



DISTANCE LEARNING: Great Opportunities, Continuing Challenges

Kenneth C. Green, Ph.D. • The Campus Computing Project, USA



DISTANCE LEARNING

Great Opportunities, Continuing Challenges

Kenneth C. Green, Ph.D.

THE CAMPUS COMPUTING PROJECT, USA

www.campuscomputing.net

National Day of Distance Learning • 27 November 2007



Distance Learning & Knowledge Societies

In many developing countries, open and distant learning is being mainstreamed as the political desire to increase the provision of learning develops and the economic need to cut the cost of education grows in tandem with participation levels.... At the same time, there is a keenly felt need to improve the relevance and quality of the curricula and to move towards lifelong learning. Therefore, education – and I am speaking here of both traditional and modern delivery methods – is the condition *sine qua non* of knowledge societies.



Abdul Waheed Khan
UNESCO / Assistant Director-General for
Communication and Information



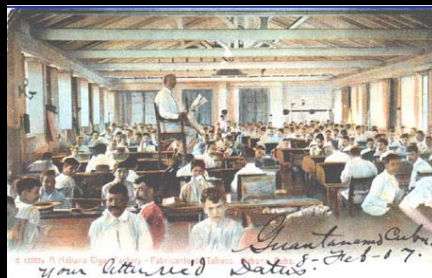
WIKIPEDIA

Types of Distance Learning

- ◆ Correspondence conducted through regular mail
- ◆ Internet conducted either synchronously or asynchronously
- ◆ Telecourse/Broadcast where content is delivered via radio or television
- ◆ CD-ROM where the student interacts with computer content stored on a CD-ROM
- ◆ PocketPC/Mobile Learning where the student accesses course content stored on a mobile device or through a wireless server



A History of Distance Learning?



The Third Decade of the ICT “Revolution”



From Cute & Convenient to Compelling

From Compelling to Compulsory

Great Aspirations vs.
Assessment and Accountability



Two Key Questions

Why don't professors do more
with IT and eLearning?

Why don't universities make more
effective use of IT resources?

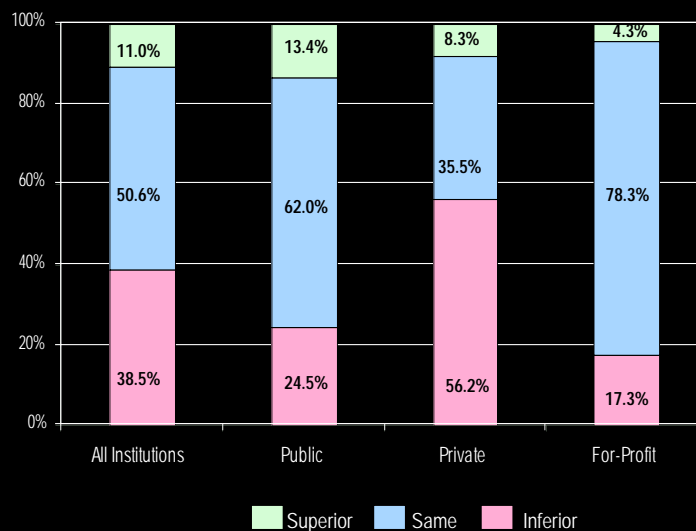


Key Issues for DL

- ◆ Infrastructure
- ◆ Content
- ◆ Assessment
- ◆ Certification
- ◆ Making the experience “safe” for faculty



The Quality of OnLine Learning in the US Provosts rate learning outcomes in F2F vs online courses



**HOW
DO
THEY
KNOW?**

Source: The Sloan Consortium (2004)
www.sloan-c.org



BRAZIL:

DL Students Perform Better on Exit Exams Than Their Peers

FOLHA DE S. PAULO

São Paulo, segunda-feira, 10 de setembro de 2007 FOLHA DE S. PAULO *cotidiano*

[Próximo Texto](#) | [Índice](#)

Aluno a distância vai melhor no Enade

Em 7 de 13 áreas onde comparação é possível no ensino superior, alunos de curso a distância superam demais

WHY?

- Older?
- Smarter?
- Better teachers?
- Better content?

Three Key Questions About DL

	What Are We Doing Well?	What Must We Do Better?	What Don't We Know to Ask?
Teaching, Learning & Instruction	<ul style="list-style-type: none"> • Content • Libraries • Instructional Supplements 	<ul style="list-style-type: none"> • User support • Faculty support • Assessment 	
Infrastructure, Operations & Services	<ul style="list-style-type: none"> • Networks 	<ul style="list-style-type: none"> • Assessment • Certification 	



What Makes for Quality in DE?

- ◆ Student Profile
- ◆ Reputation
- ◆ Curricula / Pedagogy
- ◆ Faculty
- ◆ Supporting Resources
- ◆ Support Services
- ◆ Assessment

Common
Metrics
for
ALL
Learning!



Infrastructure Fosters Innovation and Adaptation

- ◆ Hardware, software & networks
- ◆ User support & services
- ◆ Content and instructional resources
- ◆ Faculty recognition and reward
- ◆ Integrating the *Digital Infrastructure* for services and assessment



Faculty Visualization



Icons of the NEW Internet Economy



THE CHALLENGE

Bring Data

Confiamos em Deus.
Todos os demais devem
trazer dados!

("In God we trust; all others bring data.")



W. Edwards Deming

USE DATA AS A RESOURCE, NOT A WEAPON



www.campuscomputing.net