

Middlesex University

LONDON, UK



NETIS Kick-off Meeting

November 17-18, 2006.

Chris Sadler



Middlesex University



Middlesex
University

One of 9 Universities in London

Four SCHOOLS – Arts and Education
- Business
- Computing Science
- Health and Social Sciences

Four campuses in North London

~22000 students

Overseas Presence: 15 Regional Offices

New campus in Dubai



School of Computing Science



Undergraduate

Business Information Systems
Computer Communications
Computer Science

Postgraduate

Business Information Technology
Computer Networks
Computer Network Management
E-Commerce
Knowledge Management

Everything else

~ 90 staff
5 Research Centres
~ 3000 students (600 on 'franchised'
programmes)





Global Campus Unit

Initiated in 1999



Role

- Create and deliver distance-learning materials (academic and technical staff)
- Administer the franchised courses (administrative staff)

Portfolio

Postgraduate – Cyprus, China, Egypt, Hong Kong, Singapore, (Vietnam).

Undergraduate – China, Dubai, Hong Kong, (Vietnam)

Non-GC franchises – Hong Kong, Sri Lanka





Global Campus Pedagogy



Simulate lecture format:

Split Module into (weekly) units

For each unit:

- Presentation
- Questions and exercises
- Tutorial/homework
- Revision notes

Learning tasks:

- **Content task** – reading provided material.
- **Apply task** – doing something like writing code, drawing a diagram, making notes, searching the Internet, preparing for or taking part in a discussion.
- **Reflect task** – generalising, consolidating, reviewing, revising, taking a quiz.

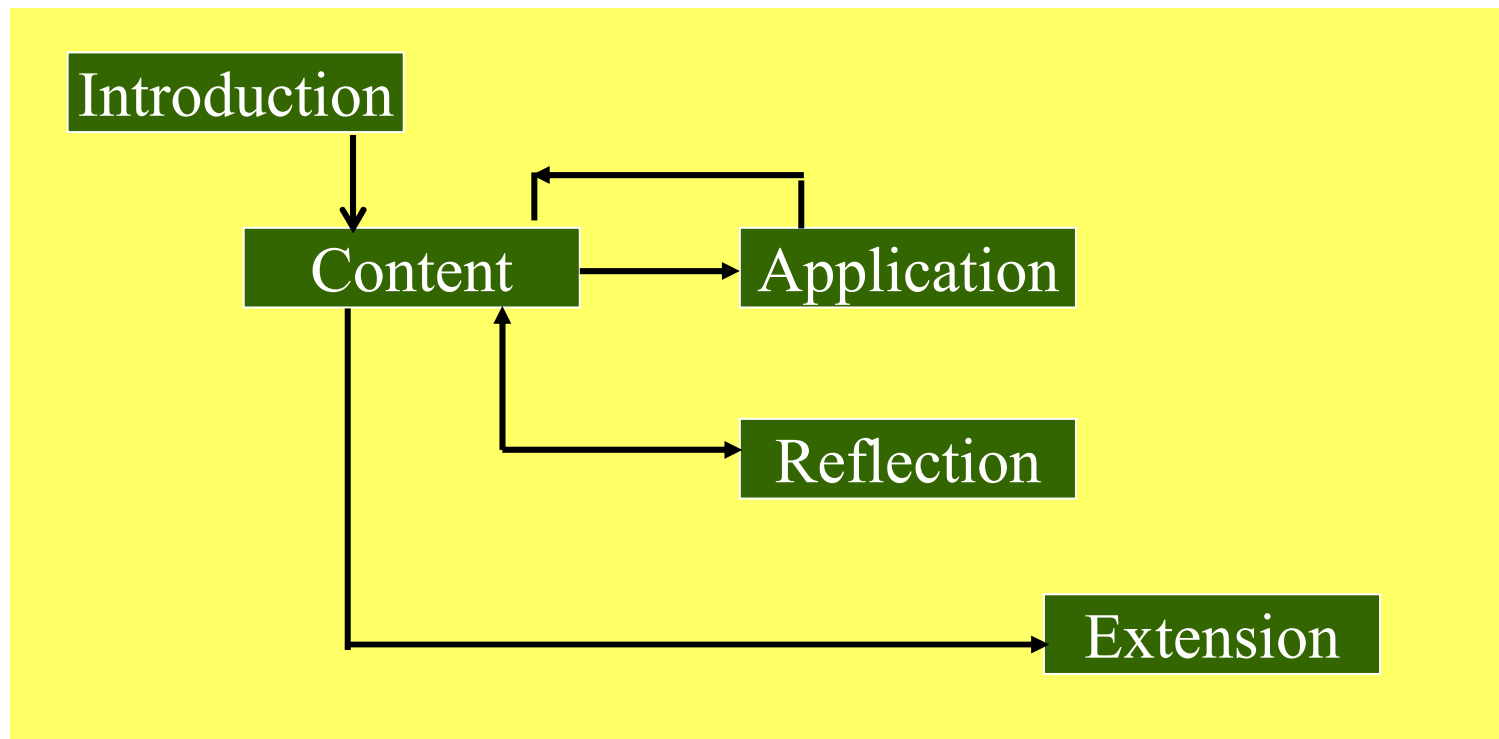




ICARE format



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Learning Styles Research



	Content	Apply	Reflect
Traditional Learner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social/Interactive Learner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflector/Achiever	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ideal Learner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Shallow Learner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





AUNP/Adept



Asian Distance Education (e-learning) Professional Training

An e-learning and distance learning training programme to enable e-tutors to provide learning support to students enrolled on EU-ASEAN bilateral e-learning programmes.

Partners include University of Twente (the Netherlands), Singapore Polytechnic (Singapore) and Kasetsart University (Thailand).





MINERVA/IntCultNet



- Intercultural Learning in the Internet - "IntCultNet" - a research and development project in which a combination of high-quality multilingual content and services were developed jointly by 5 European countries (Finland, Serbia&Montenegro, Czech Republic, Greece, UK). Experts from Asia and the Middle-East will be used to enhance global dimension.
- Advanced pedagogical methods were used for on-line learning, using ICT and multimedia-based applications. One of the main focuses of our research and development was how self-regulated, cooperative cultural learning can be effectively implemented in the Internet and also used as an instrument for measuring cultural competence.





NETIS



- Widen usage of ICARE/GC
- Penny Duquenoy (IFIP wg9.2: Computers and Social Accountability; BCS Ethics Forum)
- Carlisle George (ALERT = Aspects of Law and Ethics Related to Technology)
- Make some new friends





Distance-learning types

- *The Traditional Learner*: focused their effort on reading the materials given in the 'Content' component and covered more than half of the materials suggested in the 'Extend' component;
- *The Achiever*: focused their effort on performing the quizzes provided at the end of each unit and on the review questions in the 'Reflect' component;
- *The Interactive Learner*: focused their effort on interacting with peers and tutors and formed the highest number of friendships;
- *The Struggler*: studied less frequently than all other students, and spent on average the least amount of time studying each component.





Local Resource-based learning types



- *The Ideal Learner*: covered the majority of all I CARE components, and actively participated in group discussions during seminars;
- *The Reflector*: covered almost all of the 'Content' and 'Reflect' components and read considerable proportion of the recommended book chapters;
- *The Social Learner*: actively participated in group discussions, read most of the 'Content' sections and performed many of the 'Apply' exercises.
- *The Shallow Learner*: covered almost all of the 'Introduction' and the 'Content' materials but did very few of the quizzes and the 'Apply' activities, and rarely participated in group discussions.

