
LANCASTER
UNIVERSITY
Cyborg University?
Where is e-learning leading higher education?
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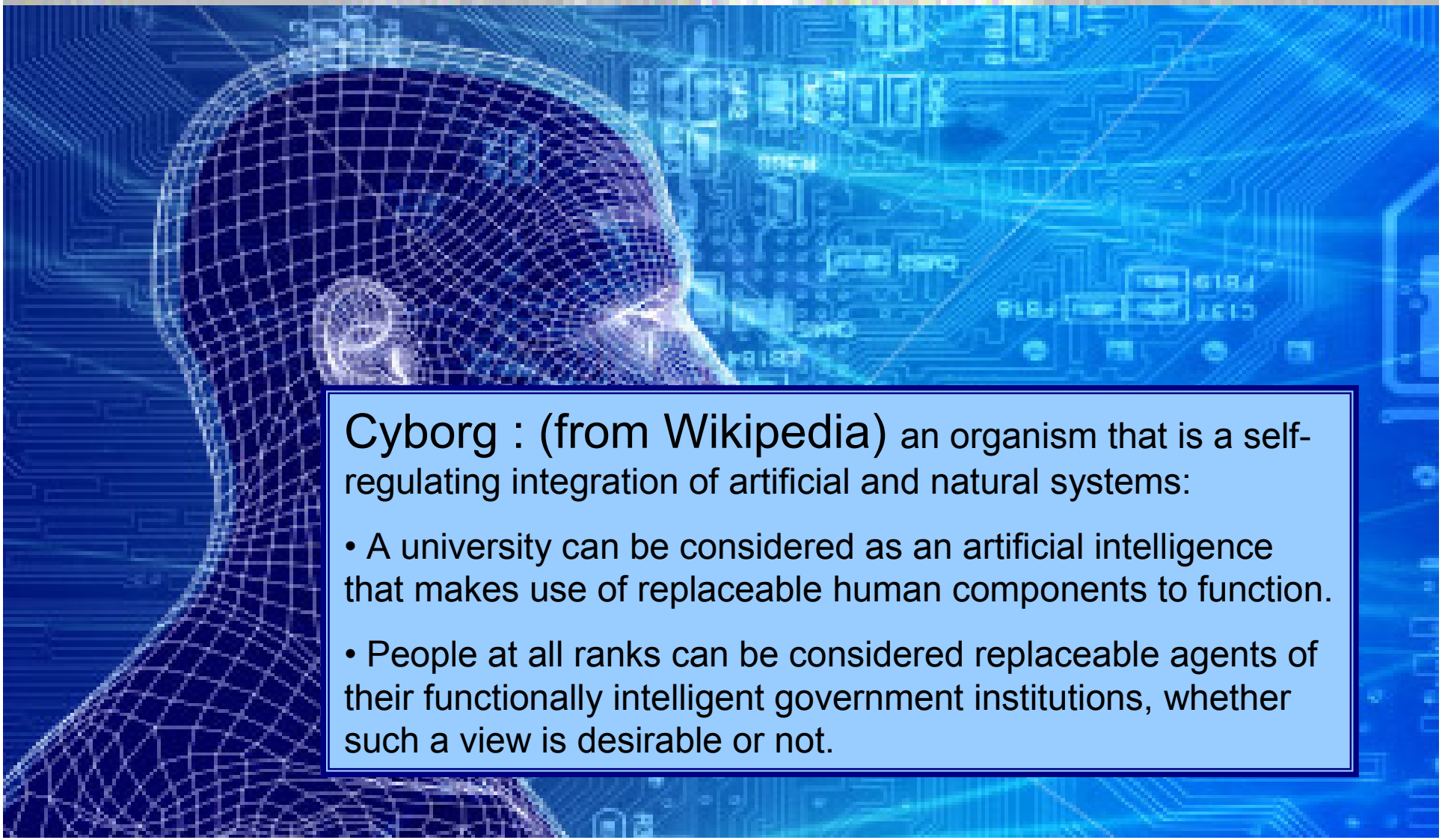
What is a cyborg?

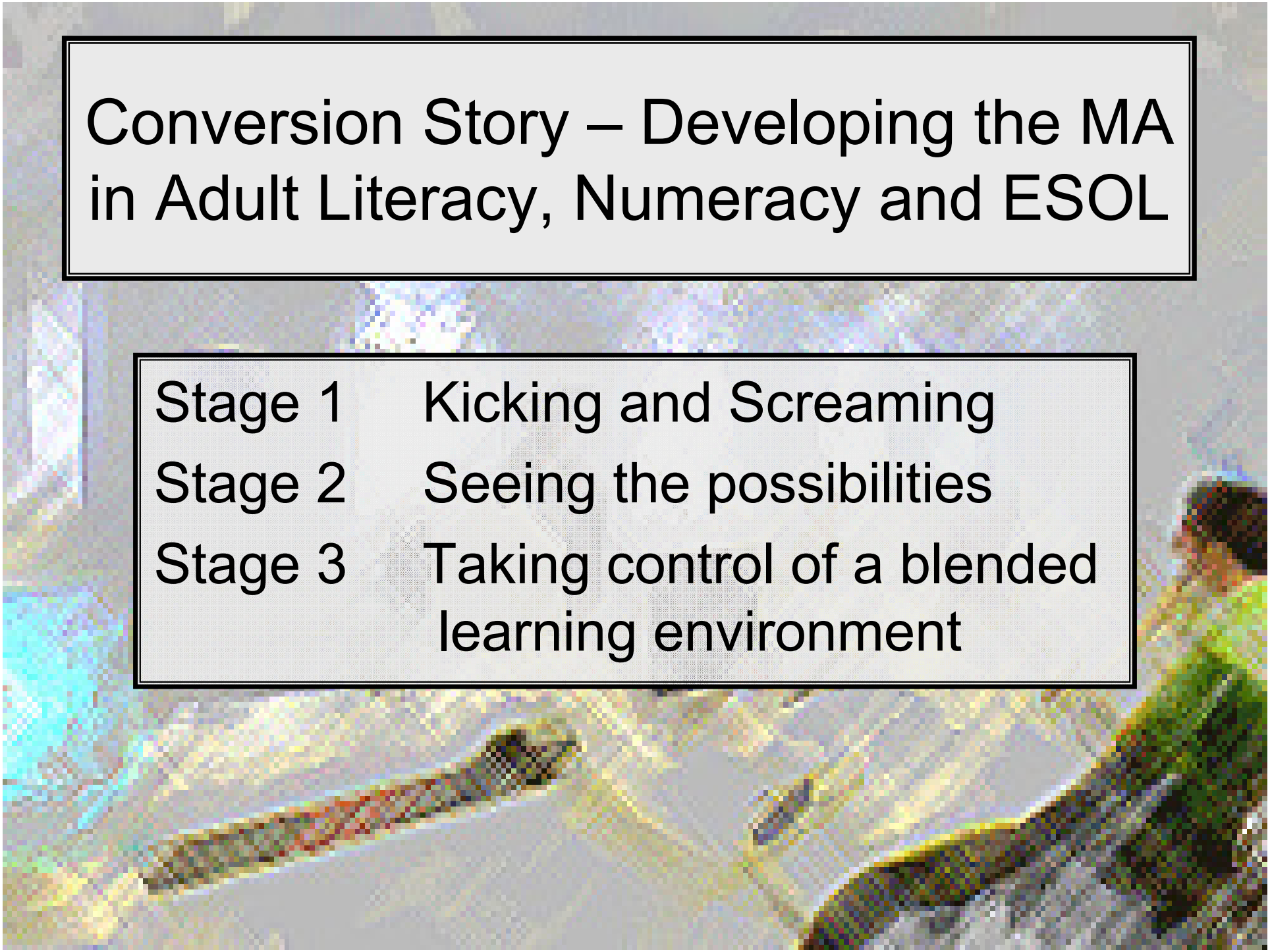


Cyborg : (from Wikipedia) an organism that is a self-regulating integration of artificial and natural systems:

- A university can be considered as an artificial intelligence that makes use of replaceable human components to function.
- People at all ranks can be considered replaceable agents of their functionally intelligent government institutions, whether such a view is desirable or not.

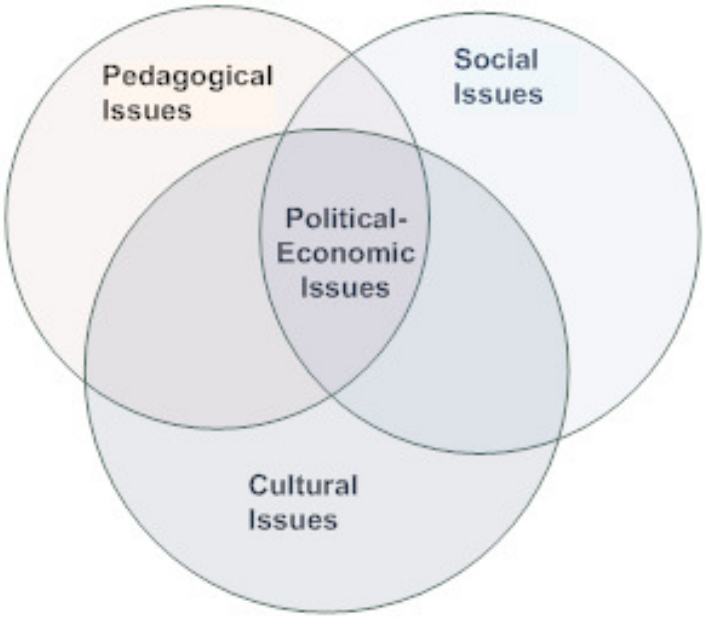
Conversion Story – Developing the MA in Adult Literacy, Numeracy and ESOL

Stage 1	Kicking and Screaming
Stage 2	Seeing the possibilities
Stage 3	Taking control of a blended learning environment



e-Teaching & e-Learning as…

A *Venn* Experience



Pedagogical Issues

- Quality and rigour of e-learning
- Pedagogical change: For better or for worse?
- Public exposure
- On-line assessment and evaluation

Social Issues

- E-Learning's influences on faculty-student relations
- Disembodiment of teaching and learning experiences
- Lack of student and instructor identity in e-learning spaces

Cultural Issues

- Student loyalty (sense of belonging) in a university setting, primarily experienced via e-learning
- Intercultural relations and communications
- Equal access for all qualified learners

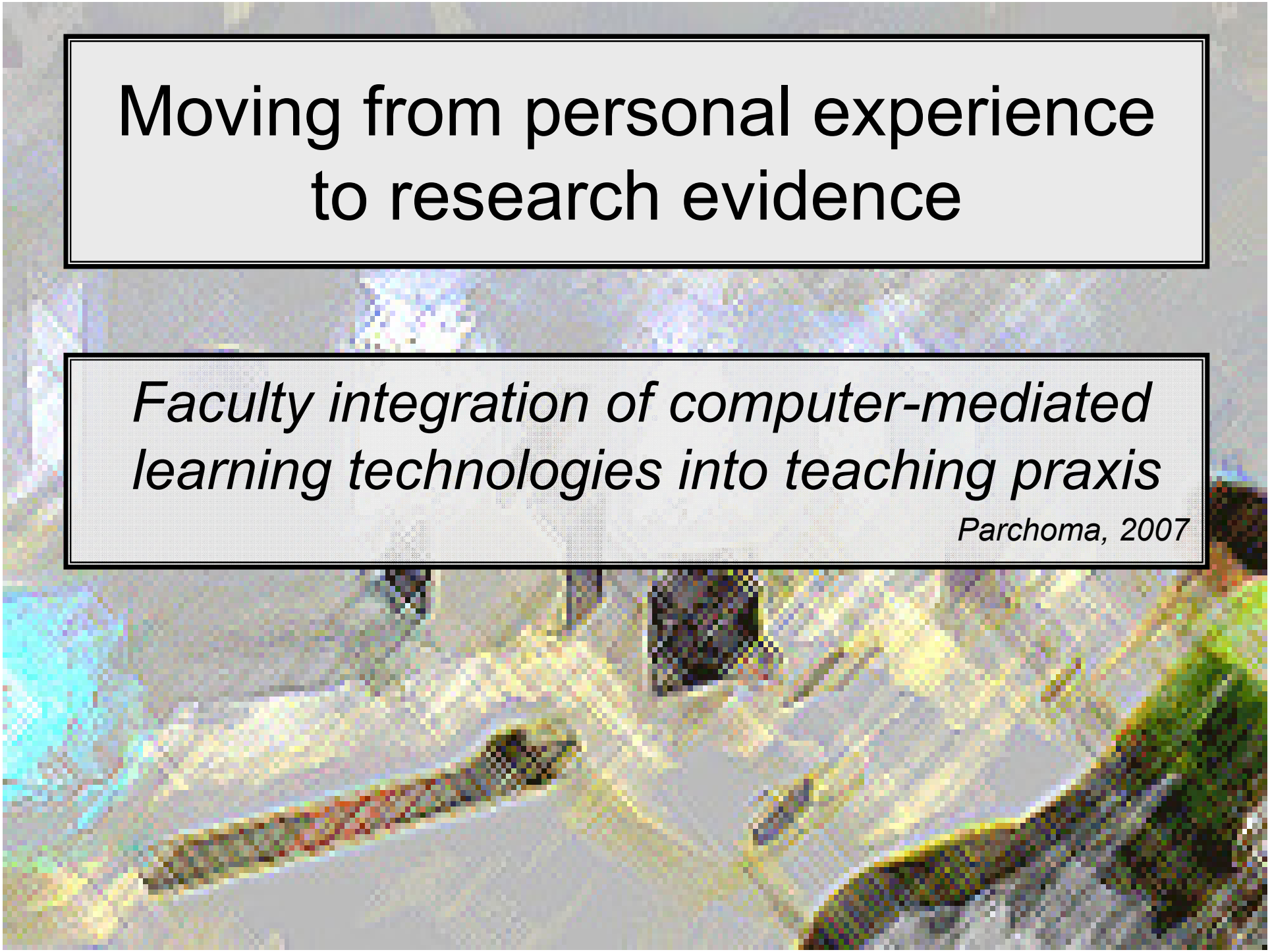
Political-economic Issues

- The 24 x 7 work week of e-learning students and tutors
- Lack of institutional recognition of development time for e-learning spaces
- Intellectual property: So now, who owns my lectures?
- Surveillance

Moving from personal experience to research evidence

Faculty integration of computer-mediated learning technologies into teaching praxis

Parchoma, 2007



Six Narratives + 1 Endnote

- 6 excerpts from faculty interviews
  - Experiences with e-learning in higher education (over a course of 5 to10 years)
  - Rationale for involvement
  - Concerns about and enthusiasm for e-learning
  - Lessons learned
  - An endnote from a long-term e-learning professor

1. *Enhancing technological literacy and skill in undergraduate teacher education*

Motivation

- Flexible time for research

Pros

- Constantly on the lookout for different ways to engage the learners.
- Sound pedagogy
- In some ways, I do things better online.
- A different approach to teaching and learning

Cons

- Initially, a preference for traditional teaching
- Students' lack of skill and high level of anxiety.
- 24 x 7 work week
- Lack of departmental support and understanding

2. Integrating e-learning into classroom instruction, professional practice, and continuing dental education

Motivations

- Support for one CE event – Jazz-up a PowerPoint for practitioners
- An enthusiastic colleague who secured a small grant

Pros

- Something lacking in the standard approach.
- Keep the fire alive.
- Technical information in convenient and accessible ways.
- Use classroom time for complex issues and problems.
- I realized we could change the whole dental programme

Cons

- It started out so innocently, then “it grew like topsy.”
- Everything that we are doing will go out-of-date very rapidly.
- How will it be maintained?
- To some extent, we are creating a stick to beat ourselves.

3. Integrating e-learning into veterinary medical education

Motivation

- One enthusiastic mentor + a government grant

Cons

- E-learning had not been tried before extensively
- A new approach … Not very well studied.
- There is lots of fear about it.
- In most of the universities, it is not recognized.
- Lack of college-based support
- Huge investment of time to develop

Pros

- In the beginning, I was a veterinarian.
- I had ideas. Team members had ideas. I could not have done this alone.
- My [e-learning project] has widened my horizons about how I think about teaching and the whole education process.

4. The psychology super course experiment

Motivation

- Curricular standardization
- Technological innovation
- Cost-cutting [Senior faculty develop the course once. Grad students teach it many times]

Pros

- One consistent introductory course offering for 4000 students in on-campus and off-campus sections.
- A class of 350 with one instructor in front of them is not a particularly useful experience.
- Reintroduce weekly tutorials.

Cons

- It never played out.
- In the end, the university claimed it owned our lectures and could change them without our permission.

5. The one-development-model-does-not-fit-all-projects problem: The computer science story

Motivation

- Research “enabled by teaching”
- Technical and pedagogical research-based innovation
- Demonstrate leadership in e-learning

Pros

- Move from instruction to facilitation in the online environment
- Unanticipated positive impact on classroom tutorials.
- Synergy and enthusiasm around a successful project.
- We live and die, based on the enthusiasm of the individuals who are involved.

Cons

- Alternative technologies and methodologies not well supported institutionally.
- Accused of refusing to be team players in the university’s e-learning strategy.

6. Reinventing Native Studies: Implementing curricular, pedagogical, and technical change

Motivation

- Curricular renewal and standardization
- Technological solution to rapidly expanding enrolments
- Provincial grant

Cons

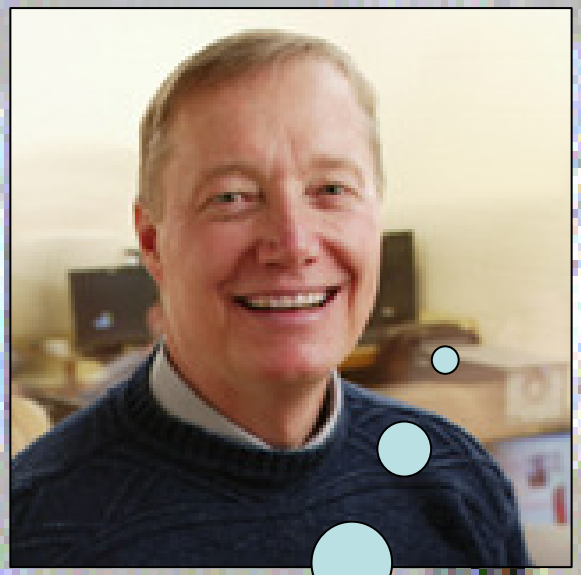
- The incredibly slow moving systems of the university [administration] have really caused a lot of problems in change.

- The union [of part-time lecturers] “accused us of throwing an electronic book at our students and replacing the teachers.”

Pros

- Students take control and authentic learning happens, whether or not I plan for that.

Endnote



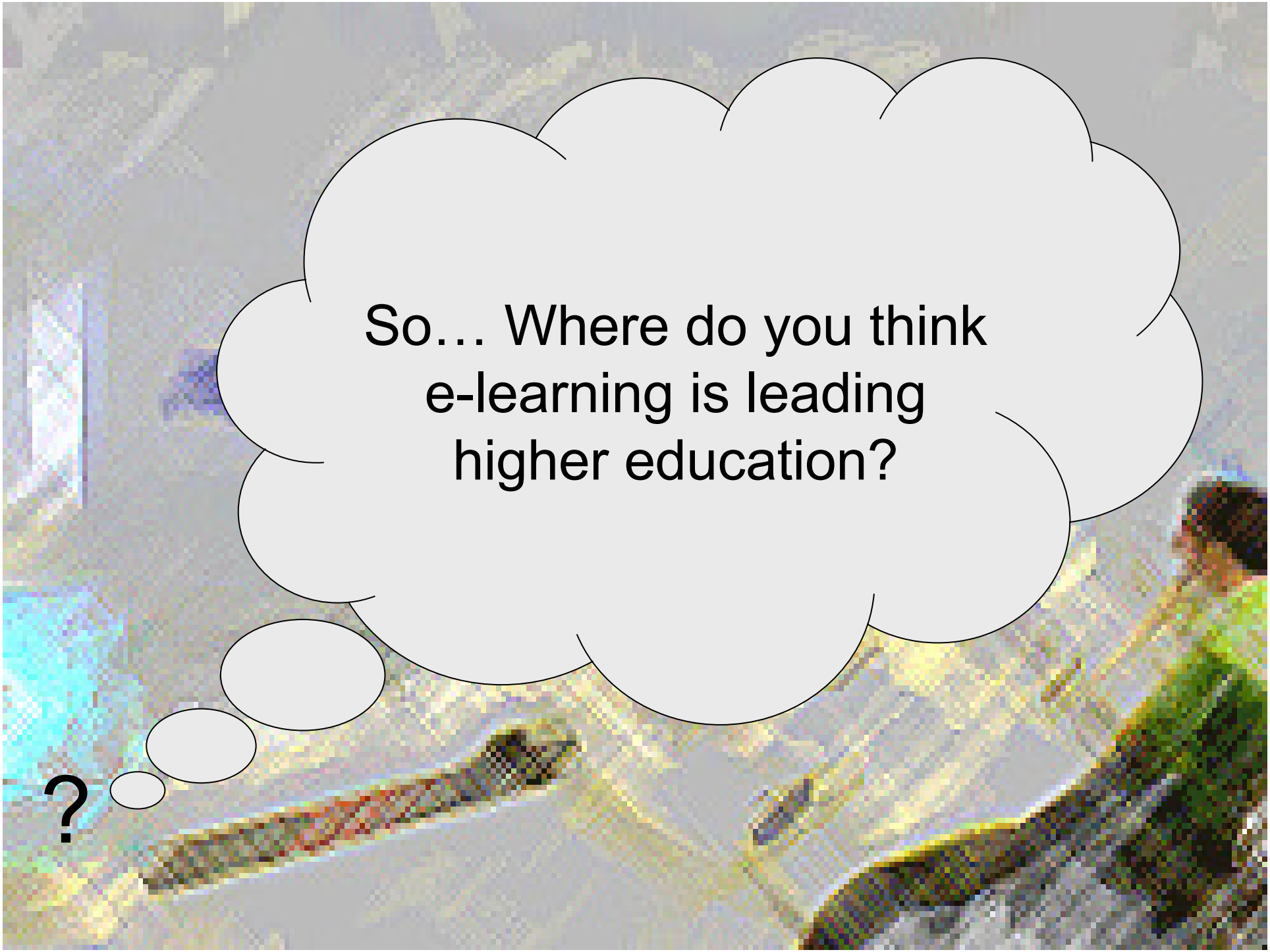
I missed my students.

Dr. Richard Schwier

- Professor [3-M Teacher] and researcher in e-learning.
- A decade of experience

Two years ago, Rick quit teaching ‘pure’ e-learning courses and re-introduced face-to-face seminars into all of his courses.

I asked him, “Why?”


So… Where do you think
e-learning is leading
higher education?
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