



COMMONWEALTH *of* LEARNING



NADEOSA 2006



**John
Daniel**



**Paul
West**



**Wayne
Mackintosh**

**Exploring the role of ICTs
in addressing educational needs:
identifying the myths and the miracles**



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Daniel**



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“the pernicious myth that
innovation in the
application of ICTs is the
preserve of industrialised
countries”

“the fundamental miracle of educational technology, which is its ability to provide higher quality learning to increasing numbers at lower costs”

“the myth that all
open content is truly
open”

“the pernicious myth that
innovation in the
application of ICTs is the
preserve of industrialised
countries”

UNISA

UNISA

is the world's

oldest

mega-university

“after merging with
Technikon SA and
Vista it is one of the
world’s largest
universities”

3 MYTHS EXPLODED:

- Poor administration & logistics

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- Can't lend library books

3 MYTHS EXPLODED:

- Poor administration & logistics
- Can't lend library books
- Cell phones no use for ODL

Learners and teachers in over 300
Namibian *SchoolNet* labs use the
latest software every day for free.

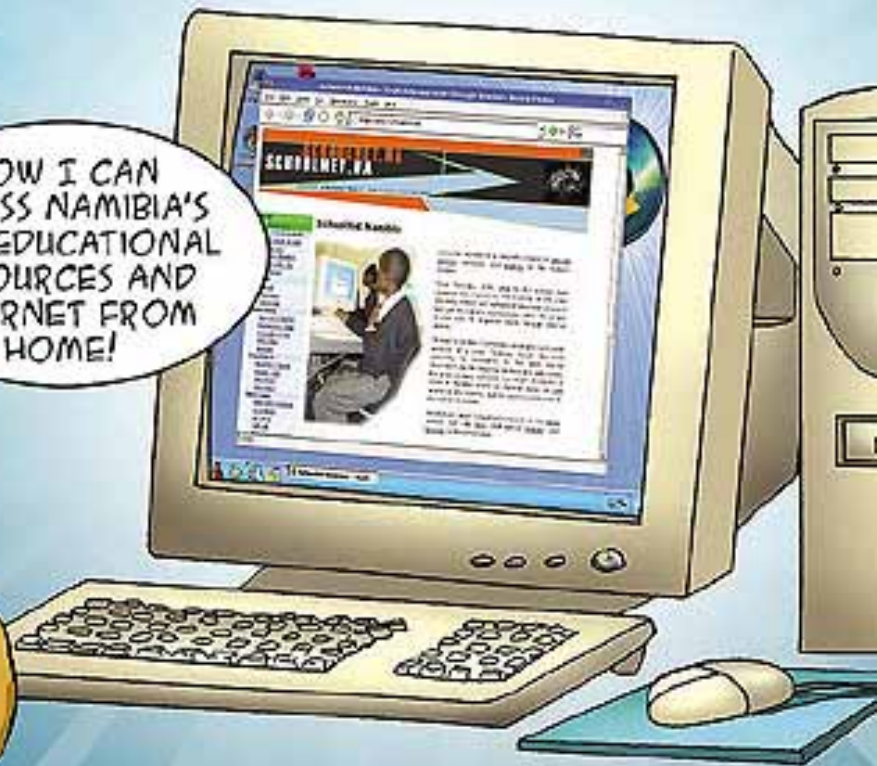


SchoolNet's got **OpenLab**

**Calling all
educators!**

**Take SchoolNet
home for only
N\$2500!**

NOW I CAN
ACCESS NAMIBIA'S
BEST EDUCATIONAL
RESOURCES AND
INTERNET FROM
HOME!





SchoolNet Namibia



SchoolNetAfrica.net









THE MYTH

that a
magic medium
will appear and solve
all teaching and
learning problems

There is no
magic medium
and never will
be

QUALITY

fitness for purpose

*at minimum cost to
society*

TECHNOLOGY

the application of scientific
and other organized
knowledge to practical tasks
by organizations consisting
of people and machines

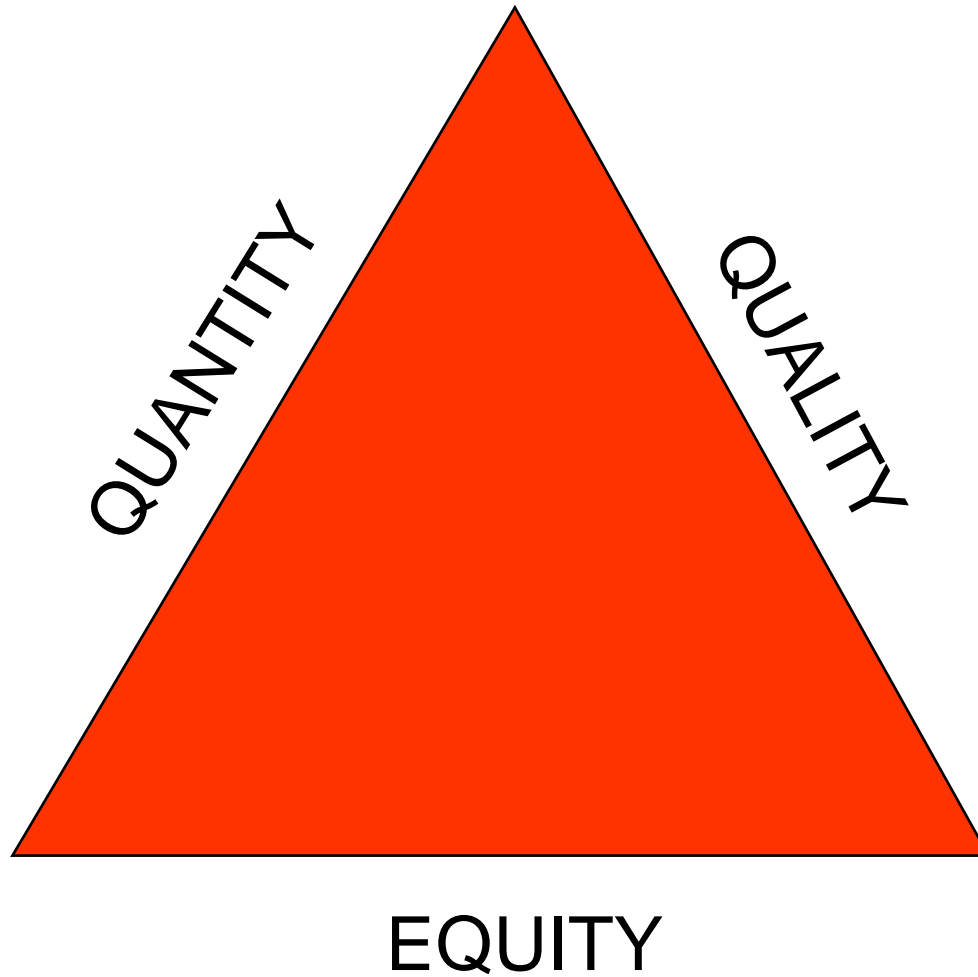
EDUCATION NEEDS:

- *Accessibility*

EDUCATION NEEDS:

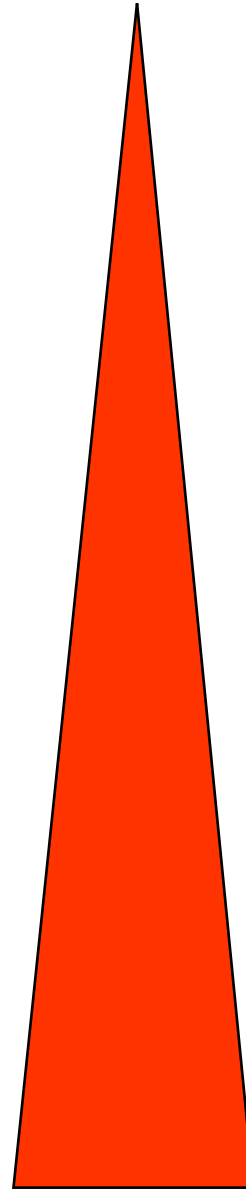
- Accessibility
- Quality
- Low cost

The Iron Triangle



ACCESS

QUALITY



COST

INDEPENDENT

INDEPENDENT

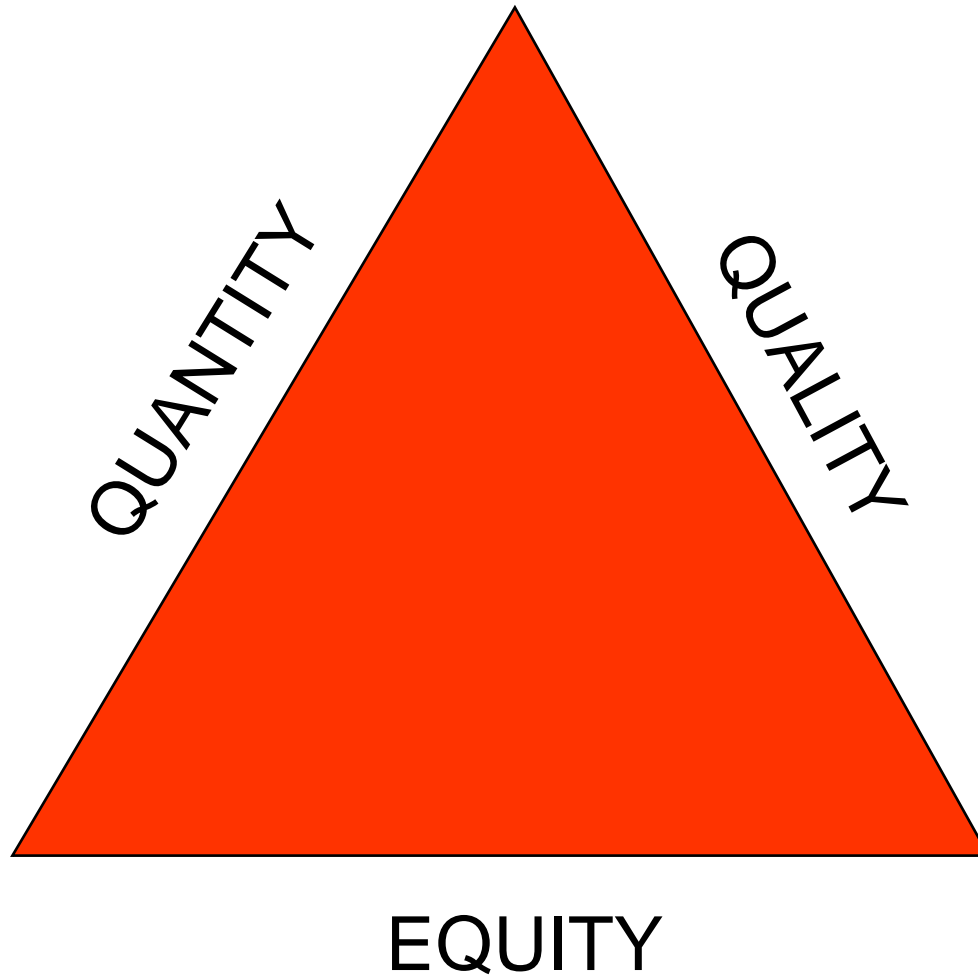
+

INTERACTIVE

Economies of scale with:

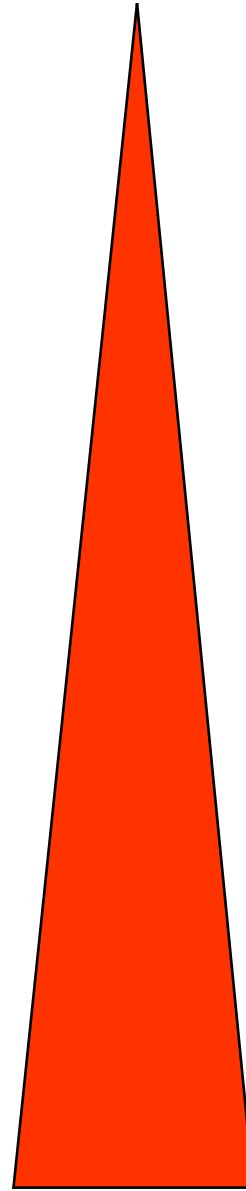
PRINT

The Iron Triangle



ACCESS

QUALITY



COST

Economies of scale with:

PRINT

RADIO

TV

INDEPENDENT

+

INTERACTIVE



The Open University

- 200,000 students
- Costs 60- 80% of conventional

BRITAIN'S TOP NINE UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2004
(*Sunday Times University Guide 2004*)

1	CAMBRIDGE	96%
2	LOUGHBOROUGH	95%
3=	LONDON SCHOOL OF ECONOMICS	88%
3=	YORK	88%
5	<u>THE OPEN UNIVERSITY</u>	87%
6	OXFORD	86%
7	IMPERIAL COLLEGE	82%
8	UNIVERSITY COLLEGE LONDON	77%
9	ESSEX	77%

...and top for student satisfaction

Economies of scale with:

PRINT

RADIO

TV

= **THE BIG MIRACLE**

Is it still possible to get
wide access, high
quality and low cost by
conducting distance
learning on a smaller
scale?

The two latest miracles:

- Social software**

- Open educational resources**

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- Social software

**How to provide cost-effective
interaction?**

The two latest miracles:

- Social software

“this collaborative social movement represents democracy in action”

The two latest miracles:

- Open educational resources**

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-Open educational resources

“sharing and adaptation are now easy because everything is held electronically”

3 generations of OERs

(all supported by Hewlett Foundation)

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1. MIT – Lecture notes
(Sharing of information)

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1. MIT – Lecture notes
(Sharing of information)
2. UKOU – Self-instructional courses
(Sharing of learning)

3 generations of OERs

(all supported by Hewlett Foundation)

1. MIT – Lecture notes
(Sharing of information)
2. UKOU – Self-instructional courses
(Sharing of learning)
3. VUSSC – Joint course development
(Sharing of teaching and learning)



The Virtual University for Small States of the Commonwealth

Virtual University for Small States of the Commonwealth

First learning materials:

Tourism

Entrepreneurship

Are

Open Educational Resources

really

OPEN?

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Creative Commons

~~© Copyright~~

Creative Commons

Protections:

~~© Copyright~~

Creative Commons

Protections:

- Attribution (BY)

~~© Copyright~~

Creative Commons

Protections:

- Attribution (BY)
- Share alike (SA)

~~© Copyright~~

Creative Commons

Protections:

- Attribution (BY)
- Share alike (SA)
- Non-Commercial (NC)

Non-Commercial

can have the effect of closing open educational resources to just the type of use that the originators would like to see, especially in developing countries.

~~Non-Commercial~~

1. Prevents distribution of free content

~~Non-Commercial~~

1. Prevents distribution of free content
2. Incompatible with other free content and mixing (e.g. with Wikipedia material)

~~Non-Commercial~~

Very little risk of being ripped off!

~~Non-Commercial~~

Use **Share Alike** instead

COL's Advice

OER creators should avoid the non-commercial restriction and use a license that meets the requirements of the free content definition:

<http://freedomdefined.org/Definition>

COL's Advice

Make available under
attribution with a share-alike
protection under version 2.5 of
the license
(i.e. CC-BY-SA-2.5).

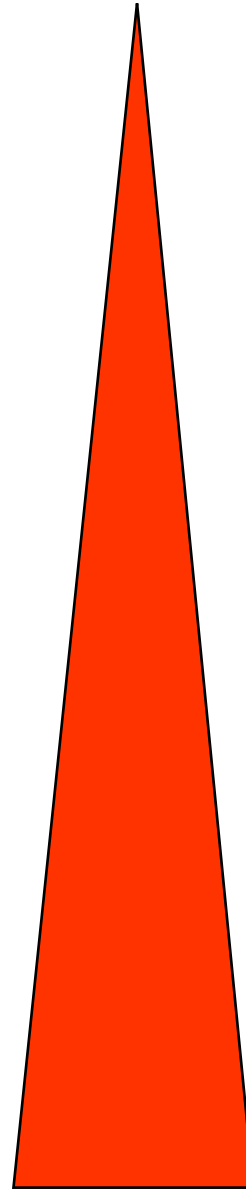
<http://freedomdefined.org/Definition>



South Africa is and can
continue to be a leader
in applying ICTs to
educational needs

ACCESS

QUALITY



COST

The two latest miracles:

- Social software**

- Open educational resources**

The Vision

to use open and distance
learning, ICTs, social software
and open educational resources
to create a
global intellectual commons

The miracle of a global intellectual commons is that it cannot suffer the tragedy of the commons.

The miracle of a global intellectual commons is that it cannot suffer the tragedy of the commons.

That is because when you give your knowledge to someone you still have it to use yourself.

THANK YOU



**John
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