

Transforming Higher Education:

Reconceptualising the Instructional Design Model for the Knowledge Society

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SEAIR 2006
Langkawi, Malaysia
Sept. 5-7 2006

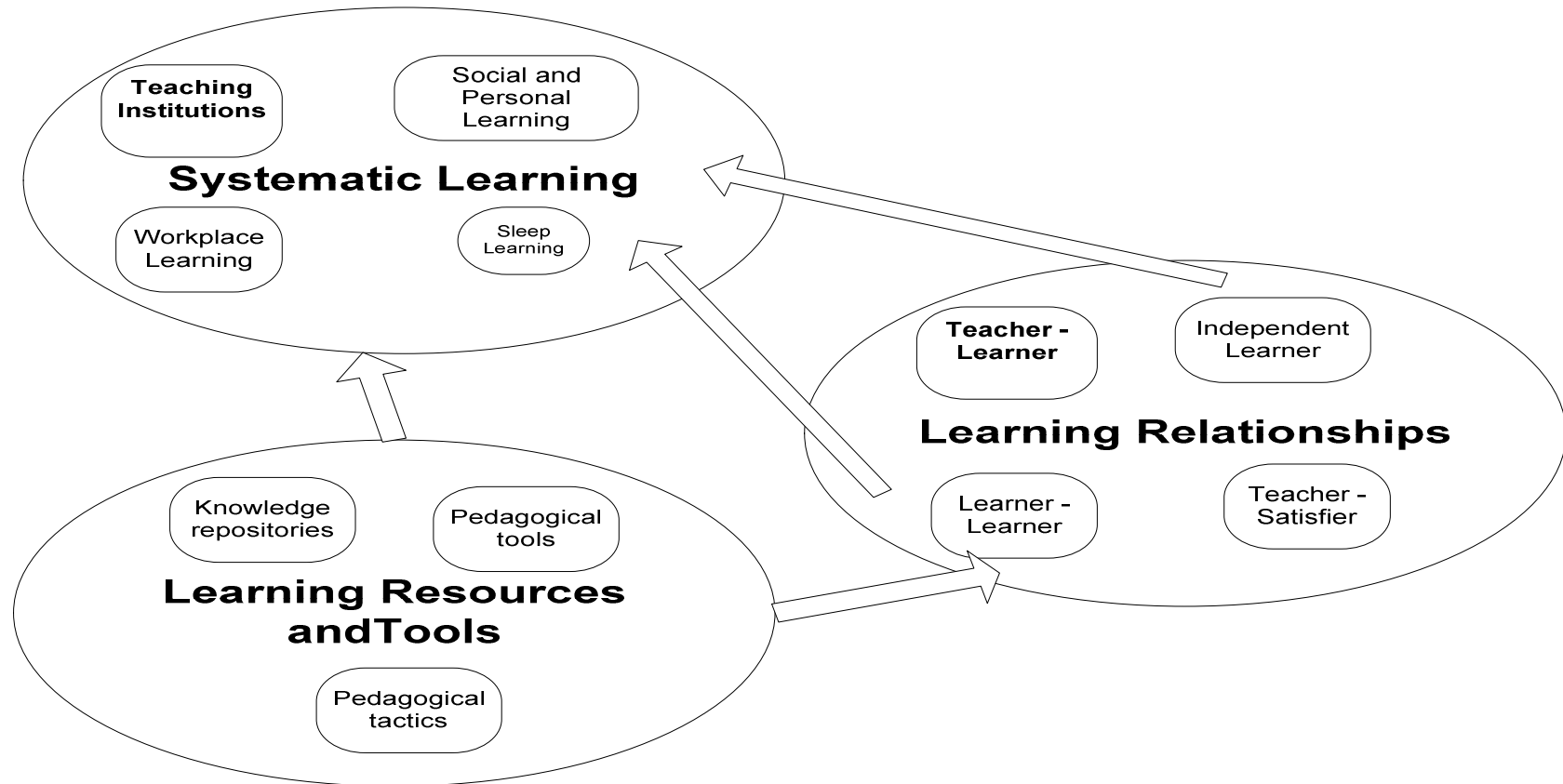
Introductions

- Authors
- Audience?

Overview

- Paper expands on one element of a broader model on Lifelong Learning
- Starts from existing Instructional Design Models
- Add elements for lifelong learning/ knowledge society
- Financial analysis of model
- Systems and economic forces
- Limitations
- Conclusions

Model of the Dissemination of Knowledge



Instructional Design Models

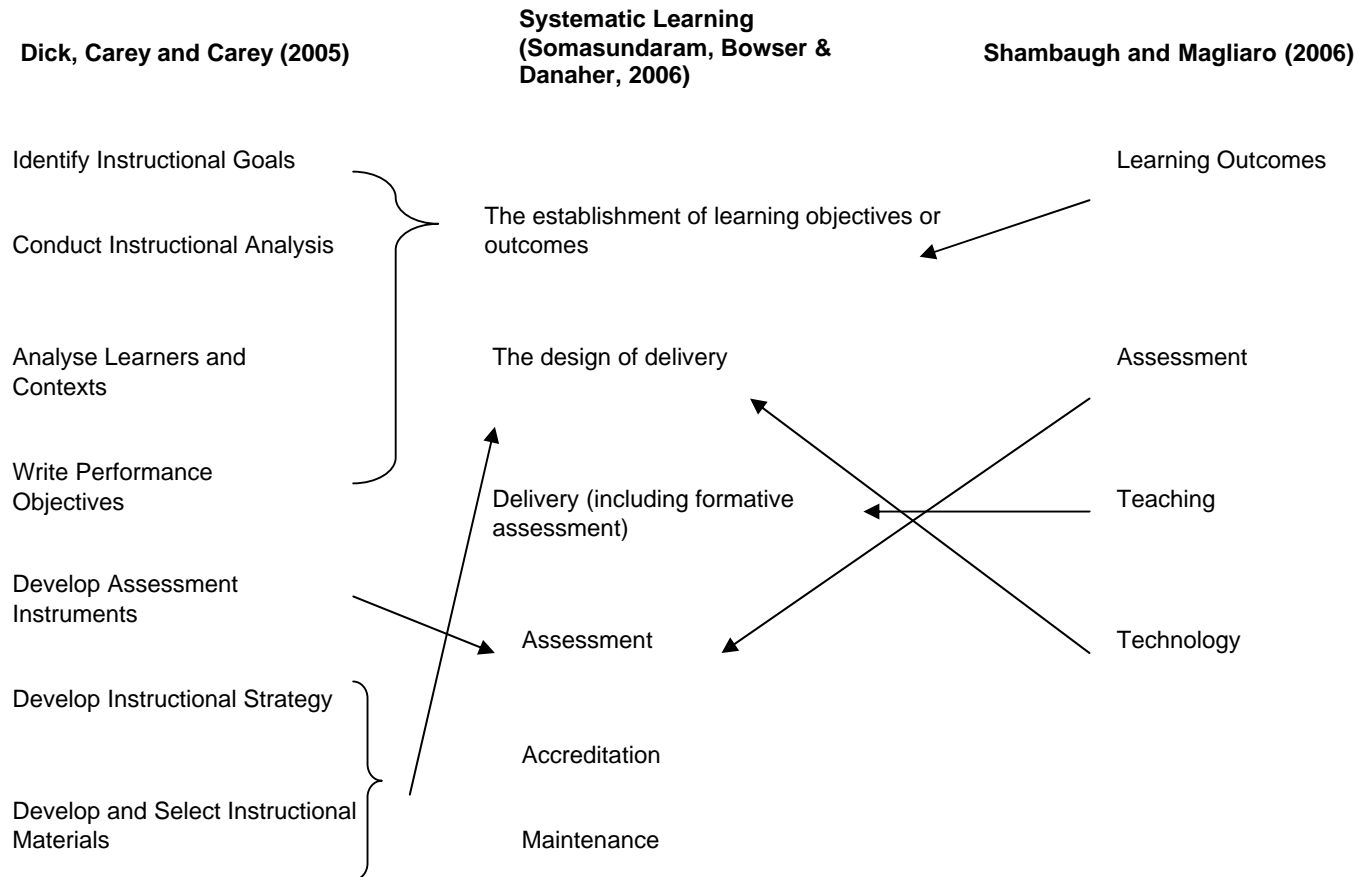


Figure 2: Comparison of Instructional Design Models

Systematic Learning

(From Instructional Design Models)

- **The establishment of learning objectives or outcomes**
- **The design of delivery**
- **Delivery (including formative assessment)**
- **Assessment**

Systematic Learning

**The establishment of learning objectives
or outcomes**

The design of delivery

Delivery (including formative assessment)

Assessment

Accreditation

Maintenance

Systematic Learning

(Additional Stages)

- **Accreditation**
- **Maintenance**

Power and Cost

- Objectives or outcomes
- The design of delivery
- Delivery ← High cost element
- Assessment
- Accreditation ← Power/ Control
- Maintenance

Case Studies

- Typical University accountancy course – London Metropolitan University (LMU)
- Association of Chartered Certified Accountants (ACCA)

COSTS

- LMU - £22,000
- ACCA - £2,400+ ~ £1,000 (home study) - £10,000(coursework)

Economic Model

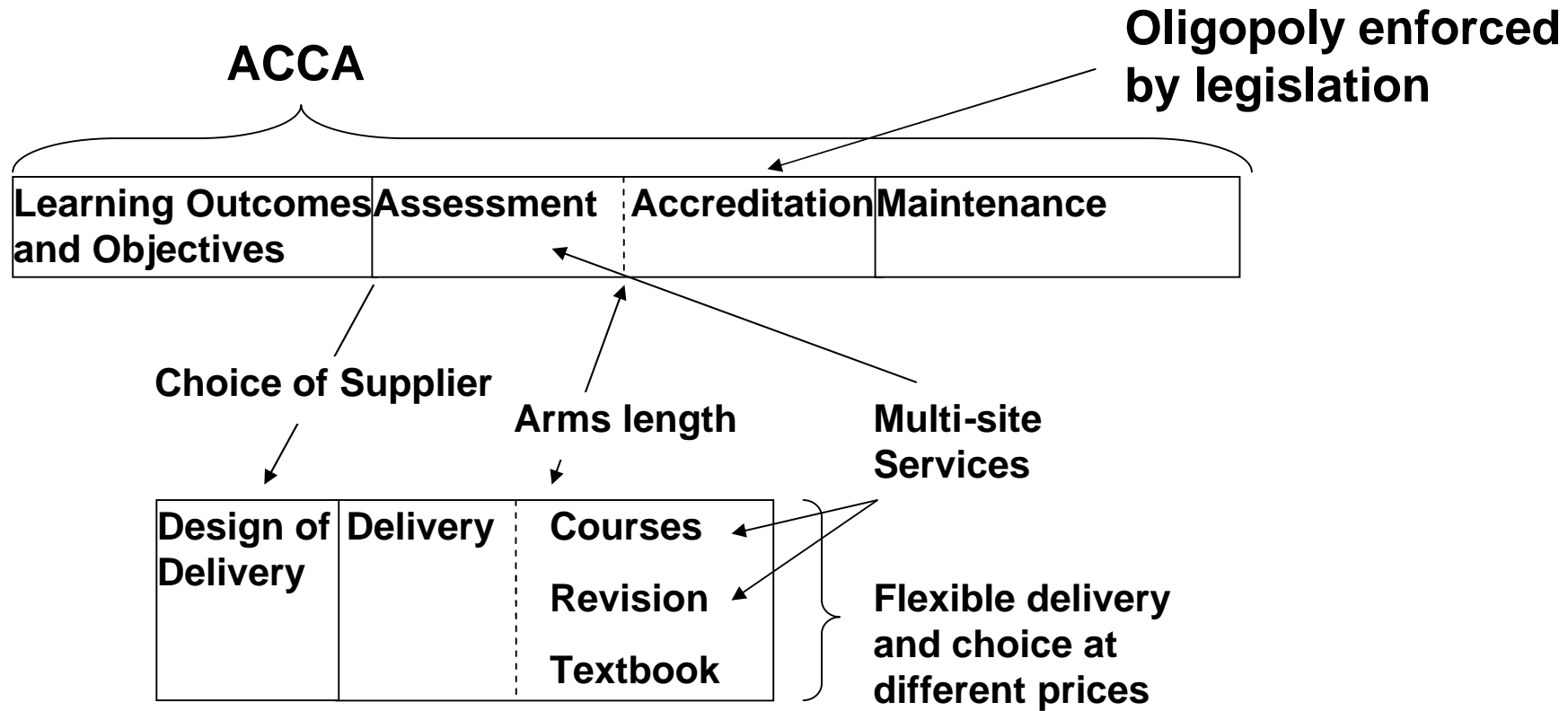


Figure 3: Systematic Learning: The ACCA

Model Limitations

- Ignores
 - student motivation - ‘encouragement of ambition
 - Networking
 - ‘learning by osmosis’
- Rough/porous boundaries

Limitations of Models

*Our purpose is not to offer clear solutions. Nor do we feel that precise global solutions can be proposed to transform...[ourselves into a knowledge society]. We do not even claim that the analysis that we present...is **right**. What we do claim is that it is a legitimate perception of our situation, and that it provides useful insights [for transforming ourselves into a knowledge society]. (Somasundaram, Bowser & Danaher, 2006, p. 295)*

Conclusions

In this paper, we have illustrated a model of systematic learning that we contend is useful for understanding the needs of a knowledge society in the new millennium. Using a comparative case study.

Not only does this model exist, but it is becoming increasingly powerful.

Discussion

Higher education is being restructured to be “*lean*” – to be focused on clear outcomes

Is this the way to go, or are we in danger of losing the essence of a higher education – of throwing out the baby with the bathwater?