







## Distinguished Service Award 2015

# NETWORK 2015

ANNUAL DISTANCE LEARNING CONFERENCE  
SAVANNAH, GEORGIA

SEPTEMBER 21-23, 2015

A photograph of a modern university building. The building on the left has a distinctive facade with a grid of rectangular windows, some of which are illuminated from within. To the right, another building with a more varied facade, including red brick and large square openings, is visible. A traffic light is in the foreground on the right. The text 'Sir George Williams University' is overlaid in white on the lower part of the image.

Sir George Williams University

MA in Educational Technology



# Université de Montréal



Photo by: G. Bukacek



A photograph of a modern university building. The building on the left has a distinctive facade with a grid of white rectangular frames surrounding the windows. To the right, another building with a more traditional stone and brick facade is visible, featuring a large, irregularly shaped window. A traffic light is in the foreground on the right side. The sky is overcast.

Sir George Williams University

MA in Educational Technology



3-month internship 1972



The Open University – UK





The Open  
University





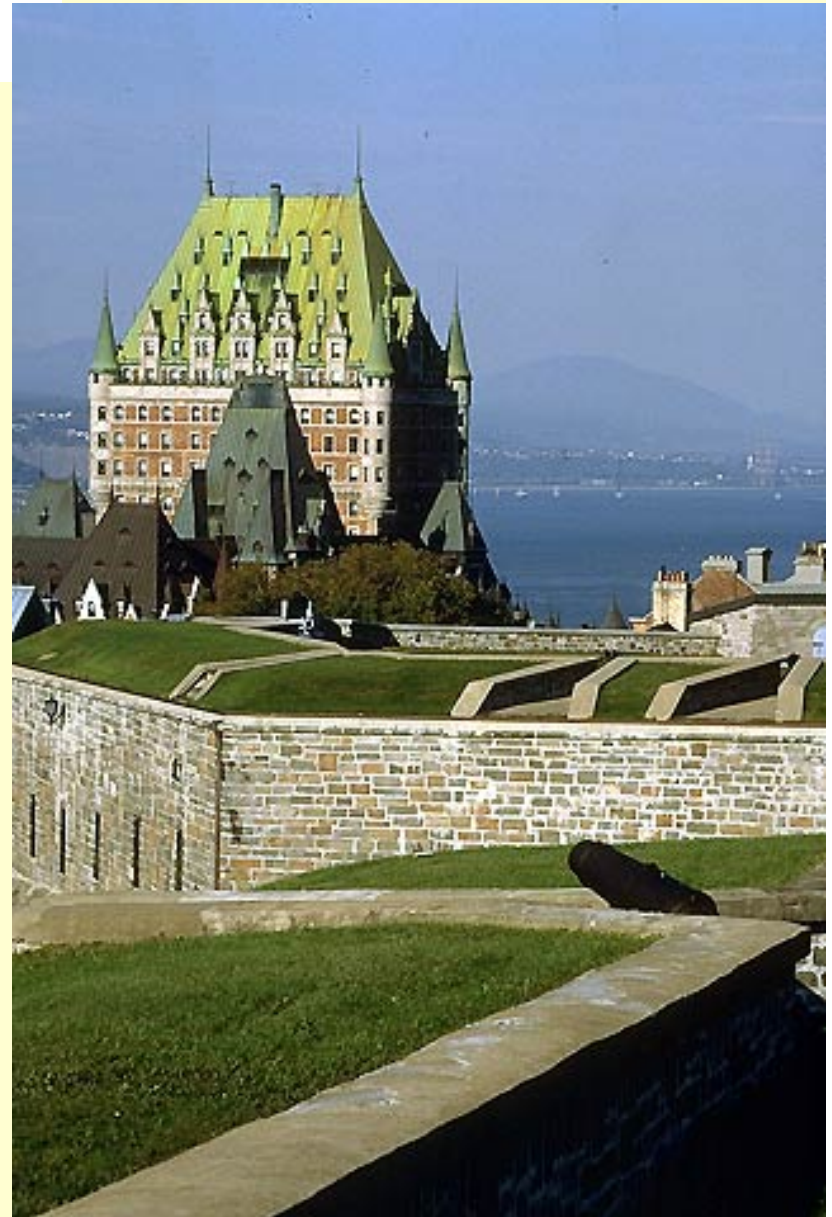
‘No longer at ease in the old dispensation’ (*T.S. Eliot*)





Université  
du  
Québec

**TÉLUQ**  
*L'université. Aujourd'hui.*







Vice-president, Learning Services





The Open University – Vice-Chancellor's Office





Concordia  
UNIVERSITY

MA in Educational Technology

 KOGAN PAGE

# Mega - Universities

and Knowledge

Media

Technology Strategies  
for Higher Education

John S Daniel



# NETWORK 2015

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SAVANNAH, GEORGIA

SEPTEMBER 21-23, 2015

***Making Sense of Educational Technology:  
from MOOCs to Blended Learning - where next?***

**Sir John Daniel**





Korea National Open University



# Making Sense of MOOCs:

## Musings in a Maze of Myth, Paradox and Possibility



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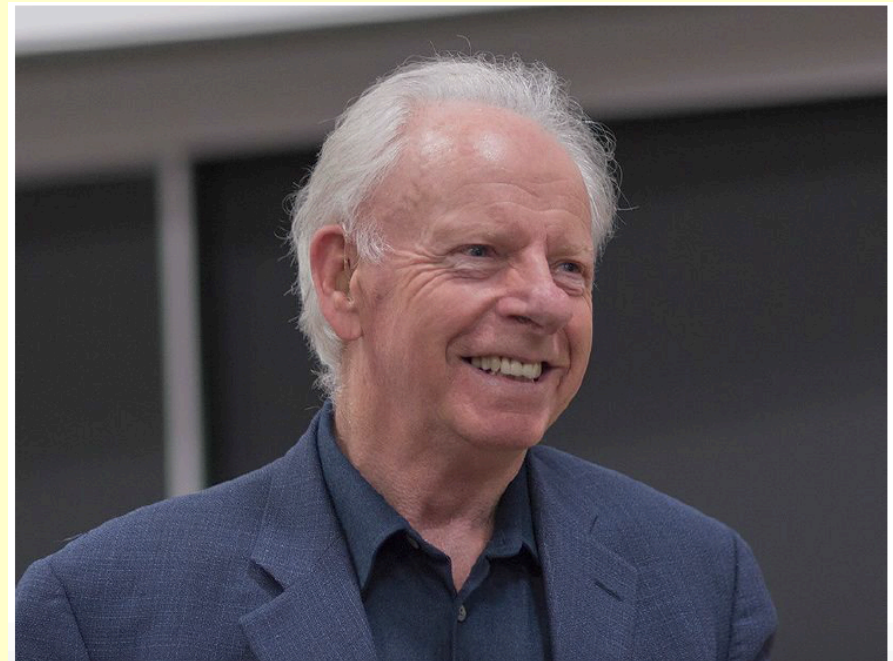
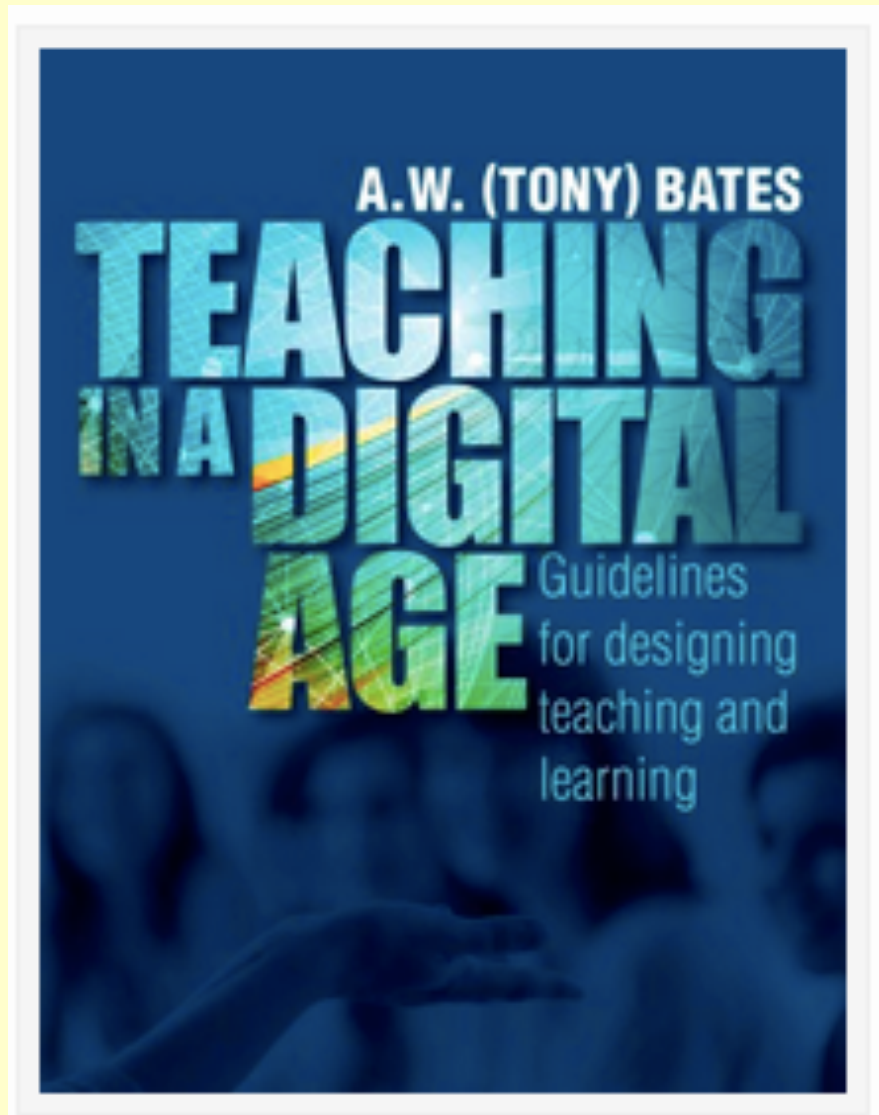
***Making Sense of Educational Technology:  
from MOOCs to Blended Learning - where next?***

Sir John Daniel



# What is a MOOC?

Massive Open Online Course



Tony Bates





# 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 =  $< 5\%$

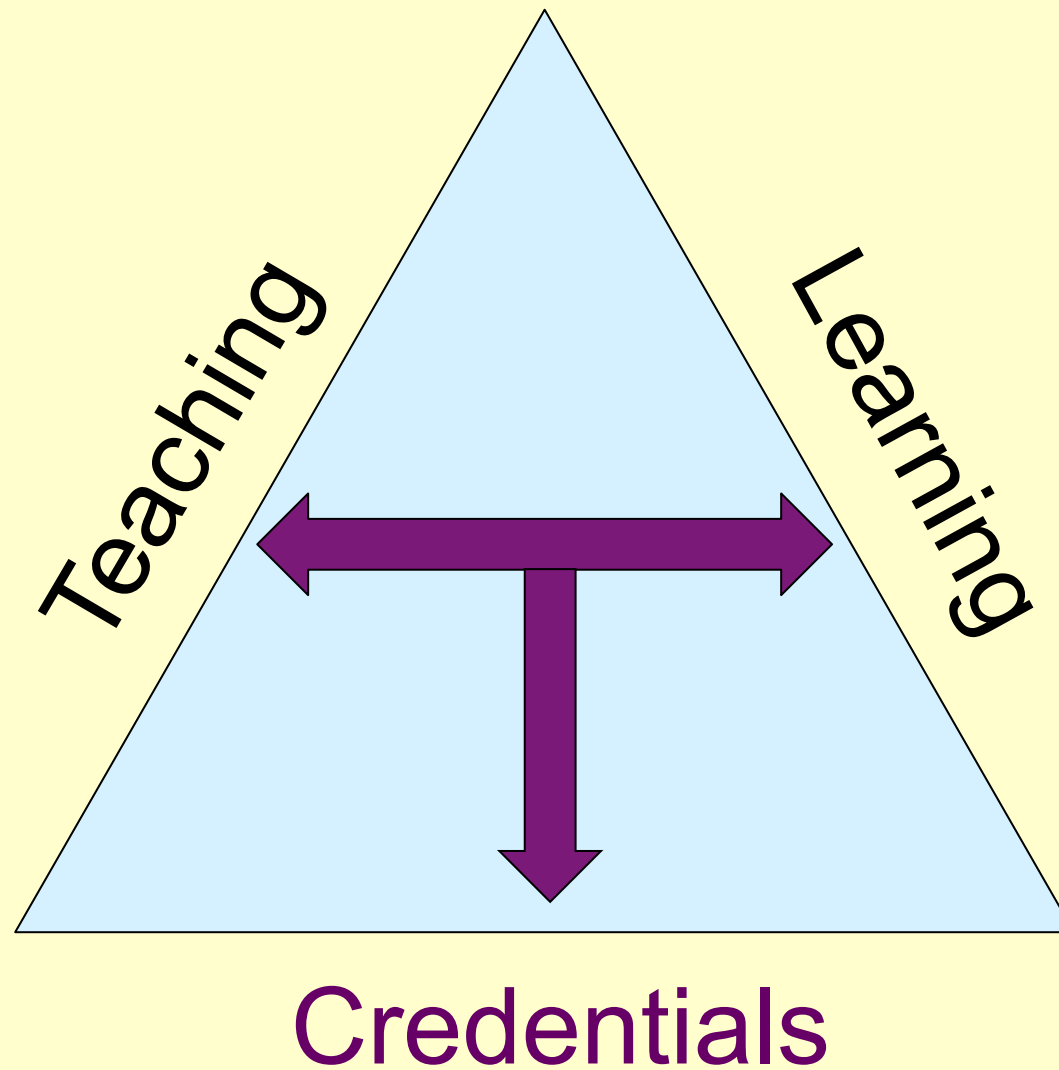




A close-up photograph of a computer keyboard. The central focus is a bright red key with the words "Online Learning" printed in white, sans-serif font. The key is slightly raised and has a smooth, glossy finish. Surrounding this key are several standard black keyboard keys with white markings. To the left of the red key is a key with a double quote and a comma. Above it is a key with a left square bracket and an apostrophe. To the right is a key with a right square bracket and a backslash. Below the red key is a large key with a white upward-pointing arrow. To the right of that is a key with a white upward-pointing triangle. Further right is a key with the number "1" and the word "End". Below the red key and to the left of the arrow key is a key with a question mark and a forward slash. At the bottom left, a portion of a key with "Fn" is visible. The keyboard has a dark grey or black frame. The entire image is framed by a solid yellow border at the top and bottom.

Online Learning





What is higher education?



**If Harvard  
is going online  
it must be OK!**







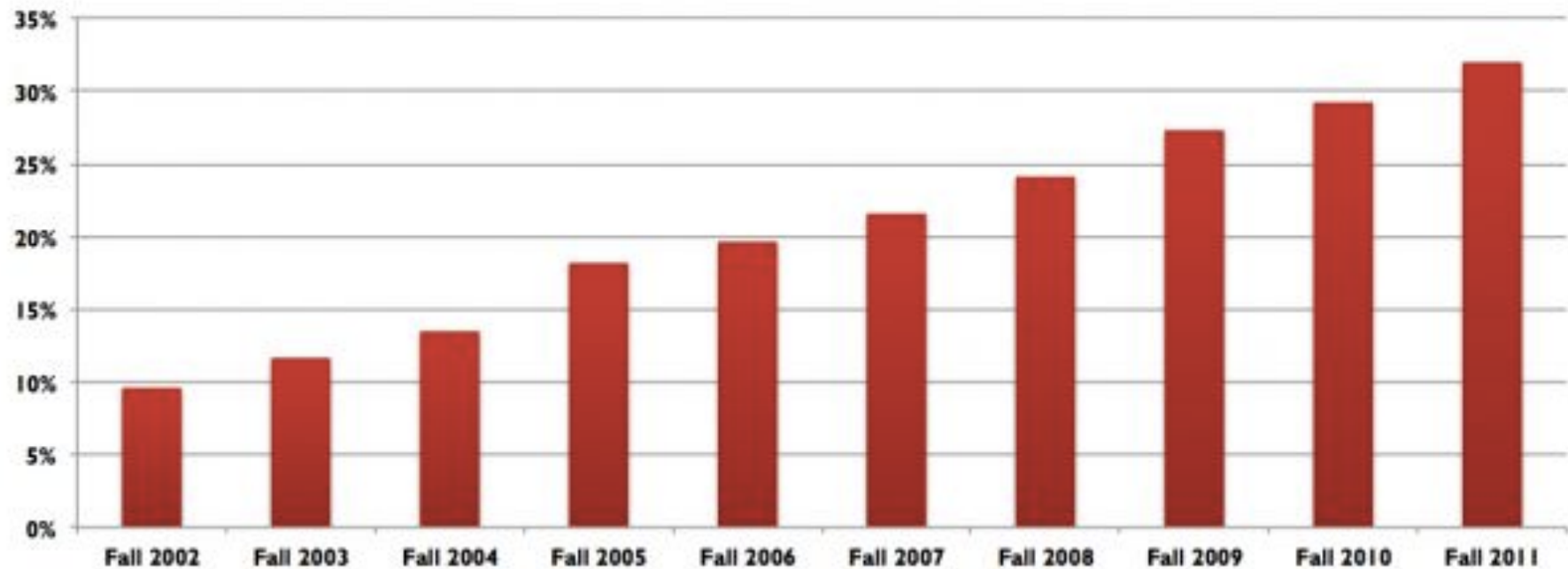
The herd instinct to MOOC!



# ONLINE LEARNING

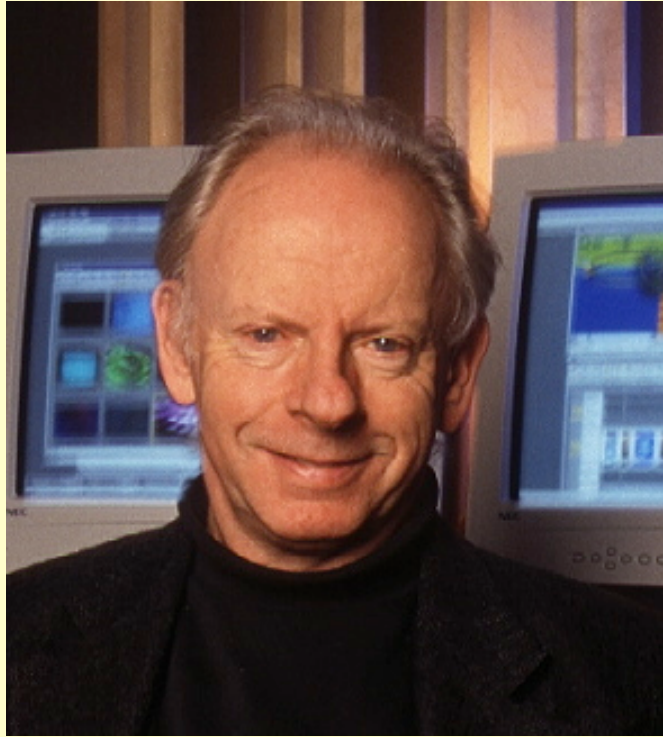


**Online Enrollment as a Percent of Total Enrollment: Fall 2002 - Fall 2011**



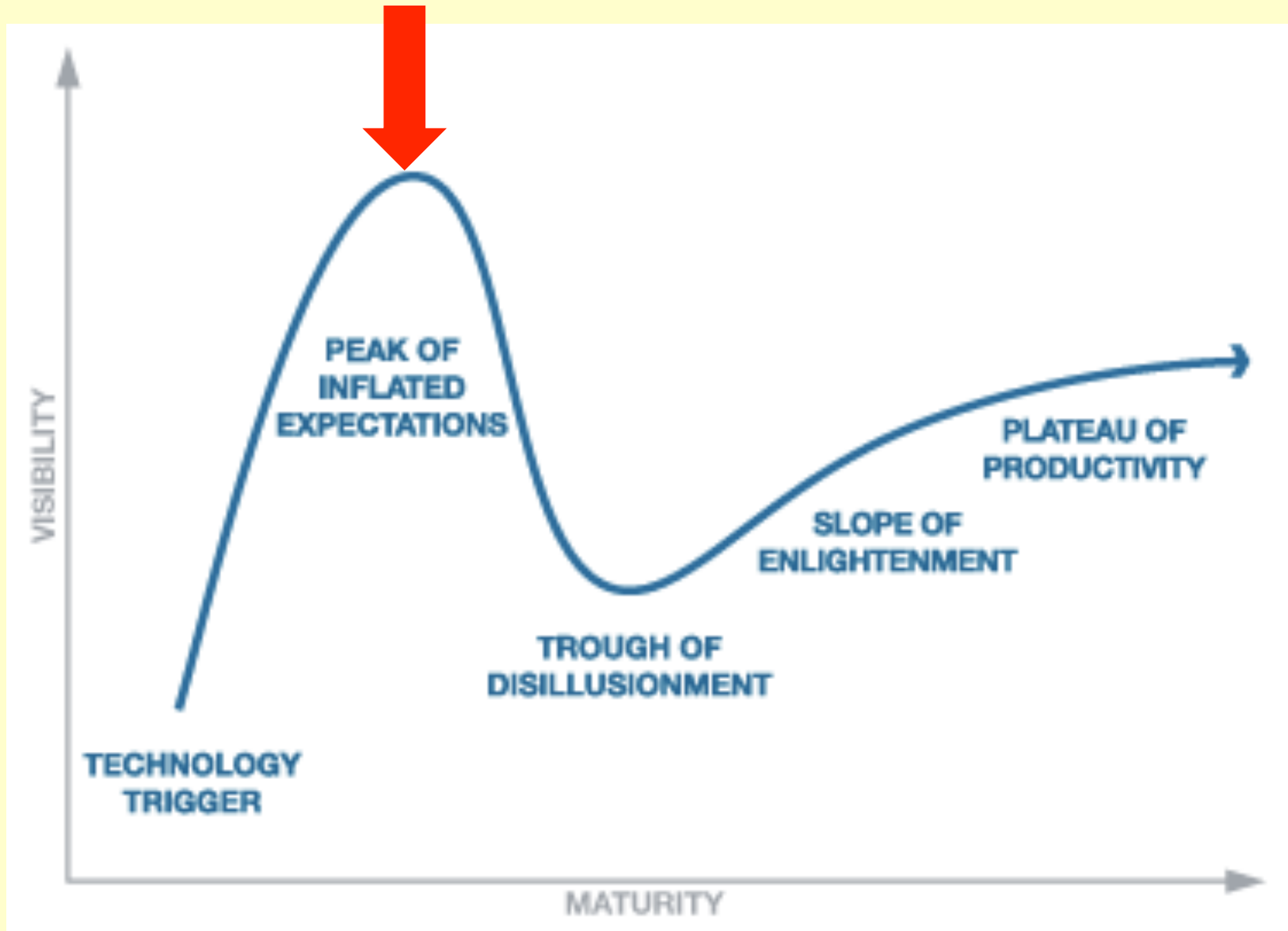
From *Inside Higher Ed* - USA





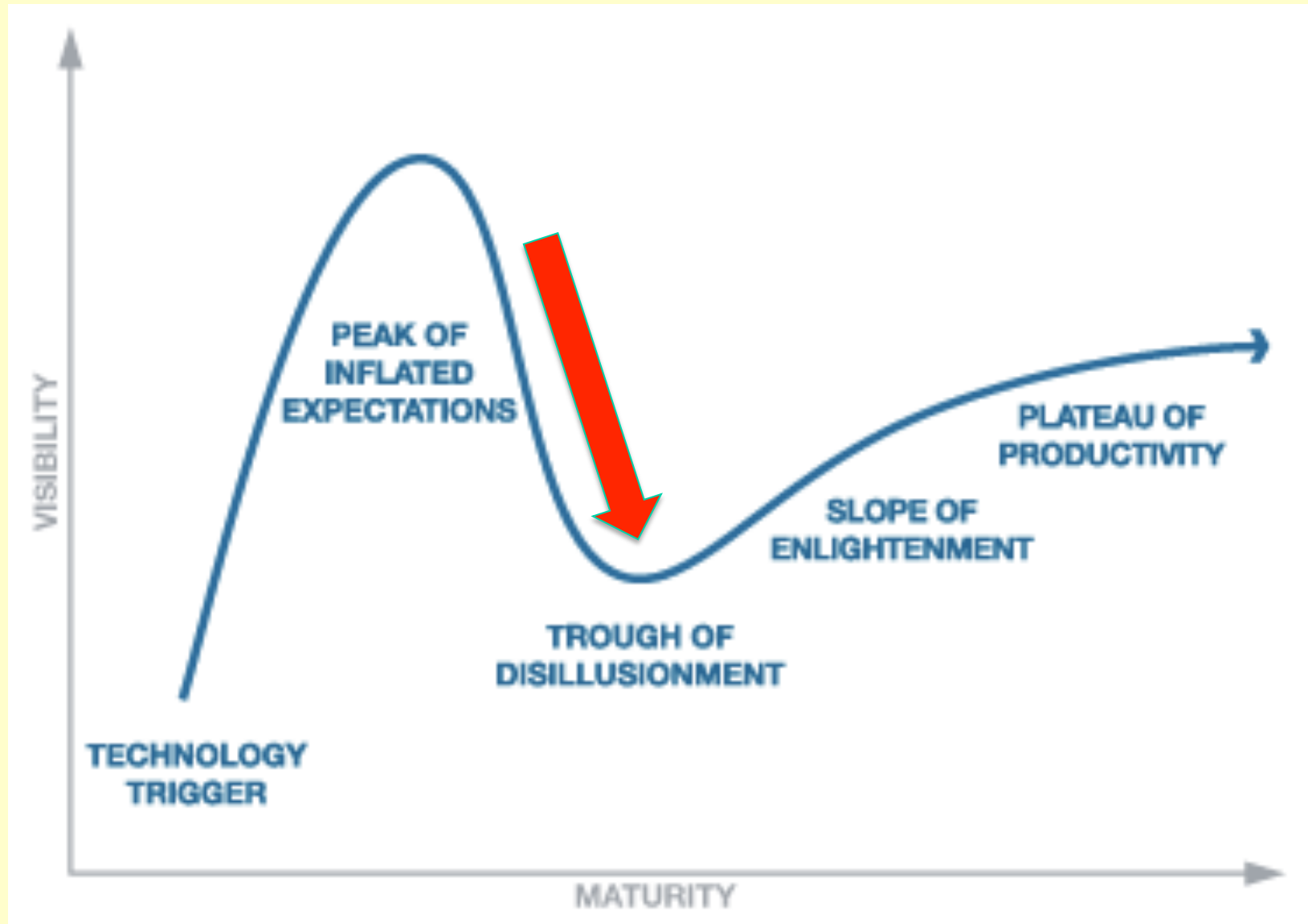
# Tony Bates

MOOCs shake-out in 2014 -  
online learning came of age in 2013

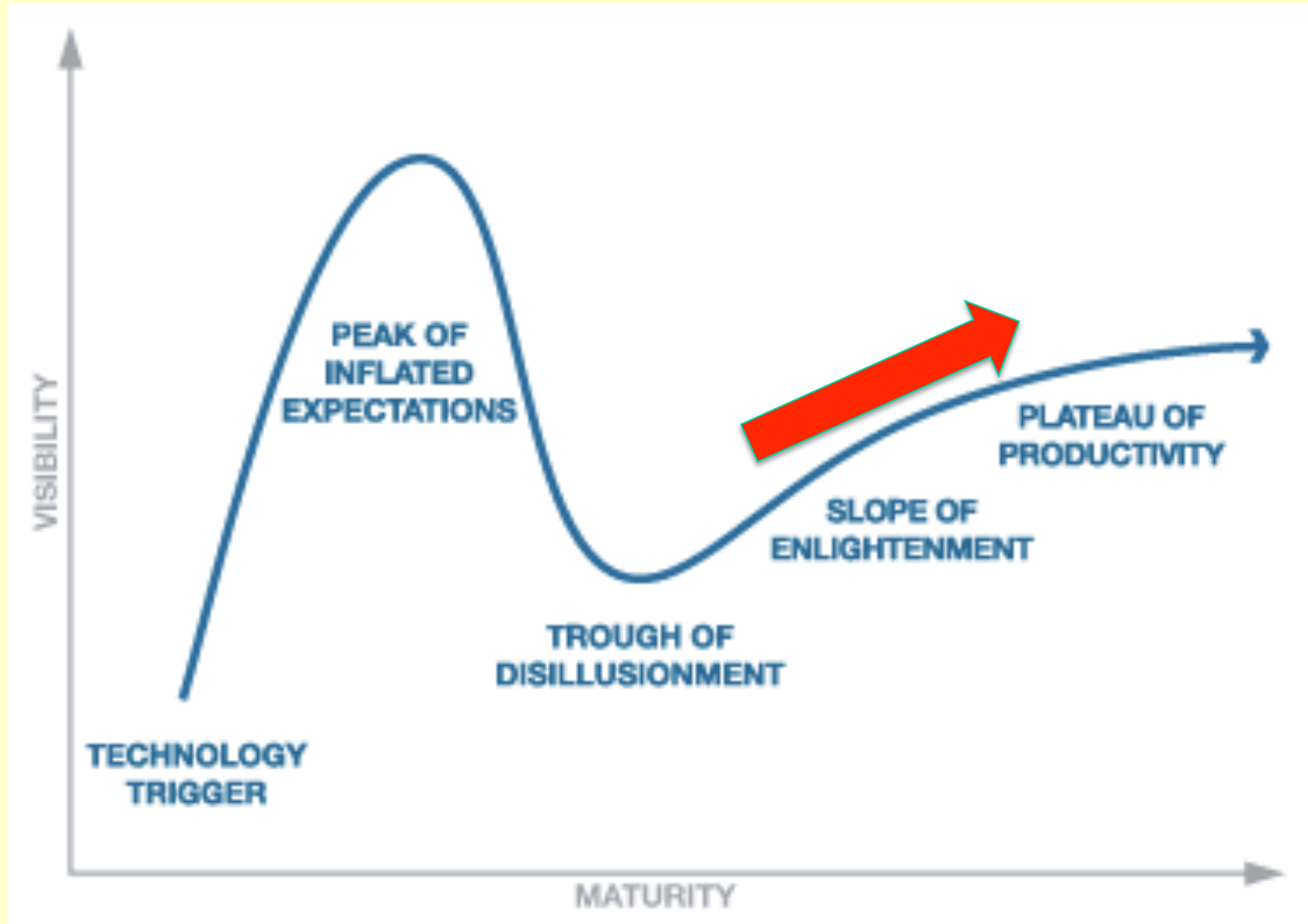


The Gartner Technology Hype Cycle



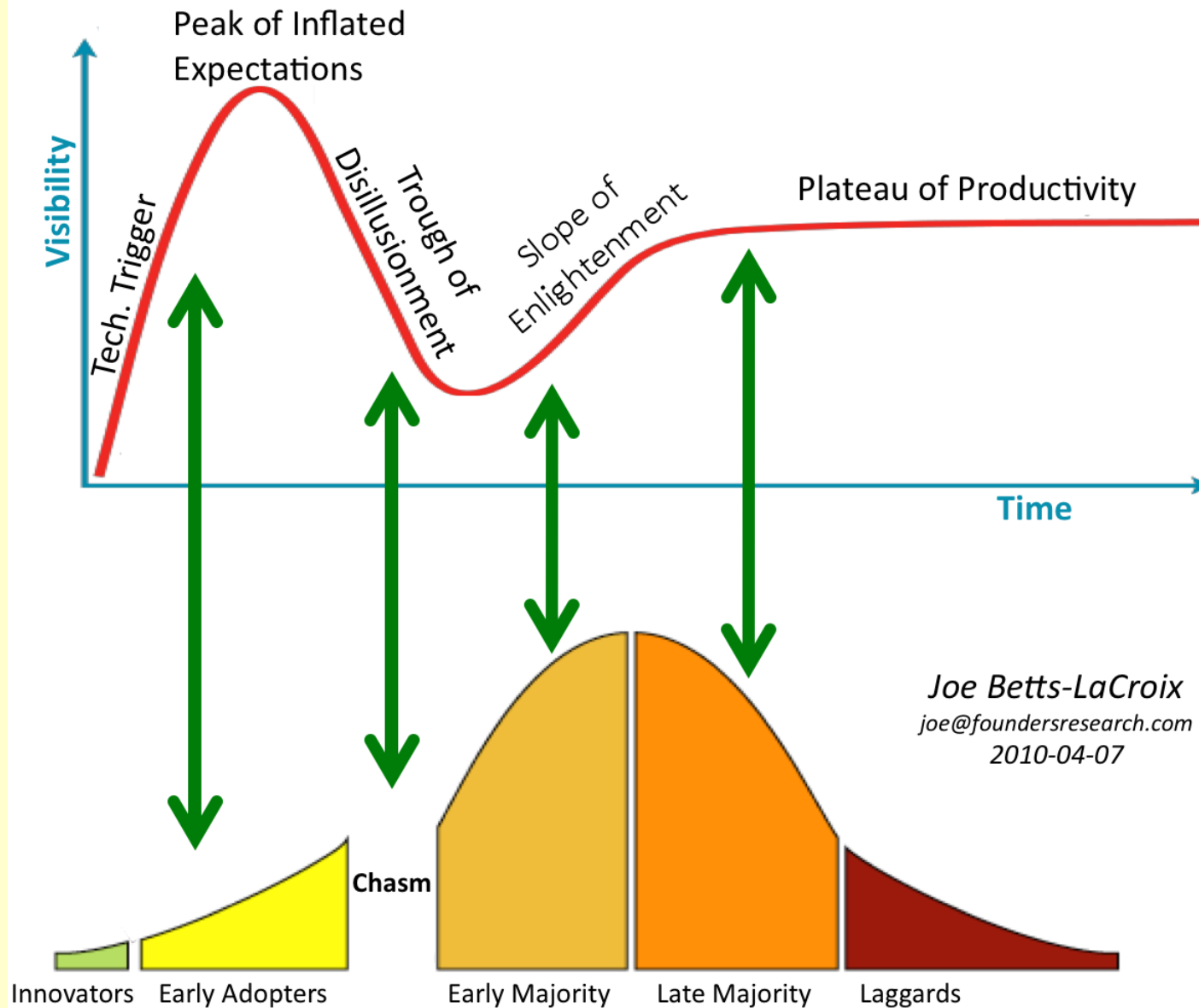


...sliding down from 2013 enthusiasm



...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





Future  
Learn



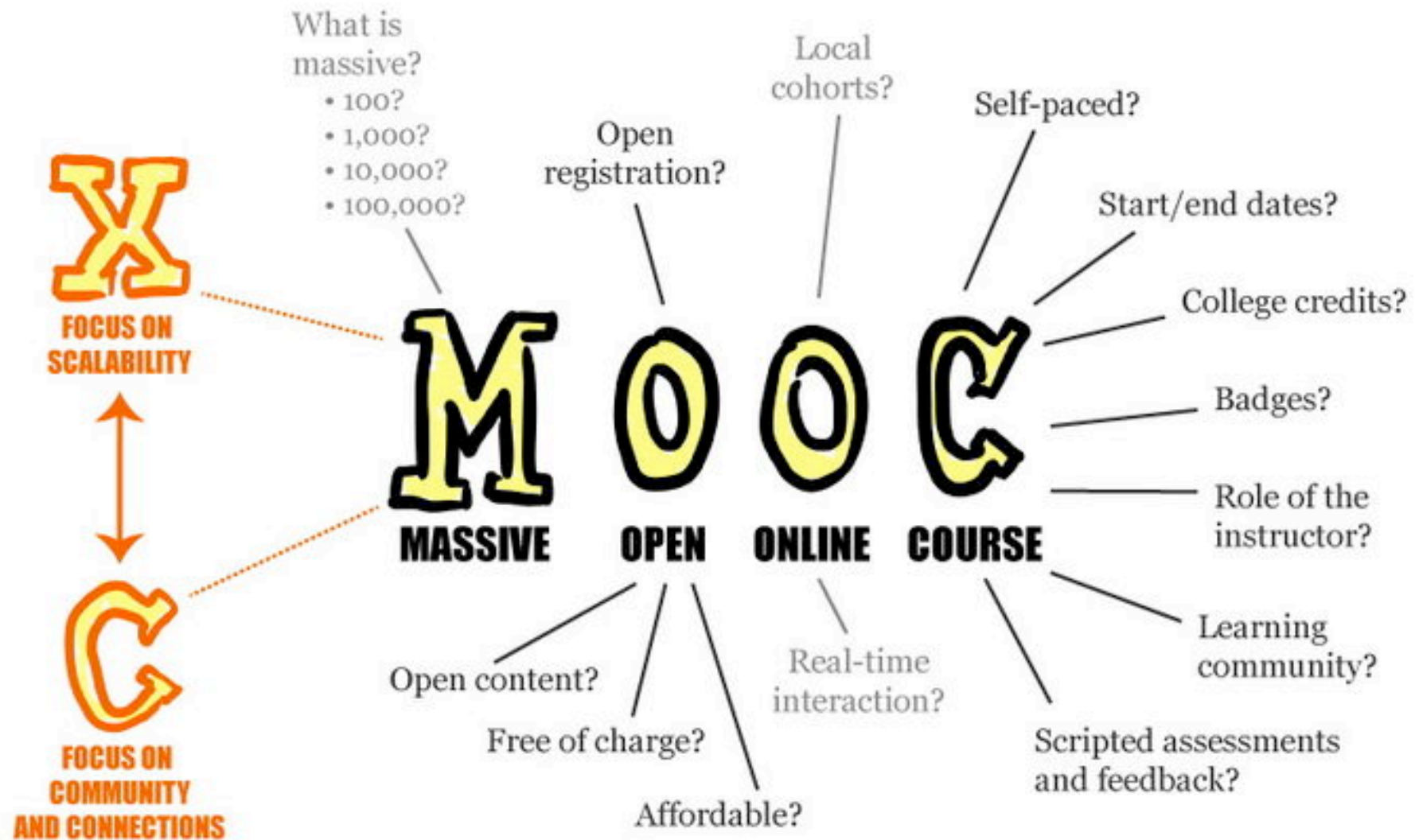
# What is a MOOC?

Massive Open Online Course

## Problems:

- No sure-fire business model
- No credits





M O O C – the meaning of every letter is negotiable!



# MOOC on MOOC

MASSIVE OPEN ONLINE COURSES FOR DEVELOPMENT



# 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

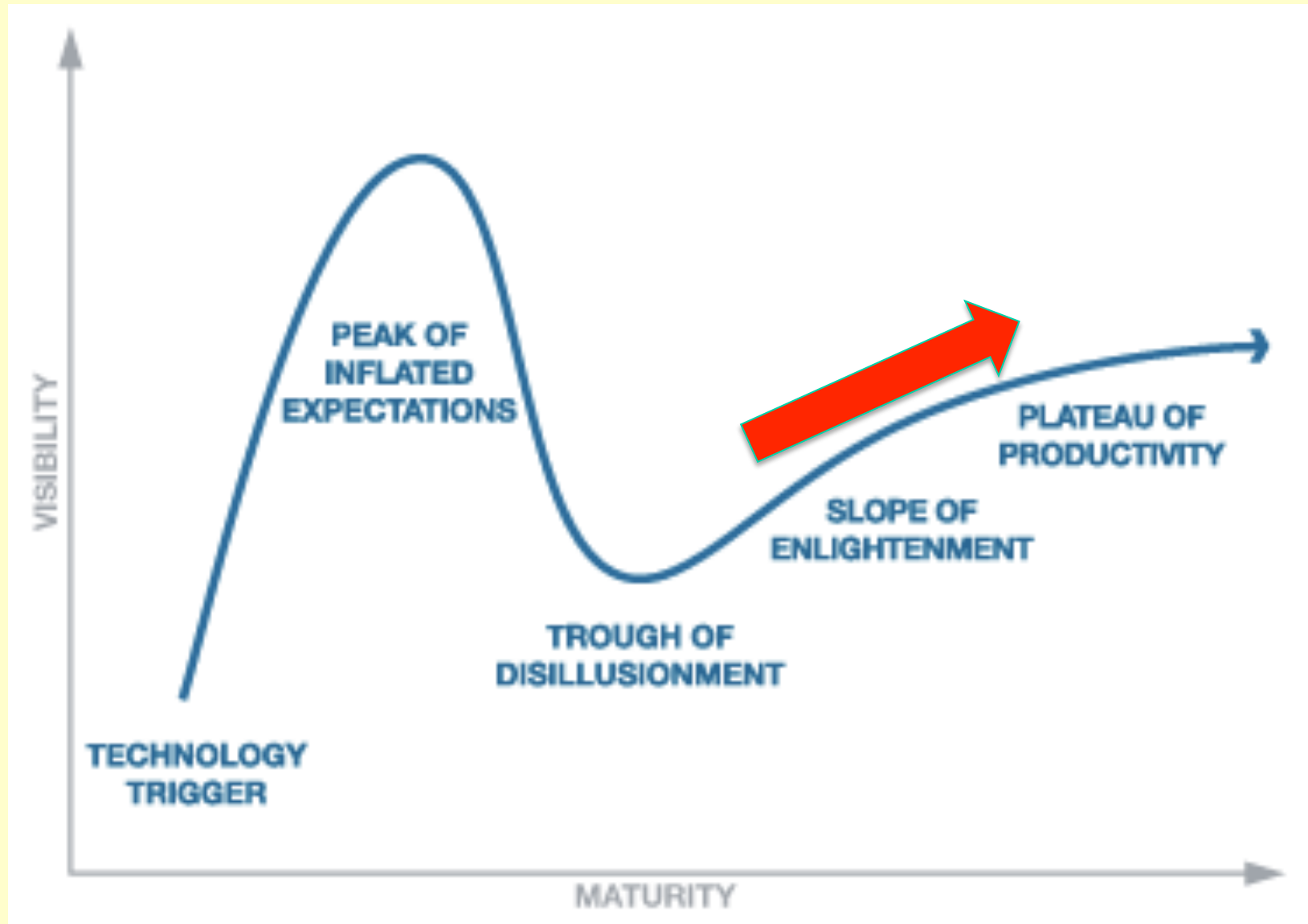


# Impact of MOOCs

- HEIs going online
- Solve the two big problems:
  - no credentials
  - no economic model
- Future outside higher education

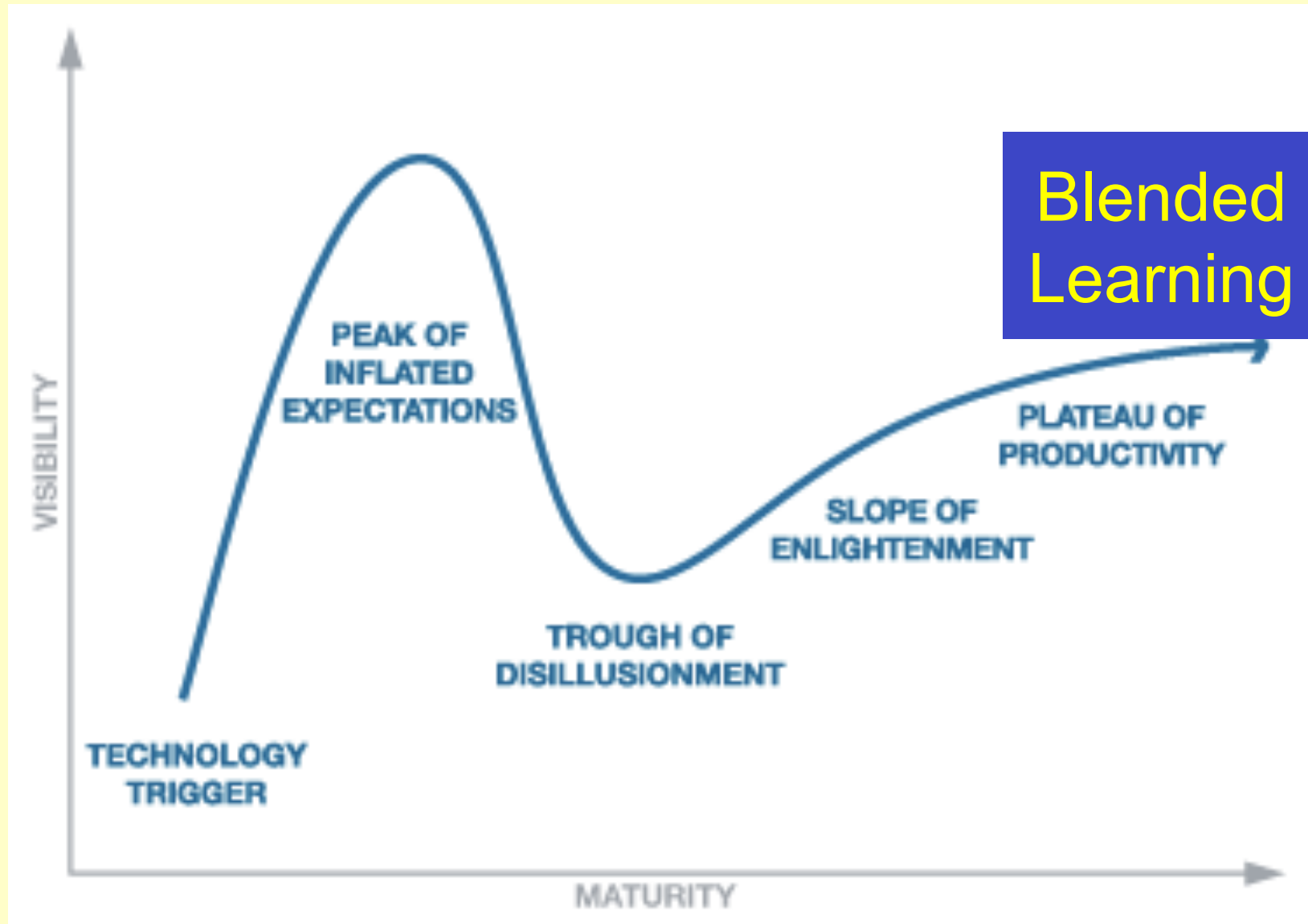
'MOOCs can be seen then as either a major revolution in education or just another example of the overblown hyperbole often surrounding technology. MOOCs are a significant development, but they have severe limitations for developing the knowledge and skills needed for higher education in a digital age... 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



← **blended** →

**face-to-face**   **classroom aids**   **flipped**   **hybrid**   **fully online (distance)**



**no technology**

**(delivery)**

**all technology**

Figure 9.1.2 The continuum of technology-based teaching

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.’



ACADEMIC  
PARTNERSHIPS™



# Specializations

# Specialization Certificates

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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



Provider



MBA Courses

Specialization in  
International Business

# 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?
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A low-angle shot of a blue sky with white clouds. Several black graduation caps with tassels are seen falling from the top of the frame, scattered across the sky. The caps are in various stages of descent, some appearing closer and larger, others further away and smaller.

# Academically *adrift*

Limited Learning on College Campuses

Richard Arum and Josipa Roksa

# *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.

# 21<sup>st</sup> 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

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**EMBEDDED WITHIN A KNOWLEDGE DOMAIN**



# KNOWLEDGE

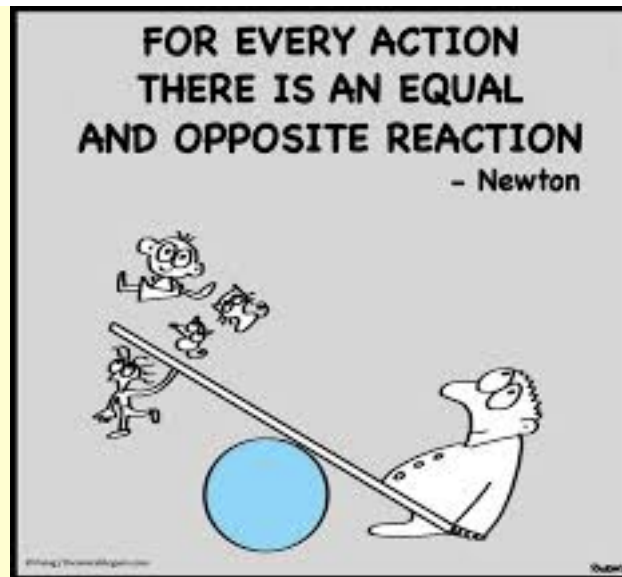
- Experiential
- Academic

# KNOWLEDGE

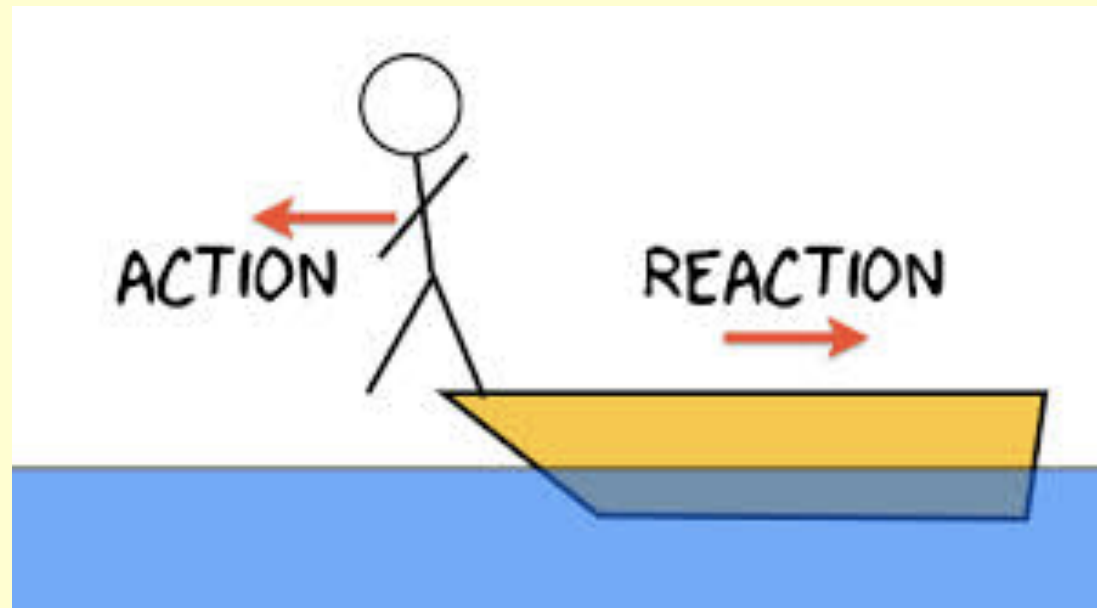
- **Experiential**
- **Academic**  
‘a second-order form of knowledge that seeks abstractions and generalisations based on reasoning and evidence’



By Frits Ahlefeldt



## Newton's Third Law of Motion





# 3 Key Principles

for

optimum synergy between  
in-person teaching and  
online learning

# 3 Key Principles



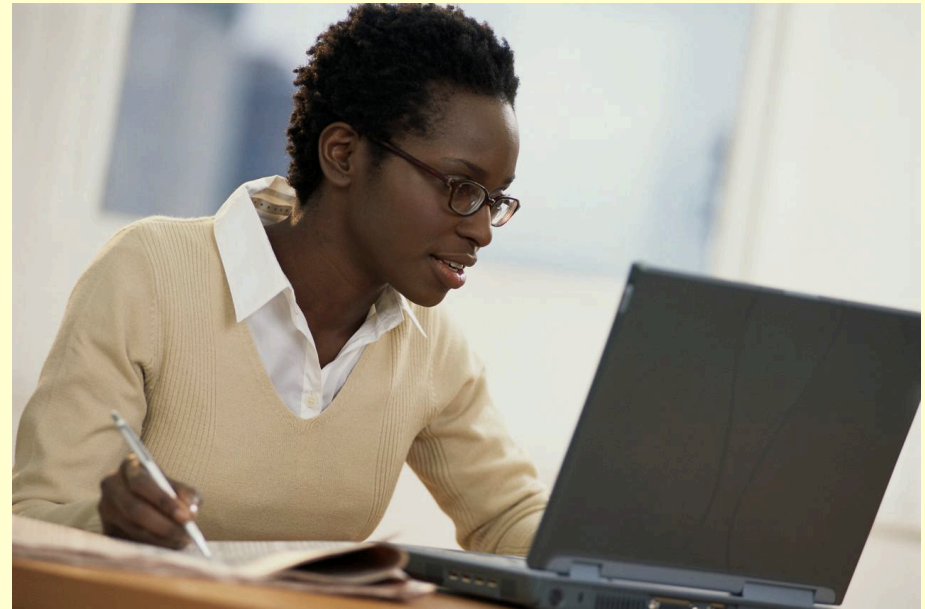
**‘everything that can be done online  
should be done online’**

# 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](http://www.sirjohn.ca)