Digital learning is the future

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Summary

1. Digital world
2. Digital university
3. Digital DUT – reflections on the e-Learning Project
Digital world

http://pacesettertechnology.com/blog/
Can’t hide from the digital

Clay Shirky, predicts a seismic shift in the effect of the Internet on post-school education:

I’ve been thinking about the effects of the internet for a couple of decades now. I’ve watched industry after industry forced to renegotiate their methods and models, in the face of a medium that allows for perfect copying, global distribution, zero incremental cost, ridiculously easy group-forming: The music business. Newspapers. Travel agents. Publishers. Hotel owners. And while watching, I’ve always wondered what I’d do when my turn came (Shirky 2013b).

By “my turn” Shirky is, of course, referring to his role as university lecturer.
The passing of remoteness

• Need to reflect on the profound shift that the social web has brought
• The Internet was “out there” – now we are “in” the Internet
  - Roger Lucky (1994) “I’m plugged into the world”
  - Major effect on learning options – online education no longer the preserve of distance institutions (Glennie and Mays, 2013)
Digital universities

Policy signposts are pointing to a radical and far-reaching take-up of online delivery.

Two key challenges arise:
Question 1: How do we ensure the quality of online education?
Question 2: How do we widen access to online education?
Digital universities

• Hunter College (CUNY) now encouraging all courses to go fully online.
• The emergence of fully online professional training (a subset of MOOCs)
• Learner expectations in an ecosystem that already provides just-in-time online training apps.
• The rigid SA distinction between residential and distance education has dissolved, opening the prospect to all universities of mass online course delivery.
How to embrace the new normal

• The “new normal” for HE is digital and mobile
• Institutional infrastructure and teaching staff may be left behind by student familiarity with new technology
• Key Educause agenda items for 2015 are the need for:
  • Technical support
  • Development of appropriate pedagogies
Key Trends Accelerating Technology Adoption in Higher Education

• Long-Term Impact Trends: Driving Ed Tech adoption in higher education for five or more years
  • Advancing Cultures of Innovation
  • Rethinking How Institutions Work

• Mid-Term Impact Trends: Driving Ed Tech adoption in higher education for three to five years
  • Redesigning Learning Spaces
  • Shift to Deeper Learning Approaches

• Short-Term Impact Trends: Driving Ed Tech adoption in higher education for the next one to two years
  • Growing Focus on Measuring Learning
  • Increasing Use of Blended Learning Designs
Educause Horizon report 2016

Significant Challenges Impeding Technology Adoption in Higher Education

• Solvable Challenges: Those that we understand and know how to solve
  • Blending Formal and Informal Learning
  • Improving Digital Literacy

• Difficult Challenges: Those that we understand but for which solutions are elusive
  • Competing Models of Education
  • Personalizing Learning

• Wicked Challenges: Those that are complex to even define, much less address
  • Balancing Our Connected and Unconnected Lives
  • Keeping Education Relevant
Digital DUT reflections on the e-Learning Project

- Predicated on the assumption that e-learning will become a core teaching and learning practice.
- By providing a platform for e-learning, DUT has opened the way for lecturers to transform their teaching practice.

Current and future:
- 2016 Automatic classroom creation and enrolment.
- COIL Project.
- e-Learning Policy and consequences: DUT support for infrastructure and staffing to transform teaching and learning practice.
- OERs and commercial e-textbooks
- The Journalism MOOC - way forward with support of CCPE and the CQPA.
- Taking ownership - Faculty community of practice initiatives.
Try the TLZ (Blackboard) mobile app
TLZ (Blackboard) mobile app

**Group Discussion Board**

- **ECP 2016 First Years**
  - 0 unread posts

- **Low Carb High Fat Eating Plan**
  - 41 unread posts

- **Carbon Footprint**
  - 1 unread post
  - This forum is for the discussion around all things green.

- **Eating the Natural Way**
  - 0 unread posts
  - Salads made the Natural Way. Don't they look mouth水ingly appetizing? What do you think? Do
    Watch Video Mary-Ann makes some fun summer
    dishes
  - Duration: 15:47
  - User: markmrayann - Added: 21/12/11

**Prof Tim Noakes on Carte Blanche: Carbo Controversy.flv**

- **BSSA Supplements**
  - 9,271 views

- **Prof Tim Noakes: Full Episode.**
  - FIRST NAME BASIS. When people cor
    10,386 views

- **Professor Tim Noakes: The Exercise & Carbohydrate Myth**
  - 180 Nutrition
  - 10,935 views

**What's your opinion?**

- User: NTOMBIFUTHI - 11:39 01 March

- User: WANDLE - 11:40...
TLZ (Blackboard) mobile app

- Non verbal communication gestures
- Visual Perception
- Visual Perception puzzle 1
- Visual Perception puzzle 2
- Visual Perception puzzle 3
- Visual Perception puzzle 4
Communities of practice

• Consider the analytic tools in Blackboard
• Work alongside others to explore new apps
• Meet informally “peer-support tea”
• Present unfinished projects
• Reflect on practice/work on joint papers
Explore international partnerships
The essence of good collaborative online international learning is a seamless continuum between course content and intercultural dialogue. So said Henry Shepherd of the Stephens Initiative in his keynote at the recent COIL Conference in New York. He was referring to an exciting initiative between Tshwane University of Technology (TUT) in South Africa and SUNY Rockland where graphic design students had shared similarities and explored misunderstandings between their cultures while creating posters around themes like xenophobia, rising university fees, cyber-bullying and gun control. Hendali Steynberg and her SUNY Rockland colleague, Eileen MacAvery Kane, encouraged their students to produce “video icebreakers” to give each other a sense of the different environments. Says Hendali: “A project with soul where there is so much to learn from each other!” The project points towards future successful joint online classes using graphics as a meeting point.

ELP- Purpose, goals and priorities

- Quality – policy; minimum standards
- Analytics – provide evidence of staff and student engagement in e-learning
- TLZ (Blackboard) Mobile – student accessibility
- Collaborate – real-time conferencing in Blackboard/TLZ
- Certificated courses for online teaching
- MOOCs and professional short courses
- Courseware development – Open Educational Resources OERs
- Video – online lectures and presentations
- Sustainability - e-learning governance structure
- ThinkLearnZone (TLZ) branding for LMS
- Blackboard classroom templates and automatic online classroom enrolment
- Pathfinder projects – pointers to improvements in e-learning (in strategic areas listed above)
3. Planning
(Alignment to the new DUT Strategic Plan)

**SFA 1: Building sustainable student communities of living and learning**

SFA 1.5 Provide innovative teaching, learning and assessment that accommodates the diverse needs of our students and enhances the quality of our graduates.

SFA 1.6 Deepen the innovative use of technology to improve the quality of learning and broaden access. (8)

Driver A: Transforming institutional culture (p. 9)

*Project A 1d e-Learning*

Driver C: The knowledge project (p. 10)

Project C 1e. Develop analytics capacity to improve student success

Driver D: Networking the university (p.11)

*Project D 1c. e-Learning Policy and implementation*

**SFA 2: Building research and innovation for development**

SFA 2.3 Build research capacity around the identified research focus areas.

Driver D: Networking the University (p.11)

Project D 2a. Collaboration platforms

**SFA 3: Building a learning organisation**

SFA 3.1 Build an institutional culture of learning, innovation and responsiveness.

*Driver F: Internationalising the university (p. 11)*

Project F 3a. Develop a strategic, systemic approach to comprehensive internationalisation

**SFA 4: Building a sustainable University**

SFA 4.4 Use technology more effectively and innovatively to enhance all aspects of the University’s business.

Driver B: Back to basics (p. 10)

Project B 4d. IT Infrastructure plan

*Project D 4a. IT infrastructure for third stream activities such as online learning opportunities*
6. Quality Management

- e-Learning Policy
- Minimum standards for programme review


Durban University of Technology. 2012. *General Education Guidelines*. Durban: General Education Task Team, Office of the DVCA.


References and further reading (2)


The future’s already here. It’s just not evenly distributed.

*William Gibson*