

E-learning: the strategy continuum

ORT Uruguay University.

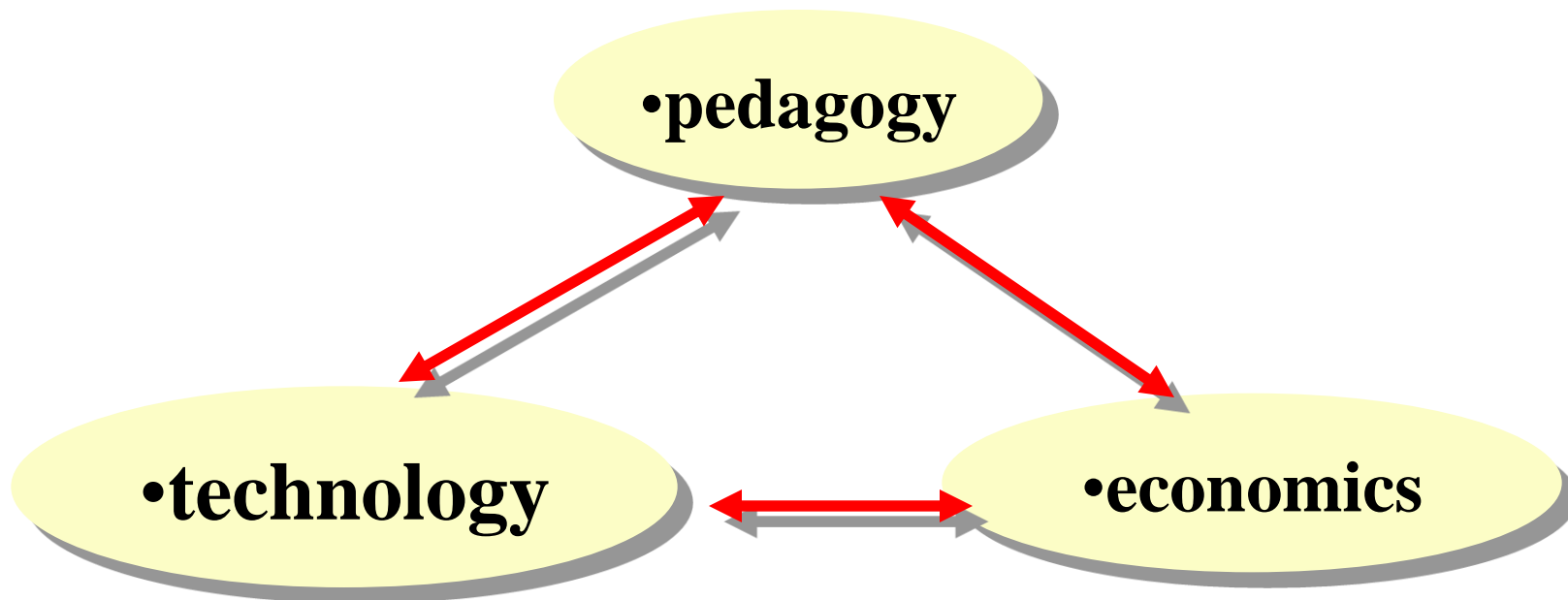
National Director's Forum, Arden House,

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E-learning: the “promised technology”

- E-learning seems to have the potential to deliver:
 - The economics of distance education (e.g. student growth with little physical investment)
 - The level of service (e.g. interactivity, group cohesion) of FTF teaching

Dimensions of e-learning applications



Dimensions of e-learning applications

- **Technology: usually the most salient issue, led by technologists**
- **Economic: overlooked in initial stages, essential for scalability**
- **Pedagogical: conditioned by technological and financial choices**

Strategic analysis for e-learning operations

- Which new educational services do we wish to launch?
- Do we need to reach new markets?
- Do we need to improve existing teaching services? How?
- **How e-learning technologies might be used to attain the stated goals?**

E-learning strategies: The “binary” view

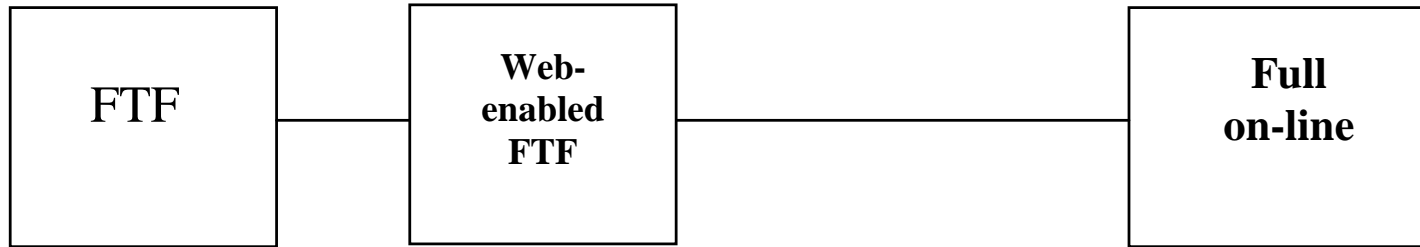


- **Case: ORT Uruguay University Institute of Education
postgraduate Diploma in Education**

E-learning strategy continuum: Full on-line distance courses

- **Goal: reaching new markets**
- **Means: provide on-line asynchronous teaching services accessible to students whose schedules or geographical locations impede them to attend regular FTF courses**

E-learning strategy continuum: “web enabling” of FTF courses

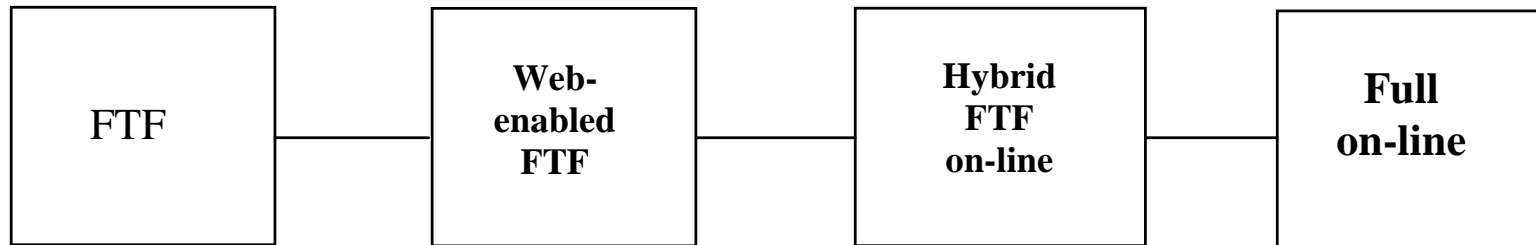


- **Case: ORT Uruguay University Faculty of Management Studies “webisation” program**

“web enabling” of FTF courses

- **Goal: improvement of existing FTF teaching services**
- **Means: access to livelier materials, increase of communication opportunities with both teachers and peers, on-going structured discussions between class sessions, increase participation to the majority of students who do not speak in FTF sessions**

E-learning strategy continuum: “hybrid” FTF-on line delivery



Case: ORT Uruguay University Certificate in College Teaching

- **FTF and on-line may become increasingly more intertwined and undistiguishable in the future, as students and graduates interact with educational systems in new ways.**
- **E-learning may prove to be a powerful catalist for change in established educational systems rather than a substitute to them**

- **Goal: deliver teaching services in time-scarce, low motivation contexts**
- **Means: content delivered mostly on-line based on electronic discussions and guided readings, essential social and psychological provided through a reduced number of FTF sessions**

- **FTF systems may use e-learning strategies to deliver “peripheral” services such as remedial courses or general skills**
- **On-line systems may need FTF “human input” to help overcome the social and psychological costs of e-learning**