



EFTWeb

providing context sharing for Web-Based learning

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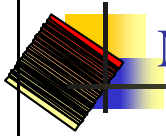
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Motivation

- ⌘ find better ways to facilitate education, learning and training support, with existent widespread technologies;
- ⌘ allowing to transform information and knowledge into skill;
- ⌘ innovate in the learning process, the user learns by doing;
- ⌘ allowing system application to multiple knowledge areas;
- ⌘ allowing content access, communication and broadcasting in multimedia format;
- ⌘ lack of integrated solutions to reuse (educational) content

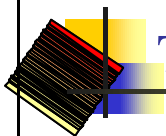
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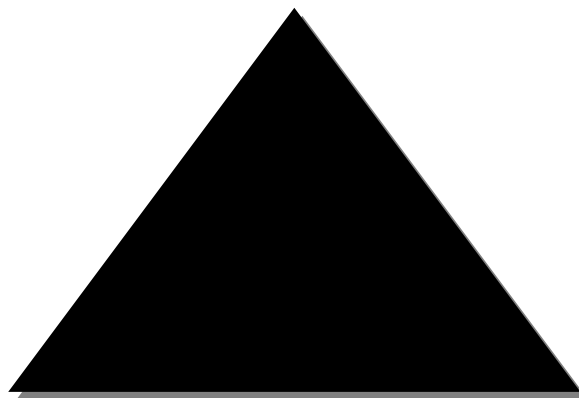
Motivation

- ⌘ fostering the development of skill networks
 - ⌘ strongly related with communities
 - ⌘ skill networks just occur when organised communities are in place
 - ⌘ a skill network gathers people knowledge, experience and rely on trust, emotion, opportunity and proximity

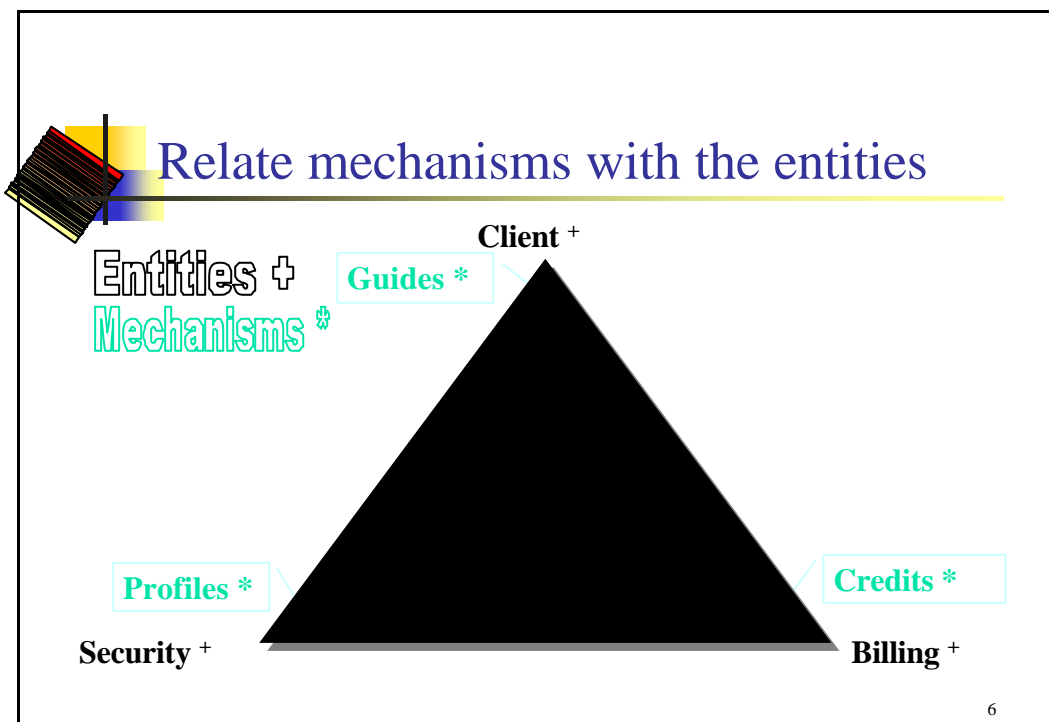
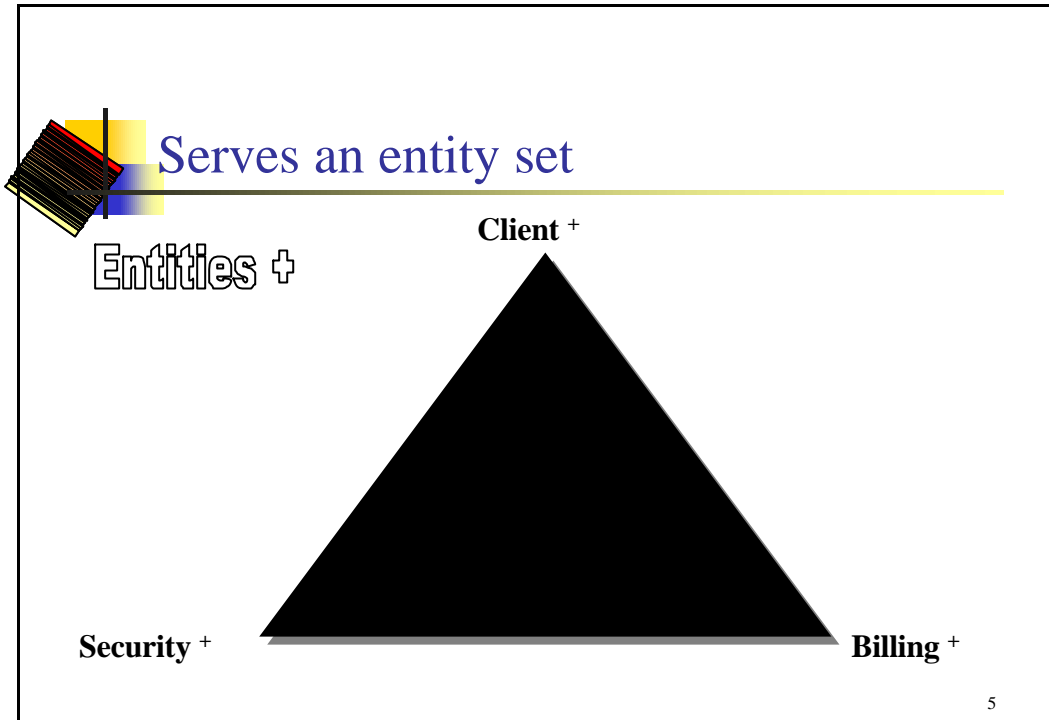
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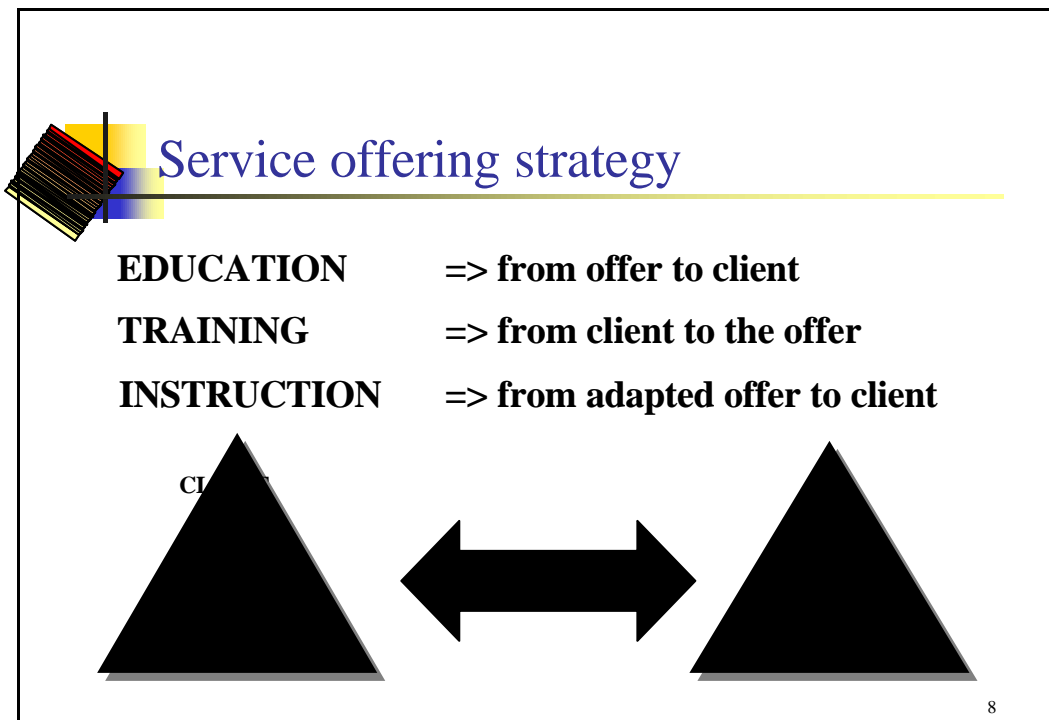
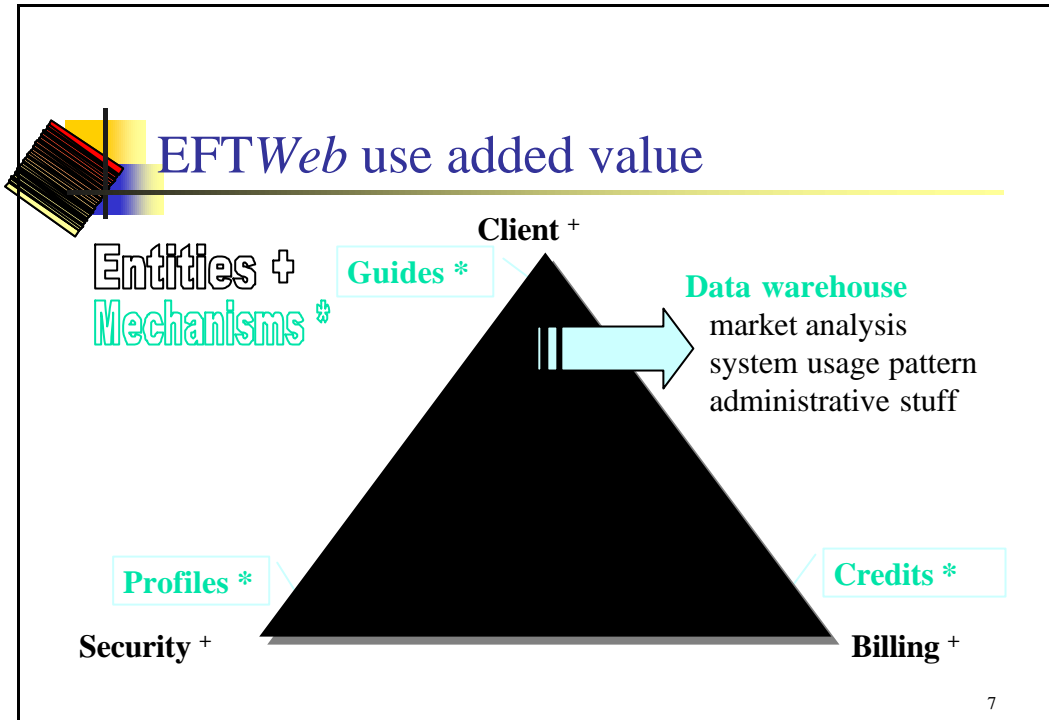


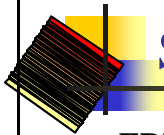
The system supports the offer



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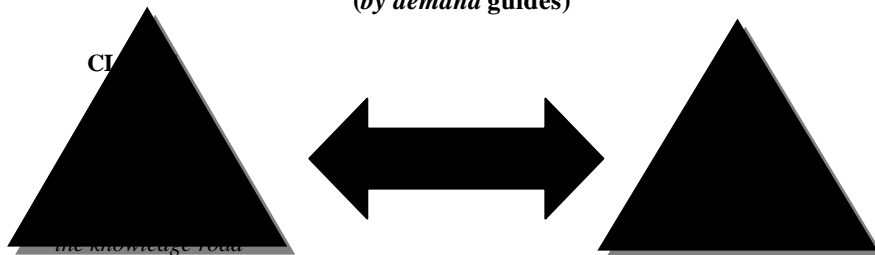






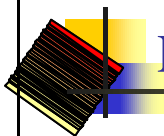
Service offering strategy

EDUCATION	=> from offer to client (off-the-shelf guides)
TRAINING	=> from client to the offer (customised guides)
INSTRUCTION	=> from adapted offer to client (by demand guides)



a sequence of content references and a set of catalogues

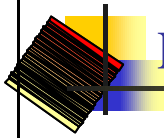
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EFTWeb user types

- ⌘ normal user
 - ⌘ can be a teacher or a student
- ⌘ administrative users,
 - ⌘ responsible for the operation and definition of the system offer with two types
 - ⌘ type I: deal with system operation
 - ⌘ type II: thesaurus administrative users, responsible for maintaining multiple catalogues and thesaurus

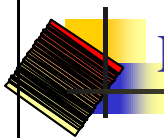
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EFTWeb administrative services

- ⌘ *certifying and authoring*
 - ⌘ certifying contents and authoring scripts;
- ⌘ *version control*
 - ⌘ promoting and maintain related content collections;
- ⌘ *catalogue creation*
 - ⌘ thesaurus additional information with lists of available thesaurus keywords with weighting factors

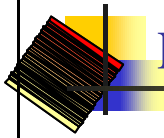
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EFTWeb system services

- ? *mail*: email address to send/receive messages;
- ? *dialog*: allow client chat in real time. The service is organised in rooms that groups users by topic;
- ? *personal area*: works as a system portal, proposing a link collection;
- ? *personal folder*: where the client place his/her documents with the option to share them;
- ? *search engine*: textual search and thesaurus (by directory);
- ? *guides*: defines the content sequence - "knowledge road" - to be used

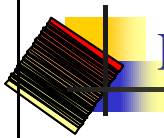
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Four independent activities

- ⌘ *lecturing*
 - ⌘ content transmission and facilitation;
- ⌘ *certifying*
 - ⌘ validating contents and education contexts;
- ⌘ *evaluating*
 - ⌘ validate and assess client (teachers and students) knowledge;
- ⌘ *production*
 - ⌘ content creation, methodology elaboration and technology selection.

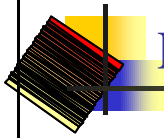
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E-learning community discussion

- ⌘ four activities decomposition could introduce more flexibility delivering education, learning and training
- ⌘ institutions may specialise themselves in one or more of these activities
 - ⌘ new business rules may apply when the requirements for education, learning and training become more community centred

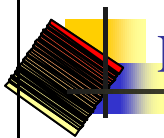
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E-learning community discussion

- ⌘ community centred education, learning and training may deal better with:
 - ⌘ lifelong learning,
 - ⌘ continuous learning
 - ⌘ more oriented to "*real world*" contexts
 - ⌘ allows multiple time and place delivery of skills and practices instead of closed curricula formal specification for the average student

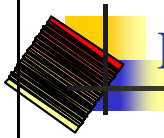
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E-learning community discussion

- ⌘ huge impact in the institution however, for the professional most of its activity remains the same
 - ⌘ main difference is getting more specialised not into a given topic but in the process itself of being specialised in one of the following activities of being lecturer, "*certifier*", evaluator and producer

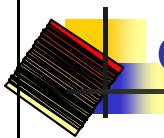
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E-learning community discussion

- ⌘ shift from a *time*-based to an *information*-based system can be done using ICT and systems like EFTWeb
- ⌘ established communities tend to be influenced by flexibility on how to deal with time and place restrictions resulting from ICT adoption

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Conclusion

- ⌘ EFTWeb proposes a model for the integration of information that can be gathered from different institutions or groups of people, supporting:
 - ⌘ *flexibility*: concerning the production process. The production includes contents, thesaurus and guides;
 - ⌘ *diversification*: by means of reusing existent content in new guides (contexts) and upgrading them both with new contents or by improving existent ones;
 - ⌘ *differentiation* at the product level, by offering content and guides for satisfying each client needs.

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