

Guten Morgen
good morning
dobro jutro
dobro utro



Digital Media in Higher Education

Institutional Challenge and Trigger for Change

Dr. Thomas Pfeffer
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Starting Point

Digital media: new type of Information and Communication Technology (ICT)

Other ICTs: script, print, electronic media

New ICTs bring epochal change to society

Emergence of different ICTs

	Non-verbal communication	Oral communication	Handwritten communication	Printed communication	Electronic communication	Digital communication
Symbols	<ul style="list-style-type: none"> • physical gesture 	<ul style="list-style-type: none"> • spoken word 	<ul style="list-style-type: none"> • written word 	<ul style="list-style-type: none"> • printed word 	<ul style="list-style-type: none"> • transmitted recording 	<ul style="list-style-type: none"> • code
Necessarily present (temporarily and spatially)	<ul style="list-style-type: none"> • Alter/sender • Ego/reciever • object/topic 	<ul style="list-style-type: none"> • Alter/sender • Ego/reciever 	<ul style="list-style-type: none"> • original document • Ego/reciever 	<ul style="list-style-type: none"> • copied document • Ego/reciever 	<ul style="list-style-type: none"> • broadcasted recording • Ego/reciever 	<ul style="list-style-type: none"> • link • Ego/reciever
Possibly absent (temporarily and/or spatially)	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • object/topic 	<ul style="list-style-type: none"> • Alter/sender • object/topic 	<ul style="list-style-type: none"> • original document • Alter/sender • object/topic 	<ul style="list-style-type: none"> • original recording • Alter/sender • object/topic 	<ul style="list-style-type: none"> • original application • Alter/sender • object/topic
Layers of reality	<ul style="list-style-type: none"> • physical reality 	<ul style="list-style-type: none"> • Yes/No-version of reality 	<ul style="list-style-type: none"> • potential reality (maybe) 	<ul style="list-style-type: none"> • differentiated rationalities 	<ul style="list-style-type: none"> • as-if reality 	<ul style="list-style-type: none"> • simulation
Forms of distribution	<ul style="list-style-type: none"> • synchronous • few-to-few 	<ul style="list-style-type: none"> • synchronous • few-to-few 	<ul style="list-style-type: none"> • asynchronous • few-to-few-among-many 	<ul style="list-style-type: none"> • asynchronous • few-to-many 	<ul style="list-style-type: none"> • asynchronous + simultaneous perception • few-to-many 	<ul style="list-style-type: none"> • asynchronous + synchronous • many-to-many
Forms of society	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • tribes 	<ul style="list-style-type: none"> • centrally unified states 	<ul style="list-style-type: none"> • functionally differentiated states 	<ul style="list-style-type: none"> • global village 	<ul style="list-style-type: none"> • networked world-society

Digital Media as a challenge for higher education

Take the position of a HE Institution in your home country
(or a HEI of your specific interest)

- Opportunities created by digital media?
- Challenges brought by digital media?

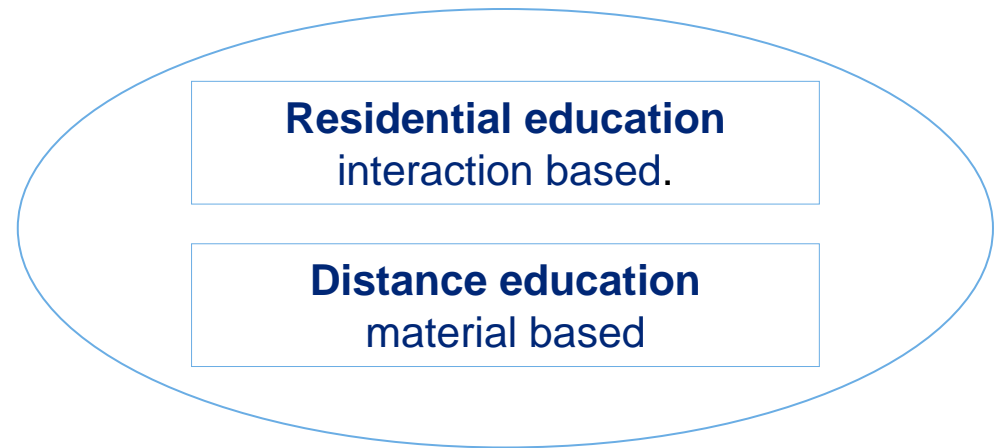
Did you know?

Digital Media as an Institutional Challenge for Higher Education Institutions

External relations	Product education, material, service
	Content discipline, topic, competence
	Market benefit, target group, distribution
Internal relations	Personnel competences, training, rewards
	Organisation strategies, structures, support
	Technologie hardware, software, licences



Product (1)



Education

- Distance education / residential education
- Traditional / blended / fully online
- Groups size
- Teacher centred / student centred
- Individual / collaborative

Product (2)

Material (knowledge resources)

- Scholarly publications ([eScholarship Repository](#), Open Access)
- Educational resources ([MIT OCW](#), [WikiEducator](#), [OER movement](#))
- Academic Software ([moodle](#), Open Source)

Services

- Student advice ([4students](#))
- Administration (enrolment services)
- Student documentation (ePortfolio)

Content

Disciplinary differences

- Sciences ([mathe online](#))
- Languages
- Social Sciences ([Internet Sociologist](#))

Digital Media as a topic of research/teaching

- Political sciences (e-voting, digital divide)
- Medicine (visualisation + documentation)
- Environmental History ([reference database](#))

IT-competences as a topic of teaching

- Humanities ([Technology Across Curriculum](#))
- [No-computer computer course](#)

Market

Market benefit

- Quality (?) / Efficiency (?)
- Added value
- eLiteracy

Target group

- Traditional students (most wired campus)
- Adult students (U-Phoenix Online)
- Continuing education

Distribution, reach

- General Information (Study Guide Lake Constance)
- Course Information (Database, Course-Wiki)
- Educational services (private coaching by Indian call-center)

Personnel

Competences

- Assessment (Engaging 'Faculty Types')

Staff training

- Courses (internal/external)
- Materials (manuals, FAQ's, information)
- Individual support, hotlines, etc.

Incentives

- Money (grants, salary)
- Public recognition
- Career incentives

Organisation

Strategies

- Instrumental strategies
- Task related strategies (TAC, [Learn@WU](#))

Structures

- Academic structures (committees, CIO, research)
- Support structures (technology, teaching)
- New task cutting across traditional organisational structures

Support tasks

- Community building
- Media didactics
- Media production + archiving
- Legal advice
- Technology maintenance

Technology

Hardware

- Student/Teacher: PC, Notebook, Mobile, Internet?
- University: Network, Server, etc.

Software

- Individual Desktop
- Institutional: LMS, CMS, web-services, etc.
- Web 2.0 ([Academic Continuity and Web 2.0](#))
Google docs, flickr, skype, slideshare, etc.

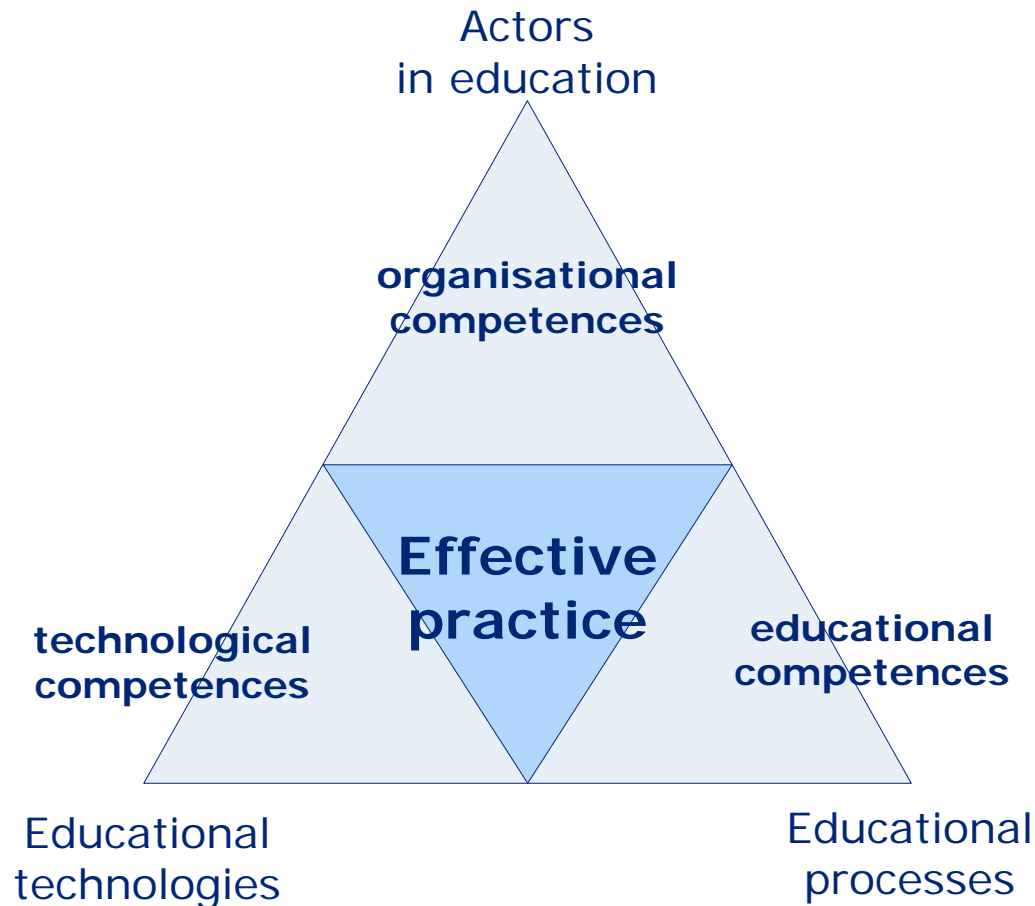
Licences

- Proprietary software and content
- Open source and open access

6 tasks for the HE-institution

1. Defining product
2. Distinguishing content
3. Positioning at the market
4. Supporting personnel
5. Developing the organisation
6. Providing technology

Effective practices need competences



Effective practices need adaptation to the environment

	Educational	Technical	Organisational
advanced	<p>Teaching structure collaborative teaching</p> <p>Educational product customised learning</p> <p>Media use fully online</p>	<p>Computing enterprise</p> <p>Mode of use customise and develop</p>	<p>Strategic focus market</p> <p>Support unit integrated services</p> <p>Target unit workflow and processes</p>
medium	<p>Teaching structure coordinated programme</p> <p>Educational product integrated curriculum</p> <p>Media use blended scenario</p>	<p>Computing network</p> <p>Mode of use choose and combine</p>	<p>Strategic focus didactics</p> <p>Support unit instruction, media prod.</p> <p>Target unit organisational sub-unit</p>
basic	<p>Teaching structure individual teacher</p> <p>Educational product independent course</p> <p>Media use supplemental</p>	<p>Computing desktop</p> <p>Mode of use what is at hand</p>	<p>Strategic focus technical infrastructure</p> <p>Support unit IT department</p> <p>Target unit independent course</p>

Conclusions:

Why digital media matter in Higher Education

Literacy and e-Literacy

- academic reading and writing

Access and participation

- products and means of production

Social uses of technology

- economic, regional, organisational differences

Thank you for your attention

Thomas.Pfeffer@donau-uni.ac.at

