

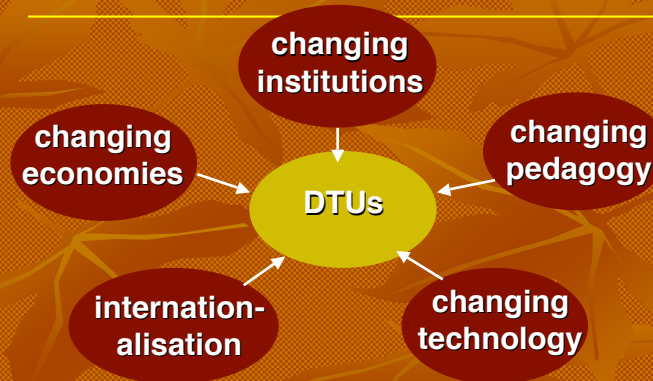
EADTU 20th International
Conference 2007,
Lisbon, Portugal

Integration of new media in international courses

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Current pressures on distance education universities



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Current pressures on distance education universities



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Different economies

Resource-based: agricultural, mining, fishing: land/sea-based, local

Industrial: manufacturing: urban, factories, hierarchical, economies of scale, specialist skills

Knowledge-based: financial, bio-technology, ICTs, telecoms, entertainment: 'virtual', global, networked, multi-skilled

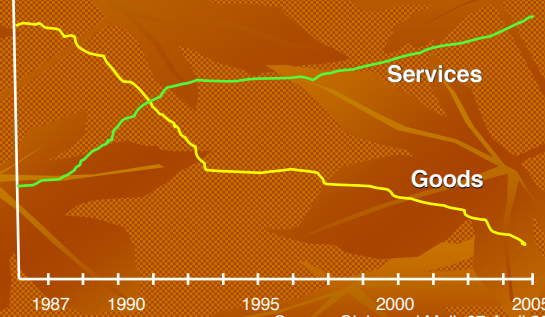
All three economies in parallel

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Shifting economy

% share of Canadian industrial employment



Source: Globe and Mail, 27 April 2006, B9

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Skills of knowledge-based workers

- problem solving, critical thinking
- communication skills
- computing/Internet skills
- independent learners
- entrepreneurial, initiative
- flexibility
- team-work/networking

AS WELL AS subject expertise

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Current pressures on distance education universities

DTUs

changing pedagogy

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Changing views of learning (epistemology)

How we know what is true, e.g.: Darwin vs Church

Objectivist: truth exists outside the human mind: scientific laws that describe an unchanging reality

Constructivist: all knowledge is constructed by humans: science is what scientists generally agree; knowledge is relative and personal

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Impact on educational practice

Objectivist:

- a body of knowledge to be learned, defined by experts
- knowledge transmission by experts
- comprehension, memory, rote learning
- authoritative, correct, organized, clear, not to be questioned
- 'right' answers; efficient reasoning

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Impact on educational practice

Constructivist:

- observe, compare, question, reflect, discuss, assimilate, e.g. heat
- reflective, social and personal
- questions, problems, discussion, argument: learners more equal
- quality of argument/thinking assessed

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Why the shift?

Knowledge explosion: too much to learn by heart: smarter rather than more

Skills required in knowledge-based businesses (and in life):

- critical thinking, creative thinking, problem-solving, communication, use of ICTs

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Current pressures on distance education universities

DTUs

changing technology



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Online learning 1995-2006

Main driver: Internet + learning platforms:

- WebCT, Blackboard, Moodle, Virtual Campus
- integration of teaching and administration
- proprietarial vs open-source
- institution/teacher-focused

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New technologies: 2005 -

user-created content: blogs, YouTube
social networking: MySpace
mobile learning: phones, MP3s
virtual worlds: Second Life
emerging publication: wikis, e-Portfolios
multi-player games: Lord of the Rings
simulations: MyPhysicsLab.com
synchronous: Skype, Elluminate

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Educational implications of Web 2.0

Learners:

- have powerful tools
- can create/add/adapt content
- can create personal learning environments

Power shift from instructors to learners

'Open' access, content, services, sources

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Web 2.0 and learner control

Objectivist

Constructivist

| | | | |
|--------|-----------------------|-------------------|------------|
| Tests | Essays | E-portfolios | MySpace |
| Books | LMSs (e.g. Moodle) | RSS | Portals |
| | | Discussion forums | flickr |
| | | Wikis | Blogs |
| Credit | Research | Second life | Non-credit |

Teacher control

Learner control

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Changing students: digital natives (Prensky, 2005)



Under 25 years of age: brought up with technology: computers, mobile phones

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The rationale for e-learning

E-learning supports the development of skills needed in knowledge-based societies, e.g. how to seek, organize, analyse and apply information

Using technology for learning prepares students for knowledge-based work

E-learning is particularly good for lifelong learning

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Current pressures on distance education universities

changing institutions

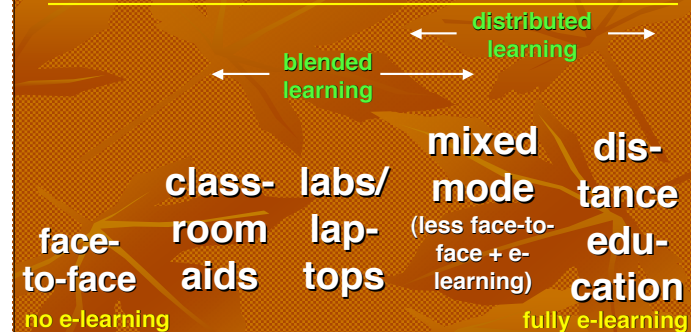
DTUs

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What is e-learning?

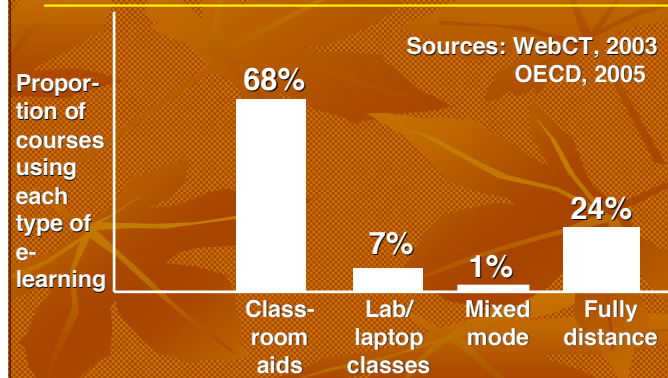
(Bates, 2005; OECD, 2005)



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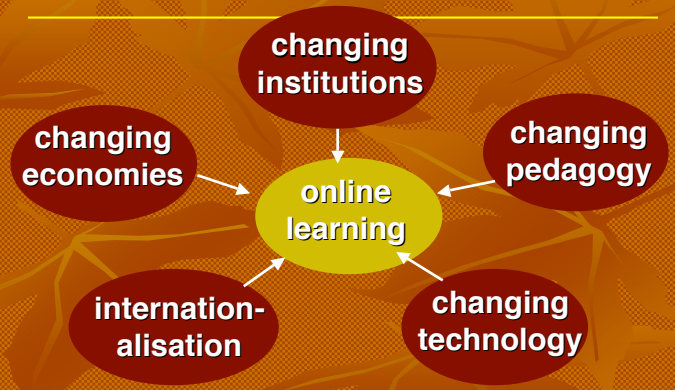
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Current proportion of different types of e-learning in North America + Europe (2006)



Sources: WebCT, 2003
OECD, 2005

Resolving the pressures



Conclusions

- DTUs need to change to survive
- constructivist learning/hence online learning is essential for DTUs in developed countries
- traditional institutions are NOT meeting needs of lifelong learners - but will
- a short window of opportunity for DTUs: but must move faster

Further information

Bates, A.W. (2005) *Technology, e-Learning and Distance Education* London: Routledge
OECD (2005) *E-learning in Tertiary Education* Paris: OECD
Bates, A. (2000) *Managing Technological Change* San Francisco: John Wiley
Bates, A. & Poole, G. (2003) *Effective Teaching with Technology in Higher Education* San Francisco: John Wiley