Carl von Ossietzky
Universität
Oldenburg

International and transnational educational issues in technology enhanced learning (TEL)

Instructor	Dr. Don Olcott, Jr. Global Higher Education Consultant, Bucharest, Romania
Content	This course will examine the development and current landscape of global open and distance education and Technology-Enhanced Learning (TEL) across developed and developing countries. Key topics will include online and distance learning (ODL) for development, quality, implementation of TEL, global ODL trends, open education, globalisation, tech trends, open universities, trends in the developing world, OER and MOOCs, nonformal education, K-12 future skills, social justice/equality, future trends in open and distance education. Additionally, the course compares and examines key global professional and international associations (e.g., UNESCO, ICDE, AAOU, OECD, EDEN, USDLA, The World Bank),the resources these organizations offer, and their diverse roles in promoting internationalism, global trade, and the quality assurance and management of global educational services. A variety of open and distance learning providers representing single and dual mode institutions and open and distance learning (ODL) universities/organizations from developed and developing countries will be discussed.
Learning Outcomes	At the end of the course, students should be able to: — Critically reflect on the concepts of globalisation, internationalisation and development. — Identify strategic trends and uses of open, distance, and onlinelearning (ODL) in global contextsand philosophical differences towards technology enhanced learning across borders. — Critically reflect on the relevance of indicators in quality and effectiveness of global open, distance, online, and flexible learning. — Assess the importance of education for development, particularly in developingcountries. — Critically analyse strategic leadership principles including cultural agility, cross-border education, the role of language and culture in ODL, and regional and global drivers of economic and workforce development. — Assess the changing conditions for education and ODL under the pressures of globalisation and cross-border higher education. — Identify various applications of distance educationin the context of non-formal education, including new forms of packaging content and credentialing. — Learn about the different uses of distance educationin supporting K-12 schools and teacher education. — Compare different institutional arrangements, uses of technology and instructional approaches in the context of higher education (open universities, virtual universities). — Discuss various cross-cutting issues, ranging from mobile learning to policy issues such as the General Agreement on Tradeand Services (GATS) and its relevance for cross-border distance education.
Teaching Format	Internet-based discussion forums, group activities, learning activities, webinars, self-study, online seminars with guest experts
Maximum Enrollment	Maximum 22 students
Prerequisites	Proficiency in internet and Microsoft Office use; self-organisationskills
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
Credit Points and Hours	6 credit points 180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)
Course Frequency	Winter semester
Grading Scale	1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0
Length	15 weeks
Fees	900 Euro