Democratising HE through OER: from commitment to action

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President & CEO, Commonwealth of Learning

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Plan

- Context of HE
- Rise of OER
- Are MOOCs the answer?
- From commitment to action
CONTEXT OF HIGHER EDUCATION
Exploding demand for HE

- 2007: 150.6 million tertiary students globally
- 2012: 165 million
- 2025: 263 million
Huge demand:

- University of Dhaka
  10,000 of 80,000
- 800 universities by 2020
- Public universities
  9,000 out of 40,000
Access to Higher Education

- OECD Average: 40-50%
- South Asia: <15%
- Sub-Saharan Africa: <10%
1988 COMMONWEALTH OPEN UNIVERSITIES

Athabasca (1978)
IGNOU (1985)
UKOU (1969)
AICU (1974)
Bangladesh Open University (1902)
BRAOU, Hyderabad, India (1982)
UNISA, South Africa (1946)
Open Univ of Sri Lanka (1984)
BCOU (1978)/OLA (1988)
Tele-Univeriste du Quebec (1972)
Asia has the largest number of adult ODL learners in the world, over 70 open universities!

India alone has a growing network of 14 open universities, 14 open schools and nearly 150 dual-mode institutions which collectively cater to over 7 million learners.
The Rise of Private Provision

- India and Malaysia: 52%; 54%,
- Brazil and Indonesia: 60%.
- Japan and South Korea: 73%; 60%

UNESCO Global Education Digest, 2010
Still worth it?
January 1978=100

College tuition fees
Consumer prices

1978  85  90  95  2000  05  12

Source: Bureau of Labour Statistics

Source: The Economist Dec 1st – 7th, 2012, Higher education, Not what it used to be.
ONLINE ENROLLMENT AS A % OF TOTAL ENROLLMENT
2002 TO 2010: US
Online enrolments in Asia

- Highest growth in the world at 17.3%
- Vietnam: 44.3%
- Malaysia: 39.4%
- Malaysia Education Online (MEdO): goal to deliver 30% of all HE courses by 2015

*Ambient Insight Regional Report, October, 2012*
The Digital Divide (Commonwealth countries)

Source: International Telecommunications Union
From digital divide to digital dividend

- The emergence of mobiles
- Use of appropriate technologies that are affordable, accessible and available
Expansion in Mobile Phones

![Bar chart showing the number of mobile phones per 100 inhabitants in developed and developing countries during 2006 and 2011.](http://www.itu.int/ITU-D/ict/statistics/at_glance/KeyTelecom.html)

THE RISE OF OER
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries
What are Open Education Resources (OERs)?

Materials that are

- Free and freely available
- Suitable for all levels
- Reusable
- Digital
Who uses?

- 54% of MIT OCW traffic is non-US;
- 43% of the visitors are self-learners;
- 35% of the freshmen are aware of MIT’s OCW before attending the university and
- 17% of educators using the site have re-used the content’
Access: Malawi

- Bunda College of Agriculture
  - 102 page Communications Skills textbook
  - 75% OER
  - Adapted by adding contextually relevant materials, activities, assignments
Access: translation

CORE

COL ID template translated and adapted by Open University of China

COL materials in Ukrainian
Can OER contribute to Quality?

- 611 institutions in India
  - KSS Women’s Engineering College, Andhra Pradesh
  - Maya Devi Educational Foundation, Uttarakhand
  - Bhilai Institute of Technology, Chattisgarh
Costs: Development of DE resources

- Academic authoring time: 80%
- Instructional design, multimedia design, editing etc.: 20%
Development of OERs

Authoring shared among participating institutions/individuals

Mackintosh
Costs per teacher?

- 20 teacher education programmes in 12 countries
- Materials available in 4 languages
- In 2010, 320,000 teachers benefited

TESSA
Teacher Education in Sub-Saharan Africa
OER Survey, Asia, 2011 (WOU, IDRC)

- **Teachers**: difficult to locate, adapt, and re-purpose OER material relevant to their work.
- **Learners**: OER should be more open and multi-modal.
- **Technical support**: lack of standard practices in the packaging and re-use of OER.
- **Management**: concerns regarding intellectual property; copyright issues and competition
OER can democratise education by

- improving quality: availability of OER can release faculty time for more research
- diversify provision from full services to services that the learner can choose, increasing flexibility
- Cut costs through the use of free materials and textbooks
ARE MOOCS THE ANSWER?
Massive Open Online Courses: MOOCs

... a MOOC is a type of online course aimed at large scale participation and open access via the web. MOOCs are a recent development in the area of distance education, and a progression of the kind of open education ideals suggested by OER

Wikipedia, 20/09/12
MOOCs are typically

- Free of charge
- Designed for large numbers
- Designed to encourage peer to peer learning
- Meant to award completion certificates rather than course credits

OBHE Report, 2012
Stanford 2011

- Artificial Intelligence course
- 160,000 registered
- 23,000 completed
- All countries except North Korea
edX 2012

- Circuits and electronics
- 155,000 registered
- 7157 passed the course
- 160 countries
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<th></th>
<th>Coursera</th>
<th>edX</th>
<th>Udacity</th>
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<tr>
<td><strong>For-profit?</strong></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td><strong>Number of Students</strong></td>
<td>1,100,000+</td>
<td>155,000+ (MITx only)</td>
<td>739,000</td>
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<td><strong>Fees</strong></td>
<td>None yet</td>
<td>$100 for completion certificate after autumn 2012 cohort</td>
<td>$80 for Pearson test (optional)</td>
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<td><strong>Funding</strong></td>
<td>$16m venture capital; $6m from partners</td>
<td>$30m each from MIT &amp; Harvard; $1m from Gates Fdn; more from private partners</td>
<td>Charles River Ventures, Sebastian Thrun (amounts unknown)</td>
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</table>

Source: The Observatory on Borderless Higher Education, 2012
MOOCs: Advantages for developing countries

- Use the MOOC platforms to provide better learner support to larger numbers
- Reengineer MOOC to incorporate blended approaches to suit developing countries
- Use the research reports developed by the American universities to improve their own teaching
Trends: addressing core needs

- Need for Qualifications rather than value addition
- Emphasis on a range of technologies rather than only on computers
- State supported rather than driven by philanthropy
FROM COMMITMENT TO ACTION
2012 World Open Educational Resources Congress
Paris
20-22 June
UNESCO Headquarters
Paris, France
Fostering Governmental Support for Open Educational Resources Internationally
Paris Declaration
Paris Declaration

- Foster awareness and use of OER
- Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- Encourage the open licensing of educational materials produced with public funds.
18th CCEM Communique

Ministers emphasized the need
- ‘to set up a common platform for OER materials for...ease of access’
- ‘for the development and use of OER in providing quality teaching and learning for all’.
Directory of Open Educational Resource (DOER)

- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL
<table>
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<th>Publisher</th>
<th>Total</th>
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<tr>
<td>1 African Virtual University</td>
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<tr>
<td>2 Athabasca University</td>
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<tr>
<td>3 AU Press</td>
<td>5</td>
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<tr>
<td>4 Capilano University</td>
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<tr>
<td>5 GetSmarter</td>
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<td>6 HSRC Press</td>
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<tr>
<td>7 Indira Gandhi National Open University</td>
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<tr>
<td>8 Intercultural and Diversity Studies of Southern Africa</td>
<td>1</td>
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<tr>
<td>9 Kwame Nkrumah University Of Science &amp; Technology</td>
<td>13</td>
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<tr>
<td>10 National Open University of Nigeria</td>
<td>346</td>
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<td>11 National Programme on Technology Enhanced Learning</td>
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<td>12 Otago Polytechnic</td>
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<td>13 Quantum computing</td>
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<td>14 The Open University</td>
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<td>15 The University of British Columbia</td>
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<td>16 United Nations University</td>
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<td>10</td>
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<tr>
<td>22 Virtual University for Small States of the Commonwealth</td>
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Total: 1150
International developments: OERU

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland
The OER university concept. Adapted from Taylor (2007)
OER and Textbooks

- **Brazil**: a study found that for 75% of students at University of São Paulo, the cost of acquiring books was higher than the family’s monthly income.

- **USA**: textbook costs 4 times the rate of inflation in last 2 decades: Washington State: OER Textbooks for Community Colleges

- **South Africa**: R 1.5 billion for textbooks: Department of Basic Education decides to develop OER textbooks
National Governments can

- Develop an ICT in Education policy
- Propose a vision and strategy for OERs at all levels of education
- Recognise OER-development at par with academic publications to reward faculty in promotions
Institutions can

- develop an ICT policy within the institution
- elaborate a policy on copyright
- provide incentives for faculty members such as increments and recognition of OER-development towards promotions
- make the development of OER a job requirement at the time of recruitment
The OER movement can democratise education by

- Involving different stakeholders to participate, collaborate, create and share;
- Encouraging consumers to become the producers of knowledge;
- Enabling us to harness the wealth of tacit knowledge across the globe to address the great development challenges of our time.
Thank you

www.col.org