

RRU Masters program

**Issues in International
Distance
Education/Online
Learning**

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Agenda

- **issues in international online/DE programs**
- **four cases + conclusions**
- **discussion**
- **please raise any questions, not just international issues**

Four cases

1. **UBC/Tec de Monterrey MET**
2. **Volkswagen AutoUni**
3. **Universidad de Guadalajara MTA**
4. **Colombia: Ministry of Education's strategic plan for e-learning**

Case 1: UBC/Tec de Monterrey MET

- **Masters in Educational Technology (for teachers)**
- **UBC/Tec de Monterrey: joint degree + T de M degree**
- **fully online: English and Spanish**
- **certificates + master**

Case 1: UBC/Tec de Monterrey MET

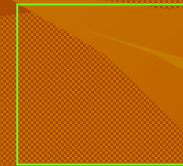
6 from 8
UBC

4 core
joint

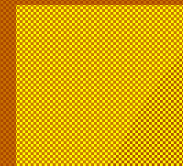
6 from 8
Tec de M



Electives
in English



Electives
in Spanish



Core in
English and
Spanish

5 courses in English = UBC certificate
10 courses in English and/or Spanish = joint masters

Case 1: UBC/Tec de Monterrey MET

- **partnership since 1996: masters opened 2002**
 - **UBC: 80 students a year**
 - **Tec de M: 200 + per year**
 - **fee: US\$9,000, paid per course**
- full cost recovery inc. overheads and risk = new research faculty**

Case 1: UBC/Tec de Monterrey MET

Students choose known brands:

e.g. MET joint degree (English)

UBC on-campus students: 20%

rest of province: 24%

rest of Canada 23%

international (31 countries) 33%

Case 1: UBC/Tec de Monterrey MET

Issues:

English requirement - few opted for joint degree

Tec de M input to joint course design low

Tec de M took curriculum, adapted it for Mexico

Larger class size at Tec de M

Lasted though

Pedagogical issues

- **objectivism vs constructivism**
- **information transmission vs critical thinking, problem solving**
- **authority of the teacher**
- **collaborative learning**
- **participation in online discussion forums**

Volkswagen AutoUni

**2003-2007: graduate university
for 'sustainable mobility'**

**International company: China,
Brasil, USA, Mexico, Spain,
Germany, Czech Republic**

Aim: to 'future-proof' company

Volkswagen AutoUni

Professors contracted from German universities; 30 central staff

Wolfsburg campus + online component

Special events, e.g. inter-cultural issues in China

Multi-million new campus with City

Volkswagen Auto-Uni

Issues:

- 1. pedagogical model: mainly lectures; professors did not understand online learning/constructivist teaching**
- 2. too German/Wolfsburg focused**
- 3. failed accreditation**
- 4. change of leadership**

Universidad de Guadalajara

**Masters in Educational Technology
(Maestria en Tecnología de
Aprendizaje)**

Blended model (CONACYT)

50 students per year in cohorts

**Seeking international accreditation
(advisory team)**

Universidad de Guadalajara

Issues:

- 1. Accreditation: not enough research professors**
- 2. University politics: not part of U de G's Virtual University**
- 3. CONACYT: science focused, anti-DE**
- 4. Needs international partners**

Colombia: Ministry of Education

**Strategic plan for e-learning for
higher education**

**One element: training senior
administrators in planning**

Colombia: Ministry of Education

Issues:

- **Rectors see e-learning as a technology issue**
- **strong leadership (also Croatia)**
- **lessons for Canada?**

Conclusions

Need for partnerships, but issues of:

- **language and culture**
- **internal politics/leadership**
- **accreditation/qualifications of professors**
- **instructional design/pedagogy**

Lessons for Canada?