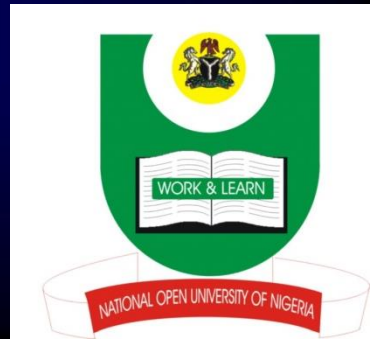


E-Learning/Online Education and COVID-19

18th International Conference on Private HE in Africa

Tuesday, 8th September, 2020

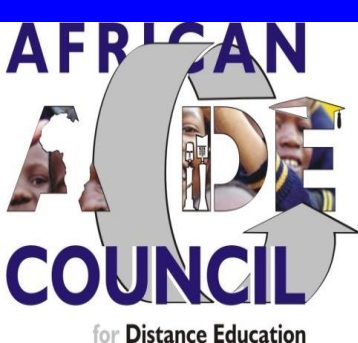
Olugbemiro Jegede

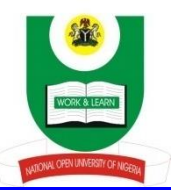




Olugbemi Jegede

Collateral Learning and the Eco-Cultural Paradigm in Science and Mathematics Education in Africa 1995



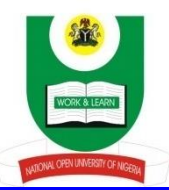


My Co-ordinates

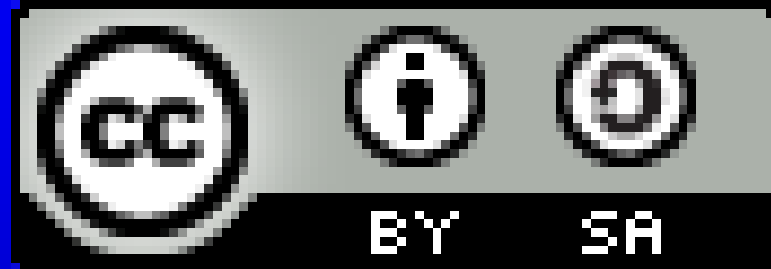


- Telephone: (+234) 8034116363
- jegedeo@gmail.com,
- ojegede@noun.edu.ng,
- jegedeo@olugbemiroyegede.com.
- Website: www.olugbemiroyegede.com
- Skype: jegedeo
- Facebook, Telegram,
- WhatsApp, Snapchat





Creative Common Licence

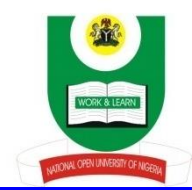


Attribution-Share Alike (CC BY-SA)





Introduction

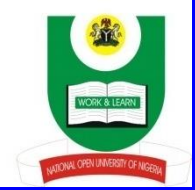


Pleased to Be With You



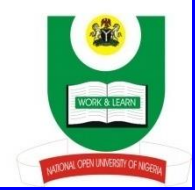
- Pleased and honoured to be invited to be part of this new normal of conferencing.
- The new normal has forced our 18th Conference to be totally online.
- I am grateful to the Organisers, to St Mary's University and to AAU for this opportunity and being part of history.
- As a matter of fact why hold an ODL conference face-to-face?
- The future has come!





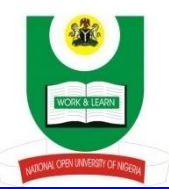
In the Beginning...





- **Open and Distance Learning began as a very simple concept of correspondence education**
- **First documented in 1728 when Caleb Phillipps advertised for students**
- **Evolution: correspondence to distance learning to online learning to technology enhanced to ODL to ODeL to Virtual learning**
- **Distance learning first used in 1892 at the University of Wisconsin**

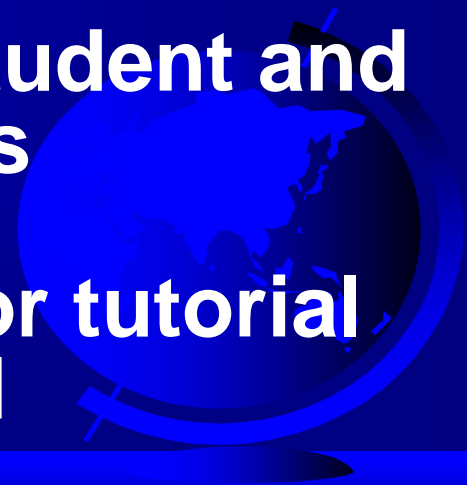


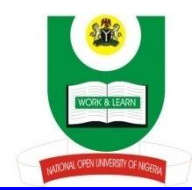


Factors shaping ODL



- Quasi-separation of learner and tutor/institution
- Provision of Instructional materials and student support services
- The use of technology to mediate instruction
- Two-way communication between student and institution for management purposes
- Use of one-to-one, learning groups or tutorial groups for counselling, tutorials and management





Guiding principles



- **Flexibility**
- **Innovation**
- **Partnership**
- **Reliability**
- **Security**
- **Citizen participation in learning communities.**

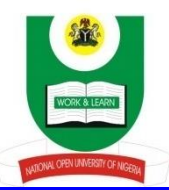


Delivery Technologies



- Chalk and the Black Board
- print
- telephone
- audiocassettes
- videocassettes
- radio broadcast
- television broadcast
- CD-Rom/VCD/DVD
- computers
- multimedia
- e-learning
- m-learning
- Open Educational Resources
- Social networks (blogs, twitter)





Enters COVID-19



- Coronavirus disease 2019, christened by the World Health Organisation (WHO) as COVID-19 originated from Wuhan, China, in December, 2019.
- As at today has infected 27.2M and killed about 900,000 world-wide.
- first COVID-19 case reported on 14th February, 2020 in Egypt
- In Africa it has infected 1.5M and killed 31,302

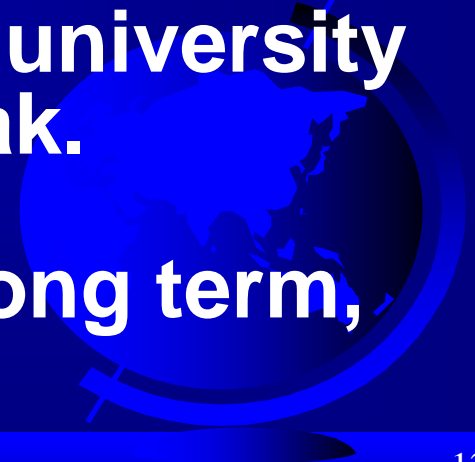


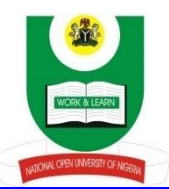


Effects of COVID-19



- COVID 19 pandemic devastated all sectors including businesses, travel, households and families.
- It has disrupted Education (teaching and leaning).
- more than 1.5 billion students and youth across the planet are affected by school and university closures due to the COVID-19 outbreak.
- Learning loss, both in the short and long term, when fully measure will be colossal.

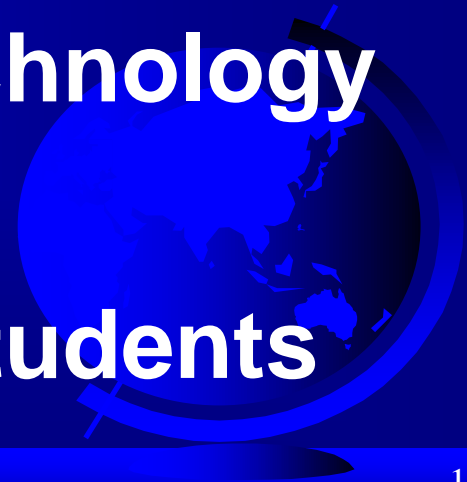


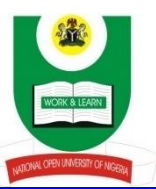


Effect on Higher Education



- online learning has generally taken place through recorded lectures and online platforms
- some universities have postponed learning and teaching until further notice
- due to the lack of information technology infrastructure
- Lack of training in ICT for both students and teachers.





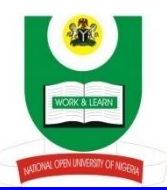
The Future of IT in ODL



- The new normal in ODL teaching and learning has arrived
- It now has to be fully online..no more blended
- Many have turned to Video conferencing with Zoom being the most popular right now.
- Top 10 Video Conferencing Software:
 - Zoom, Cisco Webex Meetings, Microsoft Teams, Skype, BlueJeans Meetings, GoToMeeting, Google Hangouts Meet, Jabber, Join Me & Uber Conference



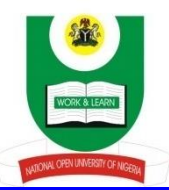
**Open
Technologies:
a 21st Century
Imperative**



Inevitable Development



- The use of emerging communication technologies, network of libraries, virtual institutes, virtual laboratories, educational portals, social media in instruction, research and communication with students, colleagues and peers
- Recognise niche universities: teaching universities, research universities, specialised universities
- Produce graduates with broad-based knowledge for the emerging learning society
- Mass instruction through Open and Distance Learning (ODL); Open Education Resources; MOOC

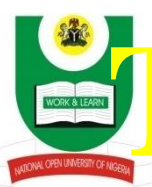


Part of Our Dress Code



- **The inevitability of instability**
- **Continuous disruption**
- **Teaching and Learning will continue to be redefined**
- **Learners will take increasing control of their learning**





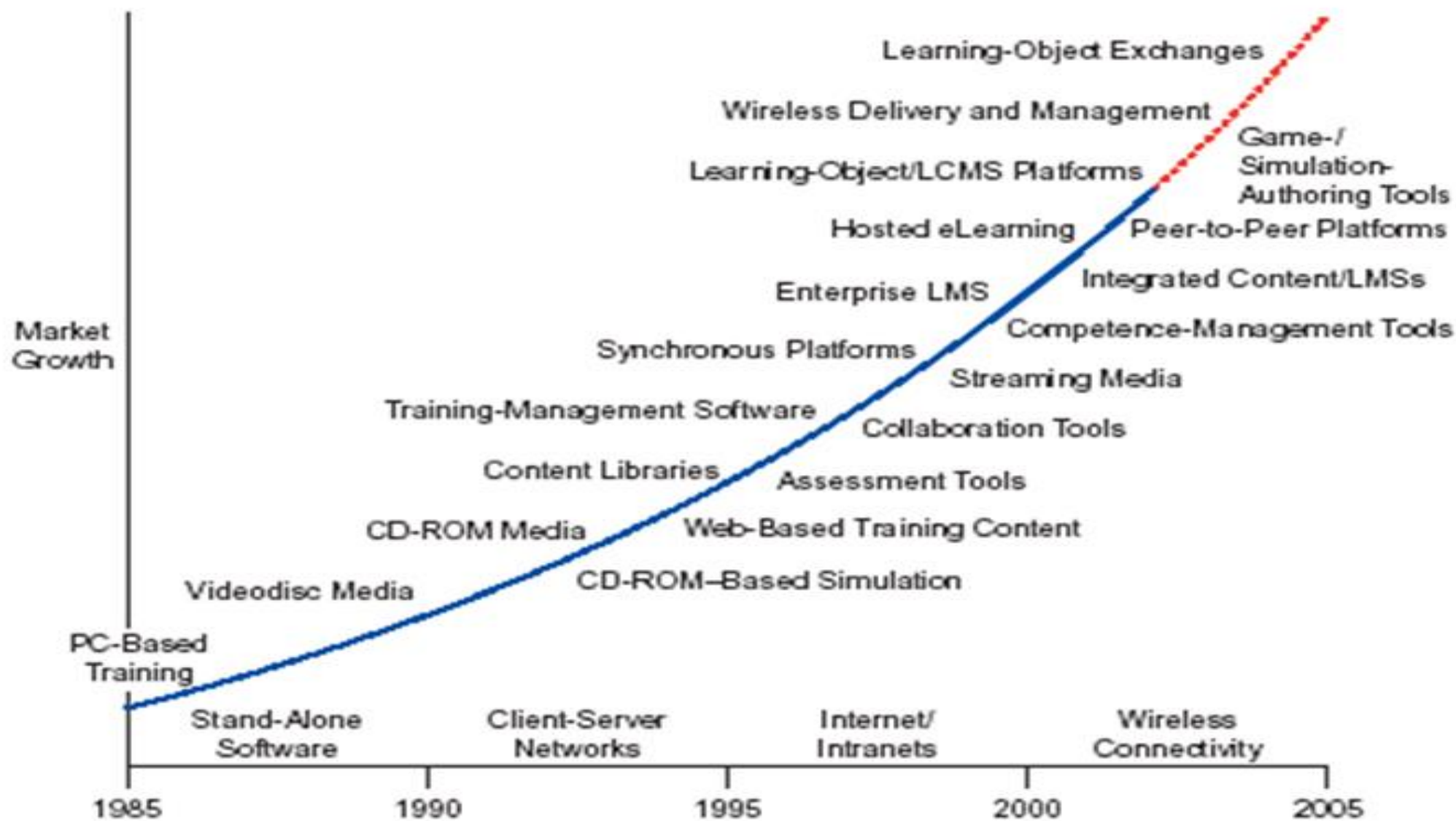
Technology & Teaching



- Technology always had a defining role in teaching/instruction
- Moses (the first known ODL student) received instruction through two tablets of stone
- Written letters were sent to Ephesus, Corinth, Galatia, Thessalonica, Philippi and Others
- Use of Technology in ODL has progressed from Print to The Web/Internet
- Technology has become the strategic agent for empowerment and transformation



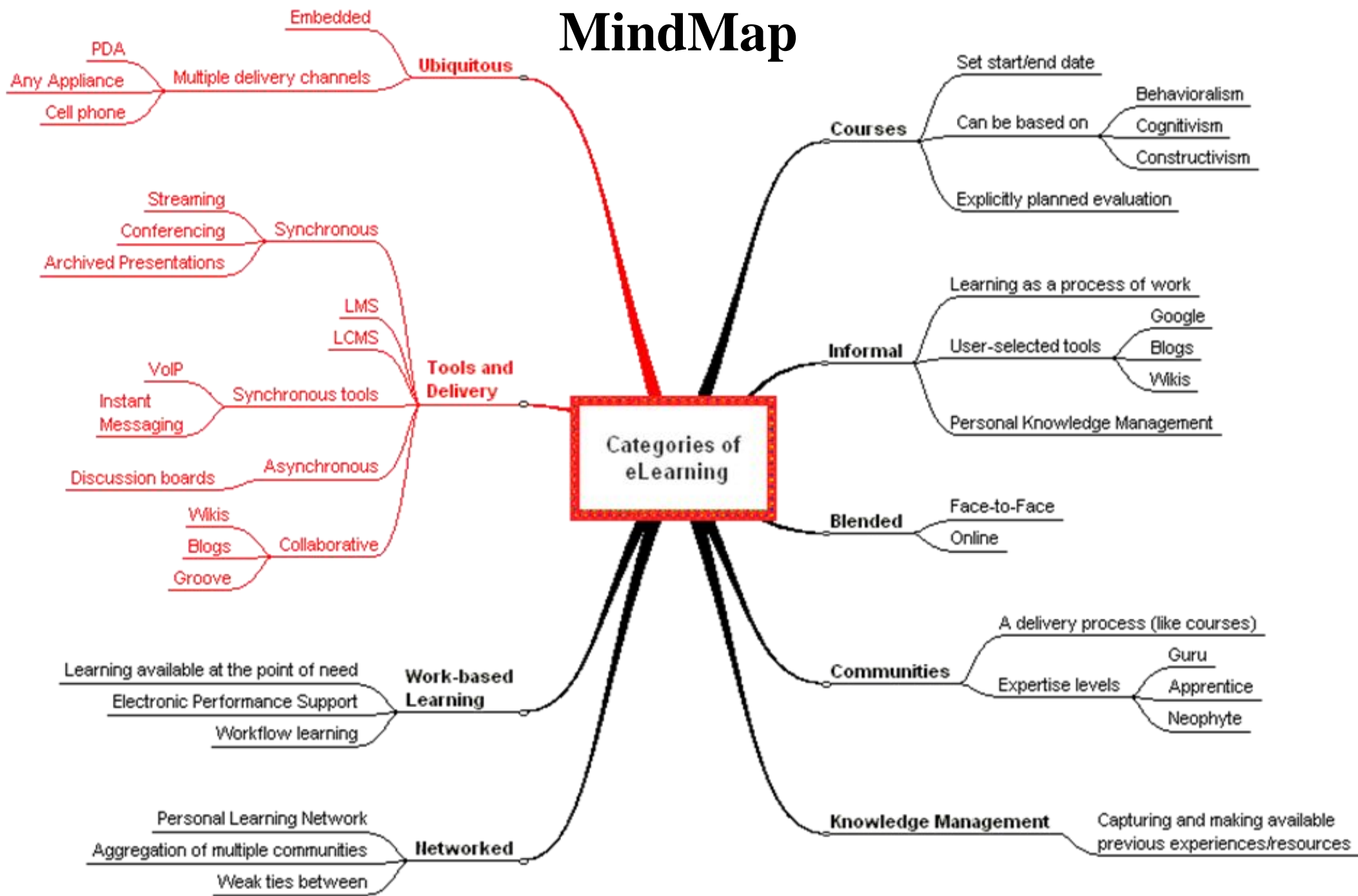
TECHNOLOGY EVOLUTION IN eLEARNING

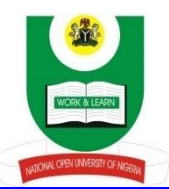


LCMS = Learning-content-management systems; LMS = learning-management systems;
CD-ROM = compact-disc read-only memory.

Source: SRI Consulting Business Intelligence (SRIC-BI)

MindMap





Open Resources



- The versatility and ubiquity of technology,
- combined with creativity and innovation has led to what we should perhaps call the Sixth Generation:
- Open Resources Model
- Characterised by OERs and MOOCs





7th Generation?

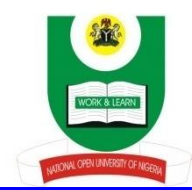
21st Century Social Media



Emerging power

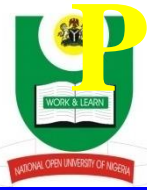


Social media, e.g
Facebook, Twitter,
YouTube, Flickr,
Tumblr, Pinterest,
Google+, Instagram,
Linkedin etc may now
constitute 7th
generation of models
of E-Technology

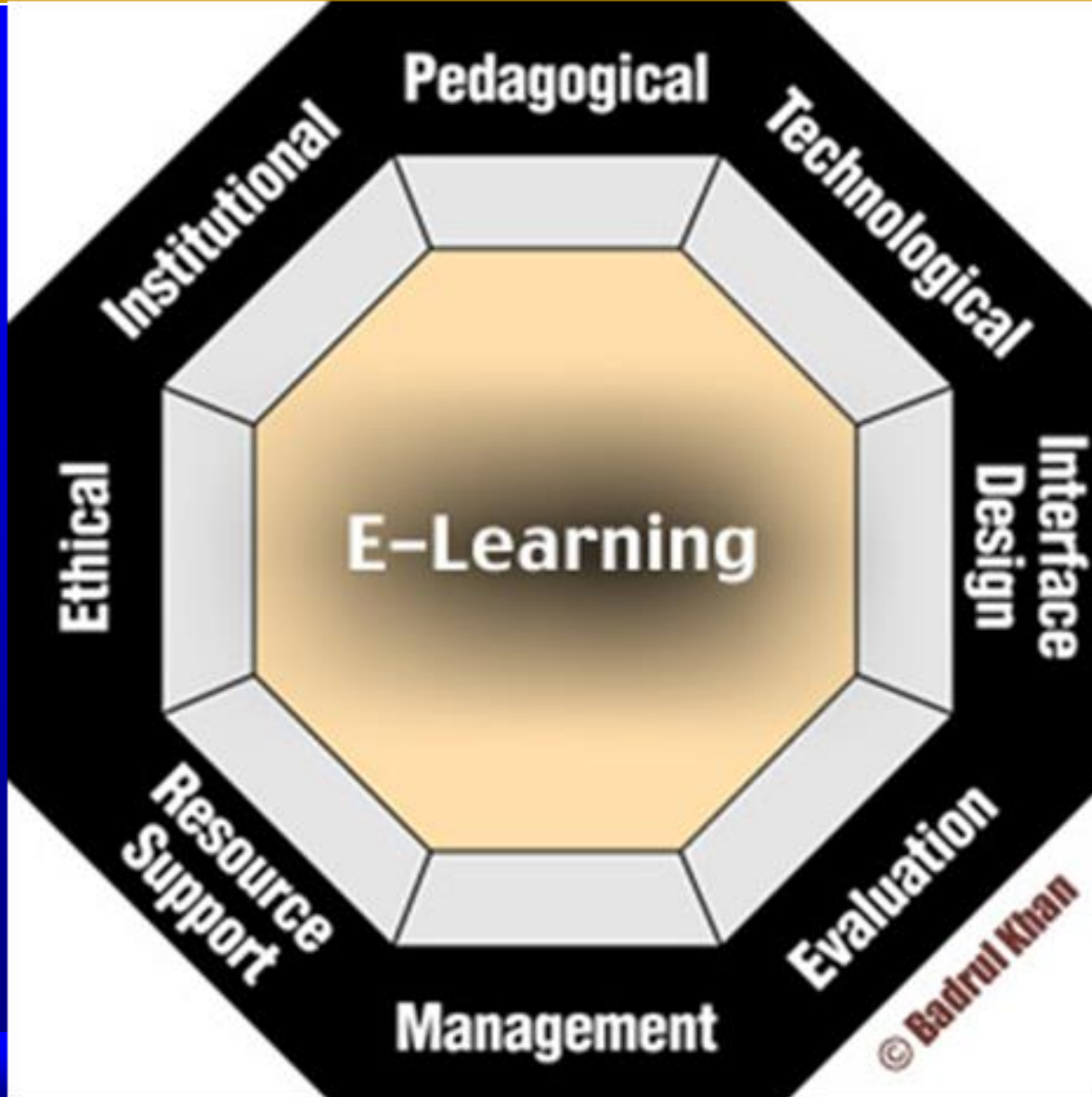


The Challenges & Issues





Patterns of Specification for E-learning & Technologies





Approach to ID for Online Learning

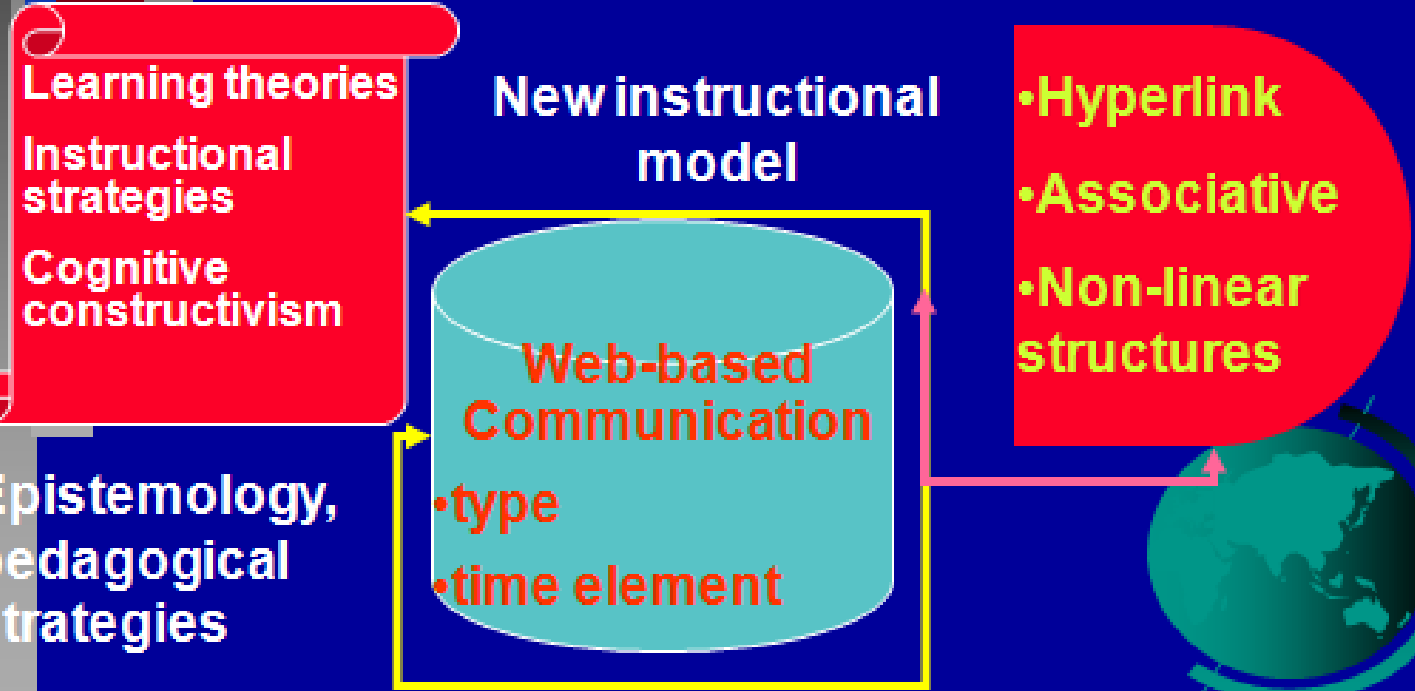
Pedagogical approaches or perspectives:

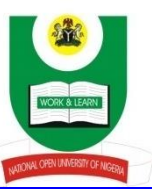
Instructional design – the traditional pedagogy of instruction which is curriculum focused, and is developed by a centralized educating group or a single teacher.

Social-constructivism – this pedagogy is used in discussion forums, blogs, wiki and on-line collaborative activities. It is a collaborative approach that opens educational content creation to a wider group

Webagogy

Web-based environment



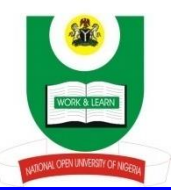


Challenges



- 1. Keeping our focus about the objectives of teaching and the real needs of the masses**
- 2. Use technology cost-effectively; the simpler the better. Emphasis on the message, not the medium**
- 3. Meeting the professional needs of practitioners: teachers, designers, etc**
- 4. Socio-economic circumstances and demography**
- 5. How to be on top of your game!**





The Future



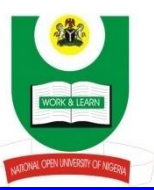


Paying Attention to Details



- Technology development is moving faster than the speed of light
- seemingly uncharted, unstructured and spontaneous emergence of courses and programmes in new platforms
- We must pay serious attention to:
 - Technology
 - Learning Communities
 - Redefining Instruction
 - Emergence of Learning Analytics



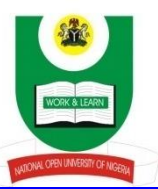


C21st World



- **Technology will increasingly dominate domestic, economic and social life**
- **Financial and economic world will change into a plastic world**
- **Increase in demand for constant communication and use of telecommunication**
- **Society will become less personal, concentrate more on nuclear family**
- **Unrivalled demand for education**



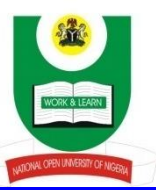


The C21st Way



- Use the imperatives of the 21st century for education, learning and development needs; new focus on teacher educ and HE
- Embark on knowledge generation and emphasis on research and initiatives
- Explore and exploit new learning tools and environment – enhance OER, social networks, MOOCs, Social Media
- Use national satellite space for instruction and e-learning activities



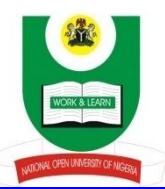


C21st Learners



- easily bored, require multiple stimuli
- know more about technology than teachers and parents
- unreasonable expectations: learning is easy, prosperity requires no hard work
- access to information= acquisition of knowledge
- Please, text, email or bbm
- Check my web, facebook, blog or twitter



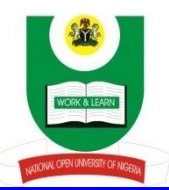


C21st Teachers



- not the boss but the facilitator
- 'no longer sage on stage but guide on the side'
- learning with technology must begin with educating teachers
- must always operate within the students IT- driven learning environment
- Should be equipped to relate globally to other teachers and learners





Learning in the 21st C



- By 2025, over 60 per cent of learners will study through ODL
- By 2050, 75 per cent of those studying by ODL will be between 18 to 25 years of age
- Massive use of cutting edge technologies in instruction with wider satellite coverage
- New environment and new ways of learning
- New definition of large campuses
- Learners will increasingly take control of their learning situations



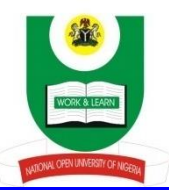
Conclusion



The Knowledge-based Economy

There are increasing signs that **our current paradigms for higher education**, the nature of our academic programs, the organization of our colleges and universities, and the way that we finance, conduct and distribute the services of higher education **may not be able to adapt to the demands of our time.**

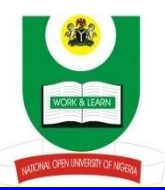




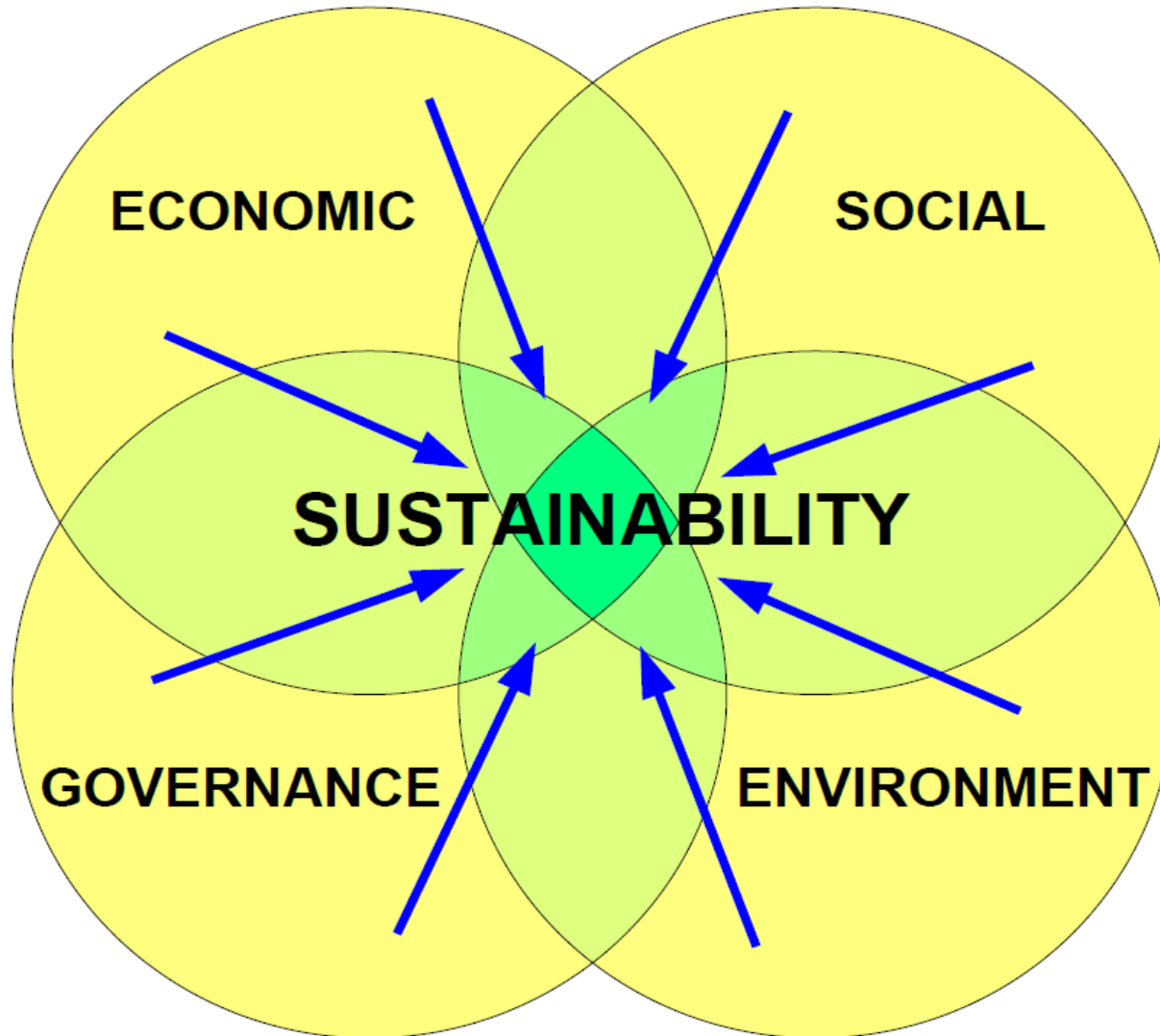
Transformation

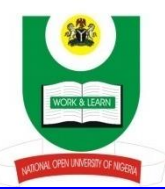
- Transformation of self (individual, institutional)
- Transformation of practice (leadership, infrastructure)
- Transformation of society (vision, mission, people)
- Transformation of the environment (social, ecological, financial, networks)

What kind of transformation should we aim at to effectively use technologies in teaching and learning?



Sustainability & Technologies





Cognitive Conflicts



- Movement between everyday life world and the world of Transformed Learning
- People New to Online Learning or those in the everyday world need to transit between the two worlds.
- Cognitive conflicts arise from their understanding of between the social world and the world of Learning in COVID-19 and Post-COVID-19.
- There needs to be a new cognitive explanation or understanding of how people conceive E-Learning

