



Chapter VII

E-Learning in Higher Education: The Need for a New Pedagogy

Dirk Morrison, University of Saskatchewan, Canada

Abstract

This chapter discusses the imperative prerequisite to the effective adoption of e-learning by institutions of higher education, namely, the adoption of new pedagogical perspectives and methods. It examines the purposes and goals of higher education, some grounded in tradition, others born of contemporary demands. By focusing on thinking skills, deep learning, and mature outcomes, the author underscores the need for such pedagogical foci to be integrated into the very fabric of higher education's adoption of e-learning. The hoped for outcome of such a consideration is a transformed institution, enabled to meet the demands of learners and society in the twenty-first century.

Introduction

Increasingly, valid critiques have pointed to the lack of empirical evidence that technology-enhanced learning initiatives actually improve learning outcomes, enhance the teaching enterprise, and are cost-effective for the institution (Clark, 1994; Twigg, 2001; Zemsky & Massy, 2004). Each of these claims, of course, needs careful analysis. One of the conclusions coming out of such criticisms is that technology, in and of itself, cannot be expected to solve the problems of an inefficient, even archaic, approach to pedagogy employed by the vast majority of our institutions of higher education. What, then, does the successful implementation of e-learning in postsecondary education look like? And, what does any evaluation of the success of e-learning need to include?

A critical measure of success for any institution employing e-learning technologies will be the quality of the outcomes (Weigel, 2002). This chapter aims to expand discussion beyond pragmatic questions regarding how to make the transition from face-to-face teaching to e-learning, to include questions regarding how to fundamentally shift the core guiding pedagogical principles of our institutions of higher education. The basic premise of this chapter is that current strategies used to address gaps in performance (e.g., technology-focused faculty development) will fail to realize the hoped-for outcome of an institution shifting to e-learning technologies. A focus on methods and techniques designed to improve the effective implementation of technological products will only be partially useful; what is also needed is a deep and critical discussion regarding the fundamental purposes of designing and employing such products, and a focus on the hoped-for outcomes of such efforts. Throughout this chapter, e-learning is defined as electronically mediated learning, using any variety of media and hardware/software combinations, and usually including the use of facilitated transactions software (e.g., Blackboard, WebCT) (Zemsky & Massy, 2004, p. 5).

To take full advantage of the potential of e-learning, institutions of higher education not only have to radically change how they are organized to support technology-enhanced learning (infrastructures and organizational models), but also face the challenge of creating a more appropriate pedagogical foundation upon which to build revitalized educational systems necessary to meet the demands of current and future knowledge users and creators. Put another way, I argue that the entire system of tertiary education needs revamping from the bottom-up. Current approaches to teaching and learning are an awkward fit with the new information and communications technology (ICT) tools currently used for teaching and learning (May & Short, 2003). In many ways, these new technologies have forced this pedagogical issue and are inherently changing the system from within. Dziuban, Hartman, and Moskal (2004) pointed to a report

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/learning-higher-education/25616

Related Content

Relevant Issues that Challenge the Designing of Transformative, Liberating Online Science Courses

H. Prentice Baptiste, Jennifer J. Neakrase and Ashley N. Ryan (2011). *Handbook of Research on Transformative Online Education and Liberation: Models for Social Equality* (pp. 47-66).

www.irma-international.org/chapter/relevant-issues-challenge-designing-transformative/48864

Interactivity Design in E-Learning: An Integrated Approach

Haomin Wang (2012). *Interactivity in E-Learning: Case Studies and Frameworks* (pp. 1-28).

www.irma-international.org/chapter/interactivity-design-learning/61681

Second Life Brought to Life: A Case of Usability In-World

Kevin Yee and Jace Hargis (2010). *Cases on Technological Adaptability and Transnational Learning: Issues and Challenges* (pp. 203-217).

www.irma-international.org/chapter/second-life-brought-life/42434

Information Technology Certification: A Student Perspective

Tanya McGill and Michael Dixon (2007). *Integrating Information & Communications Technologies Into the Classroom* (pp. 203-215).

www.irma-international.org/chapter/information-technology-certification/24040

Supporting Mathematics for Young Children through Technology

Angeline Powell and Beverly B. Ray (2012). *Child Development and the Use of Technology: Perspectives, Applications and Experiences* (pp. 146-168).

www.irma-international.org/chapter/supporting-mathematics-young-children-through/61112