

Institutionalizing e-learning when facing scarce resources

Abstract

Ensuring the sustainability of e-learning at the institutional level has become a pertinent topic in literature as well as in practice. This best practice presentation demonstrates a specific context in which in a university of applied sciences has to institutionalize e-learning under great time pressure but with scarce resources available. The emergent strategy to deal with these restrictions successfully is to exploit and leverage single-project experience and capabilities in order to speed up the process of institutionalization.

This best practice presentation will give an account of a specific e-learning entity that has been developed and successfully taught at the undergraduate level. Steps are shown as to how this project, the experiences gained, contributed to an overall e-learning strategy at the institutional level and to the rapid establishment of an e-learning competence centre. It will discuss the dos and don'ts of such a process. The institutionalization of e-learning is not, as it is sometimes suggested, following a rational, top-down approach, but is interactively and simultaneously developed from different levels but especially from the project level. Suggestions are made as to how the institutionalization of e-learning may be successfully governed in this context, considering resource constraints both in terms of time and money.

Selected references:

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