

Transforming Universities with Digital Distance Education

The future of formal education

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My basic question:

“Are our inherited and traditional ways of teaching so effective and sacred that we dismiss making it possible for more students to achieve an education in ways more suitable to their choices and preferences?”

A talk in two parts:

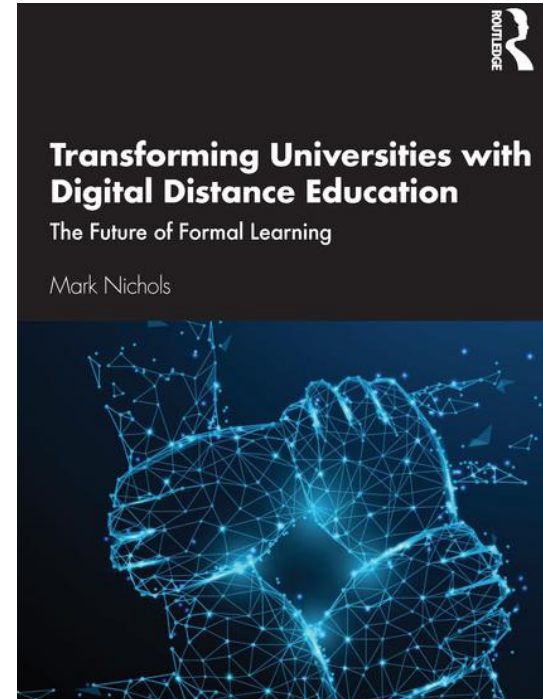
- Part ONE: Education and technology
- Part TWO: Enduring change

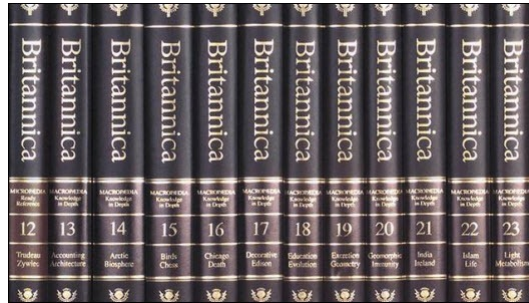
What do you think is the most likely future of formal education?

- Choose the one that closest represents your view:
 1. The **current system**, characterised by lectures and semesters.
 2. An **augmented system**, as above but with Zoom-style options and recorded sessions.
 3. A **fully flexible system**, whereby students can choose when they start and when and where they study.

Digital distance education (DDE)

- Taking more traditional distance education approaches and enriching them with digital possibilities
- NOT blended or hybrid; a *distance* starting point
- Focus on learning activity design, with an asynchronous bias
- A systems-enabled approach
- Based on **education**



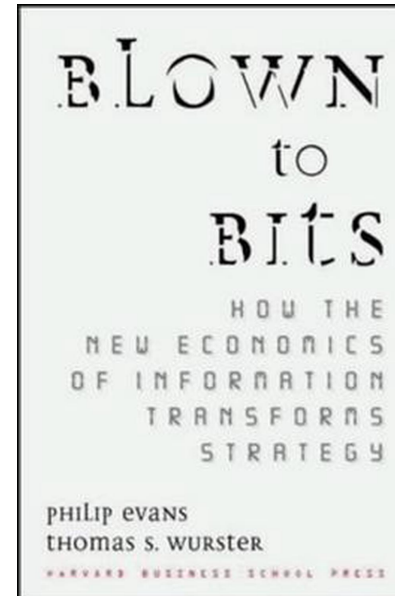




Digital changes everything...(?)

Evans & Wurster (2000)

- Affiliation
- Richness
- Reach



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Education?

- Qualified specialists
- No crisis of demand
- Transfer of practice

Going digital: Transfer or transformation?

Transfer

- Extending current practice online
- Can reinforce **supply-side** thinking
- Improved access to resources
- Semesters, lectures, presentations
- Assumes the current systems context
- No need for significant change
- Adds expense, not readily scalable

Transformation

- Rethinking education to the digital context
- Open to **learner-centred** possibilities
- Reshaping possibilities
- 365 access, learning activities, resources
- Challenges – and changes - all systems
- New operating model and context
- Readily scalable, low variable cost

Both are as effective educationally

Going digital: Transfer or transformation?

It's NOT about 'content'...

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Student expectations, teaching norms and operating models limit digital change

Break – questions and observations

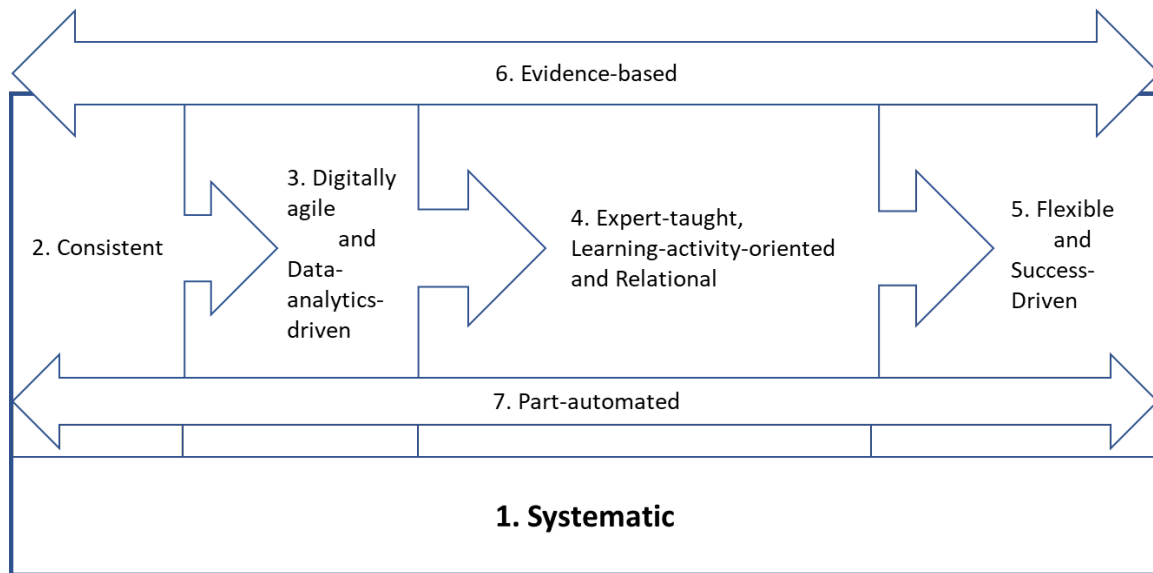
The age of DDE...

- Learner-centred education – transformational roots
- Education-based – engagement; enlightenment; empowerment
- Open, flexible, distance leveraged by digital
- Emphasis on asynchronous learning activity design and systematisable consistency
- Evidence-based improvement

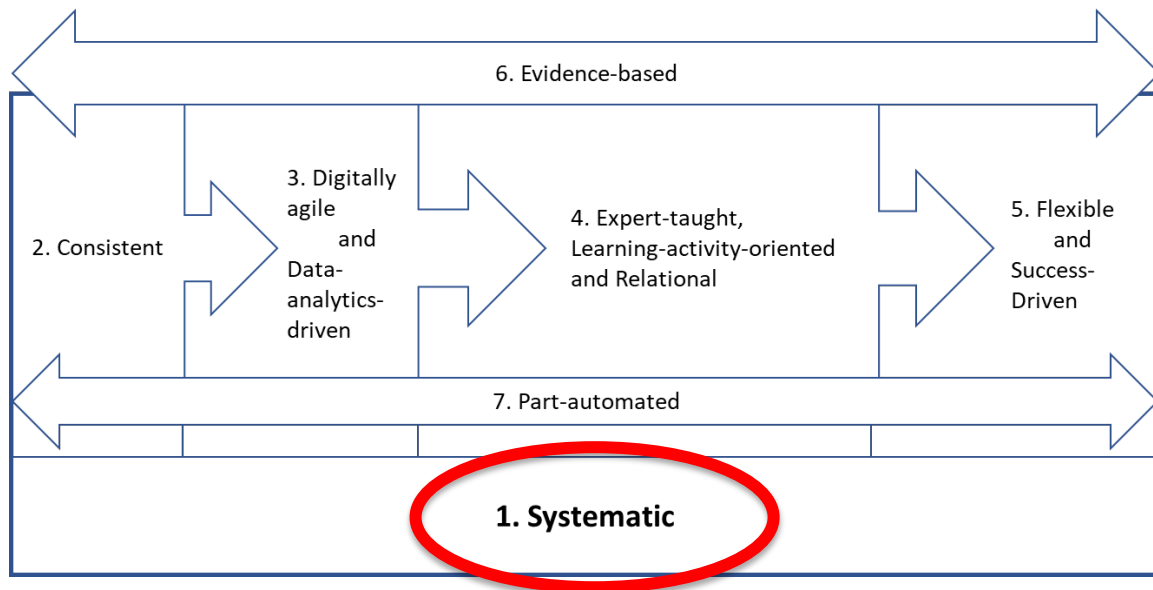
DDE and ERT

- *What does 'online teaching' even mean?*
- Transfer, not transformation
- Focus on learner contexts
- In some studies no difference in student outcomes, but...
- ...plenty of dissatisfaction from educators!

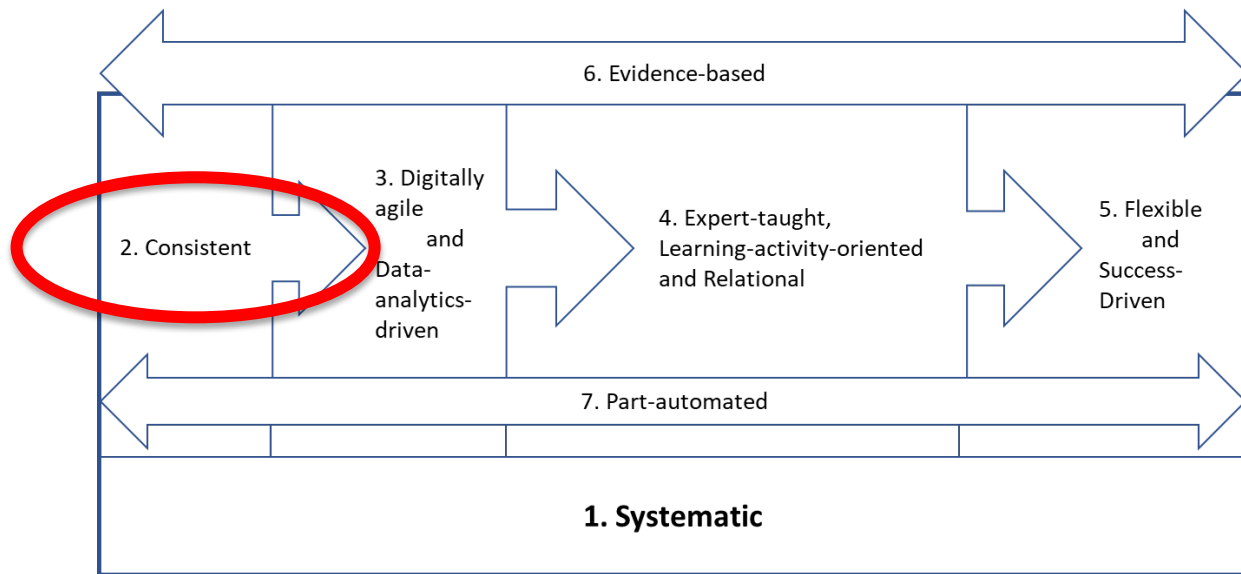
Digital education as a system



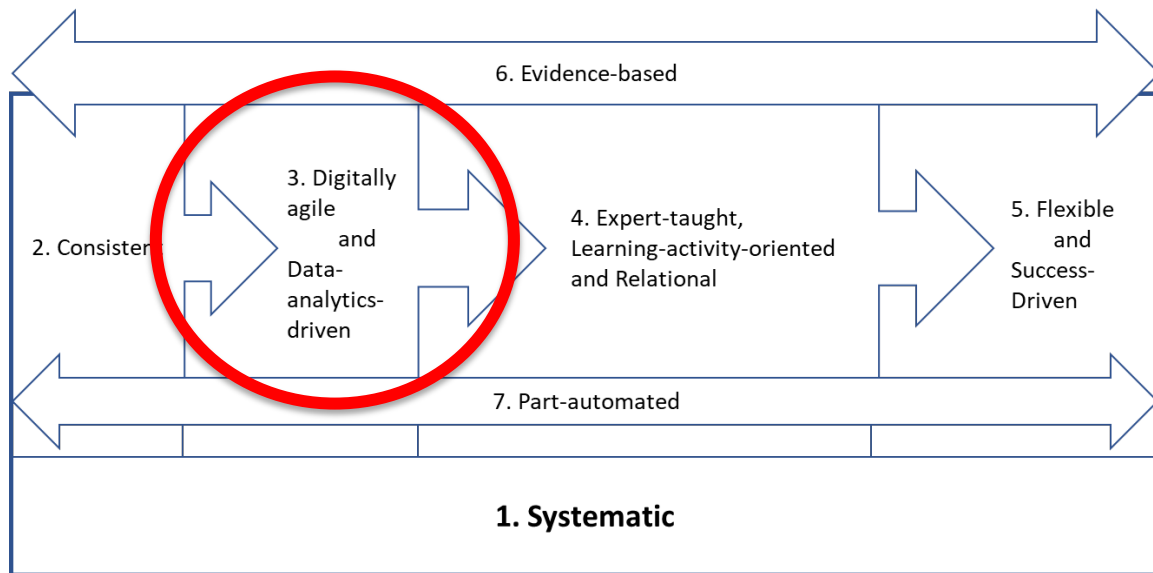
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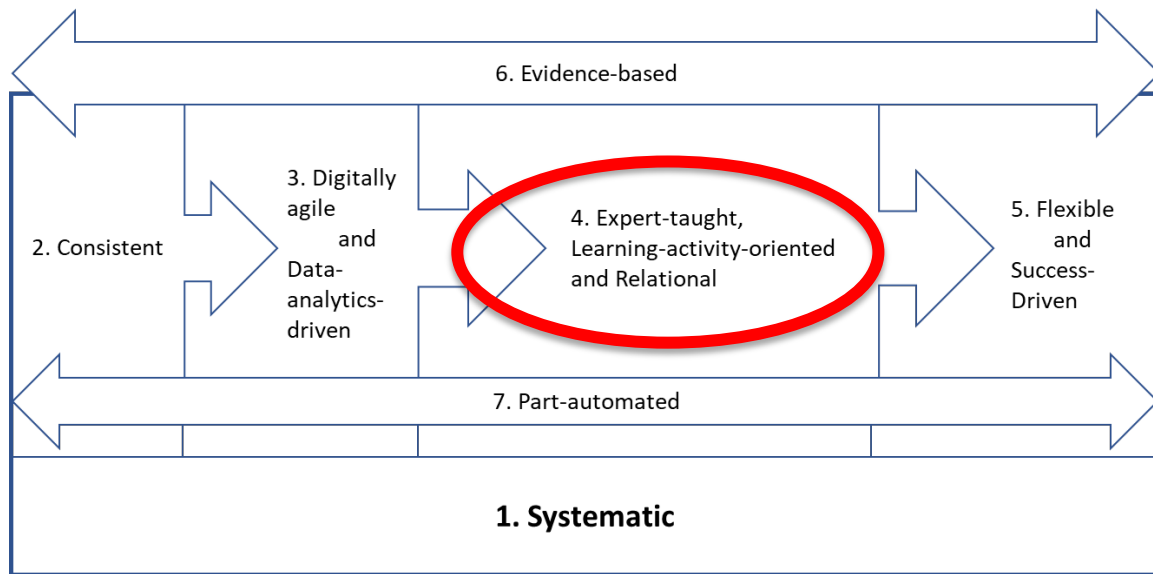
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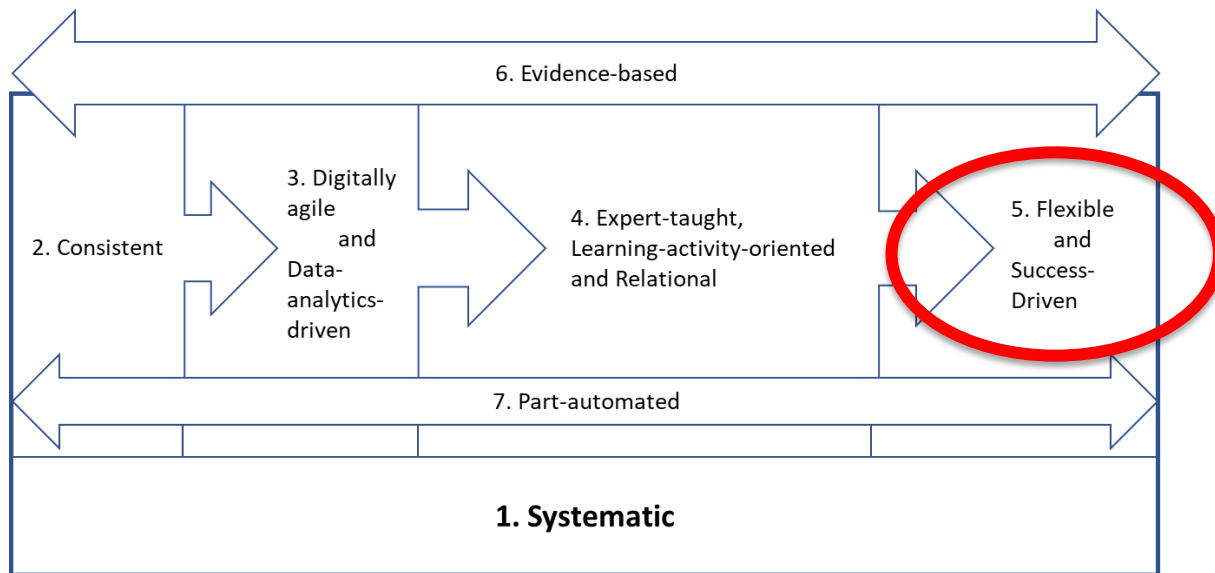
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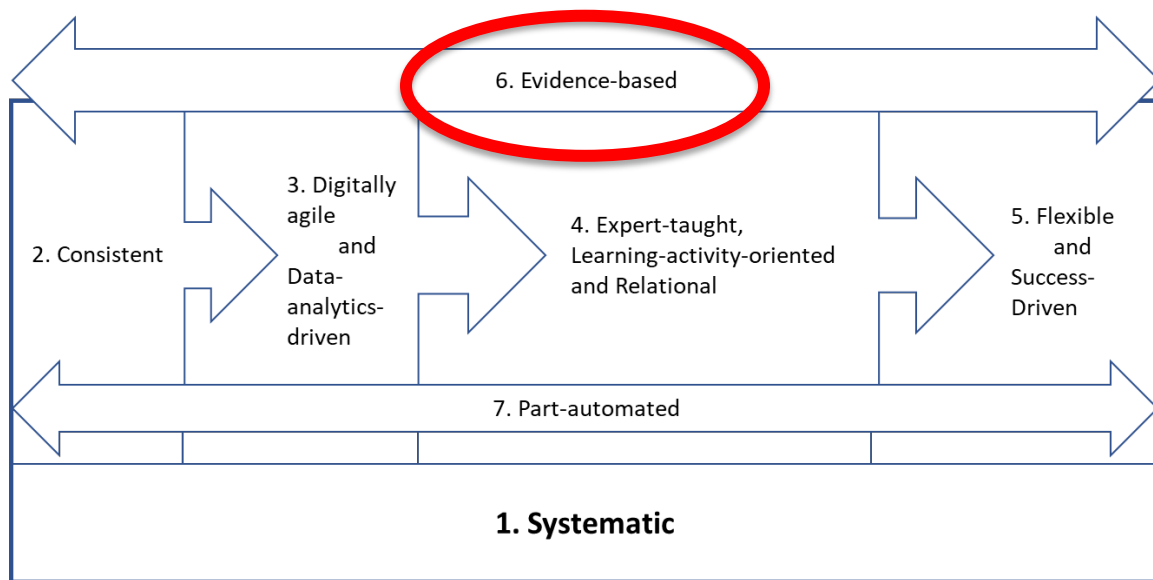
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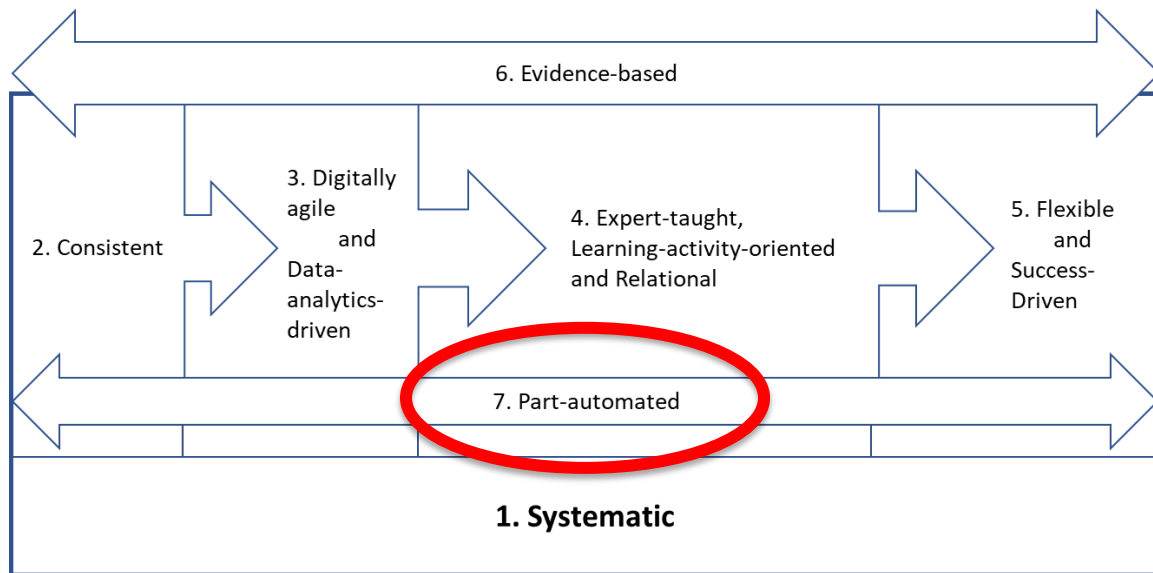
Digital education as a system



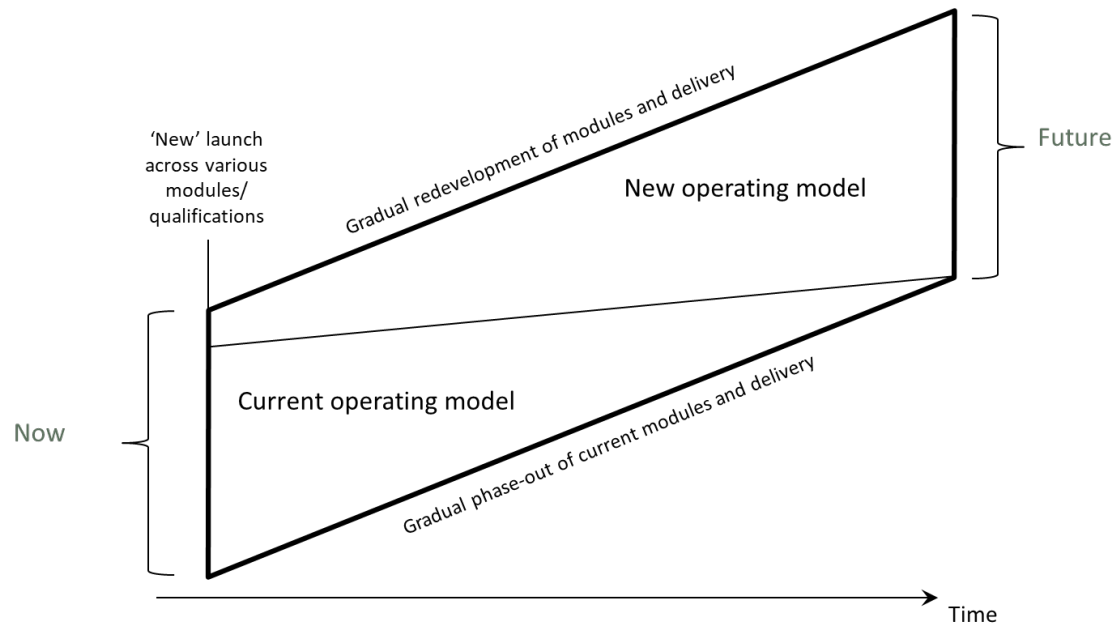
Digital education as a system



Digital education as a system



A means of implementation



What's at the centre?

SUPPLY-ORIENTED

- Our start and end dates.
- Our timetable and schedule.
- Lecture-based teaching methods.
- Transformation held up by 'the system'.

LEARNER-ORIENTED

- Start when you want to, flex as you need to.
- Study asynchronously to your timetable.
- Learning-activity-based teaching methods.
- Evidence-based improvement to student success is implemented. Period.

EDUCATION-CENTRED

- Clearly defined learning outcomes.
- Learner-centred approaches that result in an *education* – engagement, enlightenment, empowerment