

Online Education

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Abstract

New technologies for distance learning through the Web, video conferencing, collaborative working tools have the potential to enhance and extend learning. This requires a large leap for many institutions, teachers and students as well as an investment in technology and training. Many of those involved in graphics and visualization have in some way contributed to the development of the technologies being used and to their potential application use. These technologies have potential for widescale use at a time when there is pressure, at least in the UK, to widen access to higher education and to consider learning to be a life-long process.

This paper challenges those involved in Graphics and Visualization Education to look at the following areas:

Distance Learning

For collaborative ventures to share materials, bring in guest presentations from international speakers and to develop and enhance collaborations between those involved in Graphics and Visualization Education.

Collaborative Working

Research has been presented to the Working Group about the possibilities offered by collaborative working for visualization. The group should promote such work and build on it widening the application areas and involving other subject areas.

Widening Access – Promoting Participation

The technical and pedagogic developments of those involved in Graphics, Visualization and Virtual Environment education have the potential to open up education to those needing to study remotely from a University. The potential of such techniques should be promoted within a range of application areas.

Getting Online With More Disciplines

Much of the development of graphics and visualization tools has occurred within Computing Science, Engineering and the Physical Sciences. The benefits have great potential in other areas, particularly in the social sciences. Data mining and understanding large and complex datasets, such as longitudinal datasets, is of considerable importance in the social sciences. The potential for the use of visualization techniques within research and teaching seems to be thus far unrealised.