

Digital Society Trends: Bumps in Endorsing eLearning by the Society

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Social Issues

- Computer illiteracy
- Accessibility vs. HCI
- Lack of adequate (web) pedagogy
- Learner motivation

Pedagogical Issues

- E-learning design for the masses
- E-learning & competency formation
- Computer-mediated vs eye2eye interaction
- Personalization: wishful thinking, economic constraints, ...?
- On-demand learning: when & how

Technical & Economic Issues

- Technological challenges (esp. in mL)
- Budget vs learning quality
- Costs & return (ROI)
- Mass customization & e-learning

Perspectives

- Promising innovations
- E-learning 2.0, 3.0: hype or tripe?

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Thank you

Questions in Electronic Education

Ponderings . . .

The Perception of Electronic Education: “Faceless to faceless”?

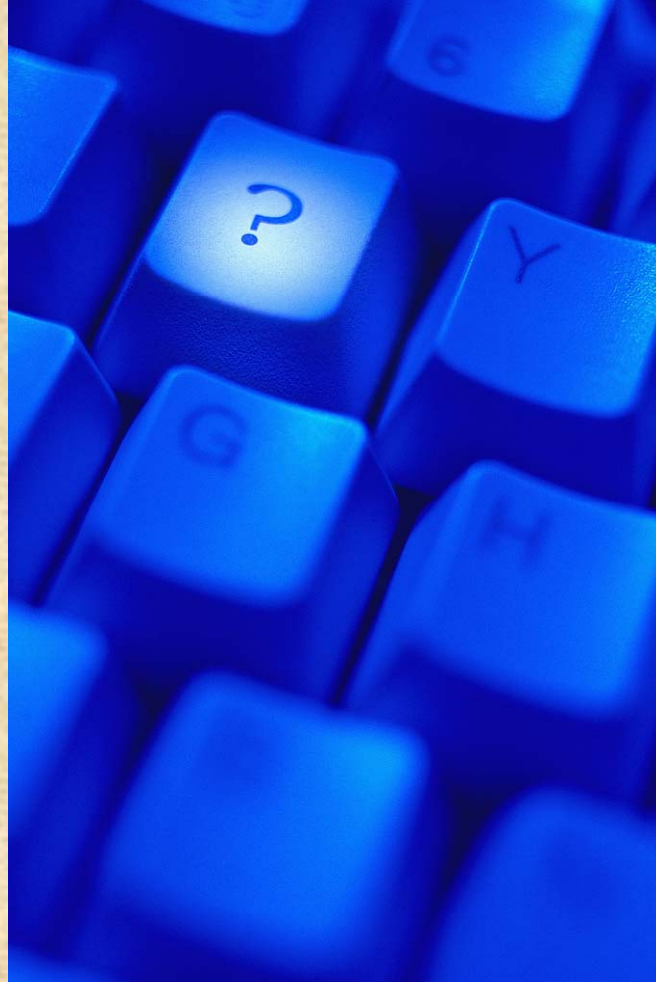


The Cost of Electronic Education

Why not pay faculty more, and therefore attract and retain better faculty, rather than spending so much money on technology, faculty development, and online courses?



Further thoughts?



Barriers and Challenges of eLearning



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eLearning Contradiction



- MacDonald et al. (2005) coined the phrase “the eLearning Contradiction” to describe the incongruity between the expressed need to integrate technology into teaching and what is currently occurring in the majority of universities.
- There is little incentive for professors to devote the hours required to design technology-based resources when their teaching scores with traditional delivery methods suffice to obtain tenure and promotion. Professors may feel that their time is better spent securing research grants and publishing. (p. 80)

Debate



- Supporters promote eLearning's convenience and flexibility and argue it can be equal to or superior to face-to-face courses.
- They encourage critics to open themselves to new ways of organizing activities and instruction.
- Critics describe eLearning as “disembodied” learning and suggest that online learning may be a poor substitute for classroom teaching.
- Although eLearning may not be the preferred mode of learning for everyone, there is a need for more accessible, convenient, and flexible learning for certain segments of the population.
- Since technology offers viable alternatives to the traditional teaching-learning process there is a need to understand how eLearning can be delivered in the most effective way possible.

Debate (continue)



- Educators need to become proactive in the development and use of technology in the teaching process.
- Although some of the resistance to using eLearning is ingrained in educators' philosophical values and beliefs, some is due to their lack of time and knowledge of how to design and deliver effective online learning.
- Making the transition to, and developing practices for, teaching with technology is not easy for many academic staff.
- The gap between available technology tools and how faculty are using them is a catalyst to better understand the effectiveness of technology on students' satisfaction and learning.

Challenges



- Need an eLearning Culture - sustainable high quality eLearning courses must be part of a systematic integration of technology into the learning processes of the university.
- An eLearning culture is characterized by a true integration of delivery partners: (a) technical support and administrative staff; (b) eLearning design and facilitation teams; and (c) decision makers who determine resource allocation and media.
- Quality eLearning comes with a cost: significant investments in time and energy. This investment must be acknowledged and supported.

Challenges



- Securing resources an ongoing concern in a university not used to the ‘front end’ resource implications” of eLearning.
- The ongoing nature of the design process- design *is* intertwined with facilitation strategies. rapid re-design as learners’ needs become better articulated is characteristic of a quality eLearning experience.
- Changes Quickly - Quality eLearning illustrates a dynamic intersections between emerging technologies, theory and best practices - theoretical knowledge informed by practical experiences – moving target!
- Need for quality standards and tools (frameworks, learning models, standardized assessment tools, etc.)



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What are the challenges in e-Learning for getting real in our
Society?

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E-Learning Main Components

- CONTENT – having proper information in e-Learning format
- PEDAGOGY – having a proper structure and information flow
- LMS – deployment and quality tools



LMS – Learning Management Systems

Tesys e-Learning platform

– as professor/secretary administration:

<http://apps.software.ucv.ro/tesys/servlet/tesys?admin=1>

- as learner at:

<http://apps.software.ucv.ro/tesys/servlet/tesys>



Core Challenges

1. REPLACE classical learning
2. Offer SAME/HIGHER quality
3. Integration =LMS+DATA+ALGORITHMS+TECHNOLGIES



Solution to challenge 1

REPLACE classical learning

- High quality content -> STRUCTURE
- High pedagogical quality
- High quality data deployment/management tool -> LMS



Solution to challenge 2

Offer SAME/HIGHER quality as classical learning

- Monitoring activity -> DATA
 - Building optimal learning paths
 - Assign quality metrics
- } -> ALGORITHMS



Solution to challenge 3

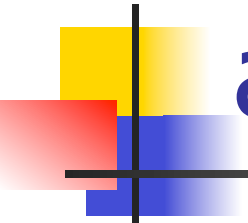
INTEGRATION

- +CONTENT -structure/pedagogy
- +LMS - data deployment/management
- +DATA - performed activities
- +ALGORITHMS – machine learning/data mining
- +TECHNOLOGIES – web services



Finally, the main issue is:

- Acceptance by universities/companies
 - At least within a blending environment
 - Predict/estimate the aspects that influence acceptance/rejection of universities/companies
 - Define/establish infrastructure
 - Define/establish standard quality assurance policies



What slows the process of acceptance?

- Poor pedagogy
- Lack of specialists
- Lack of business planning
- Institutional inertia
- Poor standardization – too many technologies that are constantly changing



Reasons to believe e-Learning will succeed

- Knowledge based society
- Employees need to be lifelong learners
- Knowledge-base is constantly changing
- New and more efficient teaching methods :
from information transmission to
knowledge construction