

Foreword

Technology-based teaching continues to evolve with the development of new technologies. New technologies allow for or provide “affordances” that subtly shift the way the learners and teachers interact and hence the underlying pedagogy of teaching. Nowhere is this more evident than in the development of what are conveniently called web 2.0 technologies. More and more educational scenarios or “landscapes” are developed utilizing Blogs, Wikis, Podcasts, and e-portfolios. Web 2.0 tools give learners much more control, through enabling learners easily to access, modify, or develop their own digital learning materials; and web 2.0 tools enable social learning networks that transcend the bounds of an individual class of students, thus blurring the distinction between formal and informal learning.

The underlying key question of this book is, are our universities prepared to make graduates fit for the future of work in the twenty-first century? This book presents analyses of new learning scenarios or “landscapes” utilizing web 2.0 technologies and describes them as learning 2.0. However, the practices in the fields of strategic innovation of universities, faculty development, assessment, evaluation, and quality assurance have not changed sufficiently to accommodate fully the changes in technology and teaching. Often educators do not know how to evaluate the quality of learning processes conducted with web 2.0 tools – and often they lack in the first place the competences to use learning technologies. Thus there is a need for practical guidance on concepts and methods for developing technology-related competences, assuring quality, and evaluating learning outcomes of the next generation of learning scenarios. At the same time, new approaches for strategic implementation, evaluation, and assessment are emerging alongside the new technologies and the new learning landscapes.

This book presents strategic approaches for innovation in universities; it explores new models to develop and engage faculty for technology-enhanced education; and it details underlying reasons for why quality assessment and evaluation in new, and often informal, learning scenarios has to change. The book is a practical guide for educators, aiming at answering these questions. It describes what e-Learning 2.0 is, which basic elements of Web 2.0 it builds on, and how e-Learning

2.0 differs from learning 1.0. Furthermore, the implications for quality assurance in e-Learning are presented and discussed. Thirdly, a number of methods and examples of quality assurance, assessment, and evaluation for learning 2.0 scenarios are presented and described. The book provides a step-by-step guide for educators who can choose their own quality assurance or assessment methods or develop their own evaluation methodology for specific learning scenarios.

In the book, quality methods such as self assessment, peer-review, social recommendation, peer-learning, and other methods are described using illustrative cases and giving practical recommendations. The book is intended to equip educators with the resources to construct sound assessment and evaluation procedures for their learning 2.0 scenarios in classroom, blended learning, and distance learning settings. It looks at new learning landscapes in ways that will resonate with the academic community while at the same time encouraging innovation and change in teaching and fostering a move towards more holistic higher education models, which embrace the potential of technologies to build the future of learning.

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