

DEVELOPMENT OF ELEARNING AT NOTRE DAME UNIVERSITY-LOUAIZE

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Plethora of different terms and abbreviations

Online learning, web based learning, blended learning, e-learning, learning management systems(LMS), computer aided instruction(CAI), computer supported instructions(CSI), technology-enhance learning(TEL), internet based training(IBT), and virtual learning environment(VLE), Which to large extent fall under a broad definition of distance education.

Moore and Kearsley (2004)



Distance Education

“teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization”

Moore and Kearsley (2004)



History of Distance Education

First period: Correspondence (Print Based)

Second period: Broadcasting (TV, Audio conference ,Video conference)

Third Period: Internet (email, web based resources, learning management systems, discussion boards)



Online Learning

is a form of distance education where technology mediates the learning process, teaching is delivered completely using the Internet, and students and instructors are not required to be available at the same time and place.



Blended (Hybrid) Learning

refers to the practices that combine (or blend) traditional face-to-face instruction with online learning.



PHASES OF ELEARNING IMPLEMENTATION AT NDU

Phase 1: Feasibility study in 2000 as recommended by an e-learning committee

Phase 2: The early inception of Blackboard in 2001;

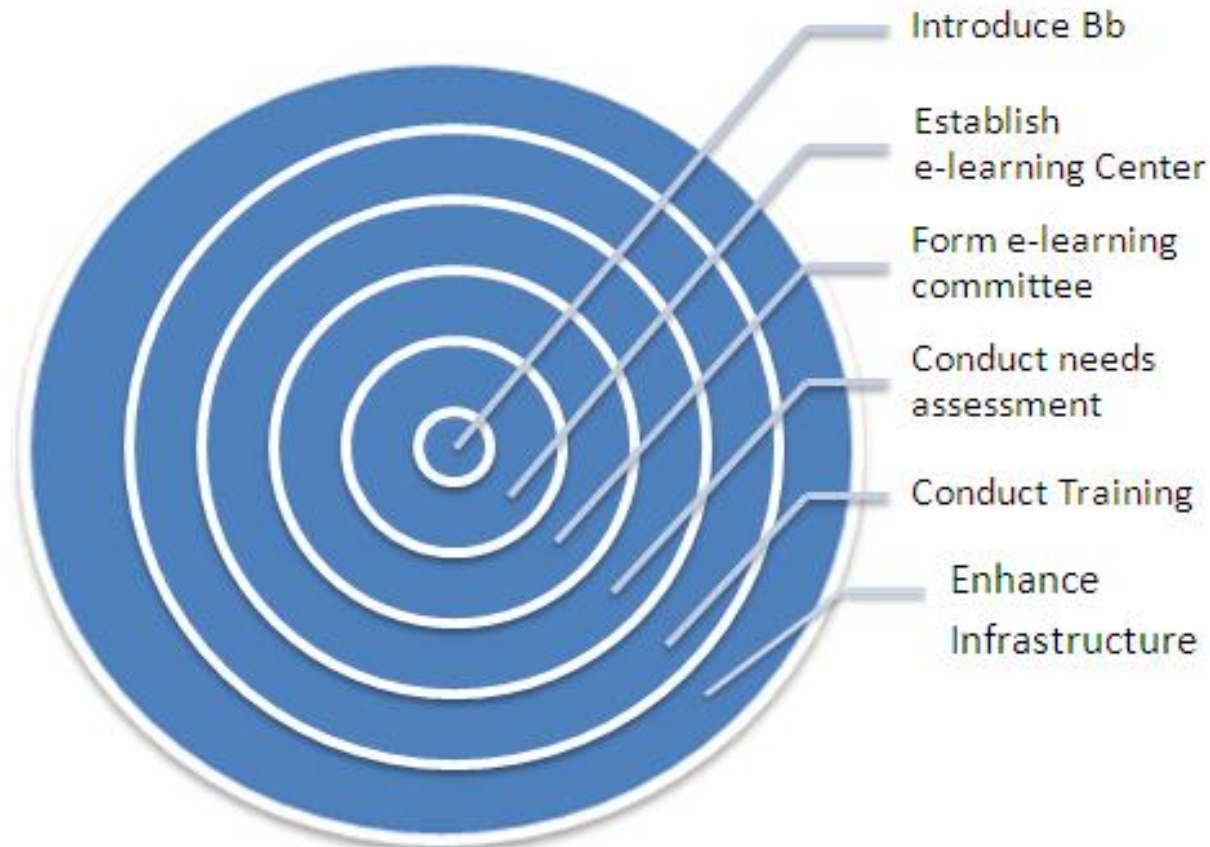
Phase 3: The establishment of the University e-Learning Center (UeLC) in January 2005;

Phase 4: The formation of the E-learning Center Committee (EICC) in March, 2005;

Phase 5: Views and Attitudes to eLearning implementation at NDU



IMPLEMENTATION FOLLOWED THE RIPPLE EFFECT



PHASE 1: FEASIBILITY STUDY IN 2000

- **The committee recommended Blackboard as its VLE to support the teaching/learning process in traditional classrooms.**
- **The committee suggested that Blackboard be used to supplement and not to replace the long-established traditional classroom teaching at the University.**



PHASE 2: THE EARLY INCEPTION OF BLACKBOARD IN 2001

- **The Fall of 2001 marked the official inception of Blackboard at the University;**
- **Faculty members and students have been attracted to the learning opportunities provided by Blackboard.**



YEAR 2001-2004

- **From 2001 to 2004 the IT department provided faculty members and students with technical training and support.**
- **There was a remarkable absence of specialized educationalists to handle the pedagogical aspect of technology use.**



PHASE 3: THE ESTABLISHMENT OF THE UNIVERSITY E-LEARNING CENTER

- **To institutionalize the implementation of technology at NDU, and in response to potential resistance by Faculty members the University President formed the University e-Learning Center (UeLC) on January 5,2005.**



PHASE 4: THE FORMATION OF THE E-LEARNING CENTER COMMITTEE (ELCC) IN MARCH, 2005

- **Since the idea of using technology in teaching at NDU was a new project, the committee was asked to study the feasibility of the center in charge of implementing e-learning at the University.**
- **The purpose was to look into the pedagogical aspect of technology use.**



PHASE 5: VIEWS AND ATTITUDES TO ELEARNING IMPLEMENTATION AT NDU

❖ What we were looking for:

- ✓ The readiness of faculty members and students to engage in e-learning;
- ✓ Faculty members' attitudes towards its potential effectiveness in enhancing teaching and learning;
- ✓ The readiness of academic administrators to implement e-learning;



LESSONS LEARNED

- ❖ **The implementation process of e-learning at NDU was dependent on the following:**
 1. Approaches to change and the decision-making process;
 2. The role of the University leadership in the change process;
 3. Faculty members views and attitudes;
 4. Technology facilities for faculty members;
 5. Support and training;
 6. Views of academic administrators;
 7. Students' perspectives on teaching and learning.

- ❖ **The above factors were not hierarchical in nature, but seemed to be all equally important in understanding the e-learning implementation process at the University**



Recommendations at the University level

- There is a need for the development of a vision for planning and implementation of e-learning across all faculties and departments .
- Coordination among faculty members should be secured in order to exchange ideas and come up with plans for using technology for achieving pedagogical purposes.



Recommendations at the University level

- **Policies should be developed and communicated to all faculty members for their input and comments.**
- **Professional ongoing training in using technology to support the teaching and learning process should be provided to faculty members.**



Recommendations at the University level

- A need to develop sustainable support and funding for e-learning implementation at the university.
- Future research in the area should focus on the pedagogical part of training in higher educational contexts implementing e-learning.



At the National level

There is a fear of a “negative” association between what is considered online degrees and diploma mills, in the near absence of NQF and ministerial legislation and standards that do differentiate between diploma mills, online degrees and distance education.



THANK YOU

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