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Web-based Teaching and Training Panels: Web Teaching Paradigms

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Web-based Teaching and Training Panels

Web Teaching Paradigms

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Introduction

Higher education is on the brink of a major transformation: from real to virtual campuses, from same place, same time education to different place, different time education.

Quoting from a recent Coopers & Lybrand LLP report "the education industry may be on the verge of a transformation similar to what has occurred in the health care industry over the past decade. Every institution has the potential to gain or lose and, for some, dramatic action will be required just to stay in place."

The question is: what actions should Higher Education institutions take to " live long and prosper" in this new environment?

The key thrust of this panel is that different paradigms may be needed for different institutions and even to different market segments of the same institution. Two main paradigms will be presented and discussed by the members of the panel: post-industrial (mass customization) and artisan (tailor made).

Post-industrial Paradigm

The post-industrial paradigm uses some of the basic concepts of the industrial revolution of rationally separating the education jobs in different stages, such as authoring, instructional development and delivery. The authoring is done by an expert in a field, the instructional development is done by experts on hypermedia and/or the World Wide Web (Web), and delivery is done by instructors and tutors familiar with both the course content and with hypermedia and/or the Web technology. This allows the specialization of functions, mass production of course materials, decrease in costs and customization of programs offered to the needs of the students. High quality and low cost is achieved.   This paradigm will be presented in detail and examples will be discussed.

Artisan Paradigm

The artisan paradigm builds on the concept of job empowerment, placing faculty and students at the center of the educational experience. Faculty develop and deliver instruction with support of technical personnel. There is no separation between authoring, instruction development and delivery. Students meet both face-to-face and on the Web. Face-to-face meetings emphasize oral communications and group processes at the same place and at the same time. Web meetings emphasize self-paced and life-long learning at different places and at different times. Faculty provide leadership and facilitation, while the Web provides learning resources. Again, this paradigm will be presented in details and examples will be discussed.

Discussion

After each paradigm is presented and examples are provided, a discussion of fit to different Higher Education institutions and market segments will take place involving members of the panel and the audience. No paradigm is seen as applicable to all institutions in all markets.

A traditional university may use the artisan paradigm for their traditional and commuting students, while using the post-industrial paradigm to reach the new non-traditional students (off campus, Web students).

An institution dedicated to distance learning may use the artisan model for students lacking in skills and maturity to use the benefits of the post-industrial paradigm, while using the post-industrial model for students which have skills and maturity.

If you disagree, or have your own thoughts, please join the discussion.