

We are talking about
CHANGE
in education

Technology is merely an aid

Ways to use ICT in education

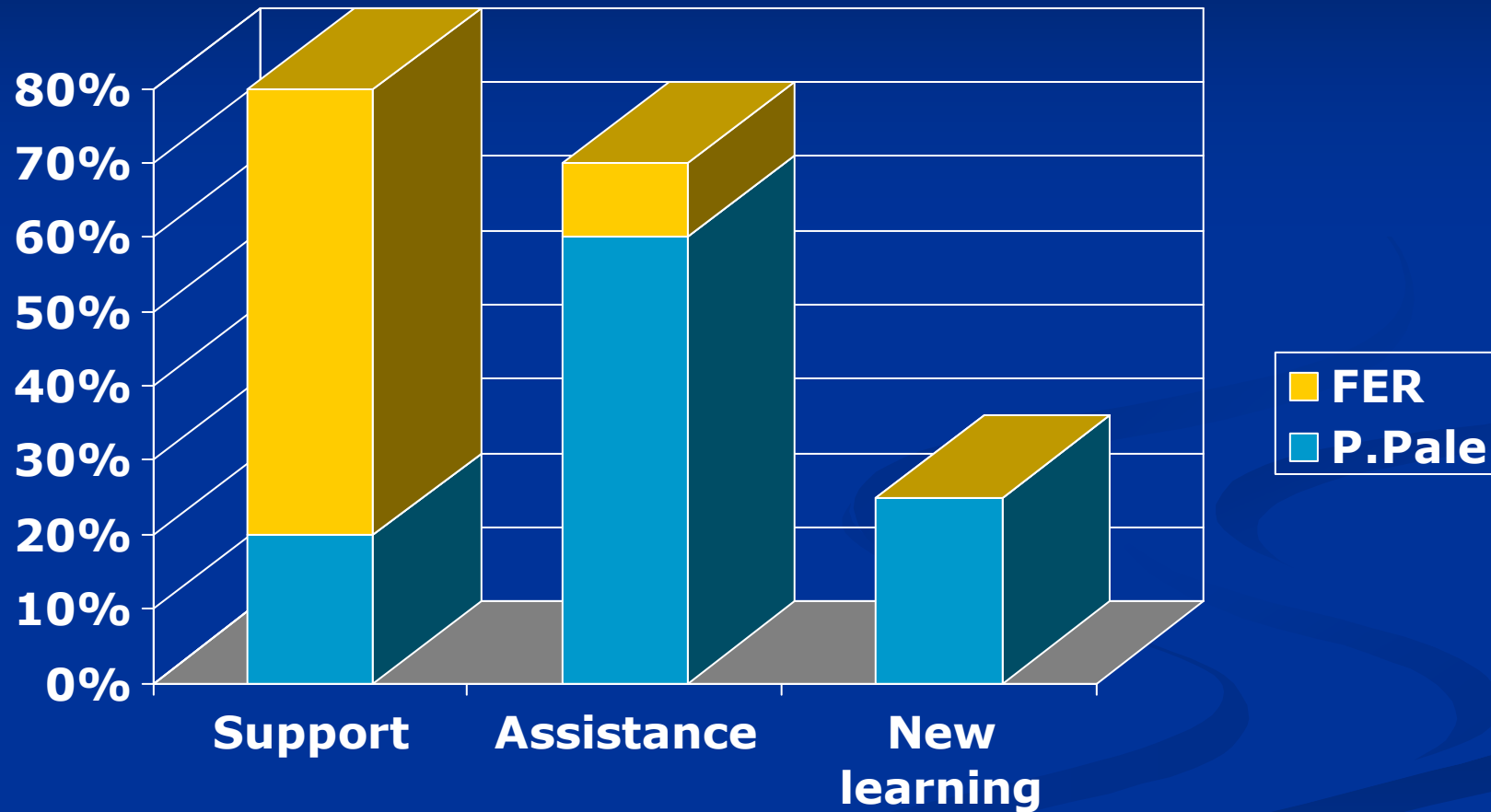
- Support functions
 - Administrative, technical and supportive functions
- Learning assistance
 - Assistance and support for learning and teaching
- New learning
 - New teaching and learning methods, techniques and tools

New learning

New teaching and learning methods, techniques and tools

- which significantly
 - change
 - improve
- the process of learning and teaching
- and which would be
 - impossible
 - impractical
 - prohibitively expensive
- without the use of ICT

How close am I ?



**“If this plane crashes
there goes Croatian e-learning”**

Jasna Tingle, March 2nd 2006.

... and the plane wasn't even full.

**The real challenge is
to move from
group A to group B**

(from pioneers to accepting majority)

Tony Bates

**Can there be learning
without teaching ?**

YES !!!

**and e-self-learning
is even easier and better than
self-learning.**

However ...

- True, significant knowledge gain (boost) can only be achieved by (good) teaching
- Universities (and schools) are all about teaching
- Teaching requires teachers
- Teachers need something to drive them

E-teaching: Drivers and Likely Results

Predrag Pale

Drivers are ...

- Motivation
- Driving force
- Reason for change
- Literally, a reason to:
 - Wake up
 - Go to school
 - Work with students
 - ... have them going out from school having questions they entered with answered and being inspired to learn more
 - Spend evening (and night) thinking of and inventing ways to teach even better next day

Drivers can be

- Intrinsic (internal)
- Extrinsic (external)

Intrinsic drivers

- Desire to be a (good) teacher
- Desire to develop (advance) professionally (as a teacher)
- Curiosity and creativity

- Based on
 - Free choice to be(come) a teacher
 - Drawing pleasure from teaching

Human resources policy required to leverage intrinsic motivation

- Recruiting individuals
 - Who prefer **teaching** from other activities
 - Research, for example
 - Who are trained for **teaching**
 - Who are certified by a recognized institution
- Systematically training them
 - In the (state-of-the-art) **teaching** profession
- Measuring (and awarding) their **teaching** achievement

The present status in Croatia

■ Recruitment

- Youth (Science Novices):
 - Best learning results
 - Significantly higher number (then in general population) of
 - verbally impaired
 - (heavy) introverts
- Professors
 - Research results
 - Introductory lecture

■ Training

- Is not mandatory (to remain a teacher)
- Does not exist
 - no courses, schools, programs, materials, tools
- No support (money)
 - for those intrinsically motivated to learn

■ Measuring

- None (publishing a text book)
- Student survey being introduced

Extrinsic drivers

- Job requirement
- Salary
- Recognition

Job requirement

- Precise conditions and criteria (employer defined)
- Transparent measurement (of teaching results)
- Professional evaluation body
- Integrity and fairness of the system
 - both in awarding AND punishing
- Training and support (provided by employer)
- Competition

Salary

- Precise conditions and criteria
 - Transparent measurement
 - Professional evaluation body
 - Integrity and fairness of the system
-
- Training and support
 - Financial resources for rewards

Recognition

- Transparent measurement
- Professional evaluation body

- Marketing

Status of external pressures (drivers) on quality of teaching in Croatia

- Are there any threats to:
 - lose the job ?
 - get lower salary ?
 - be publicly marked as a bad teacher ?
- Are there any incentives:
 - getting the professorship JUST being the best teacher ?
 - being paid better ?
 - Being awarded, recognized, publicized, famous ?

Other Extrinsic Drivers

- Less effort
- More free time to do other things
- Additional sources of income
 - Life long learning students

University's imperative

- to have more students
- with same teachers, space, equipment
- This is NOT the imperative of a teacher
 - thus they need to find a way to do more work with same (or less) effort
 - technology comes to rescue
- Quality of teaching is NOT the(ir) priority

Beware !

- E-teaching (and e-learning) is:
 - more expensive
 - more time consuming
 - not a panacea
 - not suitable for everyone, everything, anytime
- In order to create quality, teachers need
 - time
 - support
 - resources
 - measurement (goals, criteria)
 - recognition

Universities (and society)
have to GIVE to teachers
in order to GET quality.

Likely results ?

If university does NOT

- Create and publicize clear vision
 - accompanied by policies
- Support teachers
- Measures results
 - and accordingly rewards (and punishes)

The results will be:

- Mechanical digitalization of old materials
- Mechanically computerized assessments
- Increased pressure on students
 - by throwing at them loads of materials
 - expecting them to learn by themselves
- NO change in teaching methods
- Reduction in quality
- E-learning will gain bad reputation
 - Increased internal resistance
 - Loss of external (financial) support

Remember !

- We are talking about **CHANGE** in education
- Technology is merely an aid

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P.S.

Higher education moves
from elite to mass education.

Do we really believe
we can succeed without elite ?!?!?