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Management of the Transition to e-Learning in Higher Education Based on Competence Quotient

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Abstract

This paper aims to propose a framework to manage the transition to e-learning in Higher Education by fixing a legal framework, a roadmap and key performance indicators for the recognition of online Courses as equivalent to in-class course lacks of a clear legal and procedural framework in most of the countries in the world. The lack of legislation creates a lack of visibility and transparency on the e-learning market in general and the distance learning market in particular. As a core element of recognition we propose to base the equivalence on the model of Competence Quotient (CQ) that we present in this paper. A clear legal framework for the recognition of online Courses as equivalent to in class course will create visibility and transparency on the e-learning market in general and distance learning in particular for Higher Education.

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1. Introduction

The Director General of the Arab League Educational, Cultural and Scientific Organization (ALECSO) emphasized at the fourteenth conference of Arab Ministers of Higher Education and Research, meeting in March 2014 in Riyadh (Saudi Arabia) to examine the development of the Open and Distance Education (ODE) in the Arab world that the ODE could serve all areas of the States and all categories of the population¹. In particular those who

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some socio-economic constraints are deprive them from pursuing their graduate studies. Furthermore the recognition of e-learning could contribute to the solution of the problem of the shortage of highly qualified instructors.

This paper aims to propose a framework to manage the transition to e-learning in Higher Education by fixing a legal framework, a roadmap and key performance indicators. The recognition of online courses as equivalent to in-class course is lacking of a clear legal and procedural framework in most of the countries in the world. The lack of legislation creates a lack of visibility and transparency on the e-learning market in general and distance learning in particular. As a core element of recognition we propose to base the equivalence on the model of Competence Quotient (CQ).

1.1. Basic definitions

The information and communication and technologies (ICT) have done irremediable changes in the way of life of people in their way to interact, to express themselves and to apprehend work. The impact on Higher Education has been the same with the integration of new technologies in the way of teaching and learning^{2,3,4}. Traditionally the residential lecture is a training going on, generally in a class, between a teacher who transmits knowledge to his/her students, and his/her students hereafter denoted 'learners' in a face-to-face modality.

Other forms of training are starting to emerge in the context of educational innovation. The first type of learning innovation called 'augmented learning' is a presence in live of the teacher through a technological media, such as typically a use of a Personal Computer in the classroom with the augmented reality tools to enrich and/or enhance learning. This innovation is the real versus virtual presence is defined through scalable, modular use of ICT in the classroom. In a mediated^{5,6} approach, the course is called 'enriched' when the web and the internet are used in class. The course is called 'enhanced' when the teacher uses email to communicate on the course in question before and after class. The course is called 'hybrid', 'mixed' or 'blended' when some class sessions, tutorials, practices or other work are replaced by online self-study or self-paced activities. When the percentage of the digital usage exceeds the percentage of presence of the teacher, the modality is called 'virtually augmented'. In other words, if more than 50% of the teaching is online based, the institution becomes more oriented toward the 'distance learning'. We are entering in this last case in the second type of learning innovation called 'virtual learning'.

The following inclusive definition of e-learning proposed by the University of Catalonia⁷: 'A form of training and learning - which can be part or all of an educational model in which it is used - which uses media and electronic devices to facilitate access, to promote the development and improve the quality of education and training.' The assessment of the learning outcomes of the courses can also be managed in presence or virtual presence. An Institution is considered offering virtual programs if it achieves its entire mission and its operations through remote services including assessments of its learners.

1.2. Organization of the paper

The first section presents the Competence Quotient (CQ) model and its implications in education. The second section presents the legal framework that will ensure the recognition of e-learning. In the third part our proposed timeframe allows a smooth transition to new Higher Education Standards.

2. The Competence Quotient model and its introduction in higher education

First we present the Competence Quotient (CQ) model. Second we devise the implication of the introduction of the Competence Quotient model in higher education.

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