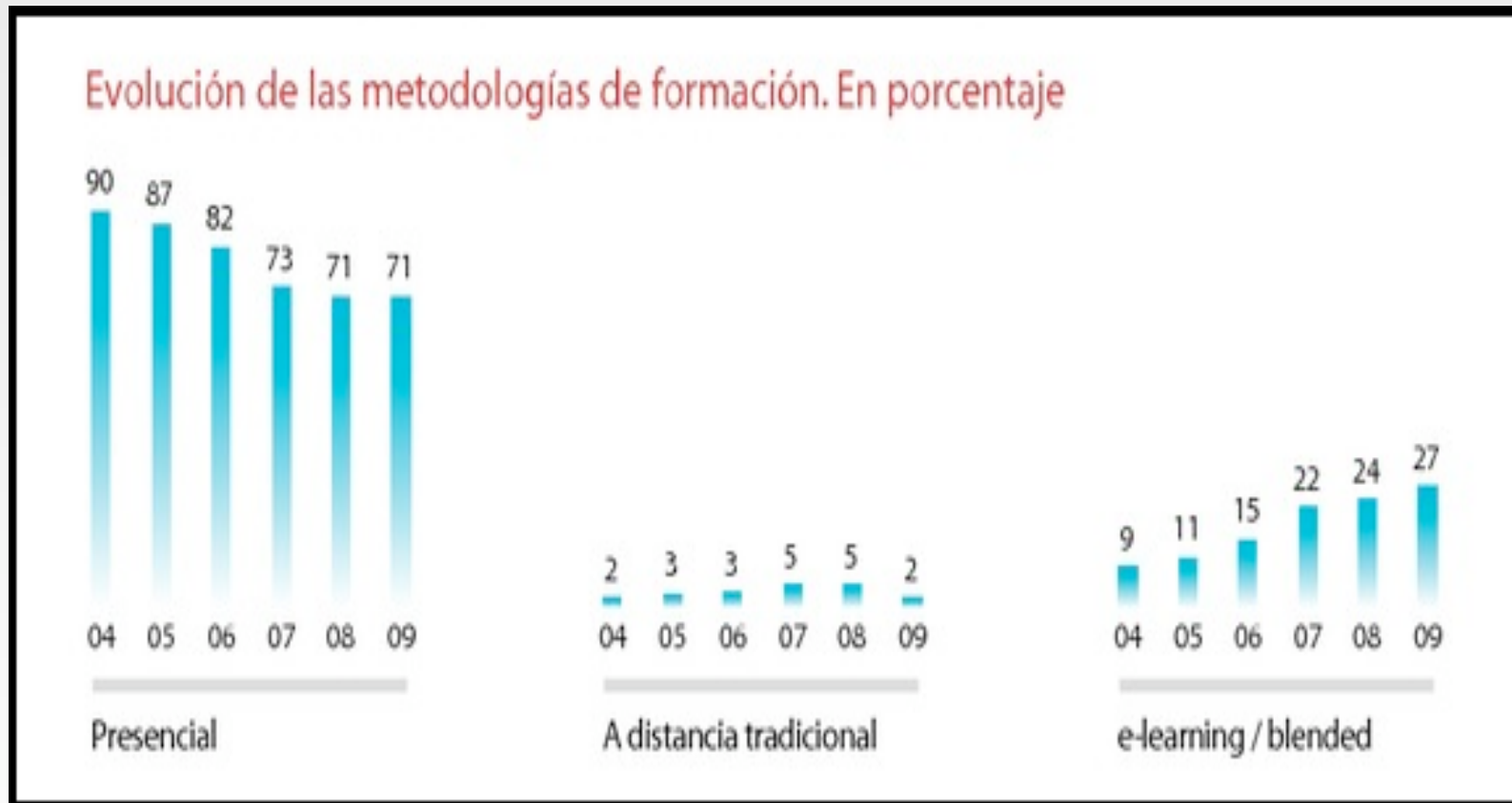


- In 2009, large corporations, computer literacy, languages and “products, services and processes”. Business and Health & Safety courses are incorporated
- In Public Adm, mainly ICT and legislation
- In social agents sector, technical training has the most hours, also languages and Health & Safety course.

E-learning evolution



E-learning in corporations



E-learning in Public Admin

Evolución de las metodologías de formación. En porcentaje



E-learning in social agents



UNE 66181:2008 Standard (1)



- First standard on e-learning (AENOR)
- Excludes formal learning. Just training for employment
- “training based on the ICT and, generally, not face-to-face”
- Indicators (“Info.”) + 3 satisfaction factors (employability, ease of assimilation & accessibility)

UNE 66181:2008 Standard (2)



- Adherence to the Standard by Public Adm of Andalucía
- 68% of users do not know it, 82% would use sth like it to choose a course
- 45.7% providers don't know it, 68.6% has considered implementing it & 57.1% says their clients do not demand any quality system; +70% of companies would be willing to adapt to the Standard



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