



UNIUNEA EUROPEANĂ



GUVERNUL ROMÂNIEI  
MINISTERUL MUNCII, FAMILIEI  
ȘI PROTECȚIEI SOCIALE  
AMPOSDRU



Fondul Social European  
POSDRU 2007-2013



Instrumente Structurale  
2007-2013



MINISTERUL  
EDUCAȚIEI  
CERCETĂRII  
TINERETULUI  
ȘI SPORTULUI  
OIPOSDRU

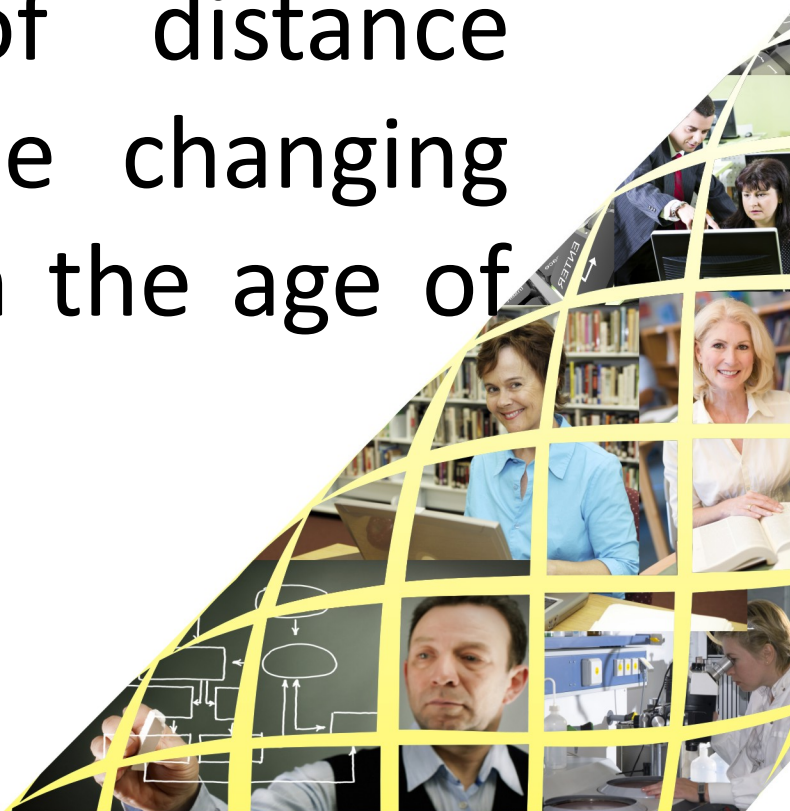


Ministerul Educației  
Cercetării, Tineretului  
și Sportului  
UMPF

Proiect cofinanțat din Fondul Social European prin Programul Operațional Sectorial Dezvoltarea Resurselor Umane 2007-2013  
Investește în oameni!

# The evolution of distance education and the changing role of teachers in the age of digital natives

Claudio Dondi,  
President of EFQUEL  
Sinaia, 28<sup>th</sup> May 2010

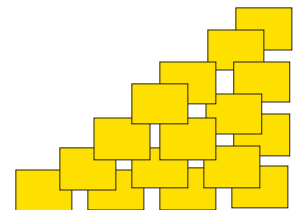
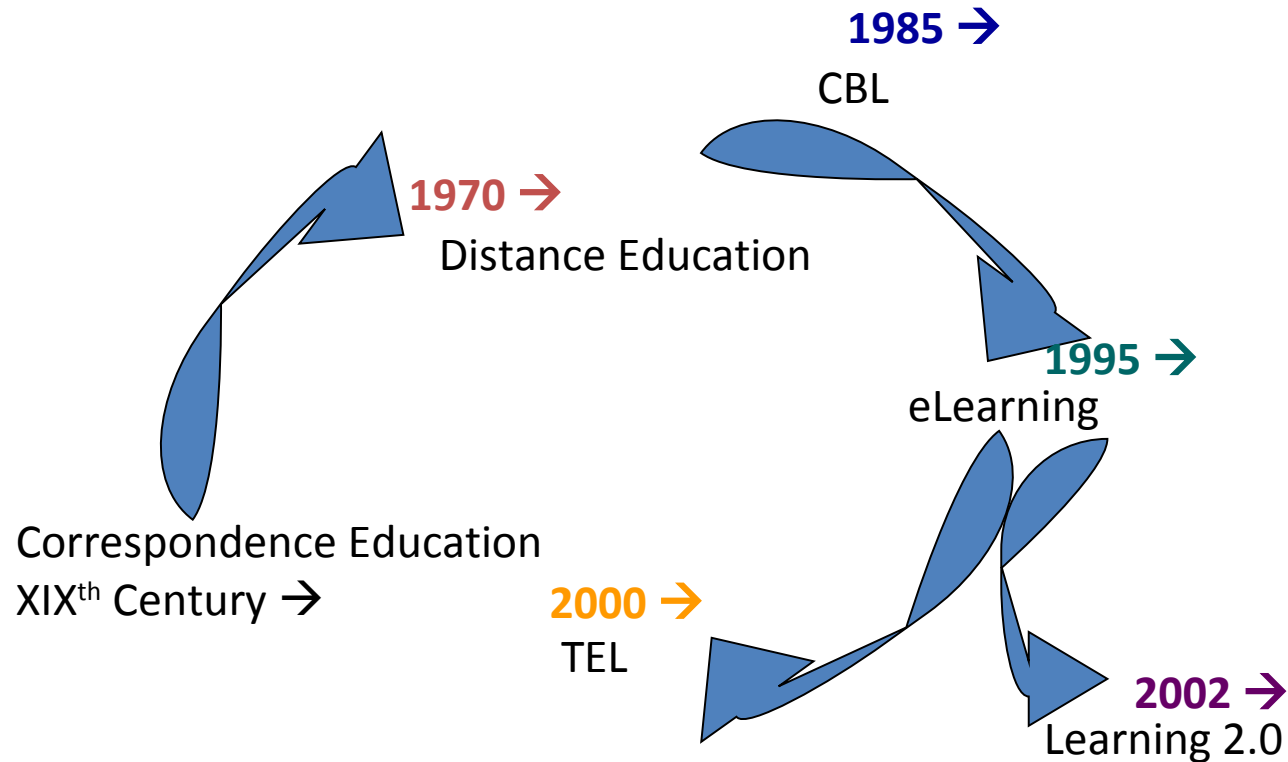


Formarea profesională a cadrelor didactice  
din învățământul preuniversitar  
pentru noi oportunități de dezvoltare în carieră



# A historic perspective on distance education

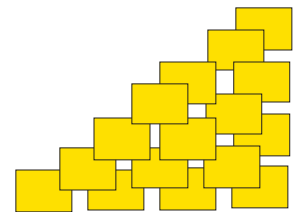
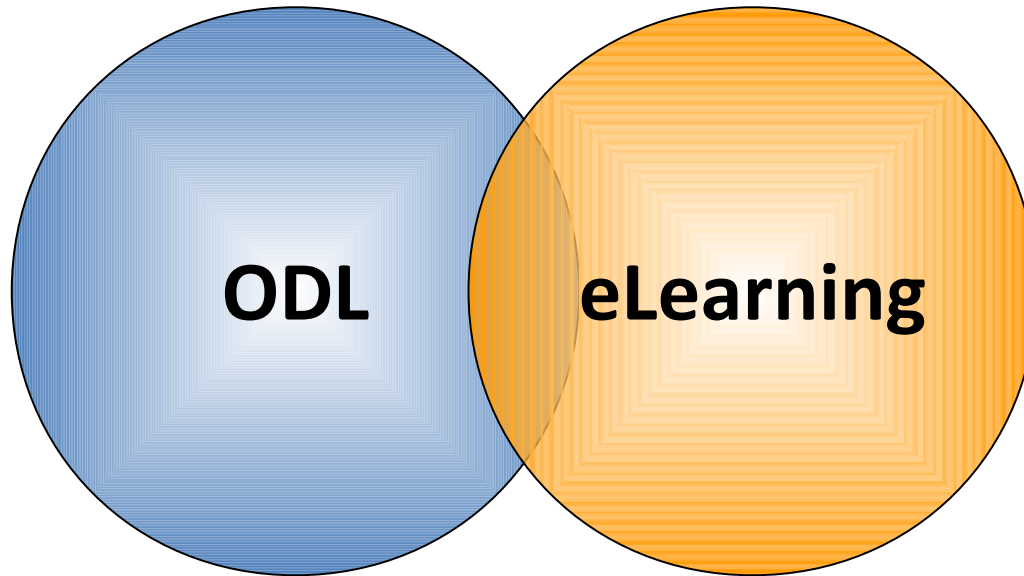
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# In the nineties

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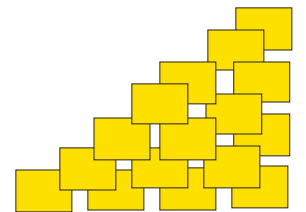




# Is eLearning in crisis?

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- eLearning in policy discourse
- eLearning in practice

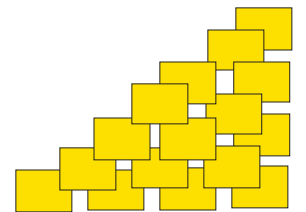




# The concept of eLearning

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- Too general
- Not an aim in itself





# Differentiation

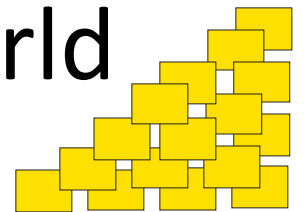
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## Objective differentiation

- the eLearning territories:
  - Aims, Contexts, Learning patrimonies

## Subjective differentiation

- Roles, values, visions of the world

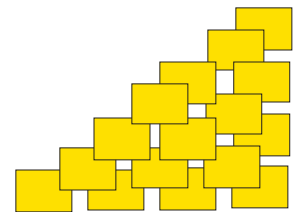




# eLearning territories...

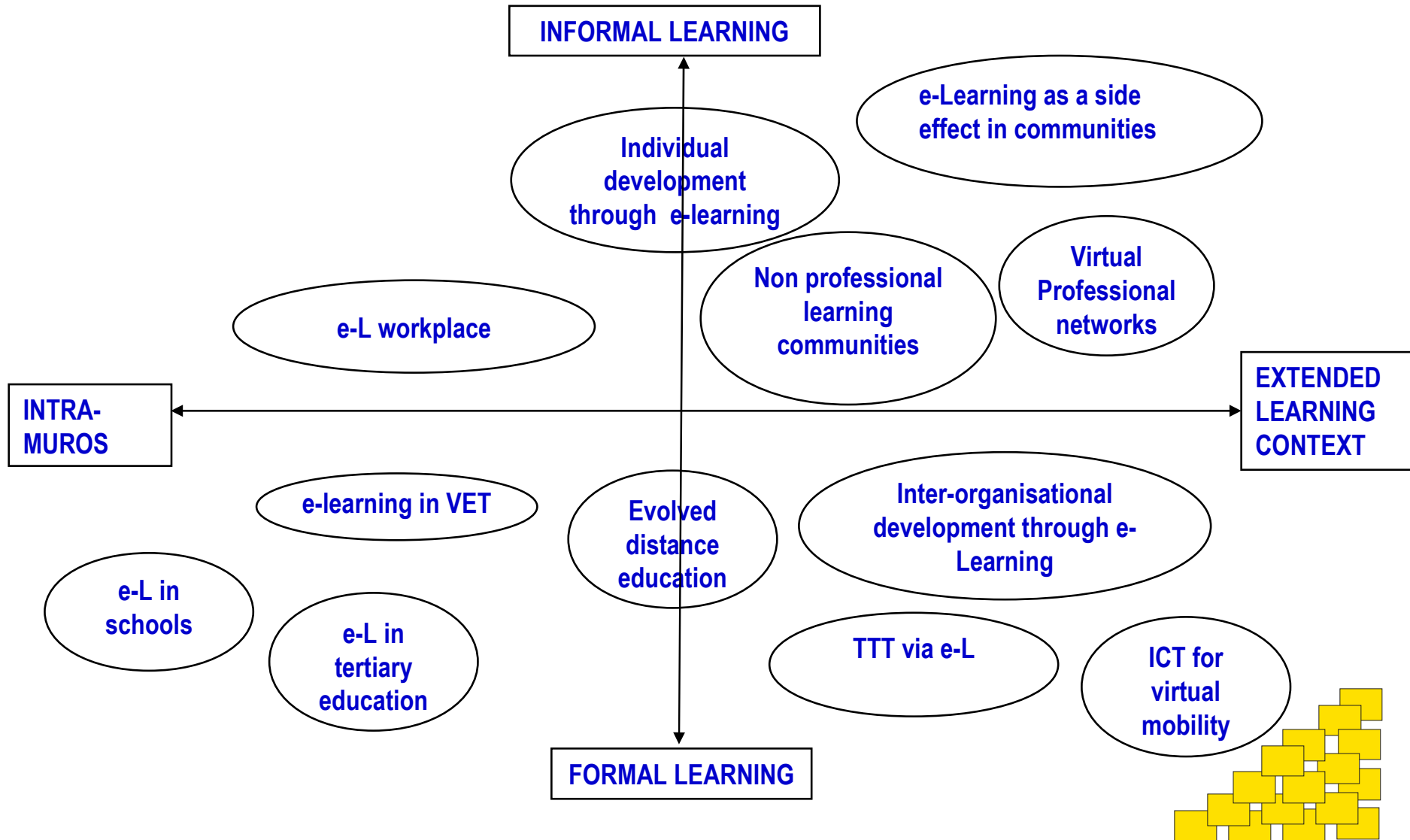
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... as meta-contexts for innovation  
development





# eLearning Territories



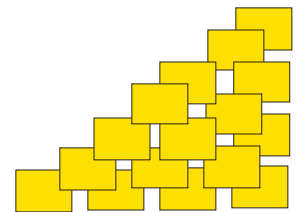




# The Megatrends recommendations

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The main objective of the “Megatrends in e-learning provision” project was to identify the megaproviders of e-learning in the European Union, that is to identify e-learning systems which have achieved robustness, sustainability and critical mass to such an extent that one can confidently assert that they are permanent providers of e-learning in Europe and will not be going away.





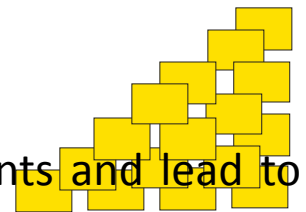
# Recommendations for robust and sustainable provision of large scale

## eLearning 1/4

- the 25 factors proposed in the analyses of megaproviders of e-learning in Europe;
- two additional factors that were suggested by the analysis of the megaproviders;
- seven factors that were suggested through the analysis of the e-learning initiatives that did not reach targeted goals.

The recommendations based on the 34 factors proposed in the analyses are listed below:

1. Learn from institutions with a long history and tradition of dealing with distance education;
2. Build high competence and tradition in online education;
3. Focus on evolutionary step-by-step development and scalability;
4. Promote continuing research and evaluation related to online education;
5. Develop high competence in information and communication technology (ICT);
6. Use standard and widely-used technologies; widely-used technologies enable students to apply the software and hardware they have at their disposal with little need to buy and install additional equipment;
7. Acquire well integrated ICT systems that support online education;
8. Develop effective administrative systems;
9. Provide a wide range of subjects and levels that are attractive to students and lead to employment;



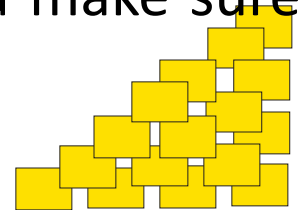
# Recommendations for robust and



# sustainable provision of large scale

## eLearning 2/4

10. Select a wise choice of topics, courses, and programmes that are onlineable;
11. Weigh the potential benefits of flexible start-up and progression against the advantages of being able to work with stable groups in virtual classrooms;
12. Focus on asynchronous communication. Student's time flexibility leads to asynchronous communication and little focus on synchronous communication technologies;
13. Make sure to receive support from top management;
14. Attract enthusiastic employees who believe in online education;
15. Develop strategies that support online education and make sure that the employees are loyal to the strategy;
16. Focus on quality;



# Recommendations for robust and



# sustainable provision of large scale

## eLearning 3/4

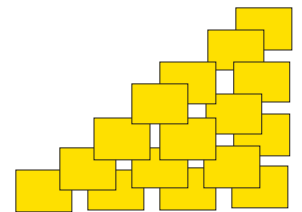
17. Develop effective administrative routines;
18. Focus on predictable and manageable teacher workload;
19. Consider collaboration with other educational institutions;
20. Strive for high formal and informal credibility with the government and public administration;
21. Establish some sort of industrialization such as division of labour, systemization, automation, rationalization, and work flow management;
22. Focus on cost-effective courses that give much learning for the money;
23. Secure stable and predictable sources of income from operation of online education;
24. Utilize the pressure on the necessity to change as a means to be flexible, to stay in business and to adapt to the changing market;
25. Prefer contracts with part-time tutors and course developers that allow flexible employment and use of staff to adapt to changes in markets;





# Recommendations for robust and sustainable provision of large scale eLearning 4/4

26. Develop high competence and good practice in marketing;
27. Treasure well known brand names;
28. Realize that hard-nosed market research is essential for the success of any e-learning initiative;
29. Plan carefully for and control carefully the revenue and expenses. Seeding funding dries up quickly;
30. Choice of courses and their accreditation is crucial;
31. Define precisely the relationships of your initiative to existing providers and define precisely the institutional model you will adopt;
32. Plan carefully to manage both educational and business activities;
33. Avoid top-down political and boardroom initiatives;
34. Avoid consortia of institutions that compete with each other and the consortium.

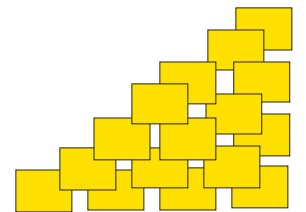


# From eLearning 2000 to i eLearning 2010

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- i as innovative
- i as intelligent
- i as integrated
- i as inter-personal
- i as imaginative
- i as inclusive
- i as international
- i as I – that is ownership of learning

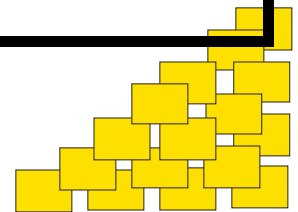


# Which eLearning for the future? -



## 1/2

<b>e-L 2000...</b>	<b>i-eL 2010...</b>
<ul style="list-style-type: none"><li>• distributes consolidated knowledge</li><li>• is still e-Teaching</li><li>• may isolate the learner</li><li>• is delivered by a single provider/institution</li><li>• ignores the learner's context and previous achievements</li></ul>	<ul style="list-style-type: none"><li>• generates new knowledge</li><li>• is owned by the learner</li><li>• creates learning communities</li><li>• is the result of and a tool to support partnership</li><li>• builds on the learner's contexts and previous achievements</li></ul>

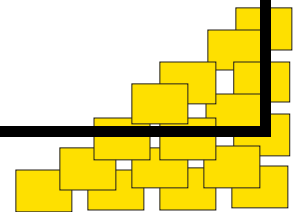


# Which eLearning for the future? -



2/2

<b>e-L 2000...</b>	<b>i-eL 2010...</b>
<ul style="list-style-type: none"><li>• depresses the learner's creativity by transmissive logics</li><li>• squeezes the role of teachers and learning facilitators</li><li>• focuses on technology and contents</li><li>• substitutes classroom sessions</li><li>• privileges those who already learn</li></ul>	<ul style="list-style-type: none"><li>• stimulates the learner's creativity by enhancing the ludic dimension of learning</li><li>• enriches the role of teachers and learning facilitators</li><li>• focuses on quality, processes and learning context</li><li>• is embedded in organisational and social processes of transformation</li><li>• reaches and motivates those who were not learning</li></ul>



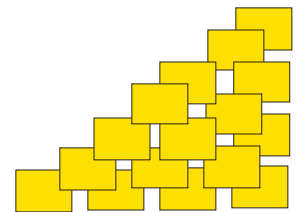




# The place for eLearning

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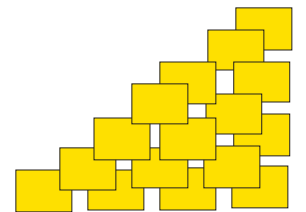
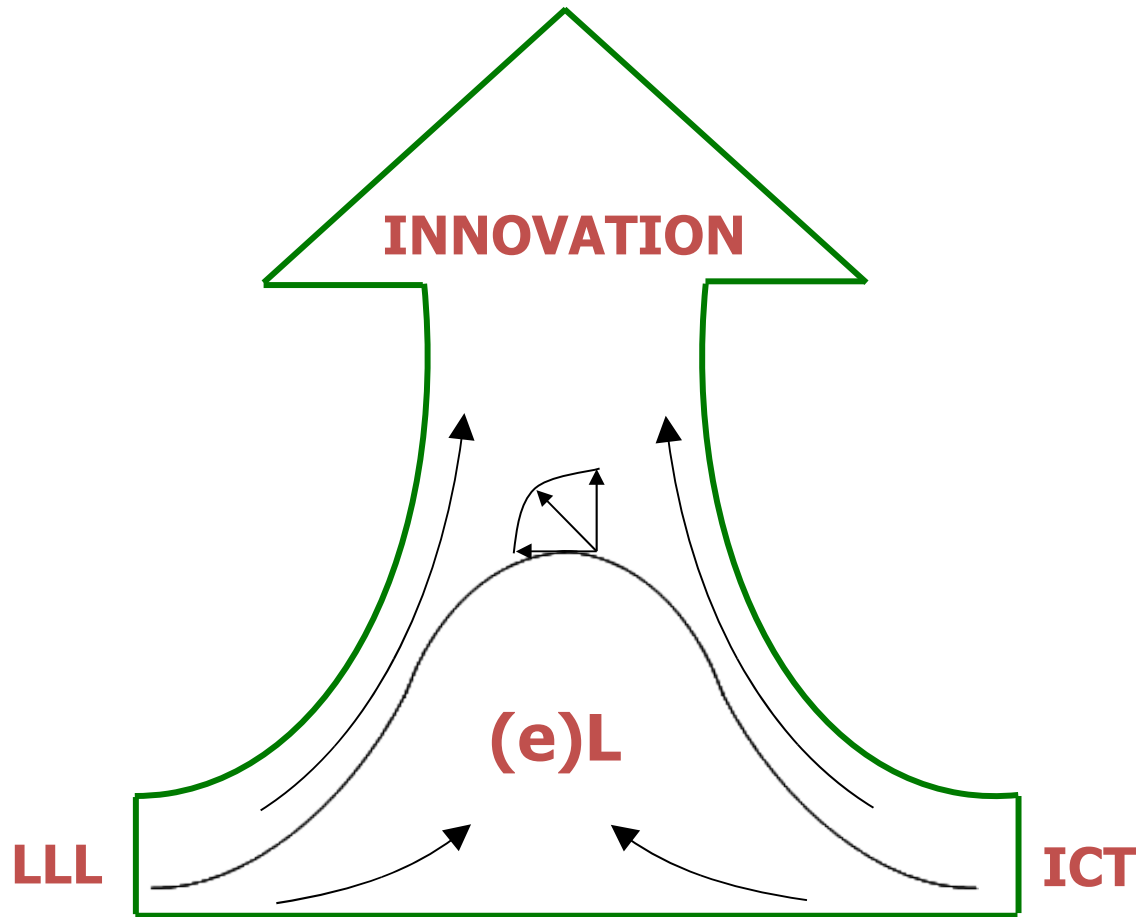
The ideal place for new eLearning is not where consolidated knowledge has to be spread but where new knowledge is developed, where innovation objectives are to be shared and achieved in a participative way





# The place for eLearning

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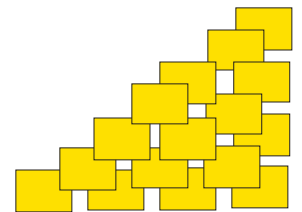




# What changes for teachers?

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- From living content repositories to learning process specialists
- From disciplines to competences
- From teaching to supporting learning competences of learners
- Shaping the lifelong learners of the future

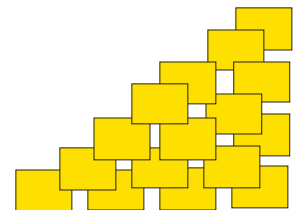


# New tasks for teachers?



1/4

KEY TEACHING PROCESSES	EXAMPLES OF TRADITIONAL PEDAGOGICAL TASKS	EXAMPLES OF TECHNOLOGY-RELATED / ELEARNING-SPECIFIC TASKS
<i>Learning needs analysis of the addressed target group(s) –students</i>	<ul style="list-style-type: none"><li>• Design of <i>ad hoc</i> instruments for learning needs analysis.</li><li>• Provision of continuing advice and support to learners during the study programme.</li></ul>	<ul style="list-style-type: none"><li>• Analysis and selection of a virtual medium for lessons consistent with the addressed students's learning needs.</li></ul>

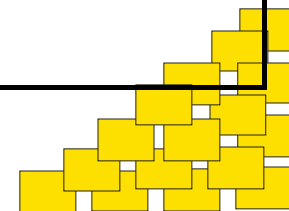


# New tasks for teachers?

## 2/4



KEY TEACHING PROCESSES	EXAMPLES OF TRADITIONAL PEDAGOGICAL TASKS	EXAMPLES OF TECHNOLOGY-RELATED / ELEARNING-SPECIFIC TASKS
<i>Teaching and learning design</i>	<ul style="list-style-type: none"><li>• Incorporation of the results of learning needs analysis within the study programme (adaptation).</li><li>• Suggestion of and support to study programmes.</li><li>• Selection and/or development of adequate reference materials.</li><li>• Design of adequate support system (tutors, mentors, moderators, etc.).</li><li>• Identification of the main issues to be addressed by assessment and evaluation.</li></ul>	<ul style="list-style-type: none"><li>• Selection and adaptation of digital contents</li><li>• Development of digital contents.</li><li>• Design of online lessons (selection of the most adequate media, communication strategy, language, teaching/learning tools).</li><li>• Design of the online support system (identification of roles, responsibilities, work schedule, etc.).</li></ul>

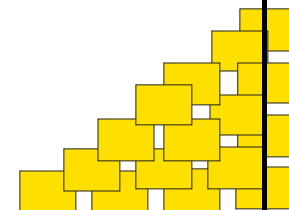


# New tasks for teachers?



3/4

KEY TEACHING PROCESSES	EXAMPLES OF TRADITIONAL PEDAGOGICAL TASKS	EXAMPLES OF TECHNOLOGY-RELATED / ELEARNING-SPECIFIC TASKS
<i>Delivery of the learning programme</i>	<ul style="list-style-type: none"><li>• Adoption of appropriate learning strategies.</li><li>• Use of suitable communication strategies.</li><li>• Activities to make the most of the students.</li><li>• Encouragement for participation and collaboration.</li><li>• Use of appropriate question techniques.</li><li>• Management of learners and of possible difficult situations.</li><li>• Management of multi-cultural audiences.</li><li>• Establishment of relationships with learners.</li><li>• Provision of content expertise.</li><li>• Management of activities that facilitate learning.</li><li>• Co-ordination of study courses.</li></ul>	<ul style="list-style-type: none"><li>• Delivery of online lessons (using solutions such as real-time sessions, virtual classroom, etc.).</li><li>• Provision of technical expertise.</li><li>• Use of web pages/emails for communication with learners.</li><li>• Use of bulletin boards, discussion fora, text, videoconferencing and audio, for communication with learners.</li><li>• Tracking and analysis of learners' participation (by means of CAA – Computer-Assisted Assessment)</li></ul>

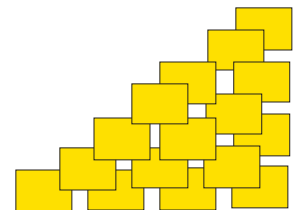


# New tasks for teachers?



4/4

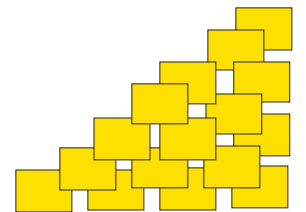
KEY TEACHING PROCESSES	EXAMPLES OF TRADITIONAL PEDAGOGICAL TASKS	EXAMPLES OF TECHNOLOGY-RELATED / ELEARNING-SPECIFIC TASKS
<i>Monitoring and evaluation</i>	<ul style="list-style-type: none"><li>• Monitoring and review of students' progress.</li><li>• Evaluation of learners' performance.</li></ul>	<ul style="list-style-type: none"><li>• Development of evaluation tests using test generation programmes.</li><li>• Processing and analysis of evaluation data retrieved from the online system.</li></ul>





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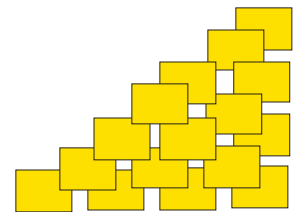
So, we know approximately  
**HOW** teachers should  
**CHANGE...**







... but what is most important is understanding **WHY** to **CHANGE**





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# Thank you for your attention

[cdondi@scienter.org](mailto:cdondi@scienter.org)

[info@efquel.org](mailto:info@efquel.org)

