



OBSERVATOIRE DES TECHNOLOGIES POUR L'ÉDUCATION EN EUROPE
133, rue de Sèvres - 75006 Paris - Tél. : (1) 40 56 92 12 - Fax : (1) 40 56 92 52

CEA

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Cher Collègue,

Voici un rapport de notre longue et intéressante rencontre du 27 janvier entre les membres du Bureau Français de TRIBUNE et les représentants des projets DELTA. Ce rapport est un peu particulier dans sa forme. D'une part, malgré le fait que la réunion se soit tenue en français, le rapport est en anglais, plus précisément dans ce mauvais anglais bruxellois auquel vous êtes bien habitués. D'autre part, il est partiellement synthétique puisqu'il se présente comme une liste d'assertions entendues pendant la réunion et qui ont été regroupées sous trois thèmes et neuf sous-thèmes. Cette double particularité s'explique essentiellement par la perspective dans laquelle cette réunion s'inscrit et que nous nous permettons de vous rappeler. Dix réunions du type de celle du 27 janvier vont se tenir dans dix pays européens dans les mois qui viennent. Chacune fera l'objet d'un rapport semblable à celui-ci. Ces rapports seront compilés et mis en forme pour faire l'objet d'une publication qui accompagnera la Conférence des "réseaux nationaux TRIBUNE" prévue pour se tenir à Genève le 10 octobre prochain.

La perspective d'une publication commune nous a contraint donc à utiliser "la" langue commune et de conserver à la forme du rapport une sorte de flexibilité qui le rendra apte à la fusion.

Nous espérons que cette forme non-standard ne vous privera pas du plaisir de goûter le fond.

Nous vous remercions encore d'avoir participé si activement à cette rencontre.

A très bientôt et amicalement,

Eric Barcheath

Serge Pouts-Lajus

French Tribune National Network

Workshop

SYNTHESIS

1. CULTURE AND POLITICS

1.1. Language and Culture

- An interface of Computer Conferencing system in English, has no chance to be used by French students.
- The generalization of English as a communication language in Europe is an advantage for products from US. The use of National Languages in Training resources should be preserved. Synergy among countries using the same language is a possible strategy. For example, French speaking countries (France, Belgium, Canada, Switzerland, etc) could co-produce.
- Modernization of Training is a consequence of mutation of knowledge in society: segmentation, representation, status, recording, tools, speed, etc. Construction of knowledge at individual level is a key-point of the knowledge mutation. The risk is the increasing number of marginalized people.
- In transfers of resources, technology is never a big problem, nor contents. Socio-economic conditions, language and culture differences are the main obstacles.

1.2. Research

- The part devoted to Research in the global expenses in Education and Training is very small. This rule continues to be applied in the domain of Learning Technology. The budget for R&D is very small compared with the potential implications.
- European projects are not adapted to basic Technology; property problems cause difficulty in exploitation. But European projects are well adapted to applied Technology.
- Objectives of the DELTA projects are not clear because objectives of the DELTA Programme are not clear.
- There is a big effort of R&D to be put on person-to-person interfaces, mainly in ergonomics.

1.3. Politics

- Public bodies, at National, Regional and European level, have major responsibilities in the FDL development.
- In France, a system of "mixed licences" exist both for Education sector and Training sector. This procedure is supposed to stimulate the market of training resources, helping organizations to buy educational software at a lower price. Can such a policy be considered at a European level?
- Is the perspective of European market of knowledge compatible with the political orientation of the European Union?

2. TRAINING WITH TECHNOLOGY

2.1. Integration of Technology in Training

- Technological tools should be integrated in the training system with non-technological ones. The system has to be considered as a “partly” multimedia system.
- Scenarios (implementation scenarios) elaborated with a problem analysis approach (which problem to solve?) should be the starting point before any question about technology. We should accept the idea that in some cases, technology could not be the relevant answer to the problem and in some cases, training could not be the answer.
- For being acceptable, Technology should be hidden.
- The question is not to automatize the Training function. This is a fantasy.
- With Learning Technology, two worlds meet. But they do not succeed in finding a coherence.
- Nowadays, Training is considered as a function by enterprises (like producing, selling, etc), which is something new. This new approach provokes a clash of culture.
- Computerization of Training function in enterprises is similar with computerization of other functions. The difference is arbitrary.
- What has to be modernized first and foremost is the Trainer function. This perspective leads to very provocative questions: will trainers still exist after modernization? Aren't we all trainers?
- Training of Trainers on the use of learning resources and their integration in training practices is a basic condition for a successful FDL implementation.

2.2. Training needs

- SMEs have no training needs. They only have problems and look for solutions.
- SMEs cannot be put in a single category. There are too many differences. The market should be segmented.
- A strong trend for development of self-learning is emerging in continuing and professional training, including support to individual learners like meetings and distance tutoring is required.
- A training need is identified. We do not know a priori which technology is the most adapted to satisfy that training need. There are many examples where a technology has been developed and then, people realized that the developed technology is useless.

2.3. Organization and standards

- Quality requirements for Open Learning, from the Telecom point of view are: Just in Time - User Friendliness - Expenses Control - Time Control - Wide Access - Security (Right Protection).

- One can observe (or anticipate) the entering of new actors in the learning resources market. These new producers do not come from the training sector.
- There is a risk to have a lot of high quality and low price products from US on the European market.
- There is no mean for being informed about existing products and their characteristics. In order to be really useful, information about products should include information about use. The catalogue is not an adapted answer: time needed to make the catalogue is longer than life-time of products.

3.3. Market development scenarios

- The lack of articulation between supply and demand on the present market is stimulating for FDL promoters.
- The modernization of existing training organizations and practices is a major scenario of FDL development.
- The explosion of a market of learning resources addressing individual needs constitutes an alternative scenario of FDL development.
- Telecom operators are in a key position for making alliances with other actors of the market (training organizations, publishers, universities, etc) and influence deeply the scenario of FDL development.
- The market needs standardized products for self-learning. They do not exist. Training organizations cannot develop this kind of products. Publishers should.
- Telecom operators think about their implications in the market of resources for self-learning. They could play a role of broker.
- Use the resources, wherever they come from. The only relevant questions are: is it good? is it efficient? is it cheap?
- Individual market will develop around services more than around products. Individual market should not be seen as a product market. Interactive TV and Telematics networks is the technological infrastructure needed by the individuals market.
- The market needs a sufficient number of products for developing. Regional or National levels are probably too low levels. But there are many cultural and linguistic constraints at the European level. These are reasons for being pessimistic.