



# Student-Centered e-learning Implementation

## A participatory Approach

# Introduction

E-learning has shown to be effective to implement both formal and informal educational programs, but research indicates it is not an easy process to implement effective e-learning initiatives, especially not, student centered e-learning. In general, the implementation of e-learning will bring changes into organizations, therefore, the implementation of e-learning has been identified as a complex process that involves the participation of many parts, such as learners, teachers, planners, leadership, technologists.

In many universities e-learning implementation has a limited scope, restricted to the technological part, which is not enough to have a great repercussion into meaningful and effective learning. Furthermore, some organizations go through the process to implement e-learning intuitively, based on their previous experience with other projects, instead of following lesson learned from other organizations and empirical research. The implementation of elearning requires a good understanding of learning theories, technology for education and organizational behavior. This methodology guides leading groups in the process to implement student centered e-learning (SC-elearning), to be better prepared to overcome the difficulties and challenges that e-learning implementation will bring.

The methodology was developed as a part of the DLI project, which was a partnership between Aalborg University, Consufé and CanopyLab. The project was funded through the PIVØ program administrated by Access2innovation and financed by the European Regional Fund. The main purpose of the project was to develop a methodology to implement a student-centered e-learning solution provided by the CanopyLAB LXP to universities in the East African region. With the development of this methodology, the DLI project aims to provide universities with the proper implementation guideline in a sustainable and scalable manner that will work as a scaffolding for institutions enabling them to reach internal organizational learning and maturity regarding e-learning.

The 5-step methodology presented here is a prototype and only steps 1 and 2 were fully tested. The other steps were product of academic literature review, field research and feedback from the pilots run in Gulu University and Maseno University

# Aim of the methodology



To provide universities with the proper implementation guideline in a sustainable and scalable manner that will work as a scaffolding for institutions enabling them to reach internal organizational learning and maturity regarding e-learning

# Principles of the methodology

1. Participation as a way to involve stakeholders
2. Sociotechnical and socio-cultural approach to implement elearning
3. Pedagogy drives elearning
4. Change management and organizational culture to deal with the transformation

# The steps and tools

The methodology consists of five main phases: Envisioning, Preparing, Piloting, Scaling and Maturing. The description of each step is presented in following pages.

Each step is composed by a set of that will support to reach its outcome.







## Tools for the envisioning step

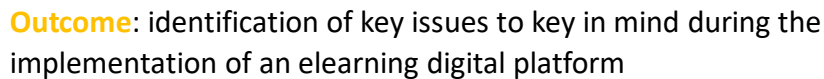
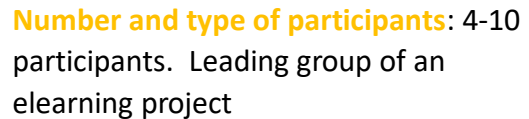
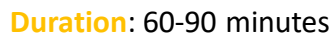
This step helps to understand the complexity of the e-learning system and the stakeholder's needs and wants to define a clear vision for the e-learning project.

### Tools

- 360-degree Awareness Stakeholders Understanding
- Stakeholder identification
- Stakeholder involvement
- Defining a Shared Vision

# 360- degrees Awareness

**Description:** This is a dialogue tool that ensures that your organization is aware of all the challenges concerning student centered elearning implementation. With this tool you can have a structured dialogue where the key challenges and your specific elearning implementation challenges are made clear.



1. To talk about concrete and well identified elearning implementation challenges
2. To discuss about organizational readiness for student centered elearning and organizational culture
3. To help to identify organizational most important challenges regarding the elearning project
4. To assist a structured dialogue to get a common understanding of elearning success factors

### 360 Awareness Tool

How aware are your organization about the different elements and their influence on the implementation of a student centered learning project?

**WHO?**  
1-3

**TIME**  
30 min

**DIFFICULTY**  
Medium

### Level of Awareness

2

*Awareness refers to how aware are the specific element in your organization. It is an overall assessment*

Degree of action refers to how much is done regarding to the different aspects. We recommend an assessment of each element.

### 3 **ACTIONS POINTS** Identify the most important aspects that your institution should work on to achieve the successful implementation of student centered learning.

#### INTRODUCTION

**Definition:** A 360 awareness tool is a self-reflection tool for institutions to assess their awareness of the different elements and their influence on the implementation of a student centered learning project.

**Use:**

1. Institutional context: awareness of the current context and the challenges and opportunities.
2. Degree of action: awareness of the degree of action taken by the institution.
3. Degree of awareness: awareness of the degree of awareness of the institution.
4. Degree of action: awareness of the degree of action taken by the institution.
5. Degree of awareness: awareness of the degree of awareness of the institution.
6. Degree of action: awareness of the degree of action taken by the institution.

**Goal:** To assess the awareness of the institution and its influence on the implementation of a student centered learning project.

#### HOW TO USE THE TOOL

**How to use:**

1. Read each element of the awareness tool and determine its level of awareness.
2. Determine the degree of action taken by the institution.
3. Determine the degree of awareness of the institution.
4. Determine the degree of action taken by the institution.
5. Determine the degree of awareness of the institution.
6. Determine the degree of action taken by the institution.

**How to use:**

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#### ACTIONS POINTS

Identify the most important aspects that your institution should work on to achieve the successful implementation of student centered learning.

[Download the 360 degree Awareness tool](#)

## Student-Centered e-learning Implementation Methodology

# Stakeholders - Understanding

**Description:** Stakeholder Understanding tool provides a visual way for the leading team to build shared understanding and make collective decisions for who are the people or group of people that has influence or is included by the e-learning project.



**Duration:** 45-60 minutes



**Number and type of participants:** 4-10 participants. Leading group of an elearning project



**Outcome:** clear list and roles of stakeholders and a plan for how to involve those stakeholders.



**Use:**

1. To have a dialogue with your team about the different stakeholder of your project
2. To identify and list your stakeholders
3. To categorize and map your stakeholders
4. To prioritize people or groups that you need more attention

## STAKEHOLDER UNDERSTANDING TOOL FOR A E-LEARNING PROJECTS

### Overview

Stakeholder Understanding Tool provides a visual way for the leading team to build shared understanding and make collective decisions for who are the people or group of people that has influence or is included by the e-learning project.

45-60 min | Teams of 3-10 | Easy

### Let's get started

A stakeholder is "any person or organization who is affected by or affects the performance of the organization's objectives" (Zemke, 1988, page 46).

**STEP 1**  
Start with an open discussion about stakeholders. Think two questions that you need to ask and answer:  
1. Who are the stakeholders who influence the success of your e-learning project?  
2. What are the stakeholders who are affected by the success of your project?

**STEP 2**  
Identify and list your stakeholders.  
Using the list from step 1, write down all your stakeholders. It might happen that they list all the teachers but forget the students. We suggest the way to think "teachers" as the reference, and if there is a role for a teacher, then there is a role for a student. Then list all the stakeholders. Then list all the stakeholders who are affected by the success of your project.

**STEP 3**  
Categorize and map your stakeholders.  
Once you have your stakeholders list, you must categorize or filter them based on the 3 dimensions of stakeholder: influence, interest, and power. You should consider the stakeholders in your e-learning project and decide on which you will need more attention. In this process, it is important to have a clear idea of the stakeholders who are affected by the success of your project. This is a clear, simple, and positive way to think about your project.

**STEP 4**  
Prioritize your stakeholders.  
Now, rank your list of stakeholders according to the stakeholder categories. To higher education institutions, it is a clear, simple, and positive way to think about your project. This is a clear, simple, and positive way to think about your project.

The table will give you a clear vision of the stakeholders. The table will give you a clear vision of the stakeholders. The table will give you a clear vision of the stakeholders.

### 1. Brainstorm a list of your stakeholders

Use the following questions to help you specify your stakeholders.

Stakeholder	Role	Influence	Interest	Power
Teachers	Teaching	High	High	High
Students	Learning	High	High	High
Leadership	Managing	High	High	High
IT Staff	Supporting	High	High	High
IT Provider	Providing	High	High	High
Management	Managing	High	High	High
Other stakeholders	Supporting	High	High	High

### 3. Use the Stakeholder Understanding Tool to categorize your stakeholders

Use the following questions to help you specify your stakeholders.

Stakeholder	Role	Influence	Interest	Power
Teachers	Teaching	High	High	High
Students	Learning	High	High	High
Leadership	Managing	High	High	High
IT Staff	Supporting	High	High	High
IT Provider	Providing	High	High	High
Management	Managing	High	High	High
Other stakeholders	Supporting	High	High	High

[Download the Stakeholder Understanding tool](#)

Student-Centered e-learning Implementation  
Methodology





# Shared - Vision

**Description:** A project vision gives project participants a direction and a reason to be part of the project. It responds to the questions: Why we are doing this effort? and Why do we want to change? Furthermore, a shared vision creates a sense of “we-ness”, eliminates confusion, clarifies the project's purpose and brings together the team. This tool guides the team leading through the process of writing down a clear vision for their elearning project



**Duration:** 60-80 minutes



**Number and type of participants:** 4-10 participants. Leading group of an elearning project



**Outcome:** vision statement for the project



**Use:**

1. To gather information from previous tools and reach a common understanding of the objectives of the project
2. To write down a vision statement of an elearning project
3. To define a communication plan of the shared vision

## SHARED VISION TOOL FOR A E-LEARNING PROJECTS

### Overview

A project vision gives project participants a direction and a reason to be part of the project. It responds to the questions: Why we are doing this effort? and Why do we want to change? Furthermore, a shared vision creates a sense of “we-ness”, eliminates confusion, clarifies the project's purpose and brings together the team.

60-80 min Teams of 4-10 Medium

### Let's get started

The Shared Vision tool is a project visioning tool. It is designed to help project teams to create a shared vision statement. The tool is divided into four main sections: Overview, Identify leading term benefits, Identify stakeholders benefits, and Write down your vision statement. The tool is designed to be used by project teams of 4-10 members. The tool is designed to be used by project teams of 4-10 members. The tool is designed to be used by project teams of 4-10 members.

**STEP 1: Identify leading term benefits**

The tool is designed to help project teams to create a shared vision statement. The tool is divided into four main sections: Overview, Identify leading term benefits, Identify stakeholders benefits, and Write down your vision statement. The tool is designed to be used by project teams of 4-10 members. The tool is designed to be used by project teams of 4-10 members. The tool is designed to be used by project teams of 4-10 members.

**STEP 2: Identify stakeholders benefits**

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**STEP 3: Write down your vision statement**

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**STEP 4: Use the vision statement to create the project vision**

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### 1 Identify leading term benefits

**A Brainstorming**

Brainstorming is a group activity that is designed to help project teams to create a shared vision statement. The tool is designed to be used by project teams of 4-10 members. The tool is designed to be used by project teams of 4-10 members. The tool is designed to be used by project teams of 4-10 members.

**B Write your vision statement**

Write your vision statement is a group activity that is designed to help project teams to create a shared vision statement. The tool is designed to be used by project teams of 4-10 members. The tool is designed to be used by project teams of 4-10 members. The tool is designed to be used by project teams of 4-10 members.

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**Administration**

**Students**

**Teachers**

**IT Staff**

**IT provider**

**Other stakeholders**

### 3 Write down your vision statement

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Complete the information of the figure:

**4 Use the vision statement to create the project vision**

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This tool was designed by Dnet4all within the D4 project funded through the ERDF program, co-financed by Access2Innovation and financed by the European Regional Fund.

## Download the Shared Vision tool



# Tools for the preparing step

This step helps to build internal competences to design and implement e-learning courses using a student centered approach.

## Tools

- Learning Designer Workshop
- User centered design for IT staff

# E-learning platform- Training

**Description:** this a training workshop about the digital platform that the institution have chosen to use. In the case of this methodology is the first tool in the Preparing step and aims to give the participants an introduction to and understanding of the Social Learning Platform, CanopyLAB. The CanopyLAB learning platform is a student-centered platform which the DLI-project takes point of departure in and thus will be the focal point throughout the entire Student-centered learning Implementation Methodology process. The participants will understand the fundamentals of the CanopyLAB learning platform in order to support students, colleagues and learning designers going forward.

It is the main aim of this training that participants understand the features and functionalities of the elearning platform from the student-centered learning, therefore, during the training different examples and tools are introduced to support this learning approach.



**Duration:** 2 hours



**Number and type of participants:** 10-25,  
Faculty and IT staff.



**Outcome:** teachers aware of the digital learning platform and how to use it from the student-centered learning perspective.



**Use:**

To become familiar with the basics of the CanopyLab platform and how the platform works

To understand the difference between a more traditional elearning platform and student-centered learning digital platform

To know different tools, features and third technologies that can support active digital learning

# Learning Designers - Workshop

**Description:** The aim of the workshop is to support academic staff to become “learning designers”, in order to facilitate meaningful learning experiences. A learning designer is a teacher who can make informed decisions about content, structure, timing, technologies, pedagogical strategies, sequence of learning activities, learning spaces and assessment. Furthermore, a learning designer is able to identify a learning need and create an artefact to fulfill that need. The participants will go through the following macro activities: concepts about learning designer and teachers as designer and discussions about how to become a learning designer (Canvas 1), understand students, learning context and learning goals (canvas 2) and finally, designing learning activities for an elearning course (canvas 3).



**Duration:** 6 hours altogether



**Number and type of participants:** 10-20 participants. Faculty

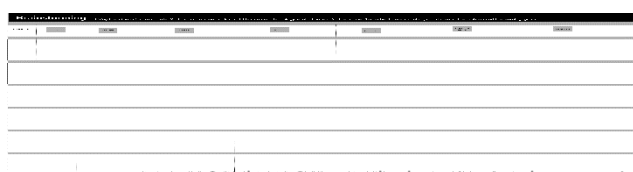
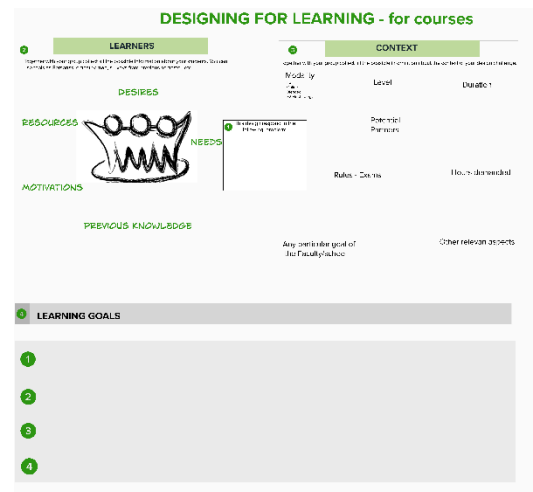
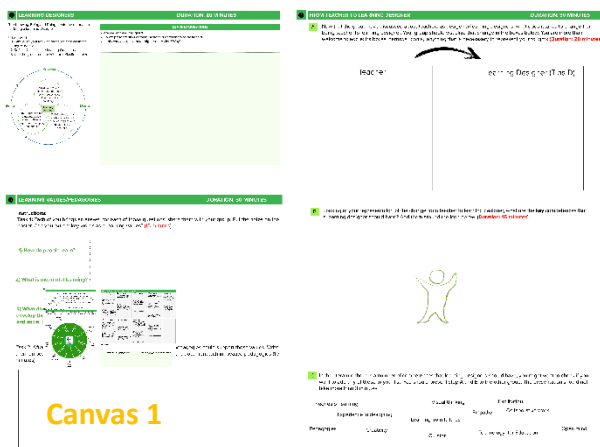


**Outcome:** teachers aware of the role and competences of a learning designers and a first draft of a potential elearning course.



**Use:**

To develop IT and pedagogical competences of teachers



Student-Centered e-Learning Implementation Methodology



# User Design for IT - Workshop

**Description:** this is a workshop to support IT staff to become more user-centered designers and understand better their users. The workshop uses tools such as personas, student empathy map (canvas 1), and student experience map Canvas 2).



**Duration:** 2 hours + field work of 2 hours



**Number and type of participants:** 4-10 participants. IT staff that support students and teachers to use elearning platforms



**Outcome:** IT staff more aware of the needs, challenges and motivation of students and faculty.

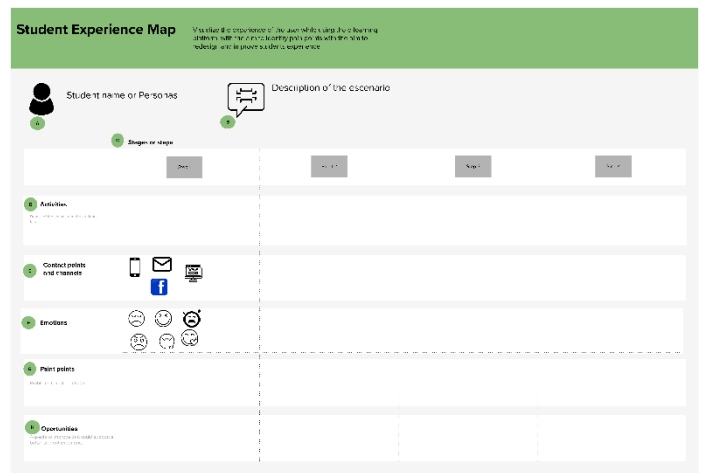
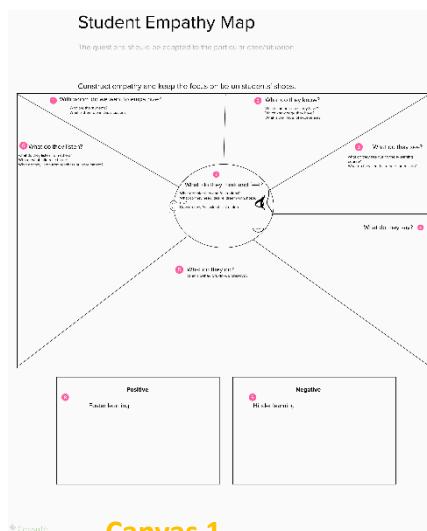


**Use:**

To understand the user experience of IT Departments and IT academic services, from the perspective of teachers and students

To map the different type of users that IT Departments and IT academic services have

To know better the user of the IT Departments and IT academic services





## Piloting

This step facilitates the identification, prioritization and design of pilot initiatives. Here the leading group is responsible of identifying changemaker within the organization who are willing to design and implement elearning innovative initiatives. In this step the methodology recommends:

- **To have a clear design for learning process** – it could be the same process proposed in the learning designer workshop or other processes defined by the organization
- **To create a Knowledge sharing repository** – Create a space where teachers can share their knowledge about tools, technologies, learning activities, designs
- **To have a reflective diary** – a simple online tool where the team and the people who implement the pilots collect inputs about: successes, failures, driving forces and resisting forces, to be used in the evaluation workshop
- **To run an evaluation workshop** – short workshop to reflect on the pilots and redefine the learning design process



## Scaling

This step facilitates the creation of a solid elearning practice. Once that the pilots have been completed, the leading group should start elearning initiatives in other departments of the university. New projects should use this methodology as guideline. Furthermore, we recommend that the leading group will develop their own check list to keep in mind the following aspects:

In this step the methodology recommends:

- **Change management** – deal with change will be an ongoing process, therefore, the leading team should have a change management check as a process to assess how a team is doing regarding change management. This includes reviewing the project vision and communicating it.
- **User centered** – keep developing awareness among the IT staff about design for their users: students, faculty and administration
- **Student centered learning** – keep updated in new trends, research and tools for student centered learning.



## Mature

This last step is of continue development, where the leading group should develop organizational capacity to keep learning and growing.

- **Creative thinking process** – a general creative thinking process to identify and solve their organizational challenges. The university should aim to become a learning organization
- **Knowledge repositories** – expand the knowledge sharing practice (in the testing phase) to an organizational knowledge sharing and creation repository

## Acknowledgement

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