The new era of televersity and andraversity in the campusless society: the virtual university and its implications in Korea

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Introduction

Today’s academic institutions are in transition. Institutions of higher education are, with increasing frequency, turning to the use of the electronic learning method to deliver courses to students at a distance as well as to enhance formal educational programmes that are delivered on campus. Thus higher education faces enormous challenges now and in the years ahead. The need for improved skills and competencies based on new knowledge and technologies has never been greater.

During the past century, many countries enlarged their research and training capacities and accelerated the pace at which new knowledge was generated. In addition, higher education has created a unique system for the conduct of scientific and technological training and research, and has adopted different methods of resource allocation. We in the higher-education field are challenged to provide increased educational opportunities for our citizens within the context of rapid technological change, unemployment, shifting market conditions, socio-cultural changes and economic relocations [1–3]. In particular, current economic and social problems such as changing demographics, limited resources and the legitimacy of higher education are having a serious impact, making it difficult for colleges and universities to fulfil their primary mission of creating and disseminating knowledge at the level required to meet society’s needs.

The most momentous changes of the last two decades have been in the role of universities and in the delivery system of college learning. Colleges and universities are no longer the only major sources of knowledge creation and dissemination. Many profit-making organizations in the private sector are competing with traditional post-secondary institutions by offering degree programmes, continuing professional education and non-credit programmes [1, 4–6]. Accordingly, an increasing number of college educators are accepting that learning is a lifelong process and that colleges and universities have an opportunity and responsibility to disseminate knowledge to learners through...
non-traditional delivery systems. Satellites, e-mail, C D - R O M and the Internet have revolutionized how we communicate, move goods and services and create new knowledge as we go [7].

Related to this issue is the need for increased co-operation between higher education and the private sector, as well as the intensive development of a new delivery system for learning in the cyber-based learning society. The diversity and the complexity of the learning structure undoubtedly contribute in part to the variety of circumstances in which it operates in both on-campus and off-campus settings [8]. To survive this shift, many higher-education institutions have moved rapidly not only to adapt to today's changes but also to create a new delivery system that will set the pace for others.

In this chapter, the concept of 'andraversity/televersity/virtual university' draws attention to these issues and attempts to identify the philosophical assumptions of a new learning delivery model and the manner in which they relate to different learning activities.

**Andraversity/televersity and its implications for the campusless society**

A 'serious' commitment to one view or perspective is itself antithetical to meaningful commitment, which can be defined by informed awareness. This seems especially relevant with respect to the digital learning age and educators, who, presumably and reasonably, can be expected to demonstrate an informed and critical perspective. Too often perhaps, educators make a false distinction between the issues of traditional learning in higher education and the model they use in their classroom today. The earlier anecdote draws attention to the logical impossibility of this position with respect to the new delivery system in higher education and the consequent necessity of recognizing the direct link between industrial needs and the professional activity of university education by innovative teaching and learning methods. Alternative views of knowledge entail alternative definitions of educational practice, and thus have a direct bearing on the detailed structure and the objective of professional practice. This is precisely the objective and purpose of this chapter, which attempts to offer a variety of perspectives on new learning approaches, in terms of both the nature of the programmes and the associated professional issues.

The concept of andraversity and televersity is complex and often abstract. However, as we know, new digital learning and delivery systems must not be confused with extra-mural continuing college education and non-traditional education, which comprise day and evening courses for the general public and college students in a variety of social science, humanities, natural science and technical/engineering subjects. For example, industry-college co-operative education, even the concept of andraversity/televersity, does bear an obviously close relationship to the subject of education itself, and all the industry/business issues have a direct relevance to interdisciplinary educational areas and activities.
From university to andraversity/televersity/virtual university

Colleges and universities have been around for centuries and have been crucial in the development of knowledge, the education of millions and the improvement of the overall standard of living [9]. From the perspective of the writer, the paradigm shifts of higher education involve two processes. The first is an undeniably high degree of informality in higher-educational activities. The second comprises an insistence upon the uniqueness of the model in its application to college learning and development. The best example of this response is the concept and practice of andraversity [2,10] in contrast to a traditional university, a formal college system, which defines the nature of traditional college learning and its delivery system (see Figure 1).

Andraversity is claimed to represent the principles of college continuing education practice and has its co-operative and non-traditional higher-education roots clearly and firmly within the pedagogy of higher education. More particularly, the concept of andragogy, in contrast to pedagogy, approaches both college adult students and non-college adult learners. Its emphasis on the necessary importance of subjective experience and the consequent imperative of self-direction and discovery in learning, and the development of individual potential, are very familiar notions within this concept of andragogy and andraversity [7,10,11]. However, the concept of andraversity focuses more on college educational delivery systems. Thus andraversity (andra + versity), ‘a university for further learners’, is the non-directive and non-formal model assisting the ‘college’ to formulate and fulfil its own educational needs in the cyberspace learning community. Similarly, the concept of televersity (tele + versity), a ‘university with tele-education’, focuses on college delivery systems. Both andraversity and televersity emphasize predominantly telecommunication.
technology, electronic technology and distance-learning devices to expand college education to the anticipated target group of learners.

In the application of these approaches to college education, it is suggested that the concept of andraversity refers to the criteria that are utilized in justifying the distinctive and fundamentally different nature of the new delivery system and structure as opposed to the university's traditional delivery system and structure. In this sense, we need to pay attention to new directions of higher education: from university to andraversity/televersity in terms of the changing characteristics of college students, the changing role of the college, the necessity for college–industry co-operative education, new access to college learning and the training needs of the private sectors.

The concept of andraversity/televersity relates closely to the philosophical foundations of university extension or off-campus college education activities, although it is more concerned with non-traditional higher-education models and on-site higher-education programmes. In addition, the concept of andraversity/televersity is not necessarily only limited to non-traditional higher-education activities. Since learning needs cannot be satisfied by traditional systems, the only reasonable choice is for higher education to change its pedagogy, by virtual education, so as to be more useful to the knowledge workers.

At this point, it may be useful, as a gentle introduction to a complex set of issues, to outline briefly the major concerns about the andraversity/televersity. At a relatively simple level this will be achieved by indicating whether or not these views regard college education as conforming to conventional discipline. But, within this approach, the views concerning the definition of andraversity/televersity versus university can be regarded as alternative and competing definitions of industry–college co-operative education in a college setting, since the latter can logically be expected to lead to the former.

It suggests, therefore, five principles that might be used by institutions to consider the andraversity/televersity concept as a non-traditional model. The principles state that an andraversity/televersity is:

1. an innovative structure and system, where industry/business and the college can share academic goals and work together to strengthen teaching and learning, both on and off campus, through digital and electronic learning methods;
2. an educationally open system, where the flexibility of curriculum management is protected and the diversity of the educational format is affirmed;
3. a decentralized system, where both individual academic units on campus and the private sectors are responsible for the delivery of various higher-education programmes in their area of interest, regardless of their location and the nature of their students;
4. a co-operative linkage model, where part of the technical/professional education at the university level must involve detailed and informed industry/business training and research activities;
5. a tele-education network that uses various types of tele-electronic technology to link many off-campus industry/business sites and on-campus colleges by providing virtual and tele-education activities.
The andraversity/televersity should derive its strength from both the content and methods of conventional disciplines, as well as innovative approaches to education. Thus a practical model of the andraversity/televersity is needed, rather than an exclusively theoretical one based on ideological definition. In this sense, the andraversity/televersity does not represent a fractured, tenuous, hypocritical or illogical relationship with conventional college programmes or systems. Rather, it represents exactly the same scientific model of logical analysis, approach, assumption, method and content typically found within college disciplines.

However, the andraversity/televersity represents a predominantly non-traditional approach with creative/innovative formats, such as virtual university programmes, tele-educational methodologies, independent credit programmes, credit-waiver systems, the two-plus-two system, an electronic phone system, multimedia approaches, experiential learning programmes, concurrent programmes, non-grade-undeclared programmes, educational leave programmes and other links with the private sector [1] (Table 1). Even though there are obvious difficulties with this model, there are many good reasons for attempting to describe the overall picture of the andraversity/televersity clearly and systematically. The virtual university programme is determined by the perceived importance of its clientele, the educational needs of industry and university-outreach possibilities.

<table>
<thead>
<tr>
<th>College mission</th>
<th>University</th>
<th>Andraversity/televersity/ virtual university</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of programme</td>
<td>Knowledge cafeteria</td>
<td>Learning cafeteria</td>
</tr>
<tr>
<td>Nature of structure and system</td>
<td>Curriculum-centred</td>
<td>Student-centred</td>
</tr>
<tr>
<td>Learning initiative</td>
<td>Formal</td>
<td>Semi-formal/non-formal</td>
</tr>
<tr>
<td>Schedule</td>
<td>Teacher</td>
<td>Student</td>
</tr>
<tr>
<td>Location</td>
<td>Fixed</td>
<td>Non-fixed</td>
</tr>
<tr>
<td>Delivery system</td>
<td>Fixed</td>
<td>Flexible</td>
</tr>
<tr>
<td>Learning format</td>
<td>Traditional/limited</td>
<td>N on-traditional/unlimited</td>
</tr>
<tr>
<td>University-based</td>
<td>Cyber-based</td>
<td></td>
</tr>
<tr>
<td>(on-campus oriented)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linkage</td>
<td>Closed links</td>
<td>Co-operative (on- and off-campus oriented)</td>
</tr>
<tr>
<td>Nature of students</td>
<td>Traditional (on-campus)</td>
<td>N on-traditional/traditional (open links with the private sectors)</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Teacher</td>
<td>N on-traditional (off-campus) students</td>
</tr>
<tr>
<td>Other</td>
<td>Closed curriculum, supervised learning, traditional attitude, traditional audio-visual method</td>
<td>Open curriculum, self-paced learning, creative method, virtual learning</td>
</tr>
</tbody>
</table>

**General characteristics of the andraversity/televersity/virtual university**
Andraversity/televersity/virtual university and its applications to the university

We are now in a position to ask questions about the andraversity/televersity. As I suggested above, the issues refer to their application to a university programme, all of which can be held to define logically the nature and status of its own activity as an andragogical enterprise. These issues can be considered in terms of specific problems which are created by virtual higher-education manners of incorporating a traditional campus-bound system for its teaching and learning. Such problems are also related directly to the interdisciplinary and interfield dimensions. All the problems can be regarded as examples, or effects, of the andraversity/televersity.

The problem of the theory/practice relationship

Because the concept of the andraversity/televersity/virtual university is relatively new within the higher-education literature, pragmatism as a justification for the problems is usually implicit rather than explicit. Also, the inescapable practical ethos and orientation of education as well as a justification for the differences between the traditional university and andraversity/televersity are the subjects of debate about the nature of andraversity/televersity. Thus the justification for uncommon eclecticism and weak theoretical bases for specialized orientations within higher education is the view that, because of the andraversity/televersity’s practical and non-traditional nature, the overriding rationale is the practical utility of theoretical principles.

Although the distinction between university and andraversity/televersity is based on format and structure/system categories, the orientation of the andraversity/televersity is comparable with that of the practical and non-traditional institutions of higher education. Also, it is suggested, where a format is defined as a non-traditional higher-educational activity, this does not mean either ignoring or rejecting traditional higher education itself (Table 2).

Within 4 year colleges and universities, higher education is practiced under many and varied conditions. Some institutions may have virtual-education programmes as well as traditional and non-traditional co-operative programmes, and others may offer part-time degree programmes under the auspices of an office for mature students or non-traditional learners. But how they play out in terms of administrative organization, curricula, the different levels of instruction, and the quantity of virtual learning and its co-operative programmes will be perhaps the most crucial issues among educators in higher education [7]. The primary transition that many colleges and universities need to make is to move away from a provider-driver perspective and towards being more consumer-based [9]. Accordingly, the andraversity/televersity has three critical developmental stages in terms of structural change; changes in the process of education, changes in the nature of the clientele and changes in the organization of higher education (see Figure 1).

Since this revolutionary approach is rather invisible in the traditional college or university, perhaps the development or applications of the andraversity/televersity/virtual university need to be considered in terms of socio-economic changes, the changing characteristics of the clientele or the educational needs of industry/business. Two choices seem open to us. One is to follow the direction of...
current trends and restructure higher education as a totally open system with a common beginning, which affirms a commitment to continuing learning that business and industry, educational institutions and social agencies must be ready to accept. In this sense, the concept of the andraversity/televersity/virtual university assumes that higher-education institutions play important roles as institutions of the learning industry. The other choice is to re-assert the value of college education, not only as preparation for the student embarking on a career of advanced education, but also as something that makes a positive intentional continuing learning contribution to the lives of those who are exposed to it and, through them, to society as well.

Although it is not easy to identify the main components of the concept of the andraversity/televersity, it is possible to predict the kind of andraversity/

<table>
<thead>
<tr>
<th>Principal component of the organization</th>
<th>University</th>
<th>Andraversity/televersity/virtual university</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or goal</td>
<td>Academism</td>
<td>Consumerism</td>
</tr>
<tr>
<td></td>
<td>(production of learning)</td>
<td>(consumption of learning)</td>
</tr>
<tr>
<td>Identity</td>
<td>Centre of education</td>
<td>Centre of learning</td>
</tr>
<tr>
<td></td>
<td>(academic black box, blackboard jungle)</td>
<td>(academic supermarket, monitor/screen jungle)</td>
</tr>
<tr>
<td>Major function</td>
<td>Research/teaching</td>
<td>Learning/re-training</td>
</tr>
<tr>
<td></td>
<td>(traditional professionalism)</td>
<td>(non-traditional professionalism)</td>
</tr>
<tr>
<td>Students</td>
<td>Supplicants for college admission (passive producers of learning)</td>
<td>Customers of the university (active consumers of learning)</td>
</tr>
<tr>
<td>Admission</td>
<td>Quota system</td>
<td>Open system</td>
</tr>
<tr>
<td>Evaluators</td>
<td>Professors</td>
<td>Professors/students</td>
</tr>
<tr>
<td></td>
<td>(teacher-centred)</td>
<td>(learner-centred)</td>
</tr>
<tr>
<td>Principles of curriculum</td>
<td>Academic discipline</td>
<td>Market demand</td>
</tr>
<tr>
<td>Academic freedom</td>
<td>Freedom of teaching</td>
<td>Freedom of learning</td>
</tr>
<tr>
<td></td>
<td>(faculty autonomy)</td>
<td>(student autonomy)</td>
</tr>
<tr>
<td>Final power of institutional decision making</td>
<td>Faculty conference</td>
<td>Learner power or influences</td>
</tr>
<tr>
<td>Post-graduate education</td>
<td>Formal schooling</td>
<td>Non-formal programmes</td>
</tr>
<tr>
<td></td>
<td>(diploma-oriented)</td>
<td>(specialist programmes)</td>
</tr>
<tr>
<td>Long-cycle higher education</td>
<td>University/college</td>
<td>Andraversity/televersity</td>
</tr>
<tr>
<td>Short-cycle higher education</td>
<td>Junior college</td>
<td>Correspondence college of the Open university system</td>
</tr>
</tbody>
</table>

**Comparative characteristics of the andraversity/televersity/virtual university and the university**

<table>
<thead>
<tr>
<th>Post-graduate education</th>
<th>University college</th>
<th>Andraversity/televersity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formal schooling</td>
<td>Non-formal programmes</td>
</tr>
<tr>
<td></td>
<td>(diploma-oriented)</td>
<td>(specialist programmes)</td>
</tr>
<tr>
<td>Long-cycle higher education</td>
<td>University/college</td>
<td>Andraversity/televersity</td>
</tr>
<tr>
<td>Short-cycle higher education</td>
<td>Junior college</td>
<td>Correspondence college of the Open university system</td>
</tr>
</tbody>
</table>
televersity that will be adopted by higher-education institutions. Generally, there are three developmental stages from the traditional university to the andraversity/televersity (see Figure 1). In other words, three different structures of higher education from elite to general higher education can be identified [7,12].

Debates about the concept of andraversity/televersity with respect to higher education have centred on the issues of expansion and democratization, that is on the size and shape of the higher-education system and of its several sectors. There are four recognizably distinct positions in the development of an andraversity/televersity, which can be defined by a typology, the dimensions of which are ‘pluralists’ versus ‘unitarians’ on one dimension, and ‘meritocrats’ versus ‘egalitarians’ on the other, based upon Trow’s typology [12] (see Figure 2). In category I we have the meritocratic unitarians, the orthodox or traditional elite who really do not approve of any other forms of higher education that grant degrees or are in any way comparable or competitive with universities. Category II, the meritocratic pluralists, support the co-existence of various sectors of higher education with a status hierarchy, with the universities at the top. In category III we find the egalitarian unitarians, by and large radical equalizers, who are hostile to the elite sector of higher education on political and social grounds, and want to achieve equality and social control over all sectors and forms of higher education to bring them into the service of the whole society. Category IV consists of the egalitarian pluralists, people who accept the existence of multiple sectors of higher education, recognizing the non-university sector that does less or different research, or is more clearly linked to the local economy, with more technical and vocational studies than most universities [12].

According to this typology, the concept of the andraversity/televersity reflects the views of the egalitarian pluralists and the egalitarian unitarians, certainly in the formal assignment of different functions and, necessarily, to some extent of resources. This, even with overlap at the margins, argues for the andraversity/televersity, combining university and non-university work in the same institution, as a comprehensive university system model.

**Figure 2**

<table>
<thead>
<tr>
<th>Meritocrats</th>
<th>Unitarians</th>
<th>Pluralists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elite higher education (formal educational approaches)</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Traditional universities (formal educational approaches)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Egalitarians</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi-traditional universities (formal + non-formal approaches)</td>
<td></td>
<td>Andraversity/televersity cyber college (generalized cyber-based learning approaches)</td>
</tr>
</tbody>
</table>

**Attitudes towards the organization of higher education**
The possibility of the andraversity/televersity:  
Korean examples

A brief glance at any institution may not provide an accurate indication of the level and the quantity of paradigm shifts of learning activities. Significant activities may not be obvious because of the delivery system utilized or because of the administrative organization of the institution. Even in an institution with a highly visible organizational component for andraversity/televersity, programmes of electronic learning may be carried out under the administration of another department in the institution, revealing an orientation towards a virtual university programme. Actually, the possibility of andraversity/televersity may be notable but not so easily measurable. Without doubt, the greater the strengths an institution has in science and technology, as well as in the liberal arts, the greater the tendency to develop cyber-based learning programmes for a broad spectrum of the public [12,13].

Generally speaking, an andraversity/televersity could be of three types: the credit-based system, primarily for the purpose of gaining formal professional credentials and less frequently for personal enrichment; the non-credit-based system for professional development and the non-credit-based system for personal enrichment. However, regardless of the type of programme, the delivery system of the andraversity/televersity is very non-traditional, such as Internet degrees, cyber-based learning packages, virtual learning programmes and multimedia approaches. Several examples of the andraversity/televersity in Korea follow.

Korean virtual university programmes [7,14,15]

Korea virtual campus
This programme allows qualified enlisted students who are attending virtual campuses of nine member institutions to take virtual-learning courses. The Korea virtual campus has operated since 1995, and under it a total of 2556 students from nine universities have the choice of 50 courses.

Seoul cyber design college
This programme provides a liaison between colleges and industries so that students who have majored in design take courses anywhere in Korea while studying in member colleges. This programme mainly offers courses on architecture, interior design and electronic art fields.

Open cyber college
Open cyber college is a computer-mediated distance-education scheme and can provide an educational experience that helps students to take specialized courses such as biology, management, computing and liberal art from 12 member universities. The Open cyber college is a consortium of the 12 universities, which have agreed to transfers of credit and a modified credit system among the member universities.
Bowool Virtual University
Bowool Virtual University is a consortium of four universities located in the south-eastern part of Korea. This virtual university is designed for students of the four member institutions as well as for governmental officials in that area who need further education. This programme has a learner-to-educator approach that focuses on Internet degree programmes. Trainers are provincial governmental officials, community volunteers and students from universities.

Korea cyber college
Korea cyber college is a consortium of more than 38 colleges with Digital Chosun Daily Newspapers, which is the largest consortium in Korea. The Korea cyber college is operated by two types of delivery system; the satellite programme and the Internet programme. The target educational groups are regular high-school students, junior college students and college students from the 38 member colleges.

Korean Peninsula cyber campus
Korean Peninsula cyber campus is a cyber campus of five participating universities. This programme has a nationwide computer network connecting the major cyber system with the contracted colleges and universities. The Korean Peninsula cyber campus communicates by means of online networks linked through an information service. The Korean Peninsula cyber campus is Internet-based and focuses mainly on the fields of computing and information technology.

Korean Council for University Education (KCUE) Virtual University
The KCUE is a central agency of Korean universities and colleges aiming to enhance the quality of university education and co-operation among institutions. The KCUE is now preparing for a global consortium of 192 Korean universities with 27 member countries of UMAP (University Mobility in Asia and the Pacific). The KCUE Virtual University programme will be operating by early 2001.

The virtual university and its implications in Korea
Regardless of which instructional method is used, a transition must be made from the typical campus classroom to the classroom in cyberspace. The transition is centred around the characteristics of university paradigm shifts, the campusless college, the professorless classroom and the bookless library. How does that change the transmission of knowledge, the nature of the learning process and the relationships between those interacting online? [16]. The California Distance Learning Project proposed the following defining elements as key to distance learning:

- the separation of teachers and learners in the process of instruction in space and time;
- the intensive use of educational media to unite teacher and learner and carry course contents;
- the provision of two-way communication between teacher and learner rather than by the distance instructor.
These elements begin to reveal the development of a new paradigm of higher education ([14] p.5). The crucial issues related to college paradigm shifts from traditional learning to the new delivery system include access to technology and the online environment, guidelines and procedures of the virtual university, collaborative learning, quality assurance of virtual university programmes, instructor training redistributing resources to support areas of virtual learning and the courses themselves. These issues have major implications for the virtual university in Korea, and what is needed is fulfilment of the infrastructure of the virtual university, a broad supply of well-organized knowledge cafeteria (in which students can choose their own learning menus in terms of their own educational needs), easy access to Internet environments and openness to virtual classrooms.

**Conclusions**

There are many implications for the andraversity/televersity in terms of the emerging need for higher-education reform, the expansion of higher education, the skills revolution, the educational needs of the private sector and the changing nature of the clientele. This illustrates clearly that expansion will also have to mean diversification and that much of that will relate to industry/business-college partnerships. It implies a broader definition of higher education; the concept of the andraversity/televersity. The ultimate goal must be a system that can carry large numbers forwards without question and without agonizing; a system that everyone may take for granted as part of continuing education.

The common assumption would be that all students and trainers would continue in education and training. This means that there would be two routes for learners (academic and retraining), two time-frames (full-time and part time), two possible destinations (higher education and work-related continuing education), two modes of learning (traditional and non-traditional) and two methods of learning (campus-bound and electronic). However, every college, as an organic institution whose development reflects the strengths and weaknesses of the principal, the staff and the governors, as well as the different needs of its industrial and commercial environments, is different. In this sense, colleges need to share with private sectors the responsibility for meeting the increased demand of education and retraining using the following principles [11]:

- a concern for client groups rather than syllabi;
- a strategic long-term approach as a departure from the concept of andraversity/televersity;
- external focus instead of internal preoccupations;
- the encouragement to specialize alongside the tolerance of differences;
- corporate-mindedness and mutual support;
- an open system based on full and free information;
- encouragement of contacts between students and faculty;
- use of active learning techniques;
- emphasize the time required for the task;
- respect for diverse talents and ways of learning.
Permitting these principles, there is a fundamental need for colleges to start thinking in purposeful and active ways, by recognizing the concept of the andraversity/televersity/virtual university. However, unlike some other topics in higher education, there are several issues we have to consider. The first matter to explore is the set of standards by which an institution judges itself. Does it matter? Should the institution attempt to stand at the forefront of the andraversity/televersity, or is it prepared to accept a less exalted rank? The second issue is whether it benefits the scholarly community or just the learner in question — a question about planning and implementation: the iron fist or the invisible hand? On the spectrum of what might be done by an administration, from nothing on the one hand to specific directions on the other, a variety of things can be done or are being done on various campuses. The third issue is about rules and regulations, and issues about non-conformists.

Even if we are confronting these critical issues, major infusions of technology can alter an entire organization. Nevertheless, training problems will need further adjustments and delivery systems or methods to fit the new lifestyles and values that individuals are bringing to their jobs — a training model for the new worker and a diverse work force. In particular, by far the greatest amount of training and retraining these days takes place in corporate classrooms [13]. In addition, part-time study is increasingly popular with the heavier enrolment of adult students, whether in 4 year or 2 year institutions. Part of the explanation for this new landscape lies in socio-economic change as well as the move towards the andraversity/televersity.

Additionally, we may need to consider several critical issues facing the learning society in terms of information allocation, learning methods and cultural transfer. These emerging issues are as follows;

• issues of information monopoly by leading countries and developed countries;
• issues between cultural imperialism and cultural autonomy;
• issues of educational dependency to developed countries;
• the matter of cyber socialization; individual socialization can be categorized by the stage and type of socialization. Cyber socialization is via the Internet, cultural transfer in cyberspace and in a virtual context;
• the conflict between traditional college teaching and non-traditional college learning;
• the role of conflict of university professors in terms of learning-oriented and teaching-oriented approaches;
• issues of educational philosophy on student consumerism (or client concept) and the providers concept.

The universities' move towards the andraversity/televersity is an obvious way to pick up many of the skills needed in high-technology industries. Much of the change that higher-education institutions are now facing is due to rapidly changing learning methods in cyberspace. This indicates that the virtual learning will be the most significant learning industry in the future.
References


Further reading
