



What is the *Learning Impact* of the Technology-Empowered Education You Deliver?

Rob Abel, Ed.D.

John Falchi

IMS Global Learning Consortium (IMS GLC)

<http://www.imsglobal.org/>



Agenda

- Brief Background About IMS Global Learning Consortium and the Learning Impact Program
- Initial Discussion: What is Your *Technology Strategy for Learning*?
- Some of Today's Key Opportunities being Addressed by Learning and Educational Technology and Resulting Challenges
- Discussion on Collaboration to Accelerate Effective Use of Learning Technologies
- A Potential Framework: Learning Impact
- Invitation to Join in the Work



IMS GLC Mission & Vision

*The IMS Global Learning Consortium
creates standards
for the development and adoption
of technologies
that enable high-quality, accessible, and
affordable learning experiences.*

*IMS once stood for “Instructional Management System,” the product category that now includes Learning Management Systems, Course Management Systems, Virtual Learning Environments, and Instructional Management Systems



Supporting Industry Advancement

- 130+ organizational members & subscribers
- 47% headquartered outside the U.S.
- the who's who of global learning tech leadership
- Actively encourages engagement, adoption, maintenance, evolution, and conformance





IMS Learning Impact Program -1

- “Learning Impact” is a new (2 years) program of activities sponsored by the IMS Global Learning Consortium designed to address the need for an Enterprise Learning Technology Strategy



Internet

High Performance Network

Web Services / SOA

Mobile Communication Devices

Personalization & Accessibility

Learner Interface

Instructor Interface

Business Intelligence Interface

IMS GLC Learning Enterprise

Internet Access:

- Learners
- Faculty
- Staff
- Administrators

Portal

Course Management

Search

Content Management

Content Authoring and Rich Media Capture Tools

Institution & Program Analytics

Portfolio

Assessment

Adaptive or Collaborative Learning Tools and Environments

Federated Digital Content

Digital Library Content

Digital Publisher Content

Repository

Course and Student Data Exchange

Financial Systems

Administrative & Student Systems



IMS Learning Impact Program -2

- The Learning Impact Program consists of:
 - Annual conference: Learning Impact and Summit on Global Learning Challenges
 - Annual Learning Impact Awards (LIAs)
 - Collaboration among industry leaders to guide focus on key challenges: Learning Technology Advisory Council
 - Collaborative adoption practice projects and workgroups facilitated by IMS GLC
 - Research on learning technology satisfaction and usage trends: LearnSAT
 - Annual Report: *Achieving Learning Impact*



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What is Your *Technology Strategy for Learning?*

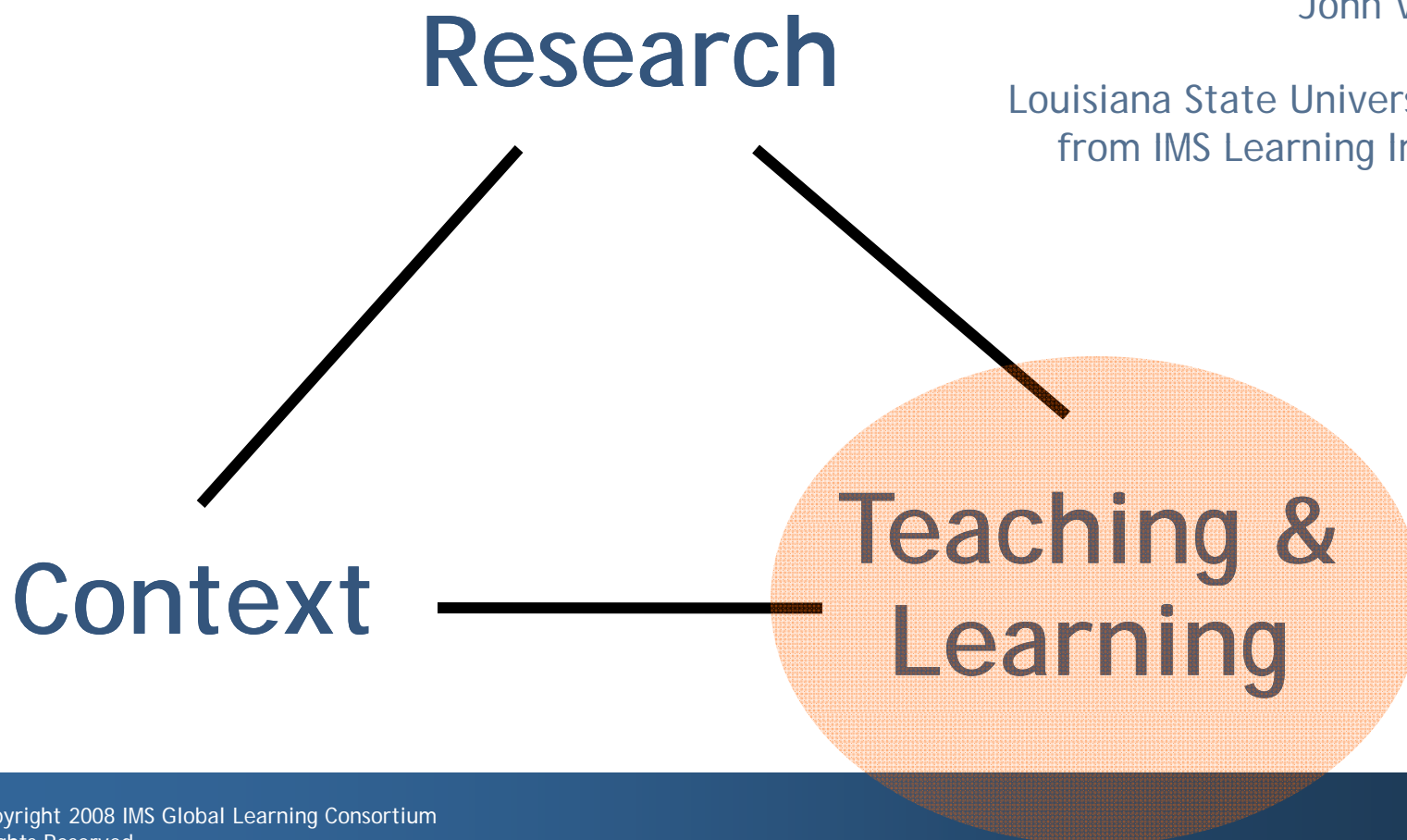
- How do you measure the return on investment made in technology used to support and enhance learning?
- What are some of the key opportunities with respect to learning that you are counting on technology to help you address or challenges resulting from the use of new technologies to support learning?
- Are there ways that educational technology leaders can collaborate to improve our collective understanding of learning technology strategy?



Higher Education Operations

John V. Lombardi
President

Louisiana State University System
from IMS Learning Impact 2008



“It is difficult to determine the return on investment in learning technology - not because of the usefulness of the technology but rather because of our lack of understanding of what it means to improve learning.”



John V. Lombardi
President, LSU System
from IMS Learning Impact '08



Discussion

- How do you measure the return on investment made in technology used to support and enhance learning?



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The High Road: Addressing Learning Opportunities

- **Access** - achieve greater convenience of time and place
- **Affordability** - reduce cost barriers
- **Quality** - enable greater effectiveness

The Low Road: Responding to the Invasion of Technology

The challenges of making effective use of technology . . .





What Are Your Key Opportunities and Challenges?

- What are some of the key opportunities with respect to learning that you are counting on technology to help you address or challenges resulting from the use of new technologies to support learning?



See Handout

- Key opportunities and challenges from Learning Impact 2008



Trends To Watch: Learning Impact

- **Access:**
 - Better design for access to integrated learning resources
 - Access to content collections that are significantly more useable than those of today
 - Integrated access to one of the greatest sources of learning resources: libraries
- **Affordability:**
 - ROI = distinctiveness
 - Technological support for learning to become largely transparent to the users, reducing the need for costly training and development
 - Greater use of innovative products that enable self-directed learning with an instructor in-the-loop
 - Digital or hybrid alternatives to textbooks that reduce costs while maintaining profit incentives for creators and publishers



Trends To Watch: Learning Impact, cont.

- Quality:
 - More activity progressing in services that help achieve a technology design to support distinctiveness
 - Educational process redesign by leading institutions and organizations
 - Tools and techniques for designing and measuring accountability
 - Tools that can capture the distinctive curriculum and classroom-based instructional approach of an education provider and make that content available online
 - Use of this and other content alternatives to enhance study techniques
 - Greater integration of formative assessment into learning experiences
 - Combinations of all of the above to improve the personalization of learning



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Discussion

- Are there ways that educational technology leaders can collaborate to improve our collective understanding of return on investment in technology to support learning?



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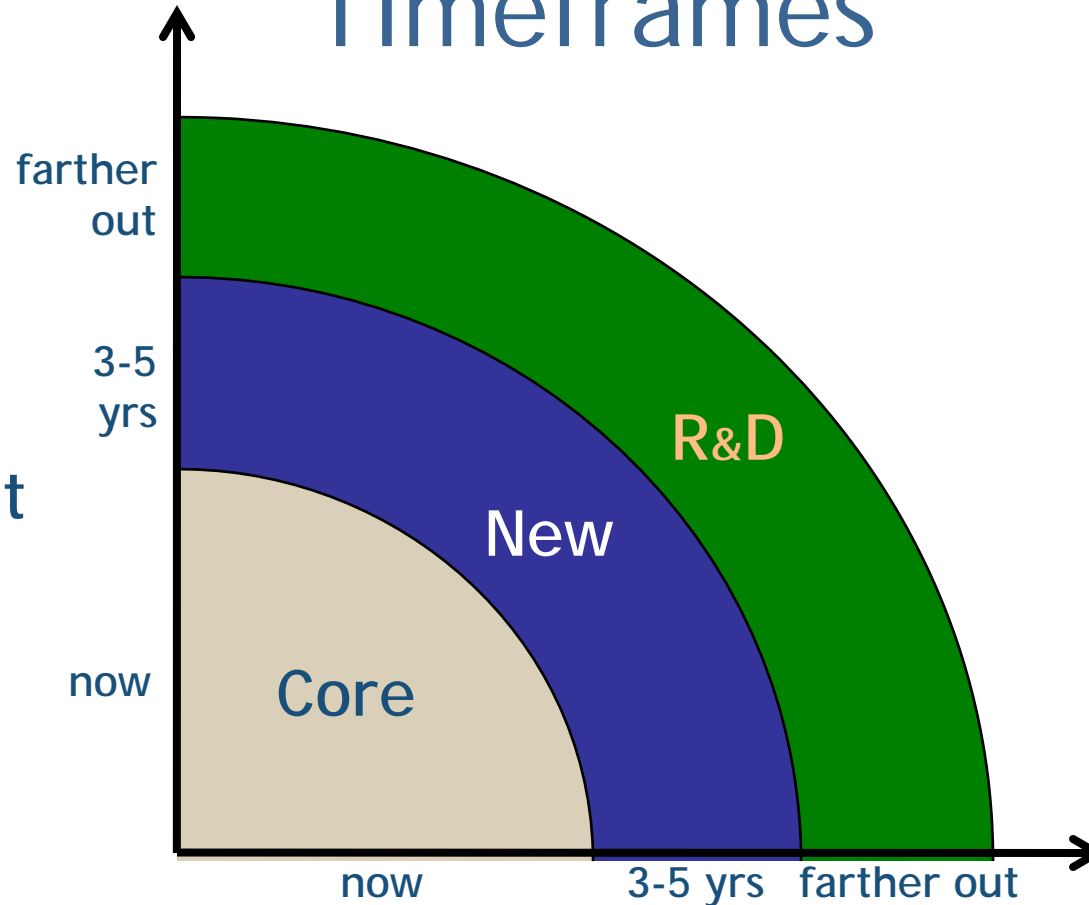


A Potential Framework for Understanding the Landscape

- Key opportunities and innovations in implementing technology to support learning (a pragmatic approach to ROI)
- Organize according to pervasiveness of need and timeframe for deployment
 - Is the need critical one for most institutions, leading institutions, or a few visionary institutions?
 - Is the solution generally available now, in 3-5 years, or farther in the future?
- Organize according to four areas of innovation
 - Learning systems & connectivity innovation
 - Digital content & activity innovation
 - Learning information & administration innovation
 - Leadership innovation

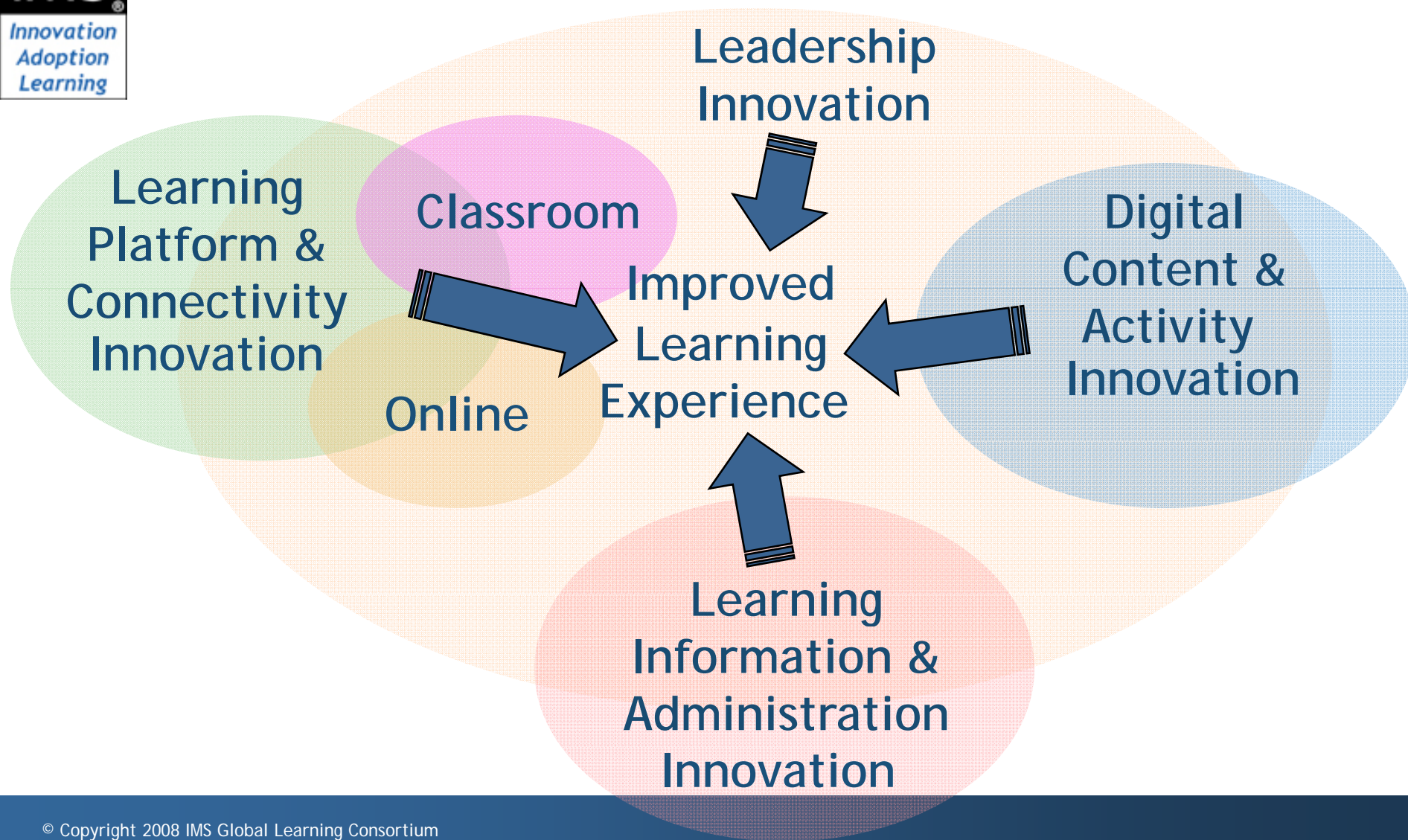
Opportunity/Innovation Timeframes

Innovation
Ready for
Deployment



Critical Need for Most Institutions

Innovation Areas





Areas of Innovation - 1

- Learning systems & connectivity innovation
 - Organizing and delivering learning materials, activities, and applications into a coherent experience
 - Enhancing collaborative learning
 - Leveraging new application sources and platforms
- Digital content, adaptation, personalization innovation
 - Supporting learning with digital materials & activities
 - Adapting & personalizing learning experiences
 - Improving efficiency of digital content production



Areas of Innovation - 2

- Learning information and administration innovation
 - Provisioning of student and course information
 - Improving results reporting
 - Enabling storing, matching and exchange of evidence of learning
- Leadership innovation
 - Achieving funding
 - Scaling improvements in practice
 - Assessing progress and compliance



One Approach: Learning Impact Evaluation Framework



- Access
- Affordability (cost per unit)
- Quality
- Adoption (for established programs)
- Accountability
- Organizational Learning
- Interoperability
- Innovation (for research & new projects)

<http://www.msglobal.org/learningimpact/index.html>



Learning Impact Awards

- 2008
 - Online Learning Environment at University of Wollongong supported by The Learning Edge - Australia
 - Tennessee Board of Regents Online Campus Collaborative - USA
 - Giunti Labs at Volkswagen Group Italia – Italy
- 2007
 - ETS Criterion Online Writing Evaluation service at Farragut High School, Knox County Public Schools - USA
 - Cyber Home Learning System of Korea - Korea
 - OpenLearn at the Open University, United Kingdom (supported by Moodle) - UK





Learning Impact and Summit on Global Learning Challenges

Annual Conference: 2009: May 11-15, Barcelona

<http://www.imsglobal.org/learningimpact2009/agenda.html>



Learning Impact 2009

IMS Global Learning Consortium's Learning Impact 2009 Conference and Summit on Global Learning Industry Challenges is taking place in Barcelona, Spain, 11-14 May 2009. Check out the agenda and learn why the world's leaders of learning gather for the best conference on academic, educational, and learning technology.

Presentations and discussions cover the latest in learning systems, tools, digital content, personalization, accessibility, and inclusive design in the higher education, K-12/schools, and corporate education segments. The Summit on Global Learning Industry Challenges features keynotes and executive panel sessions examining strategic industry challenges with a global perspective.

Hosted by the Universitat Oberta de Catalunya (Open University of Catalonia, UOC), Learning Impact 2009 is pleased to hold the conference in one of Europe's most beautiful and historic cities. Situated along the Mediterranean Sea, Barcelona makes a stunning setting and destination.

It's not too early to register now, visit: <http://www.imsglobal.org/learningimpact2009/agenda.html>

The Recognition and Awards Program:

The Learning Impact Awards (LIAs) are designed to recognize the most impactful use of technology worldwide in support of learning. This unique program evaluates established, new, and research efforts in context at an implementing learning institution. Finalists are selected to showcase at the annual Learning Impact conference and a panel of global experts are asked to perform the final rankings during the conference. For more information and to enter, visit: <http://www.imsglobal.org/learningimpact2009/awards.html>

Who attends Learning Impact?

- Learning Impact is a gathering of key strategists and decision makers from the organizations that are determining the future of technology in learning and education:
- 17% Academic Technologists/Academic Administrators
- 14% Architects, Engineers, CTOs, CIOs
- 25% CEOs, Presidents/VPs or Provosts
- 30% Directors and Managers of Instructional/Academic Technology
- 14% Program or Project Managers

Sponsorship:
This exclusive global conference brings about 300 people from over 17 countries together to focus on the latest trends Learning, Technology & Standards.

Conference Outcomes:
A thorough evaluation and annual report detailing past conference findings is produced and freely available at: <http://www.imsglobal.org/learningimpact2007/112007report.cfm>

The conference provides attendees with the latest information on innovation in elearning, the ability to network with numerous influential leaders in the industry, knowledge about the coming advancements in the industry and workshops on elearning topics.

Support from governmental organizations and industry makes this conference a success. We appreciate your sponsorship to continue this valuable work.

For information about sponsoring Learning Impact 2009, please contact Lisa Mattson lisa@imsglobal.org.

Learning Impact 2009 Keynote Addresses:



Dr. Malcolm Read, Executive Secretary, Joint Information Systems Committee, United Kingdom

Dr. Malcolm Read graduated in 1973 with a degree in Environmental Science from the University of East Anglia and went on to do a PhD at the University of Manchester on the hydrometeorology of a glacial catchment. He then worked in the Overseas Development Administration before moving to the Natural Environment Research Council (NERC) in 1979. He ran the computer department at the Institute of Hydrology before moving into administrative computing to head the Joint Administrative Computing Service of NERC and the, then, Science and Engineering Research Council in 1988.

Since July 1993 Dr. Read has worked for the Higher and Further Education Funding Councils as the Executive Secretary to the Joint Information Systems Committee (JISC). Apart from his overall responsibility for the Executive he has been particularly involved in ICT policy and strategy development in post 16 education and research. He is also Chairman of the European Networking Policy Group.



Martin Bean, General Manager, WW Education Strategy, Products & Solutions, Microsoft Corporation

Martin Bean is General Manager of Worldwide Education Strategy, Products and Solutions at Microsoft Corporation in Redmond, Washington. Martin has over 18 years in the training and education marketplace and is a recognized industry leader around the world. He has held executive management roles in several leading organizations including AIESEC International, Novell, Sylvan Learning Systems, Thomson Learning, and New Horizons Computer Learning Centers, Inc.

As a long-standing pioneer in the education industry, Martin has presented to the U.S. Senate as part of the Technology Workforce Coalition on the importance of IT in the Workforce Investment Act. He has also testified on behalf of the Workforce Coalition before the Subcommittee on Oversight of the House Committee on Ways and Means. In January 2004, he moderated a Town Hall entitled "Conversation with the President," for President George W. Bush that focused on U.S. technology workforce needs in the 21st Century.

Dedicated to the continued advancement of the education industry, he is actively involved in representing the IT industry in a variety of public policy issues and is committed to advocating federal and state level solutions to address the IT worker shortage and the reform of education to meet the needs of today's workforce.

Past Learning Impact and Summit Sponsors:



Past Participating Organizations

- Agile
- ANGEL Learning
- Blackboard
- Burgi
- California State University
- Campus Management
- Capella University
- Carnegie Foundation
- Compass Knowledge
- Desire2Learn
- DUNet, Korea
- eCollege
- Elsevier
- Embanet
- Flexibel Learning
- Georgetown University
- GIANT Labs
- IBM
- Isodeon
- Informa
- Institute for Information Industry, Taiwan
- Jensabar
- John Wiley & Sons
- Korea Education Research and Information Service
- Learning Edge
- Learning Objects, Inc.
- Loughborough University
- Louisiana State University System
- Microsoft
- National Association of College Stores
- NIIT
- Ohio Link
- Open Polytechnic of New Zealand
- Open University United Kingdom
- Oracle
- Panopto
- Pearson
- Peterson College
- Pennsylvania State University
- Purdue University
- ShareStream
- SunGard Higher Education
- Tairavathi Polytechnic
- Tegrity
- Tel-e-university
- Tennessee Board of Regents
- The Australian University of Technology
- UCompass.com
- Universitat Oberta de Catalunya
- University of Auckland
- University of Georgia
- University of Maryland University College
- University of Toronto
- WGBH
- Wimba



Annual Report: Learning Technology Strategy



Six Strategic
Trends
To Watch



Defining Learning
Impact



The State of Learning
Technology and Impact



Executive
Perspectives



Summary of Learning
Impact Conference



Annual Learning
Impact Awards

<http://www.imsglobal.org/learningimpact2007/li2007report.cfm>

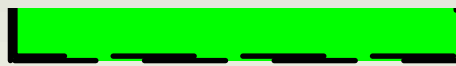
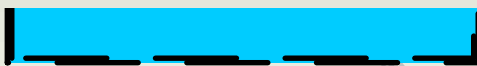
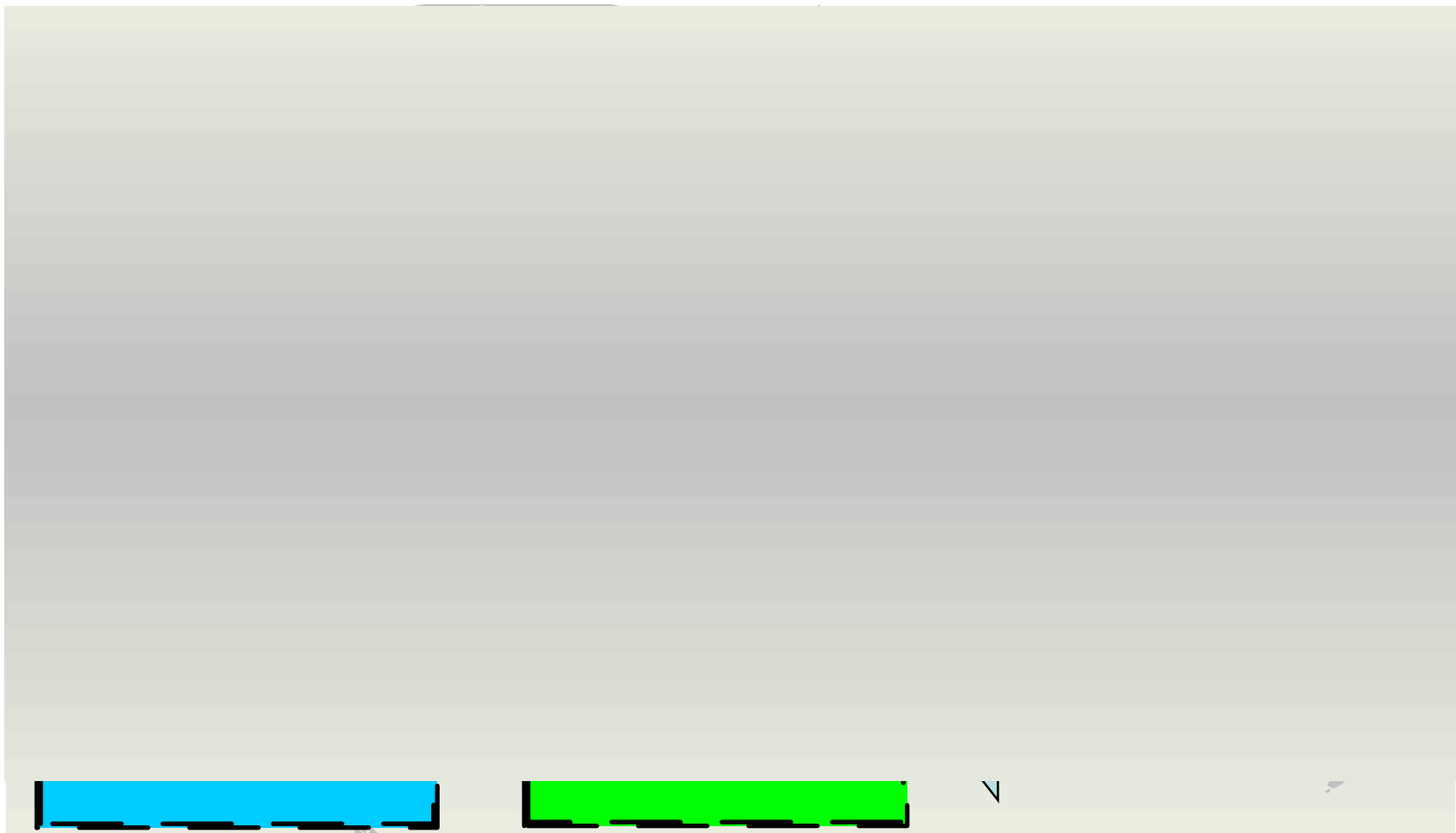


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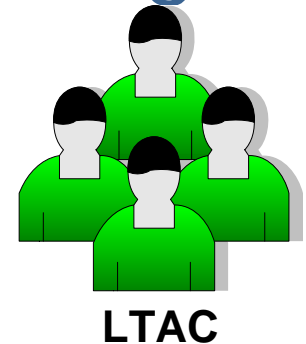
DEFINING & PRIORITIZING MARKET CHALLENGES FOR IMS GLC ACTION



N



LTAC-prioritized Market Challenges



- Responding to the Call for Accountability - Information Analytics/Student Learning Data
- Rising Cost of Student Textbooks and Development of Dynamic, Born-digital Instructional Content
- Addressing the Increased Rate of Attrition Associated with e-Learning
- Continued Research and Reporting in Areas of Learning Technology Satisfaction and Trends (Learn SAT)



Learning Technology Advisory Council Invitation

- Looking for reputable leaders to help organize online discussion forums covering key opportunities and innovation areas - all toward a better formulation of your Learning Technology Strategy
- Collaboration among industry leaders to:
 - Guide focus on key opportunities and challenges
 - Monitor the landscape
 - Provide editorial board for annual report on Learning Technology Strategy
- Participate in IMS GLC Events

Related Activity: LearnSAT

| Top Ten IMS GLC Satisfaction Ratings: February 1, 2007 | | | |
|--|-----------------------|---------------------|------|
| Vendor or Product | Category [‡] | Rating [†] | Mean |
| Scale: 1 = very dissatisfied, 2 = somewhat dissatisfied, 3 = somewhat satisfied, 4 = very satisfied, 5 = perfect, [†] Final rating represents the bottom limit of the 95% confidence interval. See Appendix B. [‡] See legend below. | | | |
| ANGEL Content Management | CM/REP | 4.10 | 4.35 |
| eCollege CMS | CMS | 3.95 | 4.22 |
| ANGEL CMS | CMS | 3.76 | 4.16 |
| Respondus | ASSESS | 3.72 | 3.93 |
| Google Search | SEARCH | 3.63 | 3.86 |
| Apple iPod | MOBILE | 3.60 | 4.17 |
| Flash | WEB AUTH | 3.60 | 3.86 |
| Dreamweaver | WEB AUTH | 3.54 | 3.88 |
| Wikipedia | DIGC | 3.53 | 3.81 |
| Tegrity | CLASS_CAP | 3.51 | 3.78 |

IMS GLC Learning
Technology Satisfaction
and Trends 05 February
2007 Update
<http://www.imsglobal.org/Itst/index.cfm>



LearnSAT Call to Action



- Visit the LearnSAT site:
www.imsglobal.org/Itst/index.cfm
- Share the value and importance with colleagues and clients - create a ripple effect!!!
- Take the Survey!!!
<http://www.imsglobal.org/LearnSAT2008/survey.html>



IMS GLC Learning Technology Product Directory



- View Products/Services/Tools:
www.imsglobal.org/productdirectory/directory.cfm
- Search the Product Directory:
www.imsglobal.org/productdirectory/searchdirectory.cfm



IMS GLC Online Community

<http://www.imsglobal.org/articles/index.cfm>

Headlines:
• Learning Design Summit – OUNL
• Operations and Process Updates
• IMS Quarterly Meeting 5-9 Feb
• Learning Impact 2007

Learning Design Summit – Open University Netherlands

The Open University, Netherlands was host to the Learning Design Summit and IMS Quarterly Meetings the 6-9 November in Heerlen, The Netherlands. The Summit and Meetings were a huge success with an international contingent of Learning Design Specialists showing their work. You can see the presentations from the meetings at: <http://www.imsglobal.org/summit2006.html>

- Overview of IMS by Rob Abel
- Overview of OUNL / LD Work by Rob Kopper
- Demonstration: Formative assessment with IMS LD and QTI by Colin Tattersall, Daniel Burgos, Hubert Vogten

- IMS-LD, Progress and prospects by Dai Griffiths, Bolton University, UK
- Learning Design: the "French touch" by Jean-Philippe Perrais, Institut National de Recherche Pédagogique, Lyon, France
- Learning designs: Creating strategies and tools to support university teaching, by Sue Bennett, University of Wollongong, Australia
- Panel: Dai Griffiths, Jean-Philippe Perrais, Sue Bennett, Colin Tattersall, Daniel Burgos



Presentations from Quarterly Summit Meetings

Achieving Learning Impact 2007

Annual Report from IMS Global Learning Consortium on the Latest Trends in Learning, Technology, & Standards

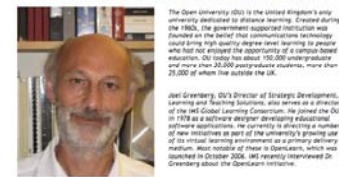
August 2007

Presentations and Awards from Annual Learning Impact Conference

IMS Global Learning Consortium Series on Learning Impact

Subscribe to IMS articles and interviews at <http://www.imsglobal.org/articles/>

Unlocking Access to Learning at the Open University with OpenLearn: An Interview with Joel Greenberg of the UK's Open U.



The Open University (OU) is the United Kingdom's only university dedicated to distance learning. Created during the 1960s, the government supported institution was founded on the belief that communications technology could bring the benefits of the open learning to people who had not enjoyed the opportunity of a campus based education. OU today has about 100,000 undergraduate and more than 20,000 postgraduate students, more than 25,000 of whom live outside the UK.

Published 11 December 2006

Leadership Interviews & Articles

New IMS Global Learning Consortium Project Group under Formation: Standards for Distance ELearning

The star of the show...

Dr. Gloria Pickar
Compass Knowledge Group

The market for online courses and programs is growing substantially. A recent survey by the Sloan Consortium reported that nearly 3.2 million students took at least one online course from a degree granting institution during the fall 2005 term, twice the number who reported doing so in 2002. It is estimated that by 2008, one of every eight students will be matriculating online.

As the demand for Distance Learning continues to grow, degree granting institutions are scrambling to meet the need by pulling more of their content online. For many institutions, this continues to be a process of trial and error. Success in meeting the expectations of both students and faculty is often more a matter of luck than deliberate and thoughtful planning. And studying what has worked well for other universities can be helpful, but each learning environment is different, so many factors must be taken into consideration to ensure a proper fit.

The objective of this proposed IMS project group will be to identify and establish standards that colleges and universities should follow in creating and offering online courses and programs. By ensuring that identified minimum standards are met in establishing Distance Learning programs, institutions will greatly increase the likelihood of those programs meeting their expectations.

While it will be the responsibility of the participating members of this project group to identify those parameters for implementing successful online programs, there are some key areas of study we would propose for consideration:

- Feasibility: The first step in considering a program for online delivery is to conduct a feasibility study and assess the potential opportunity for offering courses in a given discipline. Assessing the role for programs can be divided into three major areas: assessing the marketplace and the potential for offering a program to a distance audience, either regionally or nationally; determining the readiness of the institutional student services infrastructure; and the scalability of the curriculum and instruction delivery structure that will ensure academic quality and high student retention. It would be the charge of this project group to identify the criteria that will help institutions determine the feasibility of offering programs.

Calls for Participation

IMS GLC Learning Technology Satisfaction and Trends

North American Higher Education
05 February 2007 Update

IMS GLC Member and Subscriber Version

IMS GLC
Learn-Sat
Best in Category
1 Feb 2007

Learning Tech Trends & Satisfaction and Best Practice Research

Member Directory

IMS Global Learning Consortium, Inc. MEMBER WEBSITE

ANGEL LEARNING
Simple. Powerful. Open.

Website: <http://www.angellearning.com>

Awards:

About:

ANGEL Learning, Inc. develops and markets enterprise eLearning software. Our flagship products are the ANGEL Learning Management Suite and the ANGEL ePortfolio system. Our products have been hailed by users - with millions of students and instructors around the globe - as corporate. We enjoy a reputation for creating products with exceptional ease of use, excellent vision into learner progress and for keeping our commitments.

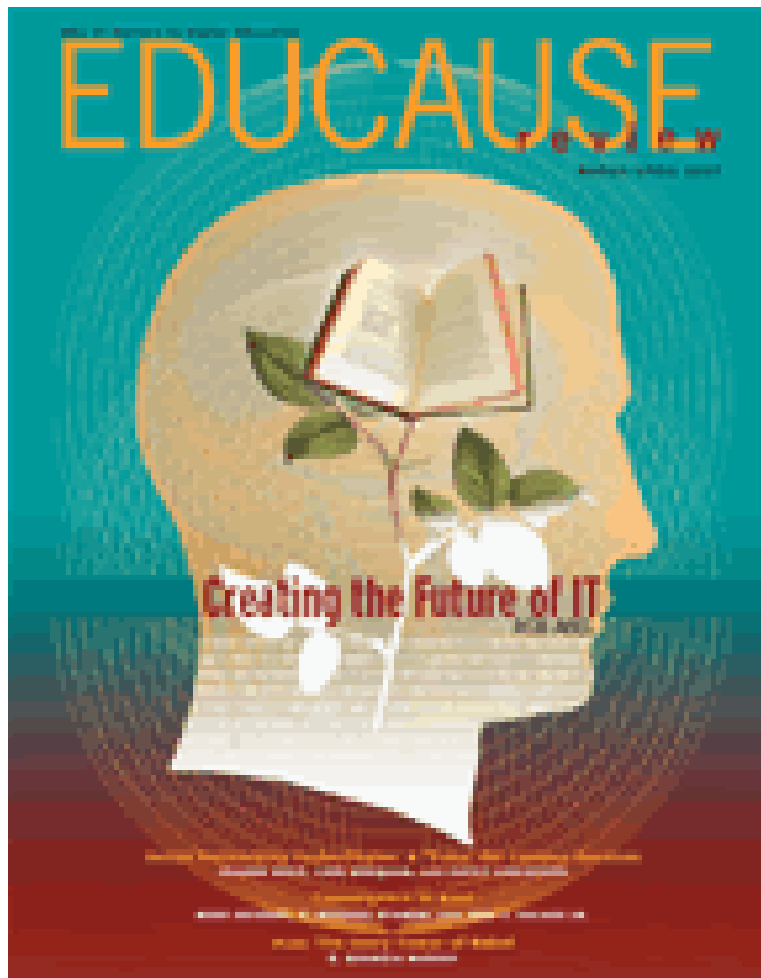
Our customers kindly tell us how much they appreciate ANGEL's understanding of something very dear to them - that it's all about teaching and learning. We're glad they noticed because that ideology is a core focus in all that we do.

ANGEL LMS creates user-friendly, technology rich enterprise learning environments with powerful simplicity. An open platform, ANGEL's leading edge teaching and learning capabilities:

- Impact Learner Success
- Increase Instructor Efficiency
- Demonstrate Educational Achievement

ANGEL LMS received the 2006 Software & Information Industry Association (SIIA) award for Best Postsecondary Course Management Solution and is a 2007 finalist for the award.

ANGEL ePortfolio balances its learner-centered focus with highly flexible assessment and reporting capabilities that assist institutions as they face increasing pressure to deliver



Educause Review
March/April 2007
Abel, R. J.
*Innovation, Adoption, and
Learning Impact: Creating
the Future of IT*

rabel@imglobal.org

<http://www.educause.edu/apps/er/erm07/erm0720.asp>



Working Together to *Create Positive Change* for Our Industry



Q&A



Appendix:

IMS GLC Member & Subscriber Organizations



The Center for Open Sustainable Learning

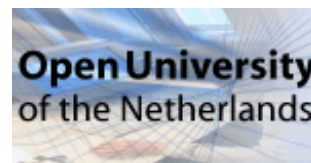


Higher Education Leaders





Higher Education Leaders





Higher Education Leaders





K-12 Schools Leaders





Learning Software and Systems



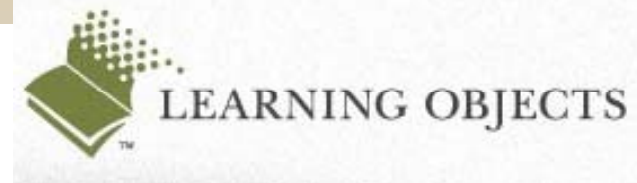


Publishing, Assessment, and Repository





Rich Media and Collaborative Learning





Microsoft

ORACLE

SUNGARD HIGHER EDUCATION

credu Your Best e-HR Partner

UNICON

CAMPUS MANAGEMENT

Enterprise Software, Systems, and Services

SMARTHINKING

JENZABAR

IBM

Informa

eCollege Supporting your Success

embanet

COMPASS KNOWLEDGE GROUP

ESM EDUCATION SALES MANAGEMENT

CAMS THREERIVERS SYSTEMS

SK C&C

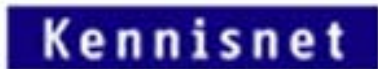
OUNET



Australian Government
Department of Education, Employment
and Workplace Relations



Global Government Organizations & Associations



CONNECT | GROW | SUCCEED



Consortia

