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## **Collaborative Development of International Learning Modules**

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**CABTS**



American Distance Education Consortium (ADEC) members, led by Oregon State University, are working with partners in the China Central Agricultural Broadcasting and Television School (CABTS)--a part of the Chinese Ministry of Agriculture--to plan and develop a new type of online learning module that will be bilingual and culturally correct. The modules will be built from existing foundational academic credit courses and non-credit workshop information.

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**Collaborative Development  
of International Learning Modules**  
国际学习单元之合作研发

田贵山  
**CABTS**  
中央农业广播电视学校



Duplicate

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# CABTS Background



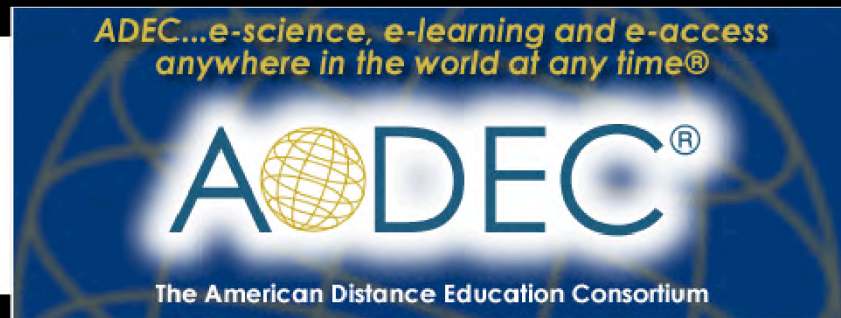
## **CABTS Background**

In 30 years of operation, CABTS is a well-established school system that uses rich media resources for education and training. At CABTS, farmers learn by using radio, television, a satellite network and the Internet as well as text, audio and video materials, computer courseware and Internet courses.

CABTS has 2,560 branch schools at provincial, prefecture and county level, and 11,930 training stations in townships and villages. This forms a comprehensive educational and training system for rural people in China.

CABTS has reached 4.14 million rural residents with secondary vocational education and about 760,000 people with postsecondary vocational education. And 1.4 million people have received collaborative higher education vocational skill certificates. CABTS agricultural practical technical training has reached about a quarter of a billion people.

# ADEC Background



美国远程教育联盟  
简介



## **ADEC Background**

ADEC is an international distance education consortium made up of 25 U.S. land-grant universities and a growing number of regional US community college members. In addition, ADEC includes member organizations in the Central American countries of Costa Rica and Honduras.

Universities that are part of ADEC generate more than 3 million student credit hours of instruction and non-credit workshops each year. ADEC member universities target learners in agriculture, natural resources management and technology, similar to the CABTS target audience.

# CABTS and ADEC Program Details



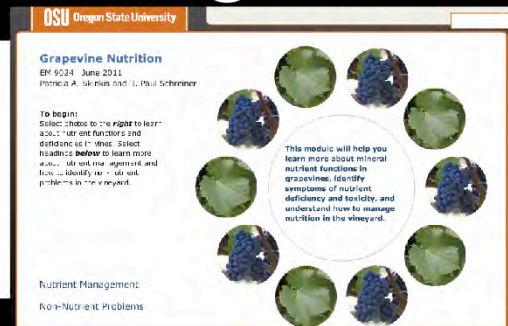
课程细节



## **CABTS and ADEC Program Details**

U.S. land-grant universities have a mission-based commitment to provide people, especially rural residents involved in agriculture and natural resource management, access to the knowledge of the university. Because the CABTS mission is focused on training of farmers and rural residents in China, the opportunity for collaboration is logical.

# Why Focus on Learning Modules?



为何学习单元如此重要？



## Why Focus on Learning Modules?

Learning modules provide building blocks that allow customization of course development and, therefore, more effective learning by diverse audiences. Learning modules are individual segments of a course or workshop.

# Learning Modules Compiled into Courses



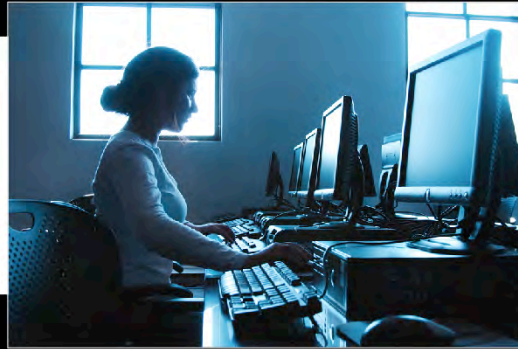
学习单元汇编成课程



## **Learning Modules Compiled into Courses**

A well-developed learning module follows the same pedagogical guidelines as a full course, but it may focus on only one or more learning objectives. In some cases, learners can build a full program by choosing modules that address their unique needs.

# Customized Course Development



特制课程之开发



## **Customized Course Development**

ADEC member universities and CABTS have many courses, workshops and full programs made up of multiple courses that provide information and learning to our rural target audiences. Together, ADEC and CABTS can draw from these existing courses and workshops to develop sets of learning modules that can be used individually or together to promote a more customized approach to learning that reaches the needs of individual learners.

As an example, people in both arid and humid areas of Asia or the Western Hemisphere could use a learning module about the basic biology of growing plants. However, to address the specific needs of people and plants in these regions, the next set of learning modules will need to branch into separate information on growing practices in each area. Both CABTS and ADEC universities have programs that use the branching technique in their learning process.

As learning modules are aggregated into complex learning opportunities, such as courses or workshops, and become focused on detailed content, they will attract more specific audiences. General modules may attract large audiences who need to know the basics of a particular process or subject (e.g., plant biology). More specific modules (e.g., growing plants hydroponically) would attract smaller but more intensely engaged audiences.



# More Effective Learning



更有效之学习



## **More Effective Learning**

The learning modules we are suggesting range from simple demonstrations to more complicated learning opportunities that lead the learner to a specific learning objective with multiple parts.

A successful learning module will include alternative branches that allow people with different learning styles to understand and use the information. For example, if learners understand a certain part of the information, they can move more rapidly through that portion of the module. However, if learners need additional resources or information or a different explanation, they can choose a different path.

# Unique Value in International Partnerships



国际合作之特殊价值



## **Unique Value in International Partnerships**

Collaborative learning module development has unique value for international partnerships. Collaboration between CABTS and ADEC will allow the development of learning modules that have bilingual and cross-cultural content.

The technology available to develop learning modules allows for branching, and that branching is what allows us to plan truly bilingual and cross-cultural presentations in an individual module. The learner can choose the English or Chinese pathway, or the Asian or Western examples, or in some cases both.

# Conclusion



结语



## **Conclusion**

Effective international partnerships are based on the ability to jointly meet the needs of partners and their target audiences, and on relationships built through shared expertise and trust.

CABTS, ADEC and Oregon State University have developed a model partnership initially based on shared professional development. The partnership is now evolving to the next level of joint module development.

Based on target audience numbers, CABTS is arguably one of the largest distance education organizations in the world. ADEC universities, also from multiple international Western Hemisphere locations, all have active outreach programs designed to provide information directly to producers and managers in agriculture and natural resources. There are fundamental similarities in information needs for the common agriculture and natural resources target audiences in the Western Hemisphere and in China and all of Asia.

Next steps include developing an experimental set of learning modules, professional workshops in the US at Land-Grant Universities for CABTS course developers, and a joint workshop in Beijing in 2013 for US and Chinese instructional designers.

Thank You for your time.

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田贵山  
Central Agricultural Broadcasting  
and Television School