COMMONWEALTH of LEARNING
NADEOSA 2006

John Daniel
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Wayne Mackintosh
Exploring the role of ICTs in addressing educational needs: identifying the myths and the miracles

John 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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- Poor administration & logistics
- 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
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

QUANTITY

QUALITY

EQUITY
INDEPENDENT
INDEPENDENT + INTERACTIVE
Economies of scale with:

PRINT
The Iron Triangle

QUANTITY

QUALITY

EQUITY
Economies of scale with:

PRINT

RADIO

TV
INDEPENDENT

+

INTERACTIVE
● 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)*

<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CAMBRIDGE</td>
<td>96%</td>
</tr>
<tr>
<td>2</td>
<td>LOUGHBOROUGH</td>
<td>95%</td>
</tr>
<tr>
<td>3=</td>
<td>LONDON SCHOOL OF ECONOMICS</td>
<td>88%</td>
</tr>
<tr>
<td>3=</td>
<td>YORK</td>
<td>88%</td>
</tr>
<tr>
<td>5</td>
<td>THE OPEN UNIVERSITY</td>
<td>87%</td>
</tr>
<tr>
<td>6</td>
<td>OXFORD</td>
<td>86%</td>
</tr>
<tr>
<td>7</td>
<td>IMPERIAL COLLEGE</td>
<td>82%</td>
</tr>
<tr>
<td>8</td>
<td>UNIVERSITY COLLEGE LONDON</td>
<td>77%</td>
</tr>
<tr>
<td>9</td>
<td>ESSEX</td>
<td>77%</td>
</tr>
</tbody>
</table>

…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
The two latest miracles:

- 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
The two latest miracles:

- 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)
3 generations of OERs
(all supported by Hewlett Foundation)

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2. UKOU – Self-instructional courses
   (Sharing of learning)
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(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?
© Copyright

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Protections:
© Copyright

Creative Commons

Protections:

- Attribution (BY)
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.
1. Prevents distribution of free content
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!
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.
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 Daniel
Paul West
Wayne Mackintosh