

The work of



In developing a solid approach and methodology on how to organise and support the quality management process of peer-produced e-learning content, the QMPP utilizes the expertise of its partners, but also three pilots to validate the quality approach and tools.

The target groups of the QMPP project are VET entities using eLearning in their various programs, and in particular, the eLearning managers, teachers, trainers and supporters.

QMPP as a project will also:

- ➔ disseminate knowledge of the quality methods & tools through its web site and presence in European eLearning events
- ➔ benchmark “best practices” in peer-produced learning contents and disseminate the results
- ➔ provide support materials (handbooks, checklists, case studies) for the VET community
- ➔ provide appropriate training courses in different European locations.

Get involved now!

QMPP project is aimed to assist you in developing your peer production approach. Please

- ➔ visit our website and gain access to our resources
- ➔ register your interest at our website and become a part of our QMPP community
- ➔ contact us to participate in training days in different European locations.

You can also contact directly one of our partners (see enclosed list).

The QMPP Partnership



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Quality Management of Peer Production of e-Learning (QMPP)

www.qmpp.net

Peer Production - A Growing Trend

Peer production – in other words user-created content – is a quickly growing trend in all digital content provision. The success of Wikipedia, YouTube, MySpace, Facebook, blogs etc. shows that the ordinary users are entering the nucleus of content production. Not only do users create content – they are also enriching, editing and validating content.

eLearning is not any different – and it should not be any different! In eLearning we must take advantage of the knowledge and the skills of the learners and involve them more deeply also to the production of learning materials and content. In eLearning peer production has been well used in team works, course wikis, peer-reviewed assignments etc.

The quality management challenge in e-learning content produced by peer production can, however, undermine the merits of peer production and learner-centered content creation. The aim of our project - **QMPP** (Quality Management Peer Production) – is to accelerate the creation of peer-produced eLearning content by providing a methodology to manage its quality.

The Challenge

The inherent advantage of peer production is that learning content is more accurate and coherent according to the needs and contexts of individual learners or specific learner groups. The challenge encountered by many organisations is that for their peer-produced learning materials no systematic quality approach is used. However, the benefits of peer-produced content are obvious.

The lead times for the provision of accurate learning materials shortens, the costs can be remarkably lower and the acceptance of the learners can increase.

Participation in the creation of the learning content is also an important motivator for good learning.

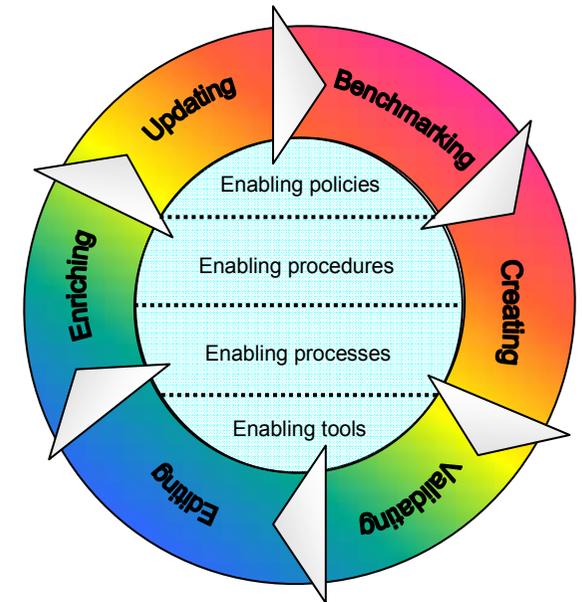
Peer production is an element in the empowerment of eLearners in vocational education and training – a key transformation from passive receivers of eLearning content towards active producers of content of their specific knowledge areas.

The challenge QMPP is facing is, however, the harnessing of the creativity of the learners and other key actors in eLearning by a quality approach and quality assurance methods.



As the basis for the QMPP work is the following model of quality assurance in eLearning. It includes two key elements: the peer production cycle (the outer ring) and the key enablers (the inner ring). The peer production cycle in eLearning content includes :

- benchmarking – identifying good digital resources, sharing learning experiences by sharing learning (b)logs, social bookmarking etc.
- creating – (shared) authoring of texts, cases, resources; creating images, audio materials, video materials etc.
- validating – routing and commenting created learning content, rating various learning resources (such as web sites and their content etc.)
- editing – sharing editing responsibilities (from proof-reading to translation), undertaking peer reviews, creating alternative navigational routes etc.
- enriching – creating additional content materials, publishing individual works and team works, sharing or learning (b)logs, adding library links, creating wikis, social bookmarking etc.
- updating – monitoring existing content, updating existing content, adding specific area content etc.



However, the effective use of peer production requires also have enabling and supporting structures. These are the following:

- enabling policies – organisational opportunities for peer production of e-learning content, management support for peer production, access to various digital resources to be used in eLearning content production etc.
- enabling procedures – organisational support for peer production, guidelines for peer production and peer reviews, guidelines of intellectual property rights etc.
- enabling processes – practical support of peer production, agreed and supported processes and workflows for peer production
- enabling tools – joint and shared tools to be used in peer production to provide effective and fluent collaborative work.