E-Learning Development in Higher Education in Taiwan

Kim-joan Chen
Director, Computer Center of Ministry of Education
E-Learning Development in Higher Education in Taiwan

Mei-Mei Wu, Ph.D.
Professor and Chair, Graduate Institute of Library and Information Studies, National Taiwan Normal University
E-mail: meiwu@cc.ntnu.edu.tw
Outline

• The Status --
• Higher Education e-Learning Programs
• Research Projects
• A Questionnaire Survey
• Suggestions for e-Learning Strategies
• Closing Remarks
The Status

• Joining the World Trade Organization in 2001 has changed the economic environment in Taiwan, including industry, business, agriculture and education.

• To make higher education competitive, we should take measures as follows.
  – Evaluate the impact of foreign e-Learning institutions entering into Taiwan.
  – Act proactively to promote our e-Learning programs into other countries.
The Status

• Now there are three type of e-Learning programs provided:
  – **Totally** online university
  – **Traditional university affiliated** online college
  – **Enterprise** online college
Legislative Status

- The Ministry of Education in Taiwan has declared **opening the asynchronous teaching programs on college (and above)** in April 1999 and **encouraging intercollegiate e-Learning programs**.

- **Procedural rules governing distance learning at the Junior college and higher level** has been set up in June 2001.
The result of 2003 Taiwan College Distance learning Teaching Interview (1/2)

• Most schools initiate e-Learning programs in order to be competitive from the following ways
  • Office of Academic Affairs
  • Computer Center
  • Strategic alliances with public/private sectors
  • Other educational institutions
  • Professional societies

• Most interviewed schools set up a specific committee for executing distance-learning program.
The result of 2003 Taiwan College Distance learning Teaching Interview (2/2)

• However, the following situation indicate problems while talking current higher education e-Learning programs in Taiwan.

  – The **specific committee is supportive in nature** and is not involved in the planning for distance learning program (DLP).
  – Most schools **lock of school-level strategic planning** for DLP.
  – Most schools **lock of integrated DLP support and maintenance systems**.
  – **No solid rules are set up** because most schools are just beginning and experimenting the appraisal and **accredit** of e-Learning programs.
Distance Learning Program around the world (1/2)

- **USA**
  - USA have *expanded* education market into Asia areas
  - Currently totally *online degree-seeking students in USA exceed 350,000* and the students are from all over the world.
  - Form 1999 to 2004, *the growth rate of the number registering online learning programs is 33% annually.*

- **Australia**
  - Australia have *expanded* education market into Asia areas
  - Developing e-Learning *environment*, re-evaluating the *quality* of college teaching, cultivating the DL *experts*, and seizing the e-Learning *opportunities*.
  - Over *95%* students in Australia use Internet to communicate in 1999.
  - Take University of Southern Queensland for example, *75%* of her credits and degrees are granted through e-Learning programs
Distance Learning Program around the world (2/2)

- **French** National Center of DE enrolled 30,000 students from 190 countries.

- Open universities in **Hong Kong** and **Macau** are seeking for education market in China.

- Traditional universities in **Singapore** and **Malaysia** are struggling to become international educational providers.
The Research Projects

- Guidance of educational policy and personnel training
- Standard Operating Procedure of the instructional design in e-Learning
- Research on academic fair use and to establish the mechanism of permission to quote agreements
- **Demonstration, implementation, and promotion of mobile learning**
- Research on the security requirements and standards of schoolbag, reasonable user-end environment, and physiological and psychological effects
The Project Mission—

• The project proposes five dimensions for reference:
  – **Introduction** of foreign digital learning
  – **Incentives** for teacher’s participation in e-Learning programs
  – **Quality** of digital teaching materials and accreditation
  – **Promotion** of college e-Learning programs
  – **E-Learning** administrations and rules
Research Method

• **Project participants**
  – 32 scholars and professionals from the following institutes
    • Academic Sinica
    • National Science Council
    • Institute for Information Industry
    • Universities

• **Research process**
  – Initiating with several panel discussions and then conducting survey among scholars and professionals about how to proceed this research.
  – Send out 500 questionnaires to higher education institutes and then analyze the result.
Suggestions for e-Learning Strategies (1/5)

• **Strategy of introducing foreign digital learning**
  - A *mixed mode* of digital learning
    - To ensure the teaching quality, foreign e-Learning institutions should provide both face-to-face teaching mode.
  - **Accredited** digital learning courses
    - Foreign e-Learning curriculum should be accredited by a prestigious institution and the accreditation mechanisms should be established.
  - **Set up on-site learning center**
    - 92.8% of the subject consider to regulate foreign digital learning institutions by establishing on-site learning centers with local higher education institutions.
  - **Quotation of local examples**
    - It is better to regulate foreign digital learning institutions offer local examples.
Suggestions for e-Learning Strategies (2/5)

• **Strategy of uplifting teachers’ commitment in e-Learning**
  - Personal **academic publications** and **promotion**
    - View e-Learning materials as academic appraisal items
    - E-Learning materials can be Classified and viewed as academic publication
  - **Personal reward**
    - E-Learning materials can be viewed as items while MOE or NSC rewarding college teachers or researchers
Suggestions for e-Learning Strategies (3/5)

• **Strategies for ensuring digital material quality and e-Learning accredit**
  - Draft **evaluation and accredit mechanisms** for digital learning institutions, curriculum and learning materials
    • Establish evaluation and accredit mechanisms
    • Accredited institutions, curriculums and materials should be planned as a whole
  - Draft digital learning related **standard and accredit mechanism**
    • Integrating requirements of “National Digital Learning Program” and “National Digital Archive Program” and set up standard procedures and related specifications.
    • Standardized testing and verification.
Suggestions for e-Learning Strategies

(4/5)

• Strategy for promoting e-Learning in colleges
  – Set up **official e-Learning division** in college
  – Incentive for e-Learning programs through **college appraisal**
  – It is recommended that **MOE counsel colleges** to establish e-Learning curriculum development and design capabilities
  – It is recommended that **NSC promote the subsidized e-Learning projects into practical e-Learning websites**.
  – Draft related **e-learning policies** in order to form consensus and deal with “global branding” trend in higher education
Suggestions for e-Learning Strategies
(5/5)

• Strategy for overall e-Learning development administration and regulations
  – It is recommended that credit earned by accredited e-Learning courses may cover up to $\frac{1}{2}$ of the total credit earned.
  – It is recommended that government should set up an e-Learning organization to integrate and distribute online learning resources.
  – It is recommended that a prestigious advice and counseling center for e-Learning be established.
  – MOE should set up related regulations and define clearly the owner of e-Learning materials and interests.
Closing Remarks

• In terms of locking in e-Learning laws and regulations, the development of e-Learning in Taiwan is slower than other countries.

• It is a critical time to establish a well-rounded e-Learning environment.

• We have to ameliorate higher education to be internationally competitive.
Thank You

Questions and Comments
~Thank you~