

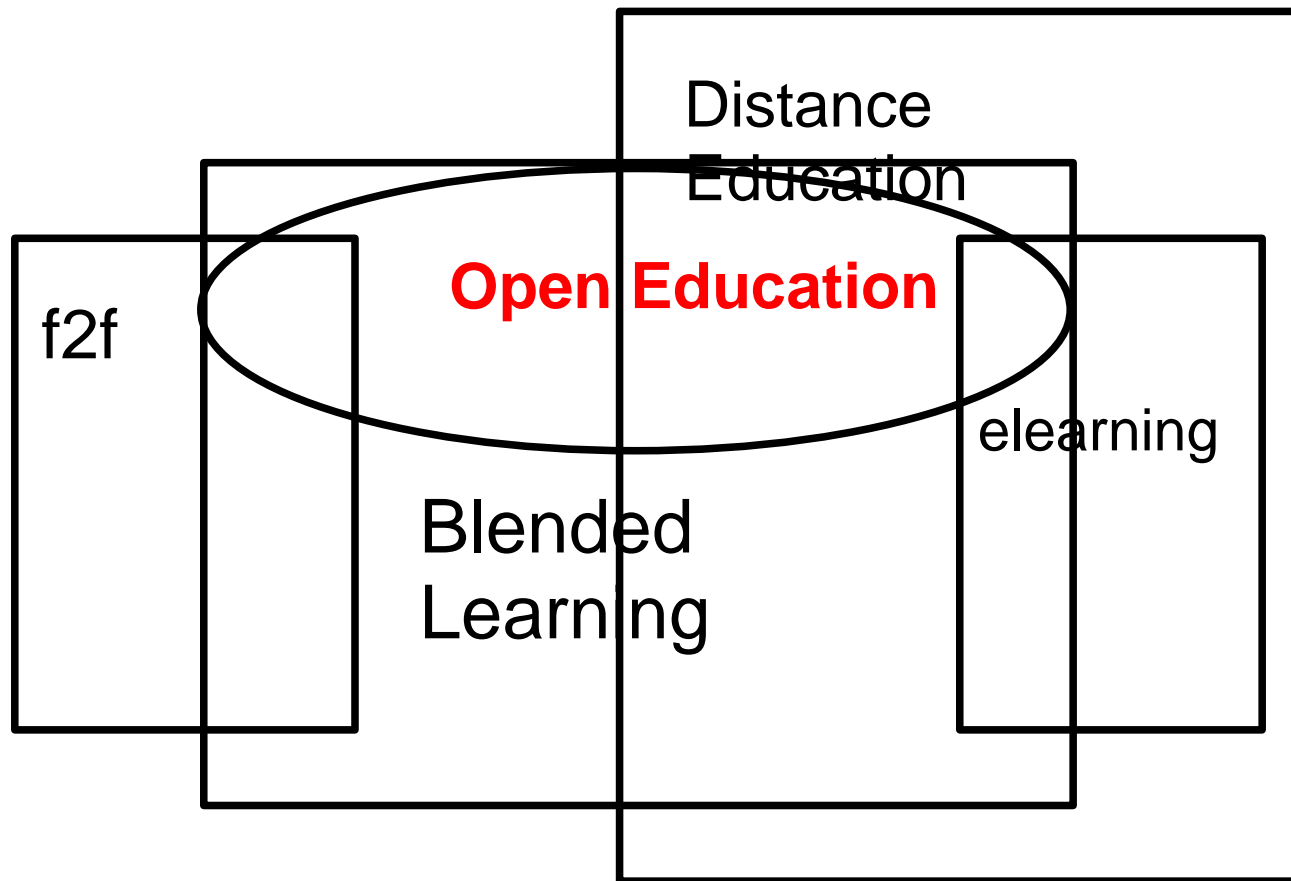


Online Education:
The Good, the Bad, and
the downright Silly,,,

Professor Frank Rennie
Lews Castle College UHI
(University of the Highlands and Islands)
Scotland

Pedagogic Styles

Distributed Learning



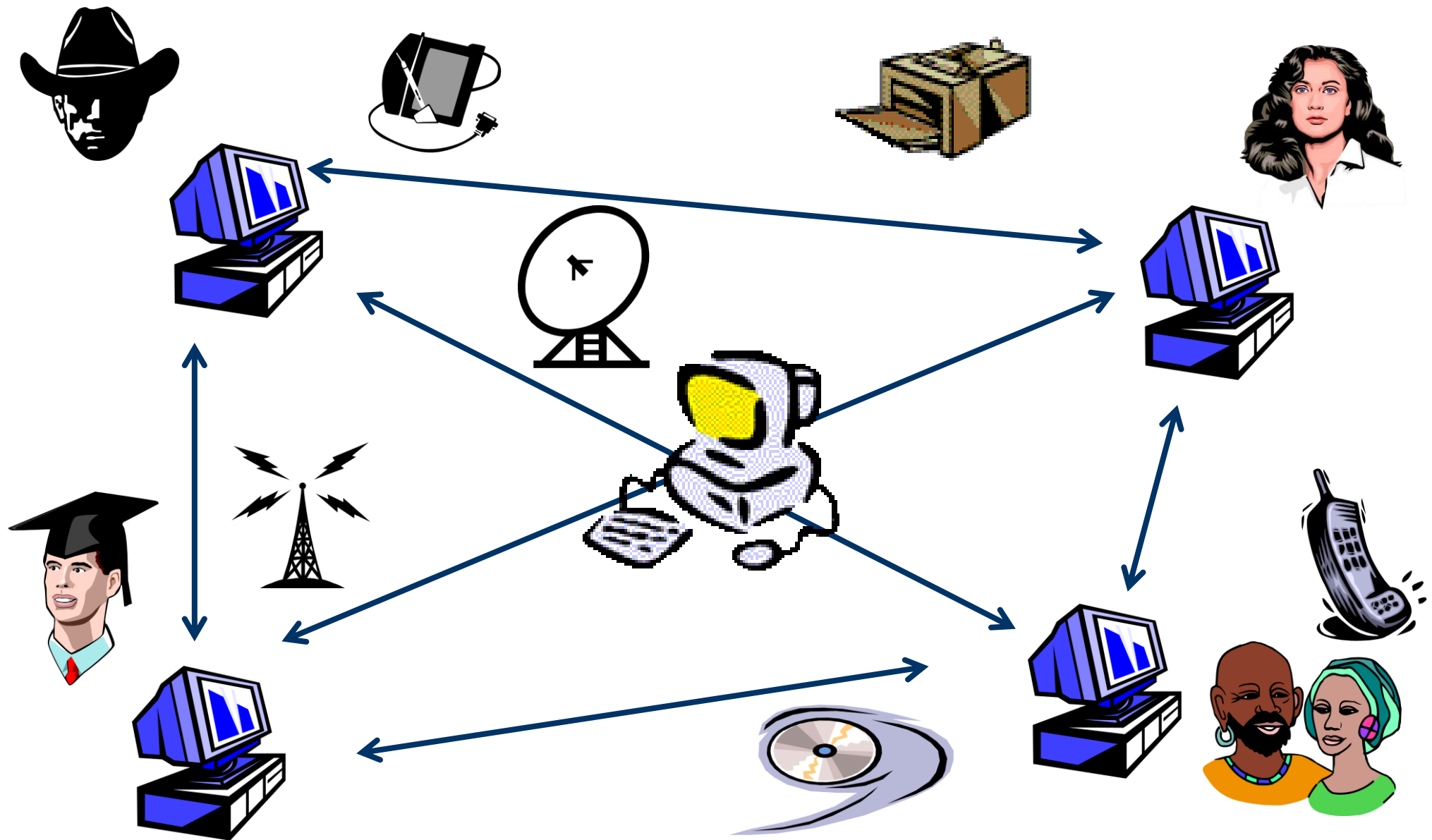


THE Journal, Apr. 2001

What are the Drivers?

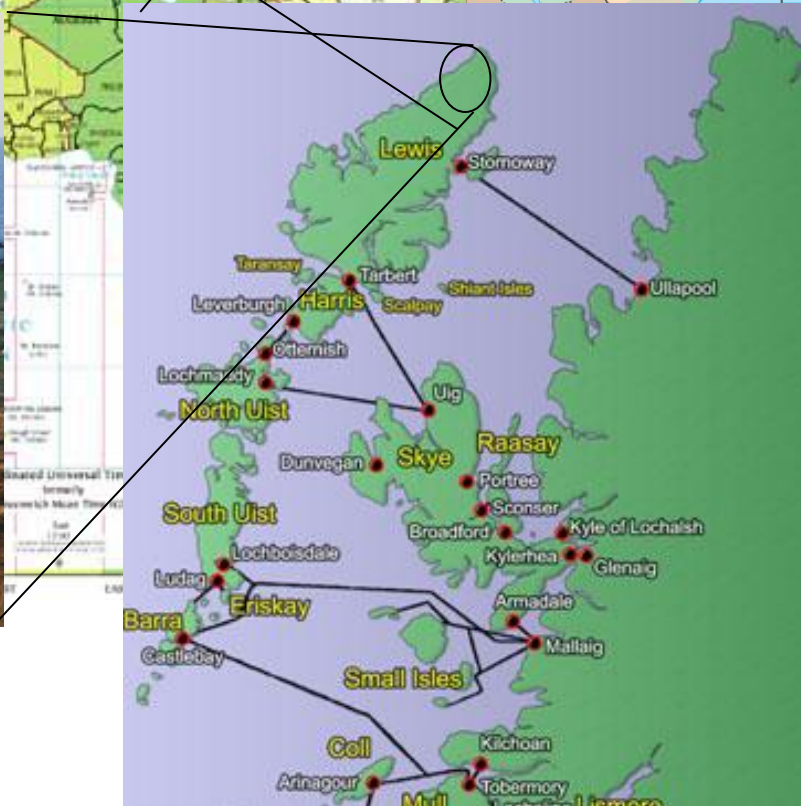
- Flexibility and convenience
- The pressures of 'real life'
- Career elitism (CPD)
- Disaggregation of knowledge
- New technologies available (iPod etc)
- Intellectual stimulation

The Connecticon



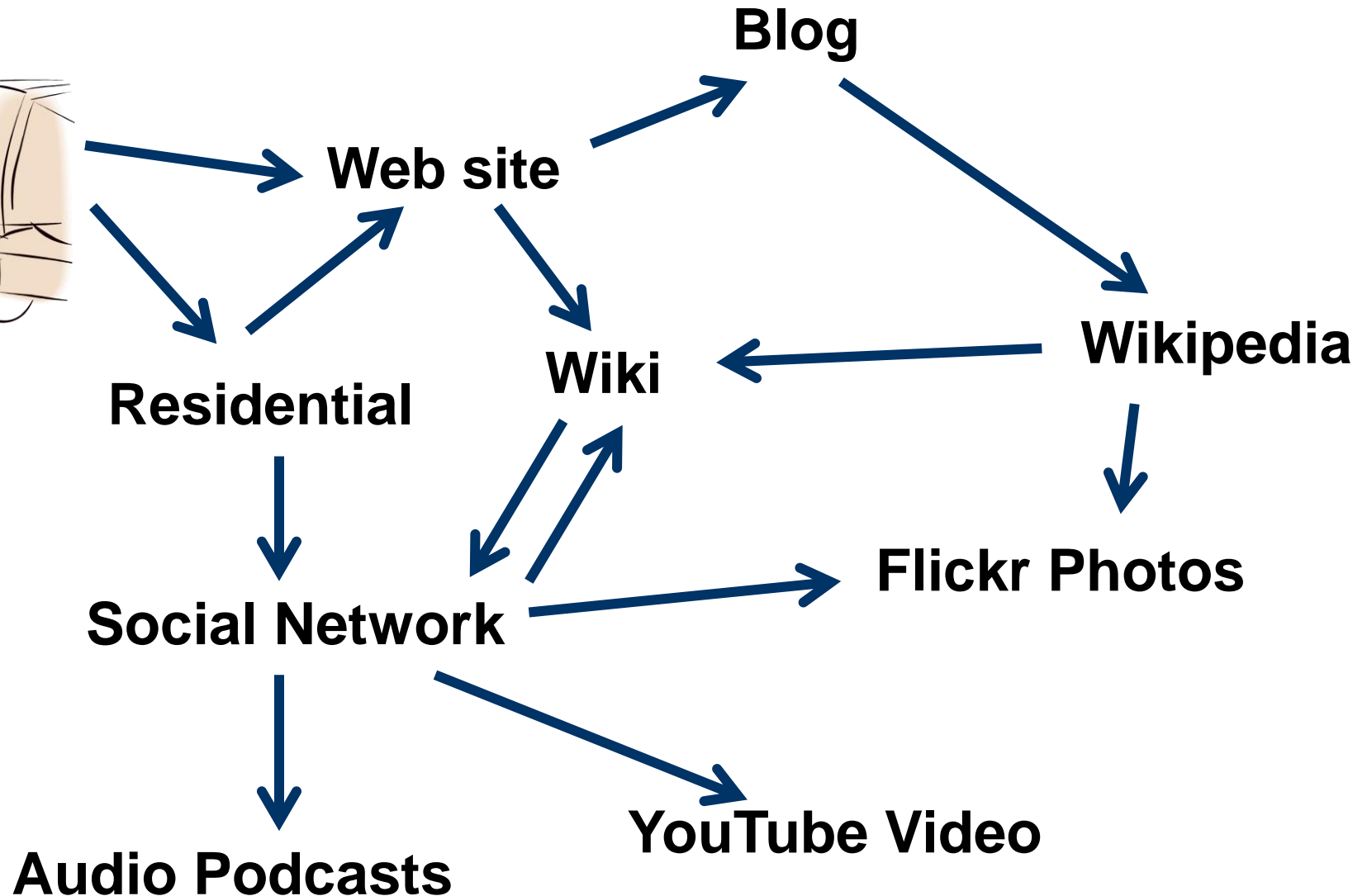
South Galson

STANDARD TIME ZONES OF THE WORLD





Mashups for Education



Contextual Communities

- Self organising groups of learners
- May be structured or not
- May be work or topic based
- May be open and distributed
- Will be flexible and transient





Paradigm Shift

Ride a cock-horse
To Banbury Cross
To see a fine lady
On a white horse
Rings on her fingers
And bells on her toes
She shall have music
Wherever she goes

But give a fine lady
Broadband with internet
Wi-fi access
And see where she gets
Laptop and iPod
And news on demand
Facebook and Skype
In the palm of her hand

Paradigm Shift



From TeddY on Flickr



Mode 1 >> Mode 2 Education

- Homogenous subjects
- Solitary scholar
- Hard publication
- Universal themes
- Objectivity & disinterestedness
- Blue skies research
- Life-long vocation
- Heterogenous bases
- Multidisciplinary teams
- Internet open access
- Mission-led & problem-solving
- In the service of practical interests
- Contextually defined
- Professional teams

Do...

- Get accreditation
- Start with blended learning
- Use special courses (teachers, CPD)
- Explore open source/open access/content
- Encourage the champions – reward success
- Collect evaluations & testimonials
- Ensure a staff training programme
- Prioritise learning outcomes
- Wrap-around courses are a quick win

Do Not...

- Try to put too much online
- Worry about assessment at first
- Get fixated upon the technology
- Separate from existing Quality Assurance
- Have only one delivery option
- Expect 100% participation at first
- Expect online solutions to apply equally to all areas

Do Not... (continued)

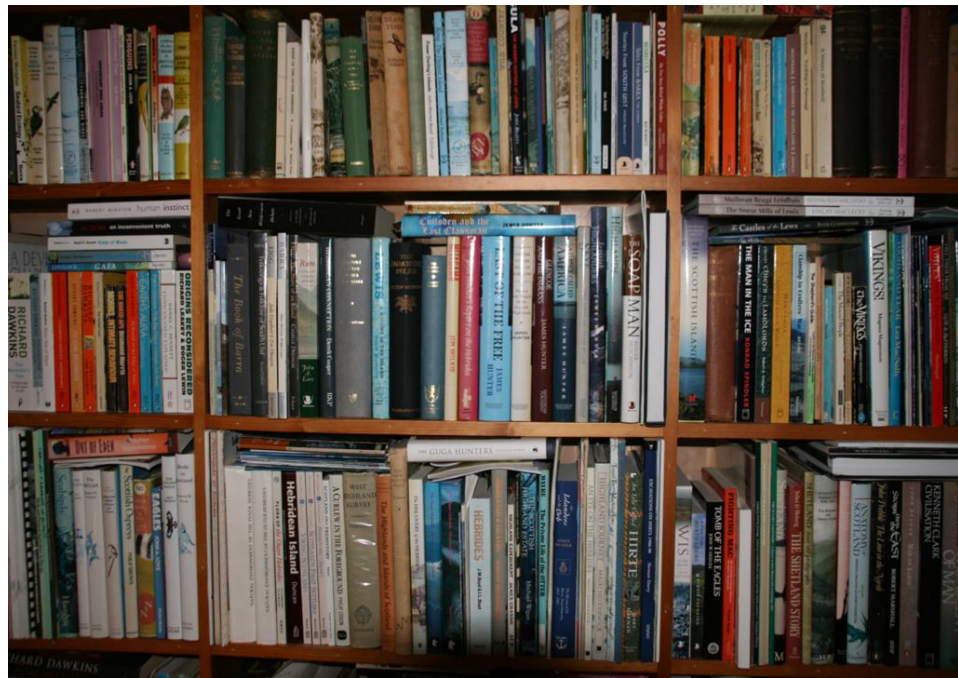
- Forget to build assessment around activities
- Think that e-learning is a cheap option
- Think that you need to reinvent the wheel
- Think that this is rocket science!

Principles for teaching online

- Re-appraise materials and identify core areas
- “Chunk” materials into weekly workload
- Write/distil an overview of each topic
- Identify resources, examples, papers, images
- Design activities to deepen understanding
- “Nice to know” - further reading
- Relate assessments to activities and outcomes
- Support materials – student guide, summaries..

Some silly ideas..1

“Putting things online means that you lose recognition”



What about books?

Some silly ideas..2

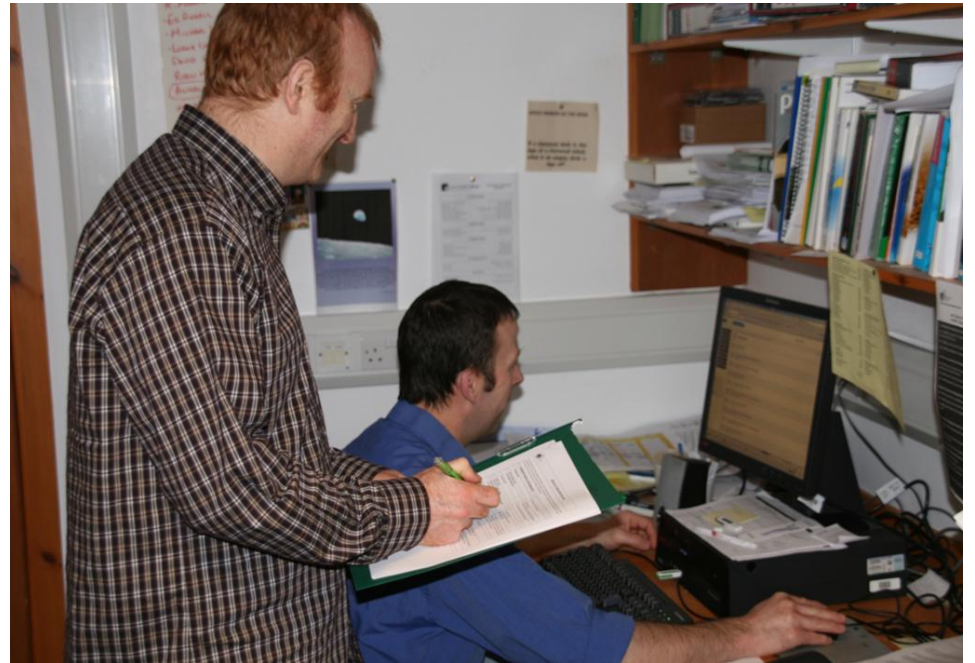
“Putting things online means that you lose ownership”



Creative Commons

Some silly ideas..3

“Online courses mean less staff are needed”



Re-deployment
and better use

Some silly ideas..4

“Online resources are cheaper”



Different cost structure

Some silly ideas..5

“Online resources go out of date faster”



The reverse is true

Some silly ideas..6

“My courses cannot be put online”



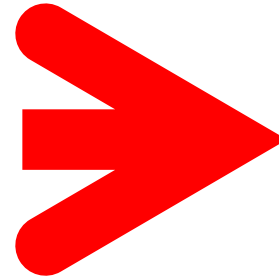
Almost 100% wrong

The essence of OER

- 1) Open access
- 2) Freely available
- 3) Shareable
- 4) Relatively discrete 'chunks'
- 5) Saves needing to 'reinvent the wheel'
- 6) Needs to be contextualised
- 7) You can add to the OER pool

Using OER in course design

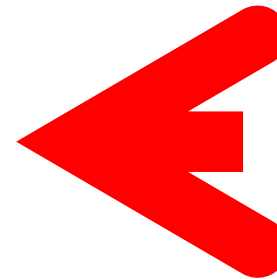
1. Identify the main generic headings for course content (key topics for discussion and learning)



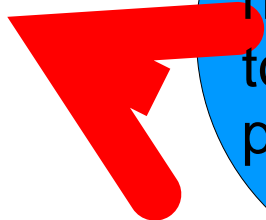
2. Search for relevant resources that can be re-used for these headings.



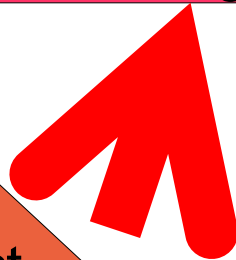
3. Write 'wrap-around' materials that contextualise and support the learning resources



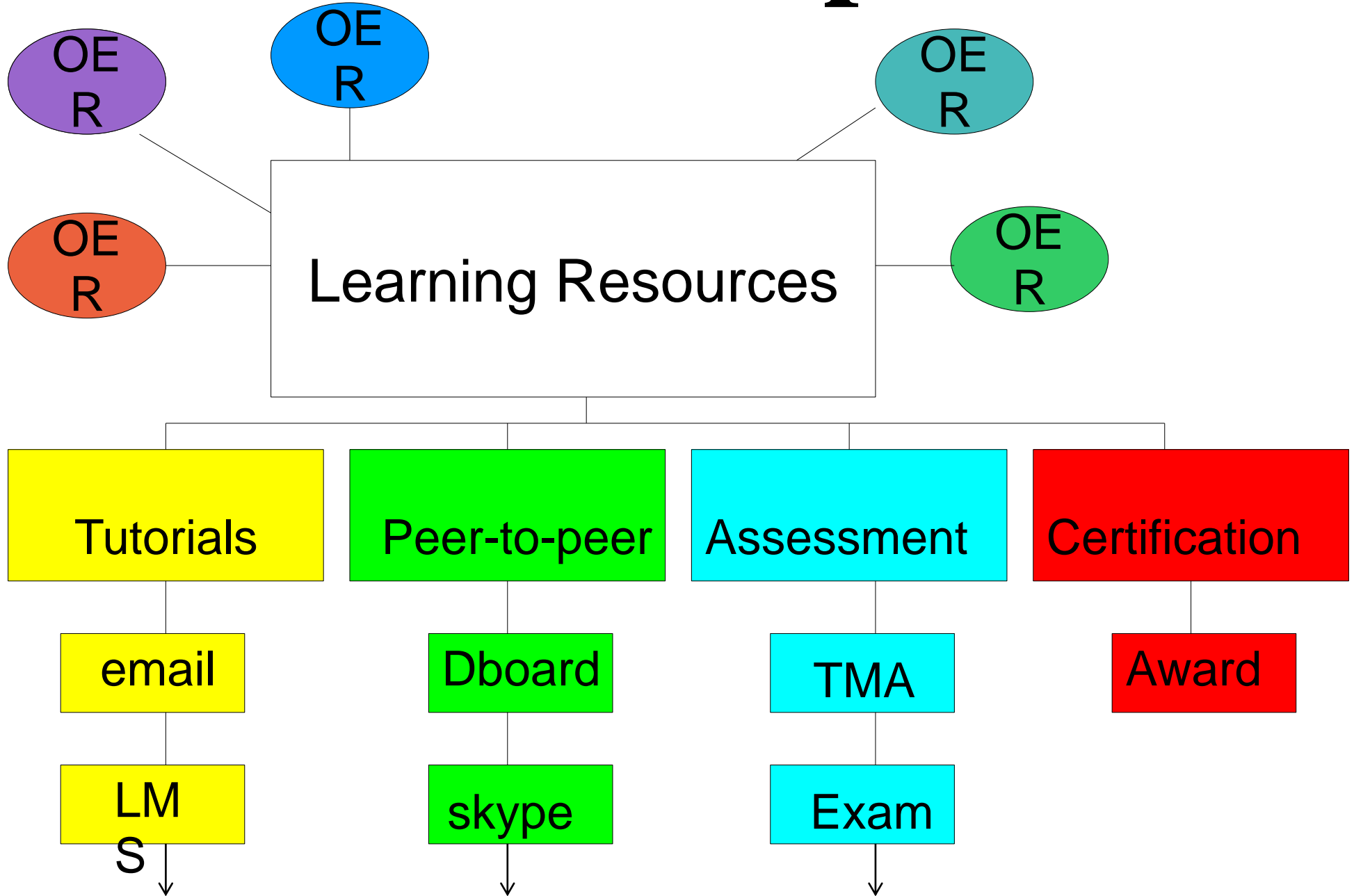
4. Add your new materials to the common pool (if required)



5. Select the format for sharing (a wiki etc.)

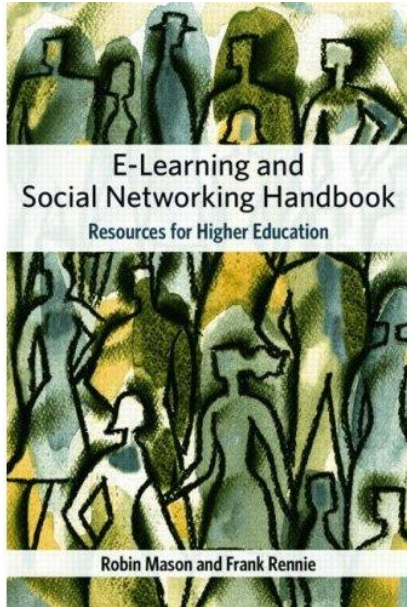


OER Template

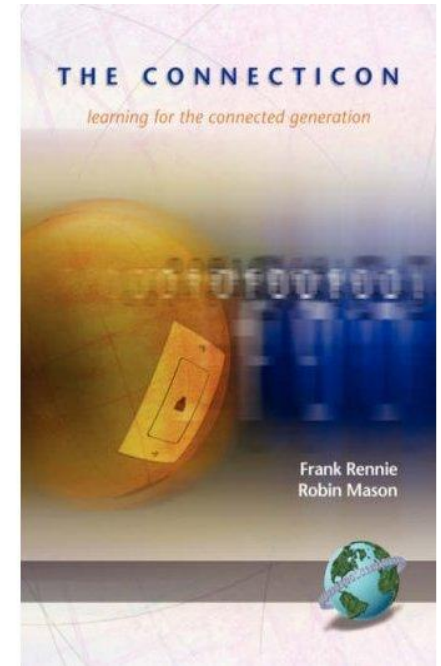


Issues of Personalised Learning

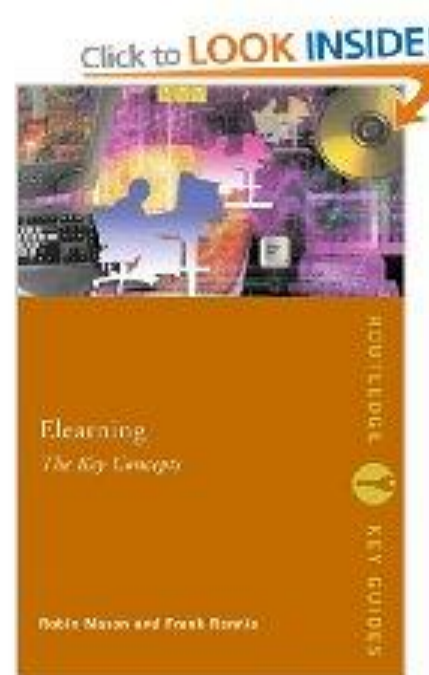
- Localisation
 - Flexibility/ convenience / cost / relevance
- Ethical issues
 - Digital profiles held by companies
 - Sharing of information (+ plagiarism)
 - Ethical travel (in an age of anthropogenic climate change)
- Students as part of the community
- “Virtual” is not the same as “online”



The Connecticon



Social
Networking
for education



Key Concepts

The Story So Far

- Educational opportunities are everywhere
- Some places are better than others ...
- Learning Spaces are changing
- Education **will** change as well
- Personalised learning will increase
- Xxx ?

Conclusions

- *We are* learning in different ways
- *We are* learning in different places
- Difficult to separate fact and fad
- Formal education is opening out
- Attention not information is currency
- Impossible to predict where to next