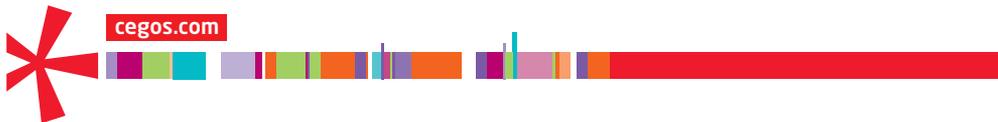
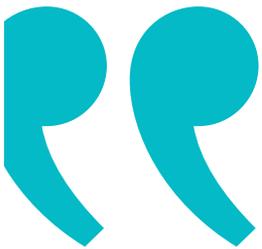


Open views

on learning
and e-learning



BEYOND KNOWLEDGE*

The way we learn and train

and share knowledge has never been challenged as much as over the past 10 years. New technologies are pushing back boundaries: they now enable mobility, collaboration, and networking, immersion in virtual environments, learning through games, information coproduction and sharing, self-paced learning and more. On their side, companies can now train more and more people better, faster and cheaper than before, everywhere in the world.

In a nutshell, new technologies are opening up amazing new horizons for learning.

This situation has kick-started changes across the board, and is raising a number of questions. How to deal with constantly evolving individual and collective learning behaviour? How to guide each learner through the ocean of knowledge at his fingertips? How should tutors and learners share their roles from now on? Which new training systems and tools will best cater to individual expectations?

The Cegos Group trains 200,000 people a year and is at the heart of the revolution a natural change leader. Our teams are on the ground, understanding and supporting this shift as it unfurls.

But we also feel that tackling the challenges that training will bring tomorrow warrants broaching the issues collectively. That is why we asked respected professionals in scientific, academic, corporate, technology and other circles to share their 'Open Views on Learning and e-Learning'.

I would like to thank these experts, who so readily and enthusiastically shared their views, experiences, beliefs and sometimes forecasts with us, for their spontaneous thoughts.

You will find a wealth of remarkable insights in this brochure, but please **feel free to watch the full interviews on www.elearning-cegos.com as well.**

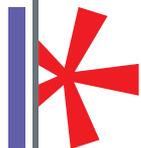
Questions about learning and e-learning are no doubt only just budding today, and other 'views' will enrich these exchanges alongside Cegos over time. Being the catalyst for these thoughts is another for us way to illustrate our purpose in bringing you «Beyond Knowledge».

If like us, you believe that we can shape tomorrow's training today, and that the way to do that is collectively, join the debate on Cegos' Facebook page!

JACQUES COQUEREL,
Cegos Group CEO

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Major contributors

Watch the full interviews by scanning QR codes below or connecting to www.elearning-cegos.fr/

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CATHERINE GOUTTE

Director of Development, Cegos Group



How have learning

methods evolved over the last 10 years?



Today, we cannot provide reward' training anymore. Business is strongly linked with learning strategy. We are strategic partners, business partners for managers and their organizations. So we are bringing back the notion of training ROI. We are also talking about ROE: Return On Expectations. So, beyond making investments, we ask ourselves if we are meeting learning expectations."

ERIC DE LA GUÉRONNIÈRE

Competencies Development
and Training Director, Suez environnement



There is now a generation that has grown up with computers and video games. And I think learning methods had to adapt to that generation. What strikes me most is their thirst for information. So they are necessarily more motivated, more focused on the information and then do better integrate the information they receive."

JEAN-PHILIPPE LACHAUX

Neurobiologist, Research Director at INSERM,
author of the book « The Attentive Brain »



From where I'm standing, mediating and observing relationships, I can see a fairly clear shift between people who teach and people who learn. The emerging relationships are probably more horizontal. The teacher is becoming a facilitator and the learner is much more involved in his learning process."

ANNE-LAURE BRUN-BUISSON

Link designer, Médiateur,
Founder of ShareLex



Watch all of these videos on www.elearning-cegos.com



We have moved from a traditional classroom approach where the instructor is the center of attention, to a more student-centered type of learning. This means that the learner is more responsible for his learning.”



ANNEE BAYEUX
Head of Instructional Technology,
Alstom University



There are at least two interesting trends that have happened in the last ten years. One is the proliferation of mobile technologies. The second trend is social media. If you put those two together what you have got is a very powerful means of creating content on the move, sharing it, revising it, participating together in online discussions, a whole range of social learning opportunities are open to people.”

STEVE WHEELER
Associate Professor of Learning
Technology at the University of Plymouth



We used to live in a world where information and hence knowledge was rare. Today, we live in a world where knowledge is hyper-abundant. In 2010, Eric Schmidt said that in one day, we are now producing as much data as we produced from the Big Bang to 2003. So a teacher’s job today is not so much to disseminate knowledge: it is to help learners to sail around the oceans of knowledge.”

SERGE SOUDOPLATOFF
Internet Expert, cofounder of
Sooyoos and Familia Games

THE CEGOS VIEW

We observe a shortening of training duration as well as a very strong demand: people want ready-to-use tools that they can apply directly to solve a given problem and strengthen their skills. It is now their stake to develop their own «capital skills.» On their side, companies want to optimize training systems by adopting less expensive and more individualized solutions, including tools to measure efficiency.

CATHERINE GOUTTE,
Director of Development,
Cegos Group

What was the impact of technology?



What I find very interesting is that technology is adapting more and more to the way our brain likes to work and learn. Now we can create virtual environments like simulators or serious games where people are in specific situations and need to do the right thing. And I think this is extremely important for learning.”



JEAN-PHILIPPE LACHAUX
Neurobiologist, Research Director at INSERM,
author of the book « The Attentive Brain »



There is a huge change because things are instant on the Web. But then you have two problems: First, you don't know how good the information is, so you have a real problem with information qualification. Then, the information is compartmentalized. You can find out all about Egyptian pharaohs without knowing where Egypt is, when exactly the pharaohs lived, and finally not understanding the context. New technology effectively delivers information instantly but doesn't provide a proper frame of reference. It is a real question how e-learning and other tools can help us share frames.”

OLIVIER LAS VERGNAS,
Founder of « La Cité des Métiers »,
President of the French Association of Astronomy



The classic education model is that information is imparted to students in a classroom, then they go home and they practice that information, they try it out: we call that “homework”. What we're seeing now is that the people can learn that information on their own, and the instructor is better able to help them with the application part, not necessarily the transfer of the learning part.”

ERIC BERG,
Executive Director, LINGOs (Learning In NGOs)



Watch all of these videos on www.elearning-cegos.com



SERGE SOUDOPLATOFF,
Internet Expert, cofounder of Sooyoos
and Familia Games



Thanks to Internet, we are shifting from expert design to collaborative design. In other words, before, only the designer, i.e. the expert, had the right to say things and do things. But today, a crowd can also produce collaborative output”



Technology has always had a key impact on learning methods. It started with books, which revolutionized access to knowledge. Then printing allowed the duplication of knowledge. Today, technology tools are changing the way we learn, facilitating knowledge transfer and making it more user-friendly.”

ANNE-LAURE BRUN-BUISSON
Link designer, Mediator,
Founder of ShareLex



When people take care of their own learning, they resort to the plethora of information they can find on the web, from networks, and via search tools made available to them. They take over their own learning and manage to build skills that were difficult to build with the resources they had before.”

CHRISTOPHE JEUNESSE,
Professor of Teaching Sciences
at University of Nanterre - Paris X

THE CEGOS VIEW

Information and communication technology has blurred all the boundaries. We are in an open knowledge economy where information and training are growing closer and the boundary is increasingly permeable. The second point is that our relationship to knowledge - and those who hold it - has changed. In the past, knowledge imparted authority. Is whether a trainer someone who transmits knowledge or someone who guides? Lastly, we can see that technology has an impact on people themselves because research around the world shows that mental structures are changing. Memory zones, attention zones, neuronal connections are made differently now.

How will we learn tomorrow?



Roles are going to flip: teachers, I hope for their sake, will still be experts, masters, sherpas, coaches... They will find interesting situations where students will be able to learn. Then they will gather those students who have ideas and we'll immediately see that roles switch. The teacher becomes learner and his students become teachers."

MARCEL LEBRUN,
Professor of Learning Technology
at the Catholic University of Louvain



We can see the introduction of social learning, as companies like Saint Gobain introduce collaborative platforms to facilitate exchanges and conversation within the company. Those types of tools are playing an important role in the learning process, and the learner is really taking control."

BART SCHUTTE,
Digital Learning and New Technology
Director, Compagnie de Saint-Gobain



The system in secondary schools and universities today is completely out of touch with these new learning options. We learn head on and do not learn to learn. We will have more and more instant access to information and knowledge, as expertise-building tools will develop more and more. So we will need to know how to connect and use all those bits of information we pick up here and there. The goal for schools and universities today is to prepare learners for life-long learning."

OLIVIER LAS VERGNAS,
Founder of « La Cité des Métiers »,
President of the French Association of Astronomy



Watch all of these videos on www.elearning-cegos.com



Tutors will become facilitators rather than imparters. Today, learners in a learning environment that is as abundant and as unsettling as the Web need to learn methodological skills. They have to be self-reliant and to find their own path. That does not come naturally: learners need to learn to do that by partnering with a tutor.”



CHRISTOPHE JEUNESSE,
Professor of Teaching Sciences at University of Nanterre - Paris X



We are now starting to predict that things like learner analytics, the Big Data picture will actually become quite widespread in universities and in organizations. I also believe that touch tablets and touch handsets are transitional technology between the old keyboard and mouse and the gestural technology where you start to use just your hands or your voice to command the machine.”

STEVE WHEELER
Associate Professor of Learning Technology at the University of Plymouth



There is a great movement towards what we call m-learning, or mobile learning, where we bring training into personal devices like tablets, smartphones.... These mobile tools will bring information just in time : when they need it, not before, not after. The second movement is this integrated or simulated world that we are going to use more and more for on the job training through augmented reality.”

ANNEE BAYEUX
Head of Instructional Technology, Alstom University



THE CEGOS VIEW

The range of virtual learning objects will allow more people to learn at their pace, on their own devices, when they choose to and at a reasonable cost. Technology is also fuelling social media and collaborative platforms, which will become essential forums for communicating and sharing, and springboards for formal and informal learning. Knowledge swapping is happening!

Lastly, we will be heading towards more fun, mobility and movement via learning web series, even more immersive serious games, motion sensors, etc - as well as holography and augmented reality, which are already breaking into the training scene.

How will distance learning evolve?



It works much better if you try to structure knowledge, understand it and connect it with a warm brain than a cold one. That is why I really believe in playing for learning but not in the form of “serious games”. I believe in “smart play”, which means learning with a free and creative endeavor. We firstly think of an entertaining goal before thinking of the educational tools.”

SERGE SOUDOPLATOFF,
Internet Expert, cofounder of Sooyoos
and Familia Games



Distance learning is going to be a term from the past. People are simply going to ask: where are the resources? Where are the inputs that might be useful to this learning? Distance learning will be kind of integral to everything we do but we will not even notice it as we go forward.”

ERIC BERG,
Executive Director, LINGOs
(Learning In NGOs)



The vision that I am putting forth in my company is that I expect every employee to spend 15 minutes a week on learning. First of all, it is becoming a real behavior for individuals to every week ask themselves “what have I learned this week?”. Secondly, we cannot use longer one-hour modules. They have to be shorter and easier to consume. Thirdly, it must respond to the career development aspirations of the individual, and not just the information that we, at the corporate level, want to push out to people.”

BART SCHUTTE,
Digital Learning and New Technology Director,
Compagnie de Saint-Gobain



Watch all of these videos on www.elearning-cegos.com



People often ask me: «Mr Lebrun, do you think computers will replace teachers some day?» I always reply «yes, if you think those machines can replace you, then you have to be replaced.»

Let's not forget that technology is potential. Activating and inter-activating that potential is up to human beings.”



MARCEL LEBRUN,
Professor of Learning Technology
at the Catholic University of Louvain



I don't believe that technology today can replace the high value of human interaction.

I do think that there is a time and place for face to face. Technology in Alstom today in learning is used to optimize the time we have together.

So we are making more and more blended solutions and we are dedicating time together for very high value actions, problem solving and being able to dive deep into delicate situations.”

ANNEE BAYEUX
Head of Instructional Technology,
Alstom University



We also need to deliver the information when people need it in the situation they need it for. We know that they will integrate it best in those conditions. Then, we need self-discipline if we don't want to be drowned in that constant flow of information. That is something we also need to learn.”

JEAN-PHILIPPE LACHAUX
Neurobiologist, Research Director at INSERM,
author of the book « The Attentive Brain »

THE CEGOS VIEW

Distance training is naturally about being able to access the content and knowledge you want, when you need it, and at your own pace. The key to turn that knowledge into skills is a perfectly tailored delivery method designed specifically for e-learning or blended learning. Lastly, experience shows that distance training fits in perfectly and unleashes its full value when it combines with face-to-face training, in blended and tailored training paths

What will be the impact for people and companies?



I think individuals will find what they want if they ultimately co-build their own learning paths. They will find more flexibility to work on their training paths around their personal lives. They will be able to anticipate changes and adjust much more easily when their professional lives evolve.”

CHRISTOPHE JEUNESSE,
Professor of Teaching Sciences
at University of Nanterre - Paris X



It we look forward and imagine a system where people only train on projects, only look for information they need for the project, there is a real risk of losing that shared frame of reference. We could go out hunting for fragmented information. Then the problem is that we do not have a same frame of reference shared by everyone.”

OLIVIER LAS VERGNAS,
Founder of « La Cité des Métiers », President
of the French Association of Astronomy



Will our jobs tomorrow involve clear-cut job descriptions or a set of skills we will have to use at various points in our careers? We will be working in matrix mode and project mode. The important thing will not be the job we do. The important thing will be the skills we have and those we need to maintain.”

ERIC DE LA GUÉRONNIÈRE,
Competencies Development
and Training Director, Suez environnement



Watch all of these videos on www.elearning-cegos.com



Learning is a long life experience. Andreas Schleicher, OECD Director for Education, said that famous sentence that has been translated in so many ways: “the students we are teaching today will work with knowledge we do not yet have, using tools we do not yet have, will do jobs that do not yet exist to solve problems that have not yet arisen”.

MARCEL LEBRUN,
Professor of Learning Technology
at the Catholic University of Louvain

“Many organizations consider that technology is good for the process and for the productivity, but they need to make the link with training. And I think some large organizations find training is a cost. But I’ll quote Derek Bok, who said, «If you think education is expensive, try ignorance».”



STEVE WHEELER
Associate Professor of Learning
Technology at the University of Plymouth

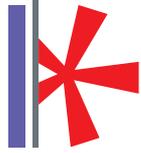


The role of a learning professional like me will become one of a curator. It consists of gathering and finding the best from the web, bringing it together into a single page within our learning platform that helps respond to a particular need.”

BART SCHUTTE,
Digital Learning and New Technology Director,
Compagnie de Saint-Gobain

THE CEGOS VIEW

Training will become an increasingly collective endeavour in organisations, getting together not only training and human resources departments but also the people and teams directly involved in building and sharing knowledge and skills. New technology is now making training accessible to the people who would fall through the traditional system’s cracks. Technology also frees and empowers people to train at their own pace, using training material that is often fun and intuitive. We are betting that all this will make learning even more appealing and enjoyable!



Cegos, training in all dimensions

The Cegos Group is one of the world leaders in learning and development. The expertise of its consultants, endowed with triple expertise in pedagogy, multimedia and business, covers all fields of management and development of skills.

Cegos delivers an extensive range of training solutions, from tailored to ready-made package, through a variety of channels combining classic approaches with the advantages of multimedia and e-learning.

The full scope of our offer allows each person and organization to choose the training solution perfectly suited to their needs.



E-learning modules

Online training scripted short and interactive, off-the-shelf (over 230 modules) or customized, stand-alone or in addition to face-to-face.



Vidéocasts

Over 100 experts sharing insights in 5-minute videos available online to educate, inform or train.



Videoconferencing

Short courses for tutors and participants connecting online, available in blended or 100% off-site configurations.



Serious Games

Multiplayer Solutions scripted with learning, behavioral and immersive. Playing supporting training.



Mobile Learning

Learning on the move, delivered straight to your mobile phone or tablet.



Social Learning

Collaborative tools from the Web 2.0 (wiki, chat, forums, blogs, etc) or corporate social media to share, build and cooperate with others remotely.



100% distance training paths

These 30 off-site paths cover company's key operations, intertwining videoconferences, assessments, e-learning modules and videocasts.



Blended courses

Over 400 courses combining classroom and distance learning, covering every field of expertise in a company.



Multilingual paths

The 26 Global Learning by Cegos turnkey blended programmes are available in 12 languages and ready for delivery worldwide.

Cegos, a worldwide leader in training and development:

Presence in **30** countries across the world

200 000 people trained each year - **20 000** corporate clients

More than **1 000** employees - **12 000** tailor-made training projects each year

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