

THE FUTURE OF eLEARNING

Crowdsourced ideas from participants at  **moodlemoot 2011** MAY 01 - 05, 2011
EDMONTON, ALBERTA
CANADA

Global



We-Learning *Alan Marshall*

Post-secondary, quality education will be available to ALL worldwide. *Nicole Gillis*

Virtual classrooms that include students from around the world that share perspectives on their country. Resources that can be easily translated from one language to another. *Evan MacDormand*

Information on demand, anyplace, anytime, accessible to all. *Kim Baril*

↓Classroom ↑Internationalization/ Globalization *John Lawrence*

More interaction between students across Canada, or even across the world. *Samuel Tse*

Each Moodle user (institution) sponsor a new Moodle user in developing countries. Like a mentorship for new Moodler. *Francoise De Pauw*

Have students here in Canada create a Math 8 course for students in another country - kind of like tutoring Grannies. The students create the content & structure. *Wanda Dechant*

Online courses and communities will build local capacity by openly sharing knowledge and experience on a global level - e-community development. *Valerie DePauw*

Anywhere, anytime learning. *David Hinser*

Students



Allow to "friend" courses on different sites. Forums messages could be shared by similar courses across the world.

Make learners into prosumers of their learning, giving them the tools, techniques and attitudes to be life long learners and teachers. *Terry Anderson*

Students are co-creators of the course where they are the ones making definitions in the glossary, entries in the wiki, submit ideas fro the course. *Jeremy Wiebe*

Online courses will be the product of student collaboration and contribution to the pedagogies of the course. *Orville Andrews*

Students are involved in the establishment of the parameters for evaluation and assessment, and tools allow the instructor to readily incorporate this input into the evaluation. *Scott Delinger*

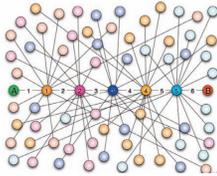
Elearning is diverse and flexible. Students will be able to pick and choose what they take and the manner they take the course in. *Triva Emter*

Find a way to include and embed student supports. Many of our students have difficulty working on their own, so there is a need to have support tools for the students.

Students will each have their own learning analytics dashboard that shows them progress, status, and suggests strategies for success. *Paul Stacey*

Students who successfully complete an online course can tutor currently enrolled students as part time work. *Paul Stacey*

Pedagogies



Courses of study will be planned and assignments inter-related so that programs provide a more holistic approach to learning allowing students to see the connections between multiple areas of study.

Students will be engaged in self-directed learning activities focused on outcomes and applied knowledge, not content. *David Hinser*

Course participants are given learning objectives for the course/unit from the outset and then they decide how they will learn and demonstrate (or give evidence) of having acquired the knowledge and skills proposed *David LeBlanc*

Student support in terms of personal learning plan combined with e-portfolio/competencies profile which then are applied to challenge learning goals/objectives of courses at all levels. *Michael Cenknner*

Encourage students to do self-testing. Encourage students to do course evaluation. Adaptive e-learning based on learning styles and learning performance. Get students really engaged in online learning. Need tools that can easily implement interactive media based ideas. *Hongxin Yan*

Student led learning. Students are self-directed and determine where they are going. *Ted Owens*

Dynamic class the student teaches himself.

Courses will have LESS emphasis on content and more emphasis on skills and tools of learning - content will be the "on the side vehicle for acquiring those skills. The content each student accesses in order to meet outcomes and acquire skills may be quite different for each student depending on their interests, learning style, passions, etc. *Mary Sobbe*

Not fixed or tied to a particular resource or "canonical" body of knowledge. Collaboratively designed and tied to current research in learning. *Doug*

Complete dynamic creation of learning plans and resources based on your e-learning and social activities. *Mike Churchward*

Students will have multiple paths/options built into online courses to enable personalization. *Gabe Linder*

Courses will sense where the student is (academically) and automatically adjust the content so that students only have to work on stuff they don't know.

In K-12 elearning is outcomes/competency based and learners can demonstrate understanding. In building understanding they access scaffolding that supports their learning style. *Terri Reid*

Each academic domain has unique pedagogical models. The way you teach science online will be different from the way you teach business online. *Paul Stacey*

Teachers



The instructor is more of a facilitator helping the student by providing access to the resources available. *Ted Owens*

There should be a focus on the change in instructor/tutor to facilitator. *Michel Bui-tendyk*

Instruction will revolve around interdisciplinary community based projects producing experience and results relevant to students. Course materials and communications will be fully operational on mobile devices so classroom location is unnecessary. *Joan Coy*

Academics/teachers become evaluators and facilitators of learning rather than "content providers". *Michael Cenknner*

Online high school teachers will need "e-teacher" training to work in the DL environment. A set of standards perhaps at the provincial level for online course design/components. *Gabe Linder*

Teacher is a facilitator or guide.

Online courses will be all about how to re-purpose content. *Mary Pringle*

Cooperatively build courseware. *Kim Baril*

Within high school system (Gr 10-12) "small" schools will have specialists teaching specific courses and students in the school wil have access to specialists from other schools for other courses. (use of Moodle, Elluminate ...) Still believe many of our students need daily contact with a teacher in a structured class situation. *J. Sinclair*

Shared base courses for K-12 based on curriculum that are easily customizable to student needs.

Creating and authoring online courses will be so easy that my grandmother can do it without any help. *Jason Maur*

I see teacher supports as a critical component in making e-learning successful. Professional learning in groups and individualized will be freely accessible and supported. *Triva Emter*

Assessment centres. Tutoring.

Technology



Cell phones (mobile learning) will become the medium of choice with projected screens and keyboards (larger format interaction surfaces). Holographic projection will become the replacement for video. Immersive technologies will replace video and audio and design will be as simple as video recordings *Mark Karstand*

With the development of technologies such as cloud computing, mobile devices, etc. people will use e-learning tools anywhere anytime without realizing it. Students will learn when they play. *Dave Sun*

More tools for mobile devices. *Shawna Cerraini*

A central repository of many open learning resources that is accessible to teachers. *Evan MacDormand*

A radical re-invention of the user interface. It's terribly unintuitive in most/all LMS's out of the box. *Wade Kelly*

To embrace multi-modality through audio/visual UI and to extend online learning environments to mobile user agents. Beyond this shifting from a pull from server to a push to subscribers model is something that would improve integration. Basically I would like to see elearning moved to the Personal Area Network. I would also like to see multi-modal UI'd move closer to an all inclusive accessible interface. PAN integration and multi-faceted UI might help break out of schedule based, top down delivery and collaboration. *Ryan Thomas*

Access to Moodle using mobile devices and multiple operating systems without requiring an excessive design burden on the course builder. *Terry Korol*

Global search and replace feature as most other systems provide such feature *Janice Boyles*

Easy access to universal platforms.

Student records, marks, courses, communication systems will all be on the same system. All resources will be online (no more textbooks!)

A way for organizations to populate Moodle calendars and other tools automatically with content inputted into their web sites, social network tools, etc, so everything works together.

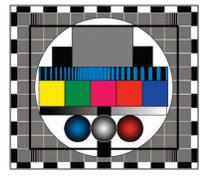
Save the trees! No paper.

eLearning will make no sense in the future ast it will be standard learning with content, interaction, and evaluation processes integrated to conventional education through mobile and table devices. As soon as we start walking like this paradigm we will be able to take advantage of it. *Giovanni Farias*

Better tools/social media/multimedia. Physical social interaction limited, more online interaction. *Sharon/Janice/Carla/ Jaime/Angela/Karen*

Biometric authentication for quizzes. Better access for mobile devices. Better enterprise setup dealing with application clusters, batch upload balancing for large installations.

Credentials



Guild model of learning - Join the philosophy department for life. Always have access. Always have a community. Flexible credentialing for self-directed studies where you are able to cobble together a unique learning path and have it officially recognized. *Mike Minions*

Credentials will be distributed based on what the individual proves he/she knows not how much or where they received the knowledge. *Orville Andrews*

Outcomes based, skills oriented, task oriented, portfolio accreditation. *Kim Baril*

Credentials from an e-learning experience will be regarded as higher level learning. *Nicole Gillies*

Continuous learning will simply be the way things are done. Seamless between learning and earning. *Dan Mose*

I see the ability of all who participate in elearning to achieve valid credit for the learning they undertake. *Triva Emter*

Alumni have access to the current version of their online courses for life. *Paul Stacey*