



THE ICDE  
INTERNATIONAL  
CONFERENCE 2014

CONNECTING THE WORLD THROUGH  
OPEN DISTANCE AND E-LEARNING

**ICDE International Conference  
“Connecting the World through Open,  
Distance and e-Learning”**

**Международная конференция ICDE  
«Открытое, дистанционное,  
электронное обучение: мир без границ»**

**Conference proceedings/ Сборник докладов**

**Part 1/ Часть 1**



INTERNATIONAL  
COUNCIL FOR OPEN AND  
DISTANCE EDUCATION

**MESI**

MOSCOW STATE UNIVERSITY OF ECONOMICS,  
STATISTICS AND INFORMATICS

**Moscow, 2014**

Proceedings of the ICDE International Conference “Connecting the World through Open, Distance and e-Learning” // Moscow state university of economics, statistics and informatics. – M., 2014

Сборник докладов Международной конференции ICDE «Открытое, дистанционное, электронное обучение: мир без границ» // Московский государственный университет экономики, статистики и информатики. – М., 2014.

ISBN 978-5-7764-0946-2

© Moscow state university of economics,  
statistics and informatics–M., 2014

© Московский государственный  
университет экономики,  
статистики и информатики – М., 2014

## PROCEEDINGS/ ДОКЛАДЫ

Adedeji Abiodun L., Odishika Vivian A. ....	6
Adegoke Niyi .....	15
Adewale Olubiyi Adeniyi .....	35
Alemayehu Demissie .....	44
Alizadehfard Susan .....	51
Al-sharaabi Waheeb A. ....	55
Ani George Ndubuisi .....	61
Arinto Patricia B. ....	71
Bao Huaying, Huang Wenfeng, Xia Lan, Li Xiaolei .....	71
Bountrogianni Marie, Djafarova Naza .....	82
Cant Michael C., Wiid Johannes A., Nell Corinne .....	84
Casimiro Leni .....	104
Chen Ying, Chen Ke .....	115
Darojat Ojat .....	123
Darojat Ojat, Chandrawati Titi .....	141
Diedericks Hanneli .....	154
Gunduz Osman Mehdi, Hasrat Almaz İsrail .....	163
Inegbedion Juliet Obhajajie .....	171
Iwuchukwu Onyeka, Kelikume Genevieve .....	180
Jakovljevic Marija .....	186
Job Gabriel C. ....	198
Khar Thoe Ng, Suma Parahakaran, Thien Lei Mee .....	210
Le Van Thanh .....	225
Lee Tae Rim .....	230
Li Dun, Xu Ping .....	237

Mahapatra Sukanta Kumar .....	244
Nguyen Van Quang .....	251
Obaka Abel Inabo .....	257
Olusanya Samuel Olumuyiwa, Ebobo Christiana Urowoli .....	265
Oosthuizen A G, Davis A .....	270
Ouyang Xiyu .....	272
Rajguru Hemant, Shewale Madhukar, Yashwantrao Chavan .....	278
Rapp Christian, Margarov Gevorg, Gulbahar Yasemin, Zhurbina Natalia, Shykova Olena .....	285
Roberts Jennifer, Gous Ignatius .....	289
Sabo Elizabeth .....	302
Shchelkonogov Mikhail .....	310
Sherrie Lu Hwangji .....	316
Spamer Manie, Van Zyl Marinda .....	318
Sri Sedianingsih .....	322
Santosh Sujata, Ayyagari Ravi .....	332
Tenebe Vincent A., Galadima Madu Baba .....	340
Tikhomirova Natalia .....	353
Trang Tran Huu .....	363
Tuaru Velepat .....	367
Vento Gianfranco .....	377
Wang Jin-Long, Chen Jian-Bo, Hung Shu-Chiu, Chen Chun-Man, Lin Wen-Ting, Ming Chua .....	386
Xu Wei .....	392
Yang Mei-he, Wang Chun-ying .....	401
Ye Xuan Lin .....	404
Zhang Dai .....	411

Xiangyang Zhang, Xiaofeng Ye, Shuchiu Hung .....	424
Zubaidah Ida .....	433
Zubieta Garcia Judith, Rosario Freixas Flores .....	442
Zubieta-García Judith, Bautista-Godínez Tomás, Germán-Castelán Edgar Albert .....	451

10. Zheng Yajun , Lu Fang. (2014).Mooc3.0: Teaching Reform Toward Universities' Ontology [J] Fudan Education Forum, (1):5-9.

## SHIFTING THE CLASSROOM LECTURERS TO E-TUTORS IN MEDIA RICH DISCOURSE OF OPEN LEARNING IN CHINA

Zhang Xiangyang, Ye Xiaofeng, Open University of Jiangsu, China,  
Hung Shuchiu, Mingchuan University, Taiwan

**ABSTRACT:** Teaching a distance course is quite different from teaching in a traditional classroom, and different from mainly text based classroom. One major challenge for online lecturers is the issue of their shift in role, that is, from presenters or transmitters of information to moderators or facilitators of learning in the current media rich discourse.

We conducted a qualitative research surveying the shifting of the role changes these lecturers in the English Language Programme. We have found that these lecturers' role have been changed dramatically, shifting into a counsellor, a facilitator, a guide, a moderator, a peer and a designer. All these altered roles indicate that they are having a paradigm shift regarding virtual management techniques, and the ability to engage students in virtual communication.

**KEY WORDS:** on line teaching, open learning, lecturer's role, e-tutors, media rich discourse

### 1 Introduction

The internet has, over the past ten years, had a profound impact on higher education worldwide with the emergence of a new form of distance education---the online learning. Open and Distance Education (ODE) facilitated the buzz from both inside and outside higher education. It created the potential to provide learning to new cohort of customers, to ease capacity constraints, and to capitalise on emerging market opportunities. Up to the present time, the ODE appears the integral and crucial part of the higher education.

Online learning expands the educational process beyond the traditional on-campus experiences. Teaching a distance course is quite different from teaching in a traditional classroom and different from mainly lecture and text based classroom. To accommodate the differences in these two distinctive modes of course delivery, one major challenge for online lecturers is the issue of their shift in role, that is, from presenters or transmitters of information to moderators or facilitators of learning in the current media rich discourse. Fortunately, the technology available today makes it possible for most of the elements of traditional teaching to be an integral part of on-line teaching. Because of this ease

in internet and rich media accessibility, both traditional and on-line courses can be significantly enriched.

In this paper, the authors intend to present a qualitative research surveying the shifting of the role changes lecturers presented in the English Language Teaching investigating their beliefs, attitudes, motivation and strategies operated in the role change experiences while they have been appointed as the associate lecturers in the open and distance BA programme undertaken in the Open University of Jiangsu, discussing the possibility and workability of shifting of roles lecturers in open and distance learning and teaching, and certain unexpected subsequent changes of teaching modes discovered in trainers through the 3-year BA programme in the online distance rich media discourse.

By examining the current practices of teaching in the ODE online environments from instructors' perspectives, it was hoped that this paper would provide some insights and guidance for distance education.

## **2 The Role of the Tutor in Online Learning**

Online language learning changes the teaching-learning relationship that students have been encountered for much of their lives. If learners are more active and more engaged in the distance learning environments, they will be in need of being supported to find ways of managing themselves and their learning experience effectively. Online tutoring has been widely considered as a critical factor in the success of computer-mediated collaborative learning activities.

In fact, by making the decision to offer the online teaching, the teachers need to re-evaluate their roles as academic tutors, since the face-to-face teaching solutions they are familiar with may not work in an online and rich media learning discourse. Engagement in online teaching means changing one's professional career in certain sense.

Different scholars (Murphy et al., 1998; Hotte and Pierre, 2002; Gerrard, 2002; Kerr, 1986; Feenberg, 1986; Salmon, 2000; Berge, 1992; Collison et al. 2000; Marjanovic, 1999; English & Yazdani, 1999) define the roles of the teacher involved in the online teaching different names, such as coach, leader, tutor, moderator, facilitator, motivator, mentor, mediator and even production coordinator were used. Berge's (1995) categorise the roles (pedagogical, social, managerial and technical) as necessary for successful e-tutoring.

The European Union E-tutor project (Directorate-General for Education and Culture, 2004-2005) has developed a model for e-tutoring which incorporates the interrelationships between the various roles as shown below:

E-tutor roles:

1. Content facilitator
2. Metacognition facilitator
3. Process facilitator
4. Advisor/counsellor
5. Assessor
6. Technologist
7. Resource provider

Goodyear et al. described the roles in quite similar way as process facilitator, advisor/counsellor, assessor, researcher, content facilitator, technologist, designer, and manager/administrator (2001).

Cosetti (2000) found in a case study that the traditional knowledge required by the university tutor was insufficient for the e-tutor, since interacting via an online environment is quite different from interacting in a face to face classroom. Online tutor's role requires a paradigm shift in perceptions of instructional time and space, virtual management techniques and ways of engaging students through virtual communications (O'Neil, 2006).

As White, Murphy, Shelley and Baumann pointed out in their research that tutors and e-tutors are very different 'in terms of the roles they assume and the ways they interact with students, and the attributes and expertise required of them' (2005; p. 83). The online tutor-facilitator has a unique role that 'requires a wholly new range of skills that arise from the cyber-dynamics of the online world' (Cox, Clark, Heath & Plumpton, 2000; p.2).

### **3 The Study**

#### *3.1 Background for the BA teacher training programme*

The Open University of Jiangsu (hereafter JSOU), formerly Jiangsu Radio and Television University, has been a legitimate and accredited university offering tertiary education to adults in Jiangsu Province. As a distance educational institution, JSOU has been involved, since 1996, in the 3-year BA degree (non-honour) programme for in-service school English teachers throughout the Province to upgrade their academic qualification and access to new pedagogical materials, methodology, and technology via distance teaching and learning. The programme has been experienced from face-to-face tutorials in the outset to online teaching and learning up to date.

Owing to better networking and affiliated teaching and learning centres in Jiangsu Province, JSOU has played a key role for the BA distance teacher training



programme to accommodate the urgent need for in-service school teacher training in a short time and a considerable scale.

This in-service programme aimed to upgrade the junior and senior school teachers' qualification, to develop their pedagogic and linguistic competence including teaching methods, teaching and learning strategies, and language knowledge and ability (listening, speaking, reading and writing).

School teachers who succeeded in completing all courses in the programme with the time span of 8 years would be awarded a BA degree (non-honour) certificate validated by the State Ministry of Education via China Central Radio and Television University (CRTVU).

The programme was credit-based, composed by 11 compulsory courses with three orientation courses. Hopefully after the distance training, the trainees were expected,

- To build up their solid knowledge of the English language, and a motif for lifelong education.
- To obtain a better understanding of current development in language education, equipped with new teaching materials, methods, and course design.
- To develop their capability of designing syllabi; and carrying out action research in their classrooms.
- To apply modern educational technology to their classroom teaching to some extent.

The online tutorials or synchronic web chats were arranged once a month by the JSOU managerial team for the trainee teachers and local tutors most often on Sundays, on which day all trainees and tutors were free from their daily teaching at their schools or universities. From 2007, more learning and teaching activities are arranged on the web since the trainees are equipped with computers and internet access. Consequently, the tutors in the face to face teaching in the traditional classroom have been shifted to the tutors with online teaching.

### *3.2 Method*

Questionnaire and interviews have been adopted in the current research.

#### *3.2.1 Participants*

Fifteen lecturers working as the e-tutors from the traditional universities participated in the study. Why only selected the lecturers from the traditional universities? The main reason lied in the following: they had less or no experiences

in the open and distance learning; they were not so proficient in computer literacy; and they were familiar with the text based instructions.

### *3.2.2 Data sources*

A questionnaire concerning the beliefs, attitudes, motivation and strategies operated in the role change experiences was designed and issued after the three year cycle (from 2010 to 2013) to collect their reflections on the change of roles as an e-tutor experience. After that, in-depth, semi-structured one-on-one interviews were conducted for the study. A list of open-ended questions was generated to be guidelines for the interviews about participants' experiences and perceptions of online teaching. Interview questions were designed based on the research questions with the focus on their beliefs, attitudes, motivation and strategies in the online teaching to testify the degrees of roles changes. Participants were asked questions such as their experiences and perceptions of online teaching in general, their likes and dislikes about online teaching, their strategies to facilitate online communication, their perceptions of the impact of communication mode on student learning, the difficulties they encountered for online communication, and reasons they would use or not to use future online teaching.

### *3.2.3 Data analysis*

The unit of analysis for the study was individual interviewees. All interviews were recorded using a digital audio recorder, and the recordings were transcribed and the transcripts were analysed following the constant comparative method (Corbin & Strauss, 1998). The data were coded into different categories as beliefs, attitudes, motivation and strategies, until themes emerged from the data as related to the research questions.

## **4 Results and Analysis**

The feedback from the e-tutors was positive on the online teaching in the programme. By the questionnaire and personal and informal interviews of the part time e-tutors from the traditional universities, they reported they were satisfied with the learning materials, the approaches of the course delivery and the monitoring and assessment system, which made the trainees take serious attitudes to do the hands-on learning at certain pace in their spare time and ensure the real and deep learning happened. They enjoyed the interaction with the learners over the internet in the virtual learning environment, and they enjoy the tutoring in the rich media learning environment, which they lack in their traditional university classrooms. What they 'complained' a bit was that staying online outstretched them, for they have their own face-to-face teaching in their own real classroom. A reluctant change and transformation hereby took place. While the trainees learned to be the independent learners, the part time university lecturers learned to play the tutor's roles that they never thought they would: content facilitator, metacognition facilitator, process facilitator, advisor/counsellor, assessor, technologist, resource provider.

The statistics indicated that great majority was satisfied with the online learning programme. Here is the brief statistical summary of the feedback from the trainers on the overall evaluation of the programme in the questionnaires in terms of beliefs, attitudes, motivation and strategies:

**Table 1.** *A Brief Summary of the Questionnaire*

	Beliefs	Attitudes	Motivation	Strategies
Yes	100%	100%	99%	95%
No			1%	5%

Here, the fifteen trainers have changed their beliefs and attitudes to the online learning and teaching through their engagement in the online teaching experiences. However, as mention above, staying online interaction with distance learners is really a time consuming activity. Academic promotion, family care and their social activities made some lecturers rethink their participation in the online teaching.

We also conducted semi-structured interviews following up the questionnaires. The prominent key words from the part-time lecturers were that the online learning and teaching “convenient,” “flexible,” “dynamic”, “interactive” “enjoy” and “computer literacy”. On the other hand, “heavy load of work”, “outstretched”, “time-consuming”, “lack of online teaching strategies” were also mentioned by a couple of participants as one of the first things that came to their minds when thinking of online teaching.

On the side of the trainees they had learned how to learn by themselves by their hands-on distance learning. ‘Learning in no classroom, teaching without a human teacher’ is the summary of one of the trainees. Their overall performance of communicative language and teaching competence were reported to be improved tremendously, and consequently, their computer literacy has much improved.

By the consequent and successive observation and feedback from the BBS forum, we have found that these lecturers’ role have been changed dramatically, shifting into a counsellor, a facilitator, a guide, a moderator, a peer and a designer. With the online teaching in the media rich discourse, they have learned to provide facilitation and guidance; manage asynchronous and synchronous interaction; anticipate difficulties; scaffold learning tasks; provide prompt and critical feedback. They have started to sway away from the teacher centred controllers to the learner centred advisors resulting from adapting to the high technology and the media rich learning context. All these altered roles indicate that they are having a paradigm shift regarding virtual management techniques, and the ability to engage students in virtual communication.

## **5 Discussion and Conclusion**

### *5.1 A demand for a change*

In recent years, the cohort of learners in JSOU shows the tendency to younger generation, most of who were born in 1980s or 1990s, growing up with the age of computers and internet. These younger employees found less time to sit in the traditional classrooms, instead they prefer to use internet to connect people since they are rather skilful in use of socialising applications. Some prominent changes have occurred in terms of lifestyles, demand and funding and technology advance (Karber, 2001). Shift of the modes of teaching from traditional classroom learning to online learning will be the crucial element in the success of distance education. Change will be a demand for the higher/tertiary educational institutions in distance education.

### *5.2 Some insights from the online BA programme*

The distance teaching system utilised at the JSOU was supposed to be a successful case of a blended learning and teaching system. By design, in responding to the needs of learners, the distance delivery with the integration of high-tech and low-tech of the rich media courses has been instrumental in making some fundamental changes to long held beliefs about where, when and how teaching and learning should take place. What is critical is not where students are located but whether they can interact with a teacher or teaching programmes. With the implementation of the upgraded online programme in our JSOU, the following characteristics have been found.

#### *5.2.1 The merging of the high tech and low tech delivery systems*

In an open learning institution like JSOU, the target group is heterogeneous in terms of age, experience, qualification and learning styles. Ideally, the programme provided for individualised learning and mapping pathways to learning at design as well as development stage facilitated different styles of learning. In the past, the traditional delivery of face-to-face education was the mode of most traditional universities. Distance delivery mode is the usual system for Open Universities. In the BA teacher training programme, the two delivery systems had been merged and used in one university: offering face-to-face mode of delivery system with rich media technologies and distance mode using in modern telecommunication and information technologies on a real and virtual campus. This blended mode and the later online mode have been truly interactive, accessible to all trainees at all times and at all places and in all varied ways, and consequently created equality of access to education.

#### *5.2.2 Collaboration with traditional universities*

China's RTVUs have much lower academic ranking compared with the long-established traditional full-status universities in terms of reputation, academics, student cohorts, research and facilities. However, the RTVUs have their advantages in distance course delivery system. They are networked higher

educational institutions. Collaboration with the traditional universities should be the priority in providing quality distance education. JSOU actively joined the BA programme partly because it was a collaborated programme with Beijing Foreign Studies University which has a good reputation in foreign language education. Although the role of accreditation cannot be over-emphasised, they are backed up by the reputation of the organisation (Walandouw and Penrose, 1994), especially in the Chinese cultural context.

### *5.2.3 Quality learning materials*

Compared with other distance learning system in China, the learning materials specifically prepared for distance learners: dividing learning materials into small portion for the convenience of the learners, who actually find it hard to take off a whole afternoon or evening to study in their study or somewhere. They are heavy work-loaded teachers with 28 or even 30 hours teaching in their schools; and most of them have a family to look after.

### *5.2.4 Right forms of tutorials on the right time*

Chinese culture of learning is really teacher dependant. Throwing the traditional learners into the learning pools will make them lose their sense of directions and frustrate and lose confidence.

Tutorials' forms are selected for specific learning purposes and modes. JSOU and local learning centres offer suitable forms of tutorials via media or computerized network. And local learning centres, in the first phase of learning, provide face-to-face tutorials which serve the purpose of training learners how to learn in the new open and distance learning context. Whether you agree or not, face-to-face interaction is the most appropriate technology (Moore, 2007). Online tutoring has been used separately or together to support the students' learning. The tradition of crammed knowledge gives way to useful knowledge that enables learners to lead a virtuous life. The distance training programme led them to follow the approach step by step to the orientation of the communicative language teaching with the on-the-site demonstration of the tutors for nearly three year long.

## **6 A Look forward**

From this online distance teacher training programme, we have found out comparatively suitable model for academic and administrative management in the future open and distance learning context: integration of the high-tech with the 'out-of-date' low-tech is at the moment the best practice to meet the learners' needs in the present rich media context. And a new online English course has been implementing for new BA Programmes.

By the current JSOU's practice, we realised that technology does not teach; it enables the delivery of teaching and shifts the responsibility of learning away from the teacher to the learner, thereby transforming the relationship between

teachers and learners. The e-tutor has played a critical role in bridging the learning and teaching divide. The challenge for the distance education community will be to create pedagogies of learning that will set the educational parameters within which the technologies will contribute for effective learning.

#### REFERENCES:

1. Berge, Z. L. (1992). *The Role of the Moderator in a Scholarly Discussion Group (SDG)*, Available online at <http://www.emoderators.com/moderators/zlbmod.html>.
2. Berge, Z. L. (1995). *Facilitating computer conferencing: Recommendations from the field*. *Educational Technology*, 35(1), 22-30.
3. Collison, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating Online Learning: Effective Strategies for Moderators*. Madison, USA: Atwood Publishing.
4. Corbin, J. & Strauss, A. L. (2008). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. (3rd Ed.). London: Sage.
5. Cosetti, A. (2002). *Tutoring: A different background for the same role*. In *Proceedings of Ed-Media 2002, Denver, AACE*. 355-356.
6. Cox, E. S., Clark, W. P., Heath, H. & Plumpton, B. (2000). *Key facilitation skills for effective online discussion groups: Herding cats through Piccadilly Circus*. *Proceedings from Distance Education: An open question, 11-13 September, Adelaide, SA*.
7. *Directorate-General for Education and Culture (2004-2005). Guidelines for E-Tutors in Multi-Cultural Collaborative and Synchronous (MCCS) Teaching Situations*.
8. English, S. and Yazdani, M. (1999). *Computer Supported Cooperative Learning in a Virtual University*. *Journal of Computer Assisted Learning*. 15(1), 2-13.
9. Feenberg, A. (1986). *Network Design: An operational manual for computer conferencing*. *IEEE Transactions on Professional Communications*. 29(1), 2-7.
10. Gerrard, C. (2002). *Promoting best practice for e-tutoring through staff development*. In *Proceedings of Networked Learning 2002: Third International Conference, Lancaster University and University of Sheffield 26th March - 28th March 2002*.
11. Goodyear, P., Salmon, G., Spector, J., Steeples, C., & Tickner, S. (2001) *Competences for online teaching: A special report*. *Educational Technology Research and Development*, 49(1), 65-72.
12. Hotte, R. and Pierre, S. (2002). *Leadership and conflict management support in a cooperative tele-learning environment*. *International Journal on e-Learning*. 1 (2), 46-59.
13. Kerr, E.B. (1986). *Electronic leadership: A guide to moderating on-line conferences*, *IEEE Transactions on Professional Communication*. 29 (1), 12-18.
14. Karber, D. J. (2001). *Comparisons and Contrasts in Traditional Versus On-Line Teaching in Management*. *Higher Education in Europe*. 26 (4), 533-536.
15. Marjanovic, O. (1999). *Learning and teaching in a synchronous collaborative environment*. *Journal of Computer Assisted Learning*. 15, 129-38.

**ICDE International Conference  
“Connecting the World through Open,  
Distance and e-Learning”**

**Международная конференция ICDE  
«Открытое, дистанционное,  
электронное обучение: мир без границ»**

**Conference proceedings/ Сборник докладов  
Part 1/ Часть 1**

Подписано к печати 17.12.14

Формат издания 60x84/16

Печ.л. 29

Заказ № 11020/1

Бум. офсетная №1

Уч.-изд. л. 28

Печать офсетная

Тираж 300 экз.

---

Типография издательства МЭСИ. 119501, Москва, Нежинская ул., 7

ISBN 978-5-7764094-6-2

