

Employing Distance Technologies in Teaching

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A Brief (Personal) History

- 1980s--1990s
 - Print based
 - Telephone Supported
 - Teleconference
 - Student photos to orient faculty members
 - Videoconferencing

Fast Forward (OCAD)

- Executive Masters in Design (Advertising)
 - 3 years
 - Intensive summers (two weeks)
 - International workshops
 - Fall Winter Distance Delivery
 - Plan: Students work from various locales using Octopz to engage in lecture/seminar and group interaction
 - Teaching at OCAD values face-to-face experience through individual tutorials and group critiques
 - Desire to maintain high levels of student engagement

Reality

- Enrolment
 - Anticipated: 20 students per cohort
 - Actual: 8 students
 - 7 based in Toronto
 - Meet at OCAD
 - employed Octopz

Possibilities

- Distance Technologies for Teaching and Research Collaborations
 - Octopz and related technologies are useful for instructional purposes
 - More useful in distributed mode
 - Useful for one-to-one and smaller group interaction
 - Project based
 - File sharing
 - Collaboration on projects
 - Enable synchronous and asynchronous activities

V-Worlds

- Virtual Worlds or 3D multi-player game environments
 - Highly attractive to students
 - Provide social, creative and networking environments
 - Scaleable

V-Worlds

- Pedagogical opportunities (virtual meeting rooms)
 - Lectures/Seminars/Archives
 - Anywhere, anytime access to missed lecture
 - Access to shared documents
 - Access to archives (previous class projects, blogs, reports, journals, etc.)



V-Worlds



- Student presentations
- Student critiques/exhibitions
 - Wall space for student work to be displayed & critiqued
 - Interaction (questions, testing hypotheses or “exhibitions”)
- Student pre-learning/training on equipment, tools
 - E.g, rapid prototyping machines

Conclusions

- A valid mode for delivery
- Opportunity for enhanced student engagement
 - Peer to peer
 - Student to faculty member
 - Additional modes for student access
 - Can enhance studio environments (training, exhibitions/critiques)
 - Democratization of learning opportunities
 - Supplements faculty-student interaction
- Must be easy to use
- Must be integratable with other solutions
 - Moodle, Blackboard, etc.