



COMMONWEALTH *of* LEARNING

Trends and New Developments in Open Education

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President & CEO,
Commonwealth of Learning

August 6, 2013



The Open University of Tanzania



Affordable Quality Education for ALL



English

Swahili





COMMONWEALTH *of* LEARNING



Learning for Development



COMMONWEALTH *of* LEARNING

WHAT IS IT FOR?

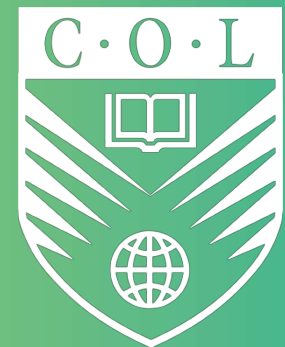
To help Commonwealth governments and institutions use various technologies to improve and expand learning for development

Plan

- The Context
- Three Generations of Open Education
- The Future



THE CONTEXT

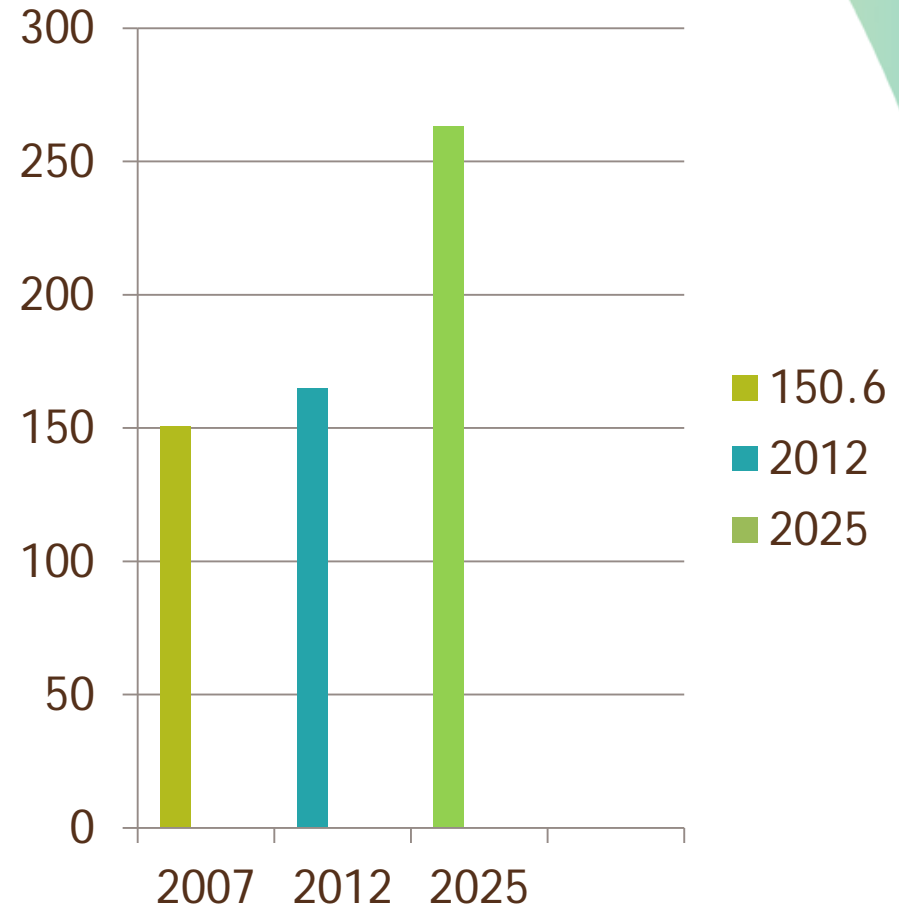


The Context of Higher Education

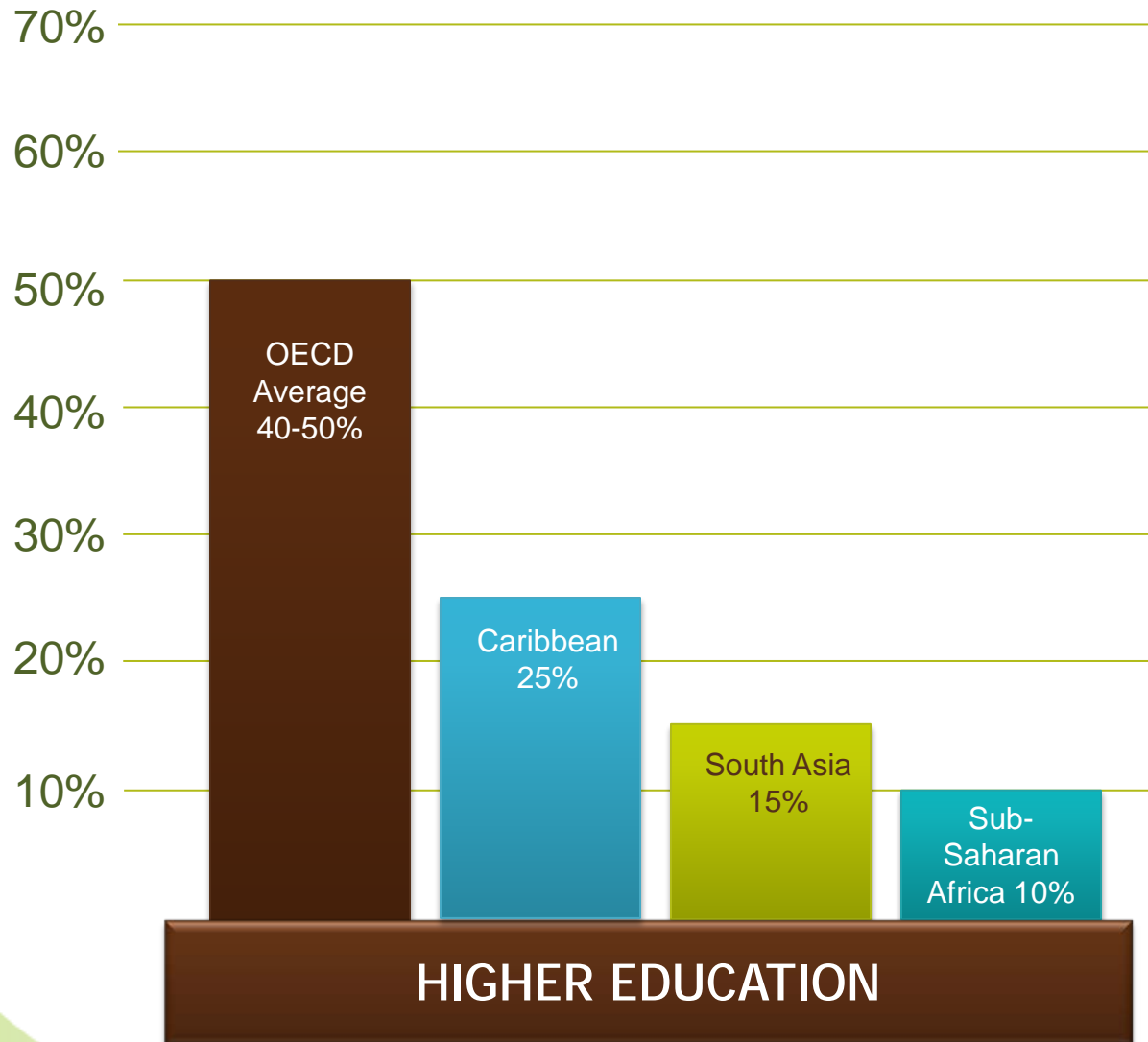
- Massification
- Diversification
- Globalisation
- Rising Costs
- ICT

1. Exploding demand for HE

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



Access to Higher Education



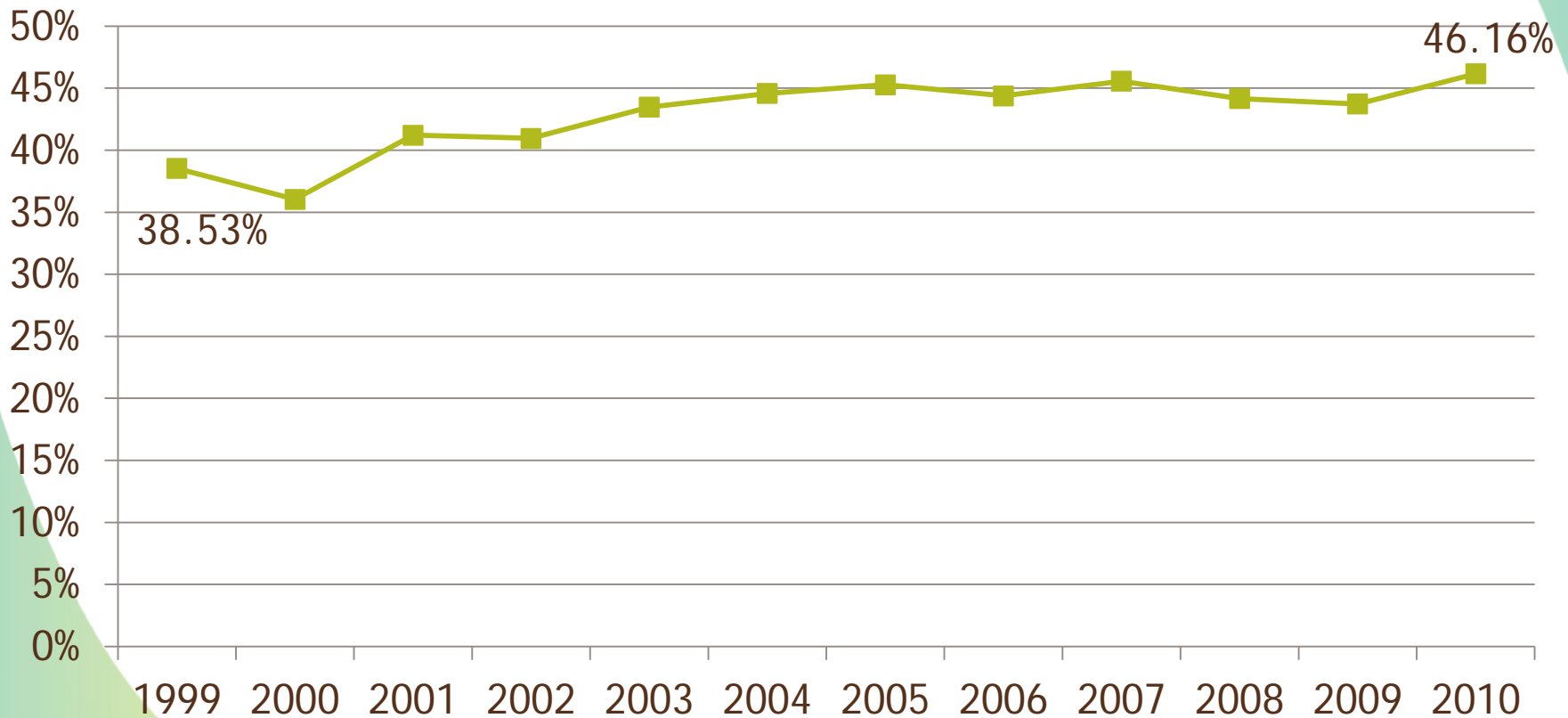
The Demand

- 4 new universities to cater to 30,000 needed each week to accommodate children who will reach enrolment age by 2025

go.nature.com/mjuzhu

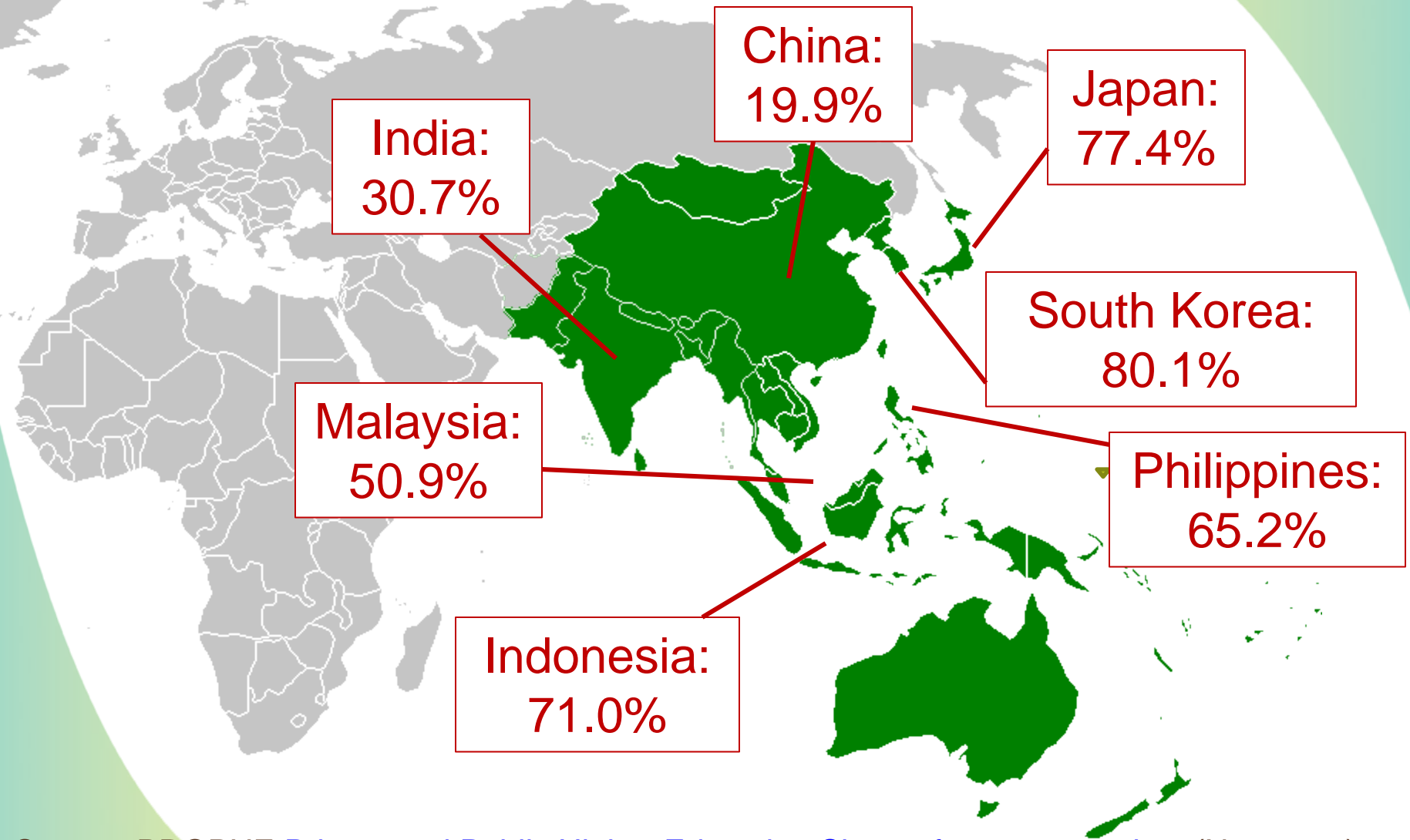
2. Diversification: the rise of private provision

Tertiary Enrolment in Private Sector - Global



Source: UNESCO Institute for Statistics Education Database <http://stats.uis.unesco.org>

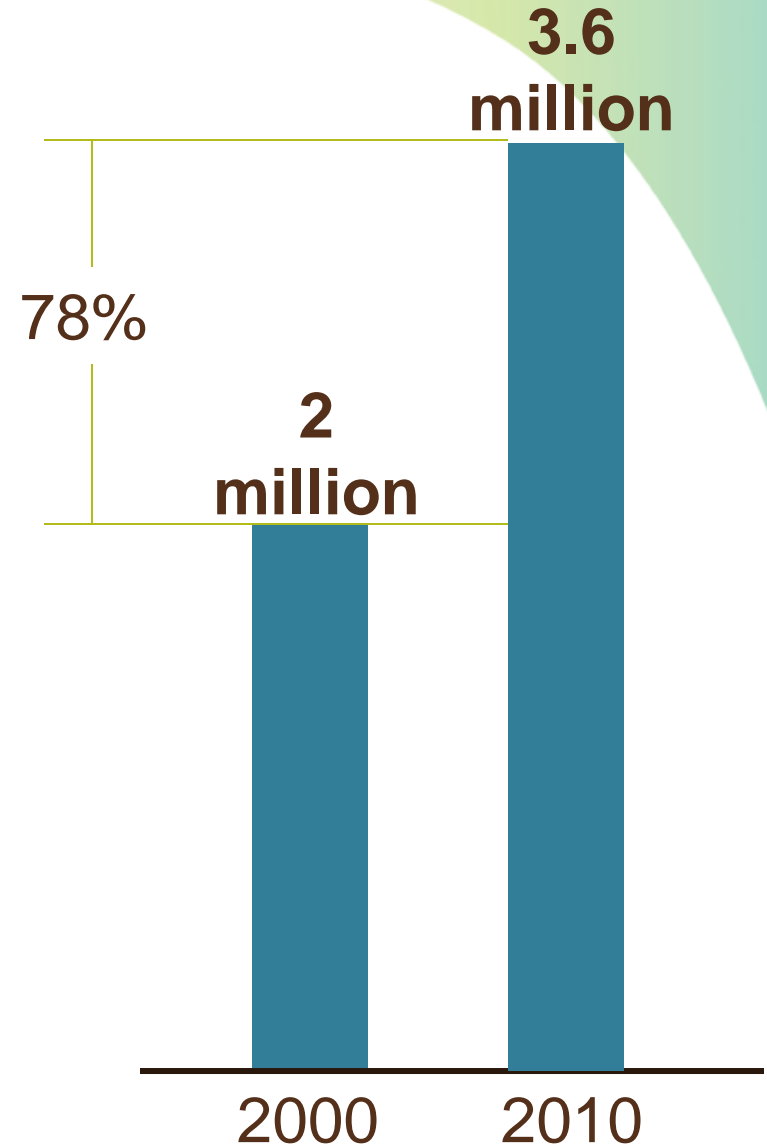
The Rise of Private Provision



Source: PROPHE [Private and Public Higher Education Shares for 117 countries](#) (Nov 2010)

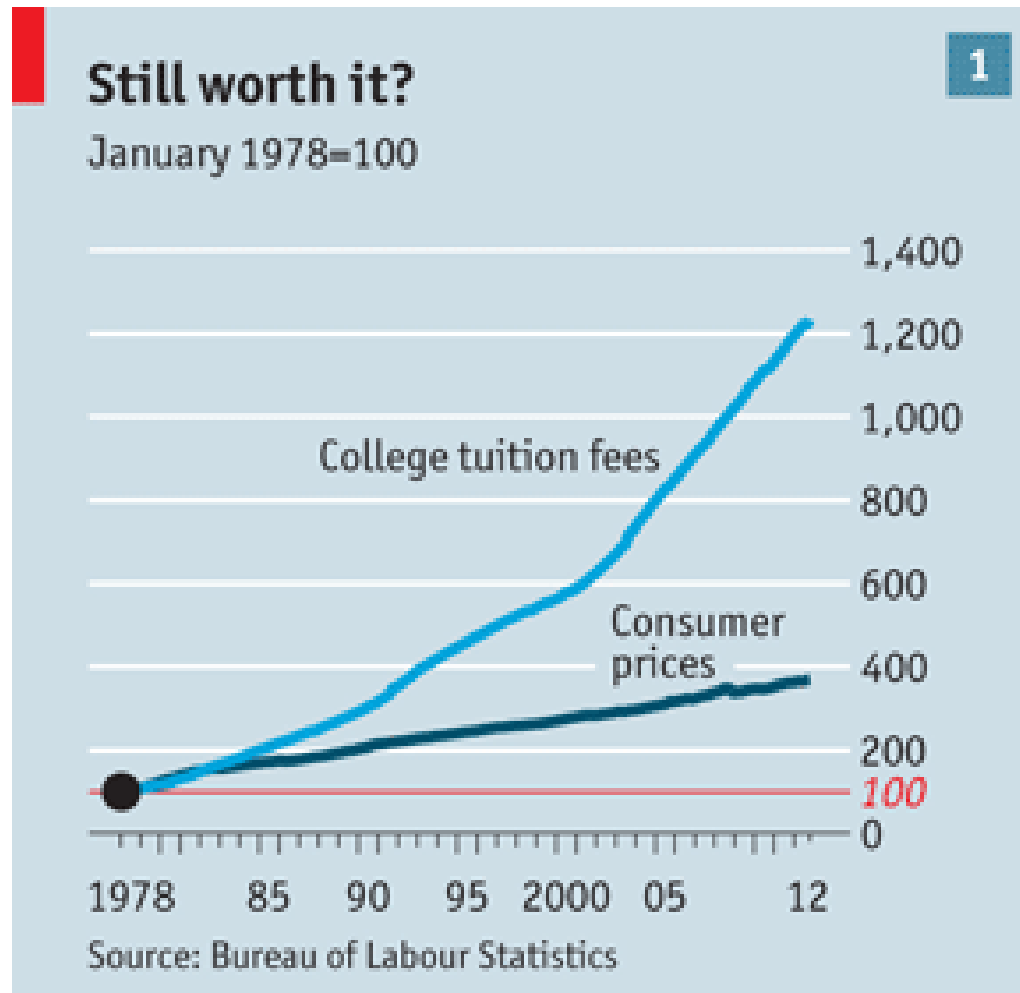
3. Globalization

The surge in internationally mobile students* reflects the rapid expansion of enrolment in higher education globally, which has grown by 78% in a decade.



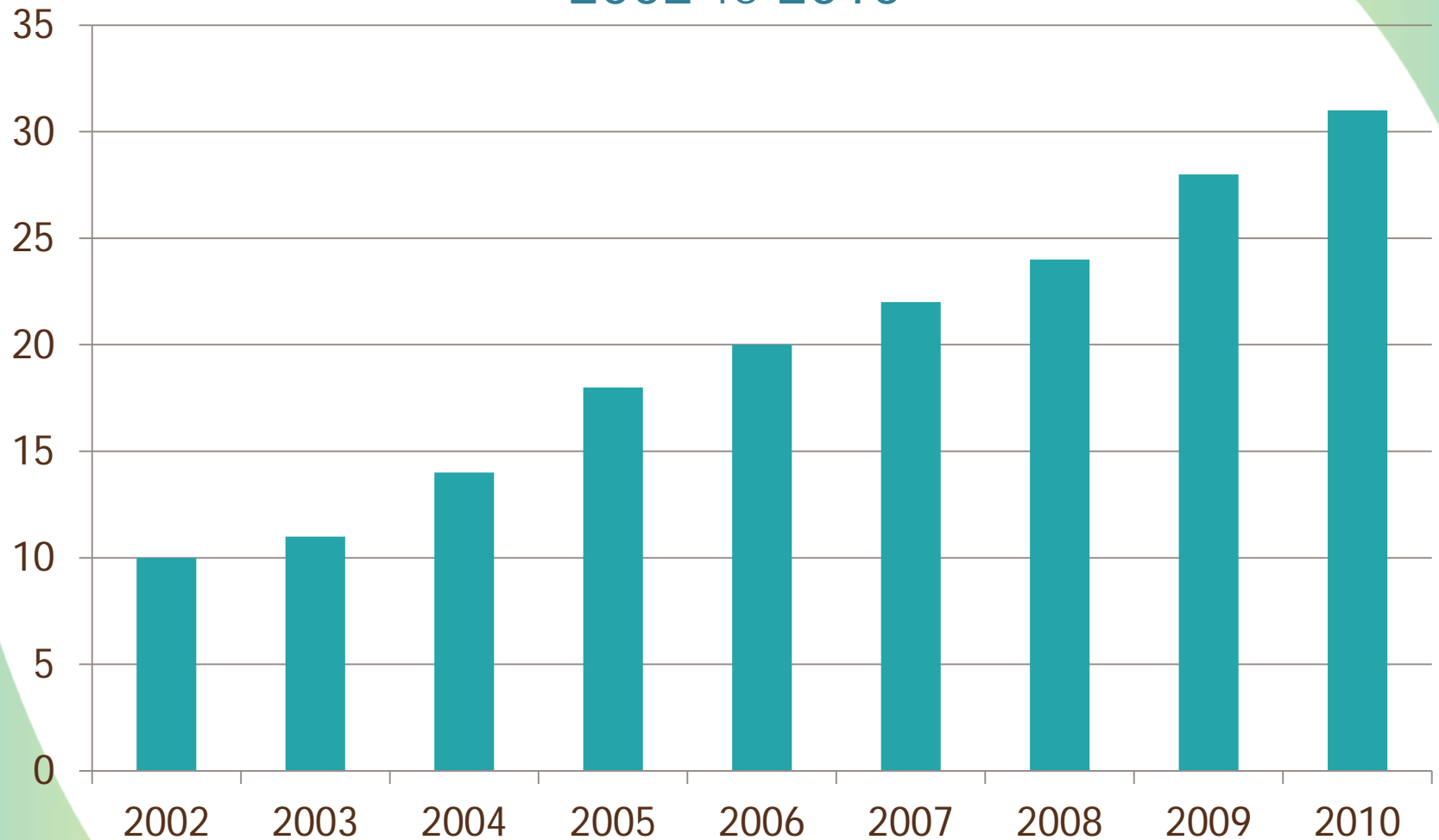
Source: <http://www.uis.unesco.org/education/Pages/international-student-flow-viz.aspx>

4. Rising Costs of Higher Education



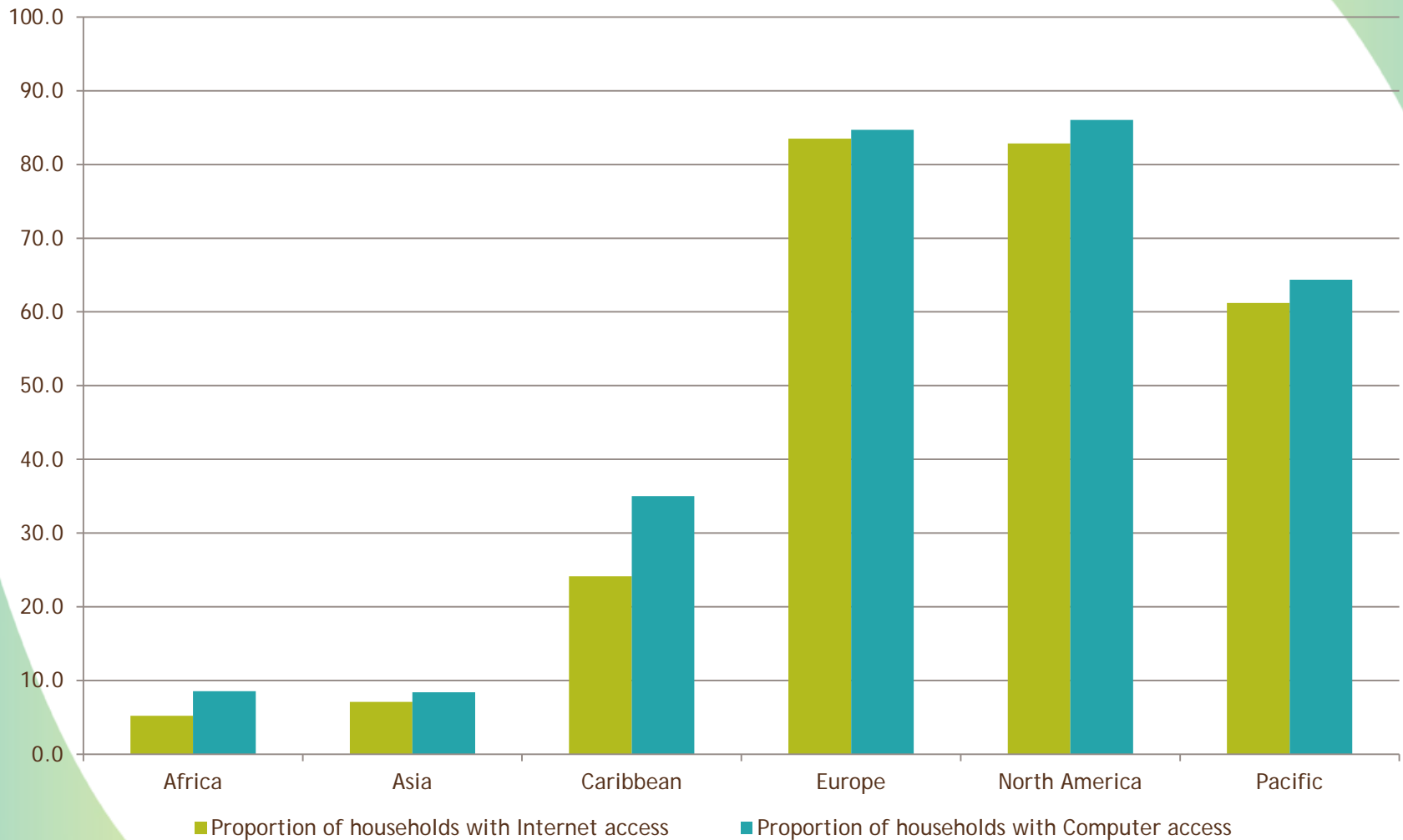
Source: The Economist Dec 1st – 7th, 2012, Higher education, [Not what it used to be.](#)

5. ONLINE ENROLMENT 2002 TO 2010



Going the Distance – Online Education in the United States, 2011, I.E. Allen and J. Seaman.

3. The Digital Divide (Commonwealth countries)



Source: International Telecommunications Union

<http://www.itu.int/ITU-D/ICTEYE/Reporting/DynamicReportWizard.aspx>

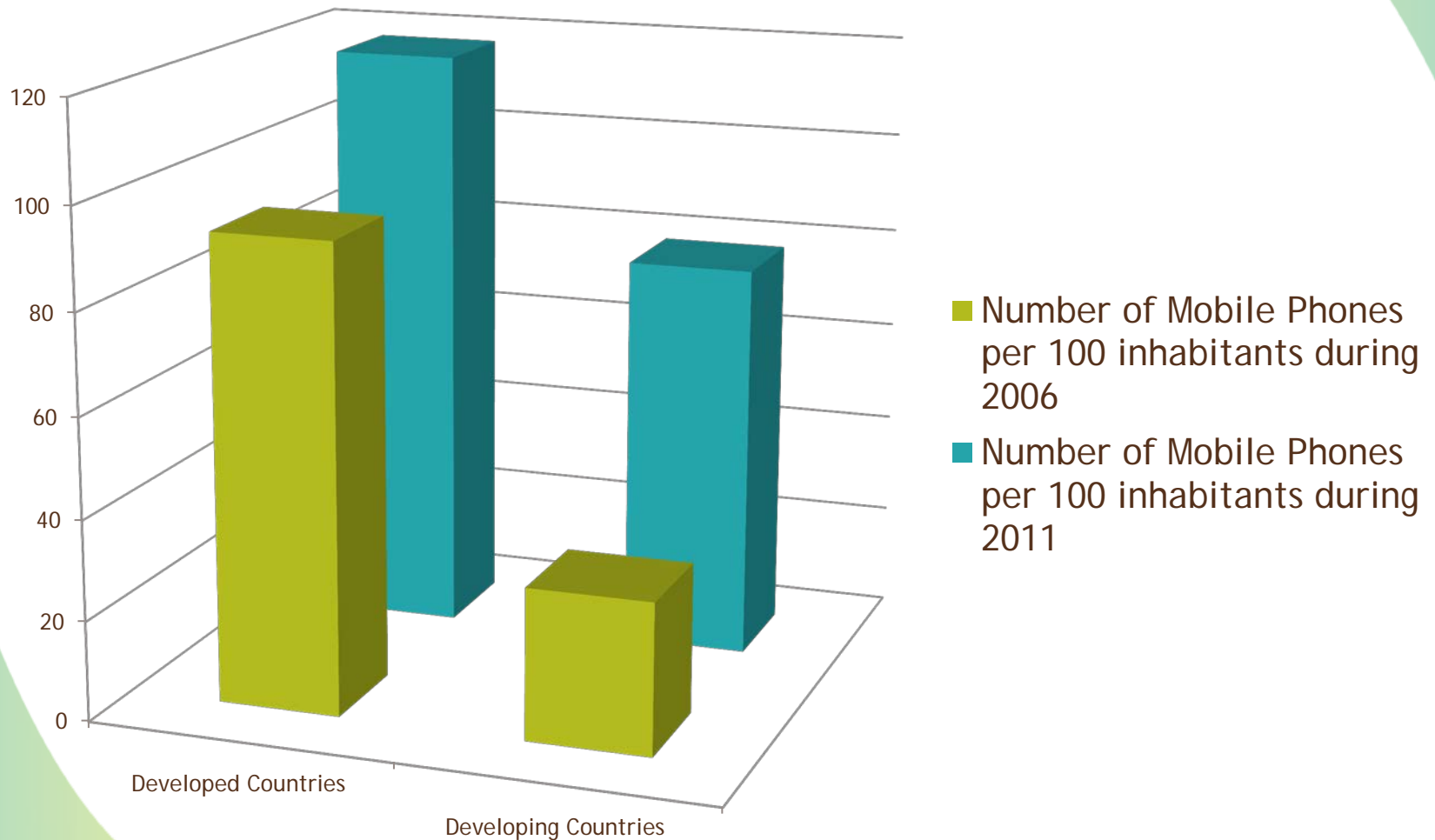


From digital divide to digital dividend

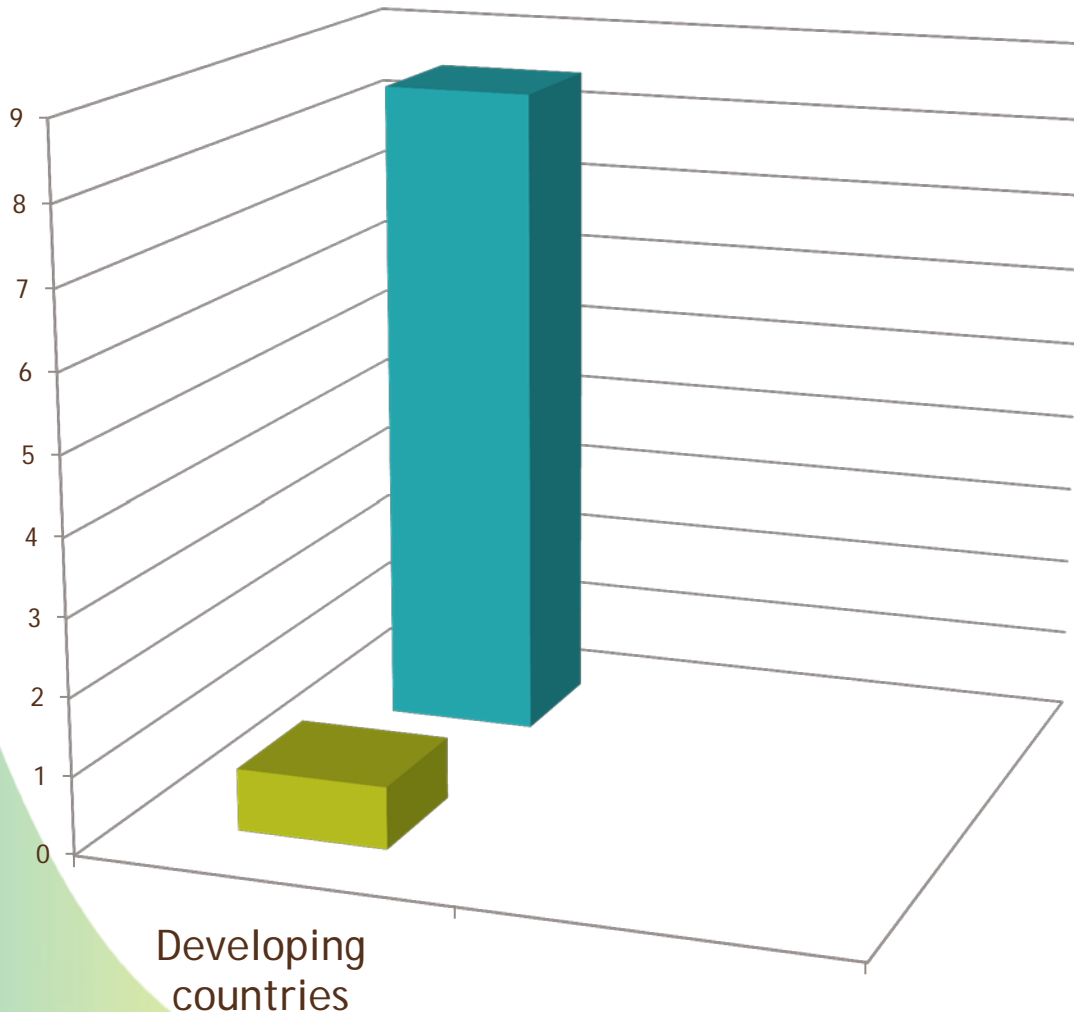
- The emergence of mobiles
- Use of appropriate technologies that are affordable, accessible and available



Expansion in Mobile Phones

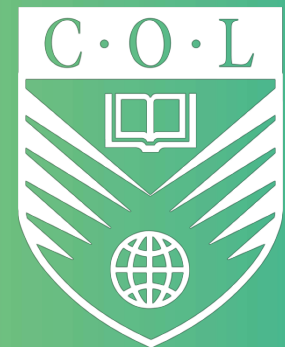


Mobile Broadband Increase in Developing Countries



- Mobile Broadband per 100 inhabitants during 2006
- Mobile Broadband per 100 inhabitants during 2011

THREE GENERATIONS OF ODL



The Rise of Open Universities



The Philosophy of 'Open-ness'

- Open as to people,
- Open as to places,
- Open as to methods, and, finally,
- Open as to ideas
 - *Lord Crowther*



'Open-ness' in Practice

- No entry qualifications
- Credit banking
- Cafeteria approach for courses:



Increased Use of Technology Mediation



Gyan Darshan Broadcast in Session

Key Developments in the 2nd Generation

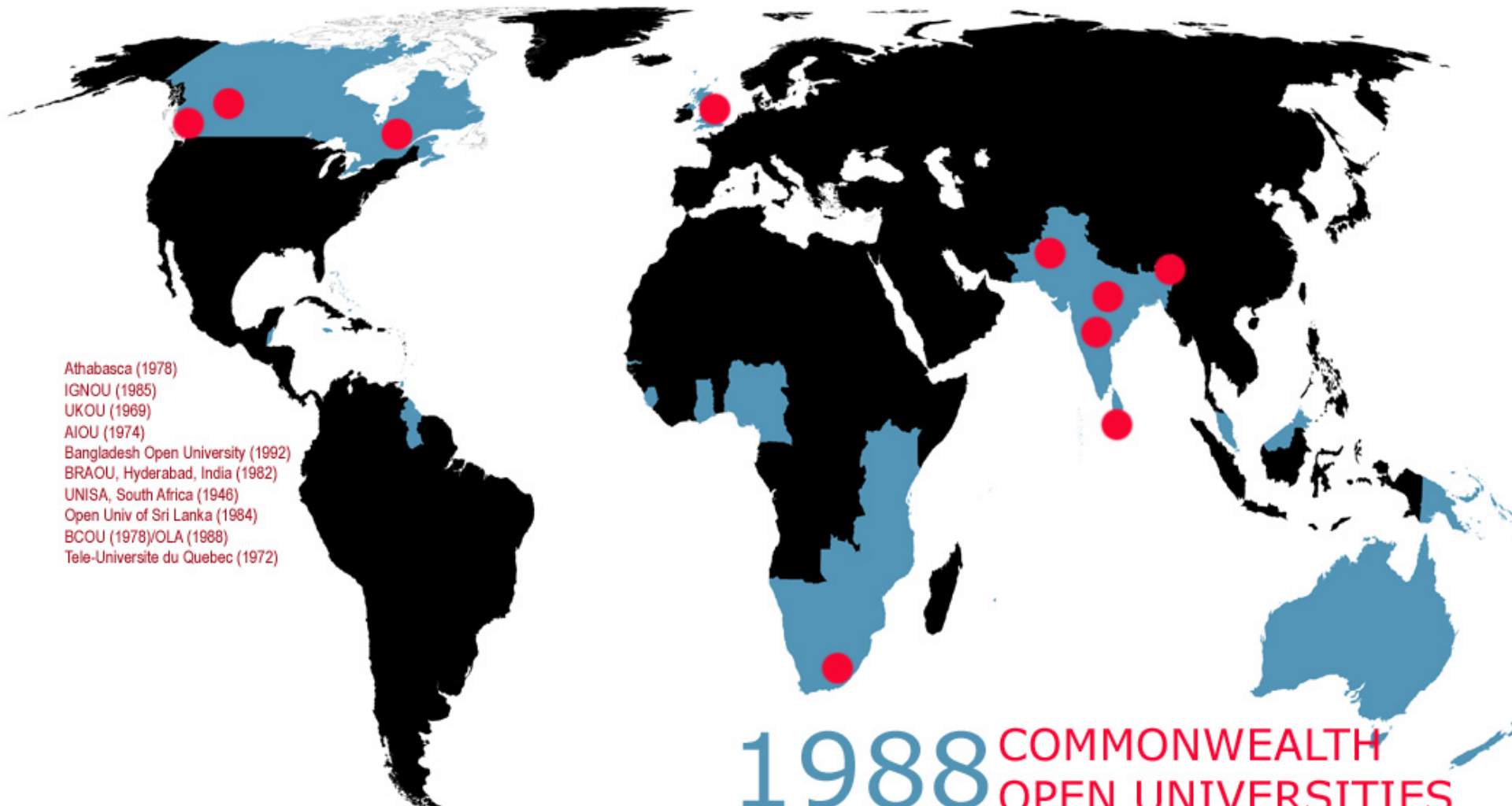
- 1984: first electronic courses
- 1989: Internet
- 1991: WWW
- 1994: first online MBA (Athabasca)
- 1996: first web-based course delivery
- 1999: learning objects; LMS's



Open Education: Second Generation



- Wider Use of Web and Online Technologies
- Interactivity: Key Aspect
- Much higher level of personalization through technology mediation
- Learning Objects



- Athabasca (1978)
- IGNOU (1985)
- UKOU (1969)
- AIOU (1974)
- Bangladesh Open University (1992)
- BRAOU, Hyderabad, India (1982)
- UNISA, South Africa (1946)
- Open Univ of Sri Lanka (1984)
- BCOU (1978)/OLA (1988)
- Tele-Universite du Quebec (1972)

1988 COMMONWEALTH OPEN UNIVERSITIES

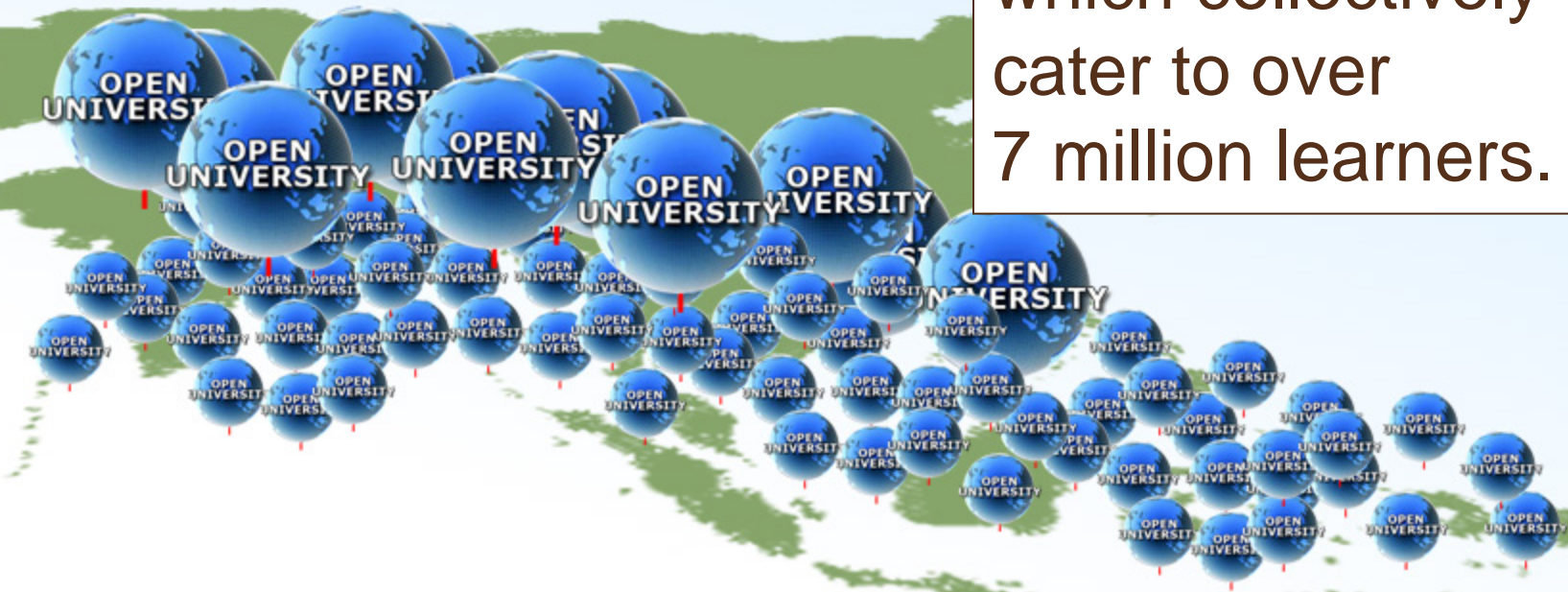


- IGNOU
- UKOU
- AIOU
- Athabasca
- Open University of Malaysia
- Open University of Tanzania
- National Open University of Nigeria
- Netaji Subhash Open University
- Bangladesh Open University
- BRAOU, Hyderabad, India
- YCMOU, Nashik, India
- MPBOU, Madhya Pradesh, India
- UNISA, South Africa 110,000
- Open Univ of Sri Lanka
- TNOU, Tamil Nadu, India
- Kota Open Univ, Rajasthan, India
- Open Univ, Uttar Pradesh, India
- Nalanda Open University, Bihar, India
- DBROU
- KSOU, India
- Open University of Zambia
- Open University of Uttaranchal, India
- Open University of Assam, India
- Open University of Cyprus
- K.K. Hadique State University, India
- The Open Polytechnic of New Zealand
- Wawasan Open University, Malaysia

2008 COMMONWEALTH OPEN UNIVERSITIES

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.



Third Generation: OER



M E R L O T

Multimedia Educational Resource
for Learning and Online Teaching





THE VIETNAM FOUNDATION



JOCW
JAPAN OCW CONSORTIUM



NPTEL

NATIONAL PROGRAMME ON
TECHNOLOGY ENHANCED LEARNING
A JOINT INITIATIVE OF IITS & IISc

FUNDED BY
MHRD, GOVERNMENT OF INDIA
UNDER NMEICT



What are Open Education Resources (OERs)?

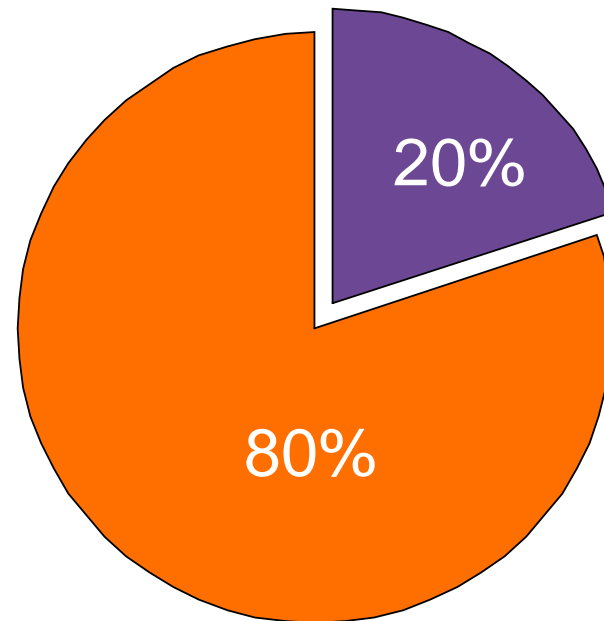
Materials that are

- Free and freely available
- Suitable for all levels of education
- Reusable
- Digital





Development of DE resources

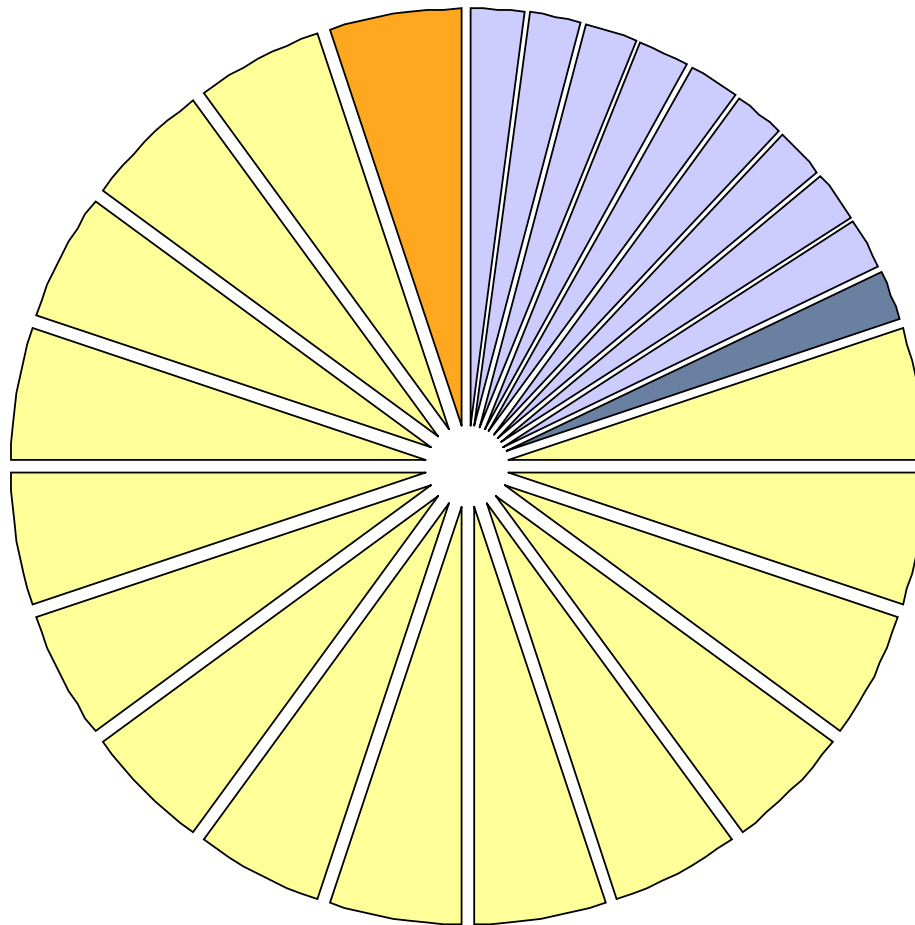


**Instructional
design, multimedia
design, editing etc.**

Academic authoring time

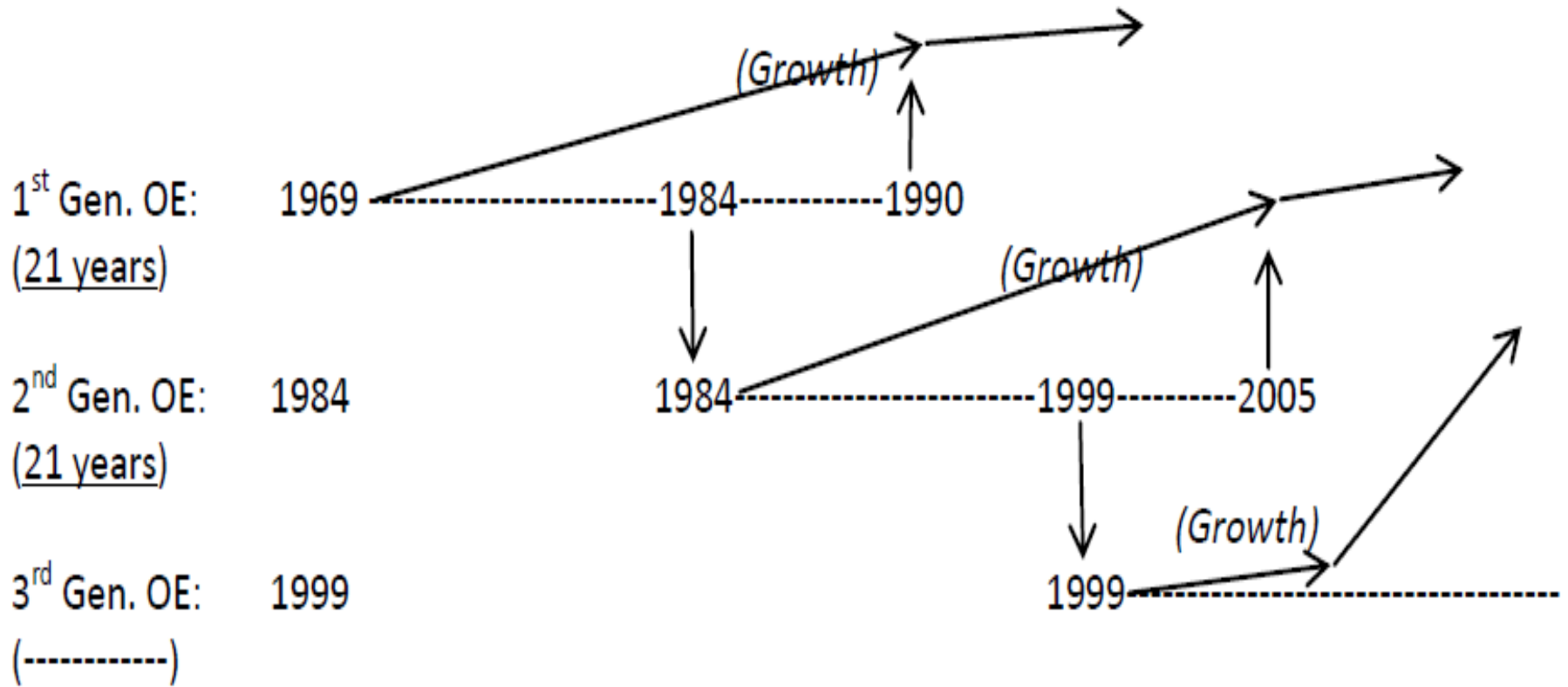


Development of OERs



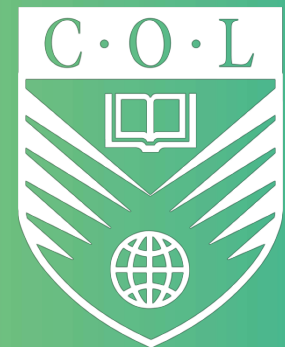
Authoring
shared among
participating
institutions/
individuals

Mackintosh



B.N. Koul

FUTURE ROLE OF ODL



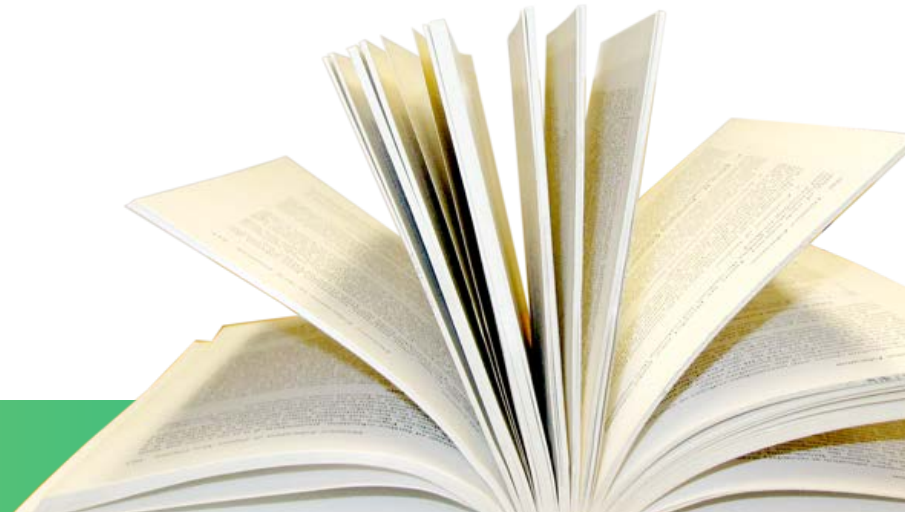
World Congress on
Open Educational Resources
Paris – June 20-22 – 2012



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 research on OER



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'.*

Access: Malawi

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



International developments:

OERU

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland





James Taylor



Students awarded credible degree or credential



Participating Institutions grant credit for courses



Open assessment from participating institutions



Open student support via "Academic Volunteers International"



Learners access courses based solely on OER



The OER university concept. Adapted from Taylor (2007)

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



OER: Advantages for ODL

- Access to OER can improve quality
- Availability of OER can release resources for improving learner support services
- Diversify provision from full services to services that the learner can choose, reducing costs and increasing flexibility

2. 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

Massive Open Online Courses: MOOCs



coursera



F / L

FUTURELEARN



U
UDACITY



edX

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

STANFORD
UNIVERSITY



Oct. 10 - DEC. 16, 2011

INTRODUCTION TO



Artificial Intelligence

In partnership with the Stanford University School of Engineering.
You can join this online worldwide class this fall.



Sebastian Thrun

Sebastian Thrun is a Research Professor of Computer Science at Stanford University, a Google Fellow, a member of the National Academy of Engineering and the German Academy of Sciences. Thrun is best known for his research in robotics and machine learning.

Fast Company Magazine selected him as the 8th most innovative person in business, the UK Telegraph included him in their list of 100 living geniuses, and Popular Science included him in their list of Brilliant Ten. His self-driving car was

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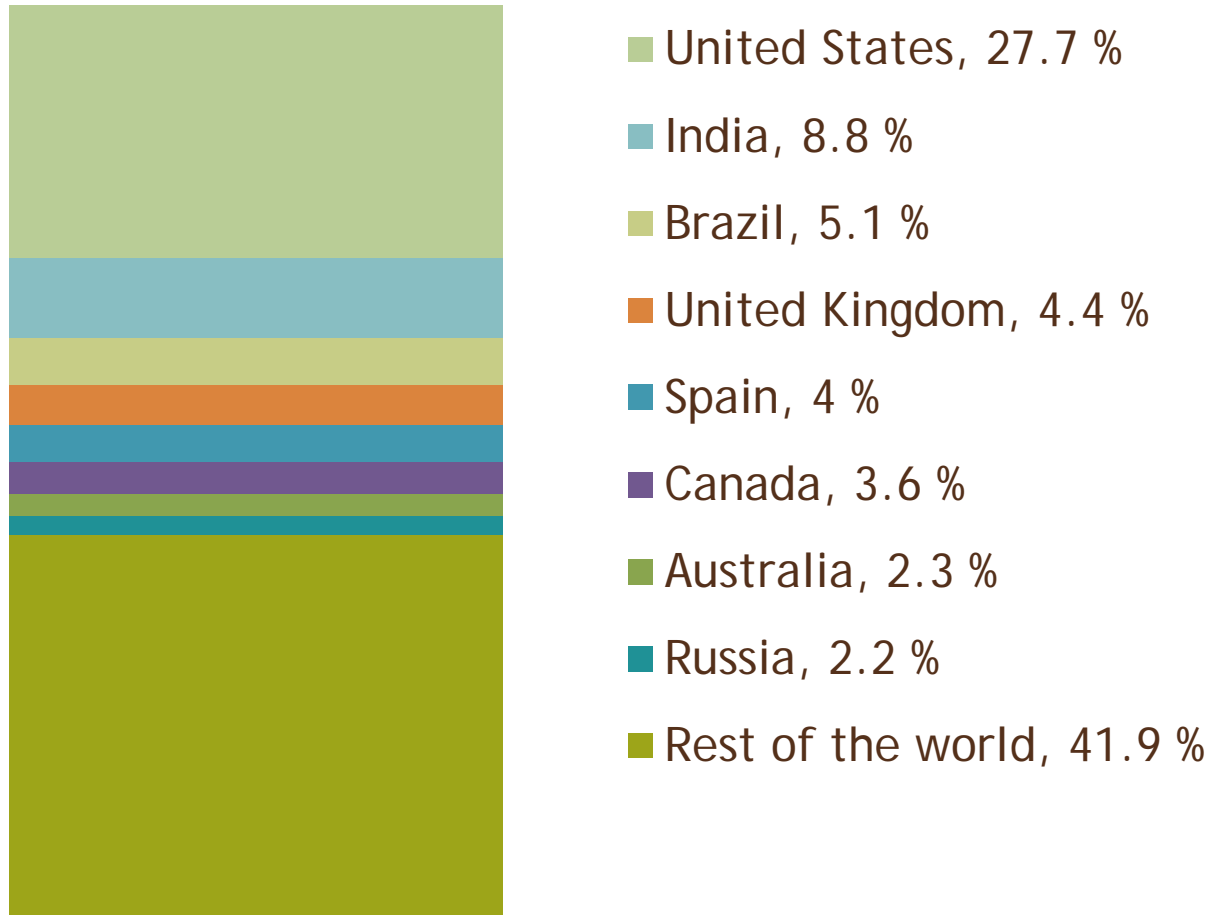
Over 135,000 have signed up!

We're setting up the official registration page right now.

graphixshare.com

Stanford's [Introduction to Databases](#) and [Introduction to Machine Learning](#) are also available online this fall!

Student Origins



Source: Waldrop, M. M. (2013). Campus 2.0. *Nature*, 495, 160-163.

Courses Offered



- Mathematics, 6 %
- Science, 30 %
- Arts and humanities, 28 %
- Information technology, 23 %
- Business, 13 %

Source: Waldrop, M. M. (2013). *Campus 2.0*. *Nature*, 495, 160-163.

Pedagogy

- Flipped classroom
- Short chunks of learning resources
- Interactivity
- Peer-to-peer learning
- Continuous improvement because of analytics

Implications for ODL: Will MOOCs

- attract potential learners?
- identify niche areas to compete globally?
- encourage the development of flexible frameworks for credit transfers, and recognition of qualifications?

MOOCs: Advantages for ODL

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

In conclusion, how can we

- harness OER to improve access, enhance quality and reduce costs?
- take advantage of MOOCs to expand access to learning?
- deploy ODL to achieve development goals?





THANK YOU

www.col.org

