Teaching and learning online: a beginner's guide to e-learning and e-teaching in higher education

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Abstract
The move to online learning has a huge groundswell of approval and support across all sectors of education and it is likely that this level of interest which has been growing steadily will continue to grow even further in the immediate future. There are a number of clear reasons that can be seen to sit behind the popularity of this form of technology-based education. Some of the more common factors and influences driving the uptake of online delivery include:

• Flexibility: In many institutions, administrators are seeing advantage in the flexibility that online learning settings create for course delivery. The technologies provide a capacity to tailor courses to the needs of learners and to provide support for program delivery to new markets;
• Economy: Many people are of the firm opinion that online delivery provides opportunities for cost savings over conventional delivery forms due to its ability to be scaled for mass delivery; and
• Enhanced learning: Some people see online delivery as a means to provide enhanced learning opportunities for students and as a means to help students become self-sufficient and capable self-learners.

Applied e-learning and e-teaching in higher education / [Roisin Donnelly, Fiona McSweeney]. p. cm.  Section IV Online Assessment. As assessment is an integral part of learning in higher education a discussion of e-learning and e-teaching would not be complete without examination of this topic. The two chapters in this section discuss formative and summative online assessment. The chapters in this section examine e-learning and e-teaching from the viewpoints of the educational developer, the learners and the tutor, as well as discussing the value of online academic development programmes for e-tutoring. Chapter I “Oily Rag” or “Winged Messenger”: The Role of the Developer in Multiprofessional Teams. Applied eLearning and eTeaching in higher education cover multiple possibilities, including the marriage of the learner, teacher and a growing range of technologies available today. The challenge for those charged with developing teaching in higher education is to engage academics in a discourse of teaching and learning. Although online instruction is seen by many as a major breakthrough in learning and teaching, it has had its share of critics who do not believe it can actually solve difficult learning and teaching problems and believe that many barriers hinder effective online learning and teaching. The current perspective on our society as a learning society implies that education must focus more than has been traditionally the case on fostering in students adaptive competence, i.e. the ability to apply meaningfully learned knowledge and skills flexibly in a variety of contexts. Based on the available research this article first discusses the question: What should students learn to acquire adaptive competence in a domain? It is argued that developing adaptive competence requires the acquisition of several cognitive, affective, and motivational components, namely a well-elaborated domain