INTRODUCTION, ADVANTAGES AND MAJOR CONCEPTS OF E-LEARNING & ICT BASED EDUCATION

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MAIN OBJECTIVES:

This TAM, targeted at HEI, will:

examine the wide array of possibilities that ICT and e-learning offer in terms of:

- ❖ modernizing teaching and learning,
- ❖ opening access and
- ❖ internationalizing higher education.

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LEARNING OUTCOMES:

❖ Understand current trends with regards to e-learning, and the variety of types, possible approaches and employment

❖ Cite examples of how universities are strategizing regarding e-learning and the ways in which it is changing teaching and learning more generally

❖ Understand different national regulatory contexts and how they may hinder or help e-learning, both with regard to recognition and quality assurance

❖ Assess how e-learning could be better understood, promoted, stream-lined and implemented in their respective countries and institutions

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INTRODUCTION TO E-LEARNING

E-Learning can mean different things to different people:

E-learning, blended learning, online learning, technology based learning, enabled learning, m-learning, hybrid learning, computer based learning, **smart learning**.

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LEARNERS LEARN BEST WHEN …

- They engage in active intentional learning

- Represent knowledge in multiple ways

- Participate in real-world authentic activities

- Receive frequent feedback

- Collaborate with others in solving problems.

- Have access to tools for meaningful learning

Teachers learn the same way!!

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E-learning in Education and Higher Education.

Overcoming the "iron triangle" :Quality, Access and Cost

❖ more students/ learners

❖ Better quality

❖ Lower cost

Other reasons

❖ Learning innovation

❖ New models for education

❖ New business models

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HOW COULD E-LEARNING HELP TO IMPROVE LEARNING?

Student centred-learning -diverse student body

- mass higher education, working students, parent students
- different learning needs, styles and fill knowledge gaps
- e.g. videorecord/ podcast lectures
- students can learn on own pace, repeat, learn at their own interest

Changing role of the teacher & students

- •flipped classroom: listen to lectures at home, work through learning materials –discuss and collaborate in classroom
- •active learning –better chance to active participation
- •Learner autonomy, connected learning: working with others
- •learning coach, teaching becomes teamwork

Discipline-specific

- medicine: visualisation, trial surgery
- geography: use of smartphones: compass, altometer, mapping etc.

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E-learning in Europe: general trends(EUA E-learning study 2014 + TRENDS 2015)

❖ Most universities have some kind of e-learning

❖ often: driven by individuals teachers or departments

❖ Not very prominent, limited use

❖ Growing interest of institutional leadership (top 2 priority)

❖ MOOCs: prestige, visibility for institutions & teachers

❖ Generally growing attention for learning and teaching

❖ Strategies for e-learning: 89% have a strategy or develop one

❖ Quality assurance for e-learning emerging
  ▪ Internal QA: 29% have it –**35% discuss it**
  ▪ External QA: 23% have it –**28% discuss it**

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For a national plan we have to ask specific questions: before you spend millions!

❖ What do you want to do? What is the purpose?
  ❑ Is it for your actual students? Other learners you want to attract?
  ❑ What sort of learning environment/technology would help them?

❖ Strategy & plan –but also hands-on experience
  ❑ What is already existent? can it be used & upscaled?
  ❑ Learning from others?
  ❑ Develop a pilot?

❖ Start from learning & teaching –not from technology

❖ Who will support it? Leadership? Staff? Students?

❖ QA, recognition

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E-LEARNING IN FRANCE.

❖ Modern university with MOOCs Launched on FUN

❖ Courses for outside world

❖ SPOCS, special courses with specific design and make explicit the learning steps. (Change the pedagogy)

❖ Divide the subject to capsule of one week teaching: clarify ILO …..

❖ Each video is followed by a simple quiz

❖ A general test of self-assessment at end of week!

❖ They use: Flipped classroom or peer production!

❖ Develop for life long learning

❖ Accelerate or densify the curriculum!

❖ Concentrate on quality : evaluate courses

❖ Skills! , dedicated team, no standardization, experiment and adjust! Progression towards active

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Use of remote laboratories in e-learning environment:

Virtual laboratories, robotics kits, solar panel experience.

- ❖ Good for remote labs, instead of huge investment!
- ❖ Less expensive, less time and effort with much knowledge.

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Changing learning methods and approaches

Blended Learning?

Virtual university provides e-learning

Traditional universities

- -technology enhanced learning (1-29%)
- -blending starts with 30% online up to 70% university.
- Above 80% is online.

Blended: - Design
            - Delivery
            - Assessment

Less than 50% blended without changing mission and vision

More than 50% blended obligated to change and become more distance learning

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INSTITUTIONAL FEARS:

❖ Lack of quality   (cheating in exams!)

❖ Not many examples of how ICT enhanced learning and teaching!

❖ Teachers qualified to do it

❖ Incentives and time. (management challenge)

❖ Financial cost at the start!

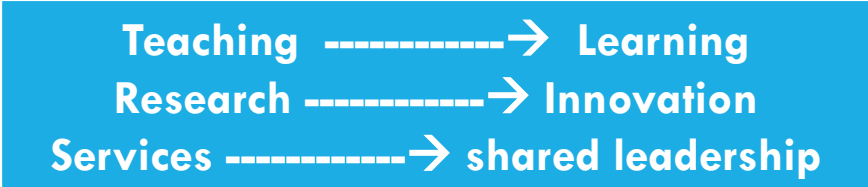Dr. Safa Nassereldin, HERE, Alquds University

CHALLENGES:

1. Facilities: infrastructure, tools for assessment.

2. Role of faculty members in e-component!!

3. No clear mechanism for the design!

4. Recognition of the course. (blended)

5. Motivate teachers + students to use it. And promote e-learning and trying new approaches or technology!

6. Resources: invest in design quality e-learning course upfront.
   - Compromise quality of content
   - Or Compromise quality of teachers / part timers

7. Quality of teachers: of quality; in traditional ↔ conventional teaching them, he is of quality in blended!

8. Common skills to be a good teacher online

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WAYS TO SURPASS:
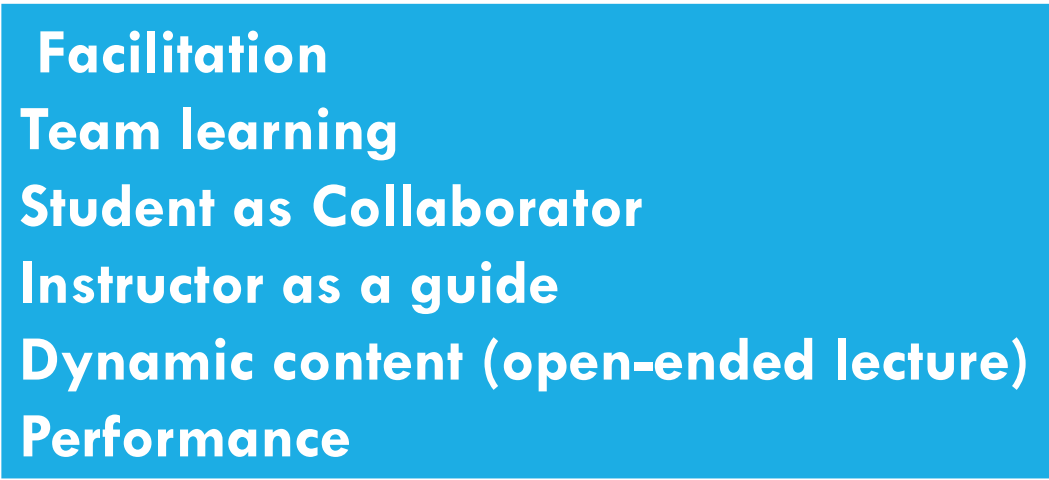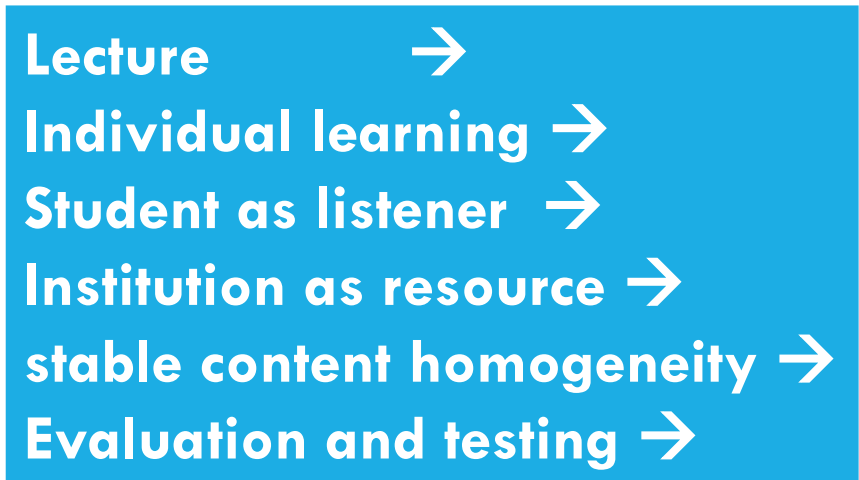
❖ Evaluation of courses in online is to ensure quality since Digital makes visible and evaluable (e-reputation)

❖ Find more evidence online, success stories

❖ Train teachers about design + quality and way of assessment to insure quality and no cheating

❖ Students' perception: and convincing that it is real knowledge

❖ Start by champion for a particular area!

❖ Have clear definition of the different expressions.

❖ Natural will and policy with the engagement of the civil society and all.

❖ Publish success stories

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E-learning environment and policies

University Mission:

> Teaching ------------→ Learning
> Research ------------→ Innovation
> Services ------------→ shared leadership

Teaching ----- → ---- Learning

Lecture →
Individual learning →
Student as listener →
Institution as resource →
stable content homogeneity →
Evaluation and testing →

Facilitation
Team learning
Student as Collaborator
Instructor as a guide
Dynamic content (open-ended lecture)
Performance

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Teaching	Learning
-classic classroom	-classroom without walls
- teaching inputs	-2 way communication
Research	**Innovation**
-ideas generation	-idea application
-individual inventions	-collaboration innovation
Services	**shared leadership**
Interrupted , short-term involvement	Sustained, long-term involvement
Tactical, individual contributions	Strategic, institutional commitment
Issue and cause focus	Community and regional well-being
Accountability of services rendered	Shared responsibility for results

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CHALLENGES:

❖ Knowledge of e-course

❖ Globalization

❖ demographics

❖ Technology.. Innovation

❖ Technology change

Introduced new HEI institution:

❖ Life-long learning

❖ Corporate HEI: Apple, in China

❖ Cross boarder HEI

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PRINCIPLES OF THE ELEARNING POLICY

The usage of e-learning should be stated clearly in the policy statement

Principle 1: define *eLearning provision*

Principle 2: *equity of opportunity*

Principle 3: *individualised learning environment*

Principle 4: *technologies used in the eLearning*

Principle 5: *resources for both tutors and learners*

Principle 6: *standards expected by the University, funding bodies*

Principle 7: *pedagogy for eLearning*

Principle 8: *remove barriers that impede or restrict effective eLearning*

Principle 9: Level of Service

Principle 10: Cost Model

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E LEARNING AND INSTITUTIONAL EFFECTIVENESS

❖I. Institutional Planning (IP) by doing the following functions:

- ❑ •Strategic Planning
- ❑ •Operational Planning
- ❑ •Setting Key Performance Indicators.
- ❑ •Outcomes Review

❖II. Institutional Research (IR)

Design and conduct studies to collect information needed by the internal and external customers for decision making and continuous improvement in all operational areas of the institution.

❖III. Institutional Quality Assurance and Continuous Improvement

Ensure the institutional compliance with its Quality Policies and Accreditation Standards through a well-defined process-oriented quality management system

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MAIN INSIGHTS:

❖ The teacher/staff member is the main principle in Education Process.

❖ E-learning is another tool for learning and teaching.

❖ There is still a challenge in the employment of e-learning technology

❖ Some important points to consider:

    ❑ teacher's skill,

    ❑ Student,

    ❑ infrastructure.

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❖ Issues of ICT should be connected to the real teaching and learning life.

❖ ICT is becoming a necessity in higher education.

❖ ICT Learning is unavoidable

❖ ICT is a tool to serve the Main objective which is learning.

❖ Switch from instructional design to designing learning experiences

❖ We need to teach teachers how to use e-learning, and teach students how to learn

❖ ICT is a tool that can contribute to life-long learning

❖ E-learning can help in the build –up of students

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WHAT ABOUT THE ROLE OF NATIONAL REGULATION?

• Multi levels of ICT strategy and Multi Actors

• ICT Strategy Varied:

(1) No ICT strategy on university level

(2) Written ICT Strategy (national level)??

(3) Strong written strategy for virtual universities with complete recognition, Implementing QA but No ICT strategy

SO:

-The national regulation should be updated.

-It is important to start e-learning before university level.

-Main challenges: Recognition, Validity

Conclusion: National Regulations should facilitate, create incentives and support ICT Strategies of our Universities!

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Thank you

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