


Integrating e-Learnings:
Key Challenge for higher education Governance
30 September - 02 October 2009
UN Campus Bonn, Germany

E-LEARNING STRATEGY IN HIGHER EDUCATION

Tony Bates
Tony Bates Associates Ltd
Canada

Three questions


- Why use technology for teaching?
- Who should decide on roles and priorities?
- How does the context of Africa affect such decisions?



Tshwane University of Technology, South Africa


Why use technology?

- because it's cool
- to improve the quality of teaching and learning
- to widen access/increase flexibility
- to meet the needs of a knowledge-based society
- to improve cost-effectiveness of higher education



Tshwane University of Technology

because it's cool



- increase learners' motivation to learn
- increase instructors' motivation to teach

to improve the quality of teaching

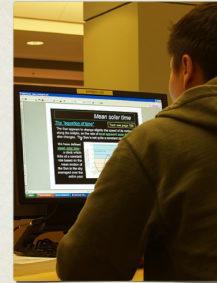
- most common use of technology
- add-on to traditional teaching
- extra cost
- no evidence of improved learning



Irving K. Barber Learning Centre, University of British Columbia, Canada

access and flexibility

- Fully online + hybrid learning
- USA: 12-14% increase per annum
- students learn more
- students often working; older students
- often only one course
- need computer/Internet access



© UBC Library, 2009

meet needs of knowledge based society

- those who work with brains not hands
- need to use information/computers for work
- create new, better paid jobs
- integrate ICTs into curriculum
- new learning outcomes



© UBC Library, 2009

improve cost-effectiveness

The problem

- cost per student increasing
- need for massive expansion
- same teaching methods as 19th century
- no incentives for universities to change

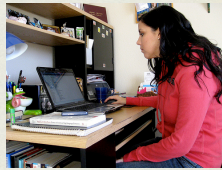


Tshwane University of Technology, South Africa

improve cost-effectiveness

The solution?

- new, technology-based teaching methods
- greater use of open educational resources, group work, web 2.0
- shift work from teacher to learner
- focus on learning outcomes, assessment, learner support



© Christina Liu, 2009

who should decide what?

Government:

- set strategic direction: link use of ICTs for teaching to economic development
- provide incentives for change
- create new technology-based institutions (hybrid learning)



Saskatchewan Legislative Building, Regina, Canada

who should decide what?

Institutional leadership

- develop vision for future
- develop strategic plans that drive budget allocations;
- set overall priorities for technology-based teaching;
- develop integrated technology plan
- provide incentives for change



Tshwane University of Technology, South Africa

who should decide what?

Academic programs and departments

- develop plan for increased access and new programs
- decide on overall course design and delivery methods
- provide incentives to use technology
- reward innovative teaching



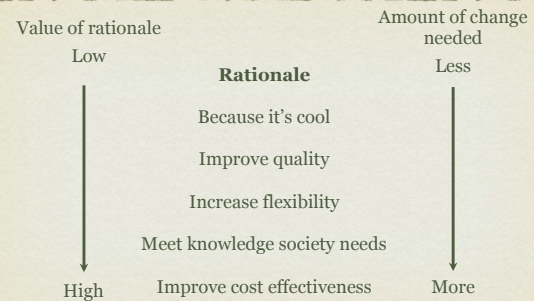
will it work in africa?

- lack of infrastructure and access to technology
- e-learning linked to economic development
- more appropriate for knowledge-based economies?
- niche applications for Africa?
- link to improving cost-effectiveness of higher education



Plainsberg National Park, South Africa

How radical do you want to be?



Decisions, decisions...

- What is the most valuable role that e-learning can play in an African context?
- How radical do you want to be?
- Who should make these decisions?



Tshwane University of Technology, South Africa