From Skill Gaps to Business Process Oriented Learning – Corporate Learning at ICL2008

"Knowledge economy", trade liberalization and globalization, these are the main facts, which describes the rapid changes in the labor world. Scientists and practitioners in education try to find solutions, how to deal with these new requirements from the industries.

The International Conference on Interactive Computer-Aided Learning (ICL) hosted annually by Carinthia University of Applied Sciences since 1998, for more than ten years already emphasizes all challenges and problems around e-learning in universities, schools and in the last years also in business units. The conference is part of an international initiative to promote technology-enhanced learning and online engineering world-wide. The initiative includes a series of conferences such as the International Conference on Interactive Computer aided Mobile Learning (IMCL), Amman, Jordan, the International Conference on Interactive Computer aided Blended Learning (ICBL), Florianopolis, Brazil and the International Conference on E-Learning in the Workplace (ICELW), New York. All of these conferences are organized under the umbrella of the International Association of Online Engineering and the International e-Learning Association and are supported by the online journals:

- International Journal of Advanced Corporate Learning (i*JAC*)
- International Journal of Interactive Mobile Technologies (i*JIM*),
- International Journal of Emerging Technologies in Learning (i*JET*) and the
- International Journal for Online Engineering (i*JOE*).

The 11th international conference on Interactive Computer Aided Learning, ICL2008, took place in the period 24-26 September 2008 in Villach, Austria. The conference has attracted over 300 scientists from all-over–the-world to present state of the art research in the fields of e-learning, corporate and mobile learning. The conference covered all aspects of e-learning (strategies, pedagogical, organizational and technical issues etc.) with a special focus to Educational MashUps, Collaborative Learning Environments and Corporate Learning Problems. The conference was actually a very convenient forum to investigate how this type of technology-enhanced learning can facilitate learning process in different learning situations for diverse groups of learners. In fact, researchers have exchanged results, findings, tools and ideas that may contribute to knowledge and growth in this new and fast evolving field. The conference was indeed a truly lively international forum for eLearning developers, researchers and enthusiasts from about 60 countries to meet and exchange experiences with leading international experts and to encourage the study and implementation of mobile applications in teaching and learning.

We publish here some papers from ICL2008, which were special dedicated to corporate learning. The first part could be entitled: Skill training and corporate needs.
In the first paper Rhena Delport from the University of Pretoria describes strategies, how to overcome skill-shortages and skill-mismatches, observed between education program content and industry needs on a national level. Her central point is how to identify the national skill gaps and opportunities for e-learning, using the South African context. David Guralnick and Christine Levy address their paper to the question, how to pedagogical structure and guidance in simulations, which are widely used in different training programs

in corporate trainings. Goals of learning-by-doing simulations must be not only to provide a practice environment, but also to provide a specific learning environment, to b successful – this is their main message.

The paper of Dimitra Pappa, Nils Faltin and Volker Zimmermann stresses the problem, how to organize a business process oriented learning in industries on the background of automotive industries. Such kind of learning should integrate learning into daily working tasks and put in place mechanisms for the effective management of business and learning processes. In the next paper Andrea Kelz reports about the practical experience of using e-learning strategies in technical part-time studies at Campus Pinkafeld in Austria. She emphasizes the need of constructivist frameworks for blended learning settings in such kind of study programs.

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