Distinguished Service Award 2015

NETWORK 2015

ANNUAL DISTANCE LEARNING CONFERENCE
SAVANNAH, GEORGIA

SEPTEMBER 21-23, 2015
Sir George Williams University
MA in Educational Technology
Sir George Williams University

MA in Educational Technology
3-month internship 1972

The Open University – UK
‘No longer at ease in the old dispensation’ (T.S. Eliot)
Vice-president, Learning Services
MA in Educational Technology
Mega-Universities and Knowledge Media: Technology Strategies for Higher Education

John S Daniel
Making Sense of Educational Technology: from MOOCs to Blended Learning - where next?

Sir John Daniel
Making Sense of MOOCs: Musings in a Maze of Myth, Paradox and Possibility
Making Sense of Educational Technology: from MOOCs to Blended Learning - where next?

Sir John Daniel
What is a MOOC?

Massive Open Online Course
MOOCs began in Canada

University of Manitoba

Connectivism & Connective Knowledge

25 students on campus

2,300 public - free
IVAN ILLICH

Deschooling Society

"Good radical stuff" Observer
‘provide all who want to learn with access to available resources at any time in their lives; empower all who want to share what they know to find those who want to learn it from them; and, finally furnish all who want to present an issue to the public with the opportunity to make their challenge known’
Course x6002 Circuits and Electronics

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%
What is higher education?
If Harvard is going online, it must be OK!
The herd instinct to MOOC!
ONLINE LEARNING
Online Enrollment as a Percent of Total Enrollment: Fall 2002 - Fall 2011

From Inside Higher Ed - USA
MOOCs shake-out in 2014 - online learning came of age in 2013
The Gartner Technology Hype Cycle
...sliding down from 2013 enthusiasm
...leading up to the legacy
MOOCs – bridging the chasm for online learning
What is a MOOC?
Massive Open Online Course

Problems:

➢ No sure-fire business model
What is a MOOC?
Massive Open Online Course

Problems:

- No sure-fire business model
- No credits
What is a MOOC?
Massive Open Online Course

Problems:

- No sure-fire business model
- No credits
MOOC – the meaning of every letter is negotiable!
MOOC on MOOC
Massive Open Online Courses for Development
MOOC for Capacity Building in Indian Agriculture: Opportunities and Challenges

20 courses planned with proctored exams in 100 centres for a $20 fee
Impact of MOOCs

• HEIs going online

• Solve the two big problems:
  - no credentials
  - no economic model

• Future outside higher education
'MOOCs can be seen then as either a major revolution in education or just another example of the overblown hyperbole often surrounding technology. MOOCs are a significant development, but they have severe limitations for developing the knowledge and skills needed for higher education in a digital age... MOOCs are a tool for continuing and informal education, which has high value in its own right.'

Tony Bates
...where next?
The Gartner Technology Hype Cycle
The continuum of technology-based teaching

(Bates, 2015)
Blended learning:

‘Any combination of technology and face-to-face teaching’
Blended learning:

‘Any combination of technology and face-to-face teaching’

Hybrid learning:

‘the whole teaching-learning system is redesigned to create optimum synergy between the in-person sessions and learning online.’
Specializations
A Specialization Certificate can be earned on average in four weeks.
Provider university
develops the Specialization

commissioned by
The Company
which manages its offering
to students of the

Host University
Example of Use

University of Johannesburg MBA
with a Specialization in International Business
from the University of South Carolina

Host

UNIVERSITY OF JOHANNESBURG

Provider

UNIVERSITY OF SOUTH CAROLINA

MBA Courses

Specialization in International Business

HOST UNIVERSITY
OPTIMUM SYNERGY

➢ What does the research say?

➢ What do students need?

➢ Guiding principles.
‘We have reported the results of a reanalysis of the data from 91 comparative studies of college teaching technologies conducted between 1924 and 1965. These data demonstrate clearly and unequivocally that there is no measurable difference among truly distinctive methods of college instruction when evaluated by student performance on final examinations'.

Dubin & Taveggia (1968)
‘…compared distance education with classroom instruction for a variety of learners by examining 232 studies published from 1985 to 2001.

They found an overall effect size close to zero for student achievement (but) asynchronous distance education had a small but significant positive effect on student achievement.’

Bernard et al. (2004)
articles published between 1996 and 2008 that focused on web-based courses where more than 25% of the instruction - but not all - was delivered online. They only included research with robust methodology in their meta-analysis...

Students in online learning conditions performed modestly better than those receiving face-to-face instruction. The advantage was significant in those studies contrasting blended learning with traditional face-to-face instruction but not in contrasting purely online with face-to-face conditions.

(Means et al., 2013)
Studies using blended learning tended also to involve more learning time, additional instructional resources, and course elements that encourage interactions among learners.

From a practical standpoint, therefore, a major reason for using blended learning approaches is to increase the amount of time that students spend engaging with the instructional materials.
‘we should consider online learning, **not** face-to-face instruction as the default option when making choices’

This is a break with current habits
OPTIMUM SYNERGY

➢ What does the research say?

➢ What do students need?

➢ Guiding principles.
Academically Adrift: Highlights

- 36% of students did not demonstrate any significant improvement in learning over four years of college.
- 32%: no courses with >40 pages reading per week
- 50%: no writing >20 pages a semester
- 100%: average 12-14 hrs/wk studying
Academically Adrift: Highlights

- Students who study by themselves for more hours each week gain more knowledge -- while those who spend more time studying in peer groups learn less;

- Students who spend more time in fraternities and sororities show smaller gains than other students.
More **Online Learning** because:

- Students like online learning;
- They work harder, engage more deeply with the subject and enjoy it;
- They work more independently.
21st century skills:

- problem solving
- team working
- critical thinking
- creativity
- leadership
- communication skills (including social media)
- the ability to learn independently
- ethics and responsibility
- knowledge management
21st century skills:

- problem solving
- team working
- critical thinking
- creativity
- leadership
- communication skills (including social media)
- the ability to learn independently
- ethics and responsibility
- knowledge management

EMBEDDED WITHIN A KNOWLEDGE DOMAIN
KNOWLEDGE

• Experiential

• Academic
KNOWLEDGE

• Experiential

• Academic
  ‘a second-order form of knowledge that seeks abstractions and generalisations based on reasoning and evidence’
Newton’s Third Law of Motion

For every action there is an equal and opposite reaction.

- Newton
3 Key Principles

for

optimum synergy between in-person teaching and online learning
3 Key Principles

‘everything that can be done online should be done online’
3 Key Principles

Faculty deployment:
cottage industry >> teamwork
3 Key Principles

Focus on learning outcomes
Q.
Making Sense of Educational Technology: from MOOCs to Blended Learning - where next?

A.
Hybrid learning that genuinely represents an optimum synergy between in-person sessions and learning online
We cannot promise a golden age of learning but the opportunities for empowering humankind are enormous.
THANK YOU

Sir John Daniel

For text and slides:
www.sirjohn.ca