



open now for

CONTRIBUTIONS



AUQF 2008 Canberra
July 9 - 11

Quality & Standards in Higher Education
Making A Difference

Australian Universities Quality Agency

Annual Forum – Canberra – 8/9 July 2008

Quality and Standards: Making a Difference in Higher Education

**New Approaches to Quality and Standards for
New Forms and Modes of Learning?**

Sir John Daniel

Commonwealth of Learning

4 new forms and modes of learning

- Degree mills & bogus institutions
- Private, for-profit
- Open & Distance Learning (ODL)
- Open Educational Resources (OERs)





COMMONWEALTH *of* LEARNING





COMMONWEALTH *of* LEARNING



**“helps the developing countries of the Commonwealth
use various technologies, hard and soft, to
increase the scope, scale and impact of learning
at all levels”**

Commonwealth of Learning

- Established 1987
- Australia on planning committee

Commonwealth of Learning

Two models in contention:

1. University of the Commonwealth

2. Create indigenous capacity

Commonwealth of Learning

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1. University of the Commonwealth

- *neo-colonialist*

- *whose degree-awarding powers?*

Commonwealth of Learning

Two models in contention:

1. University of the Commonwealth

- *neo-colonialist*

- *whose degree-awarding powers?*

- *African Virtual University a flop*

Commonwealth of Learning

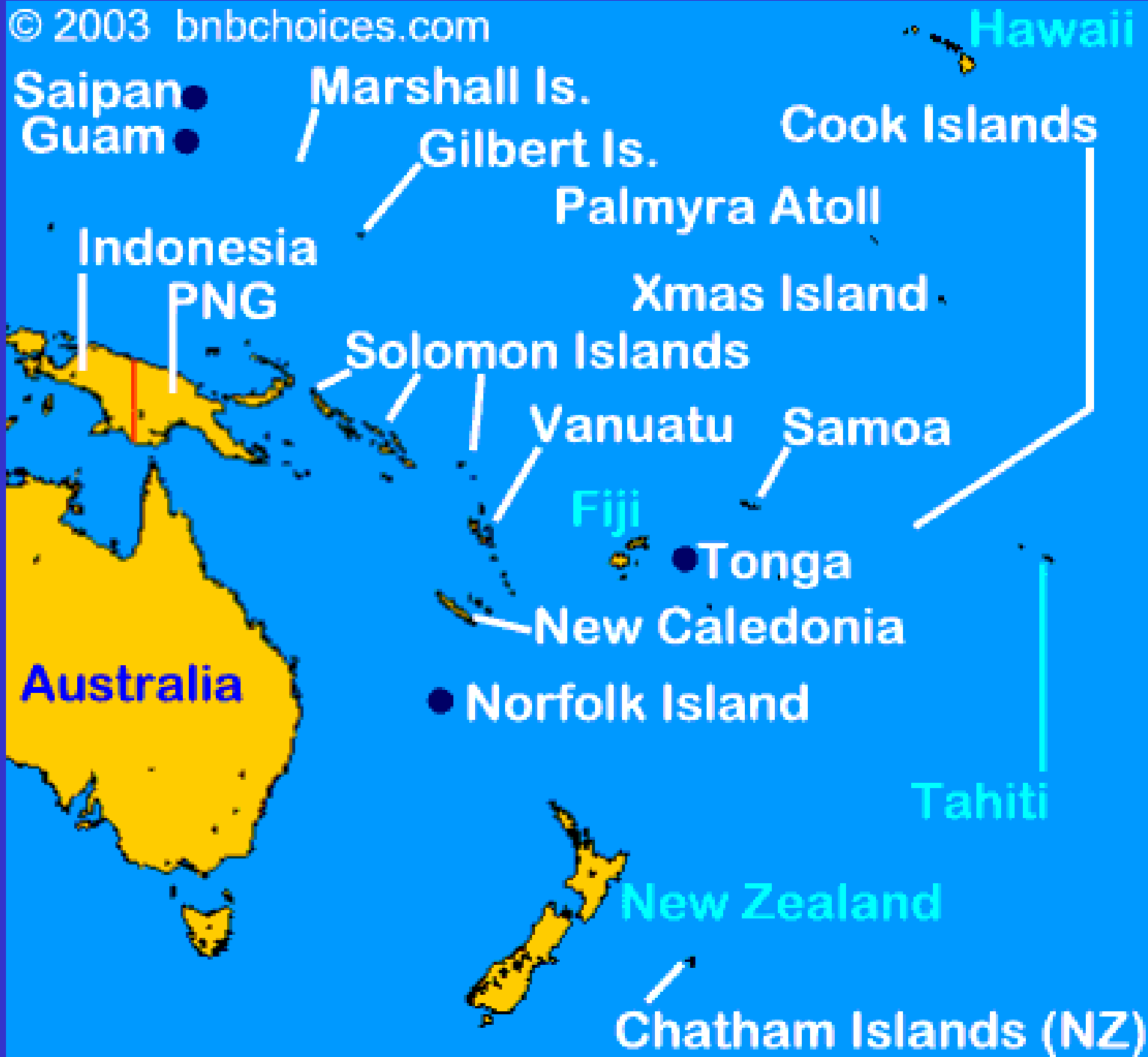
Two models in contention:

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Commonwealth of Learning

Funded by:

Voluntary contributions from Member States, including Australia until 2004



Commonwealth of Learning

Funded by:

Voluntary contributions from Member States, including Australia until 2004.

Since 2004 number of supporting countries has risen from 20 to 38.

Time for Australia to rejoin????



\$50,000 from AUSAID

HOME - About the conference

- About the conference
- Themes
- Guest speakers
- Programme
- How to participate
- Coming to London

About the conference

PCF5 is an international conference to explore the contribution of open and distance learning to international development goals, by opening up access to learning at every level. The Forum is for practitioners, researchers, planners and policy makers in the fields of open and distance learning and development. It provides opportunities to share experience and expertise, and to contribute to future policy and provision. Participants will represent the main Commonwealth, European and international institutions and agencies who are active in the field, including funding bodies and technology providers.

Background to the event

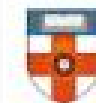
The Commonwealth of Learning's biennial Pan-Commonwealth Forum on Open Learning has grown to become the leading international conference on learning and development. It is co-hosted with partners in different regions of the Commonwealth, and PCF5 brings the Forum to Europe for the first time.

The Forum seeks to address open and distance learning through widening educational access, bridging the digital divide and by addressing the social and economic development of

PCF5 is organised and sponsored by



Commonwealth of Learning



University of London

PCF5 is sponsored by



The Open University

DFID



In partnership with UNESCO

The Association of Commonwealth Universities

Athabasca University



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AUQF 2008 Canberra
July 9 - 11

Quality & Standards in Higher Education
Making A Difference

International Education

fragile and changeable

- Countries build own capacity

International Education

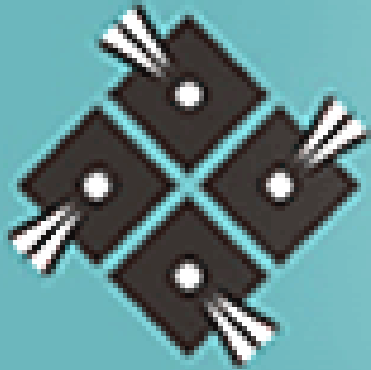
fragile and changeable

- Countries build own capacity
- Institutional partnerships unstable

International Education *fragile and changeable*

- Countries build own capacity
- Institutional partnerships unstable
- Bad apples spoil the barrel

QA



INQAAHE

*International Network for Quality Assurance
Agencies in Higher Education*

Global Initiative for Quality Assurance Capacity (GIQAC)



4 new forms and modes of learning

- Degree mills & bogus institutions
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BEWARE



DEGREE MILLS & BOGUS COLLEGES

- Supporting the ideals of UNESCO
- Complying with the UNESCO standards...



<http://www.uu-edu.com/unesco.htm>

The Universal University fully supports and here-in adopts, in full, the recommendations of the

WORLD CONFERENCE ON HIGHER EDUCATION

Sponsored by

UNESCO

www.edaccredit.org

Educational Accreditation Association

Since the design and intent of **EAA** is to provide international/transnational recognition for its accredited institutions, **EAA** requires accredited institutions to comply with the UNESCO-CEPES standards and requirements for accredited institutions.

Degree Mills

- Not new
- Not a mode of learning
- Internet facilitates
- Danger to society



Dr. George Brown

DEMAND AND SUPPLY

- Age participation rate: 40% – 50% in ‘north’
- Below 10 % in many developing countries.

To reach a 35% APR worldwide 150 million additional HE places would be needed in the developing world.

“Listed” with UNESCO



- The International University
- “Listed with UNESCOs Who’s Who”
- <http://www.internationaluniversity.edu/affiliates.html>



- The International Solomon University
- “is borne in the register of higher educational establishments of UNESCO in accordance with the accreditation”
- <http://www.isu.edu.ua/en/index4.html>



- Universal University
- “is listed in the UNESCO Higher Education Institutions Registry (HEIR), under both USA and Panama. www.siu.no/heir”
- <http://www.uu-edu.com/unesco.htm>

Degree Mills

Attack requires joined-up government:

- Accreditation systems, linked to
- Business licenses, and
- More care over photo opportunities!



United Nations Educational,
Scientific and Cultural Organization

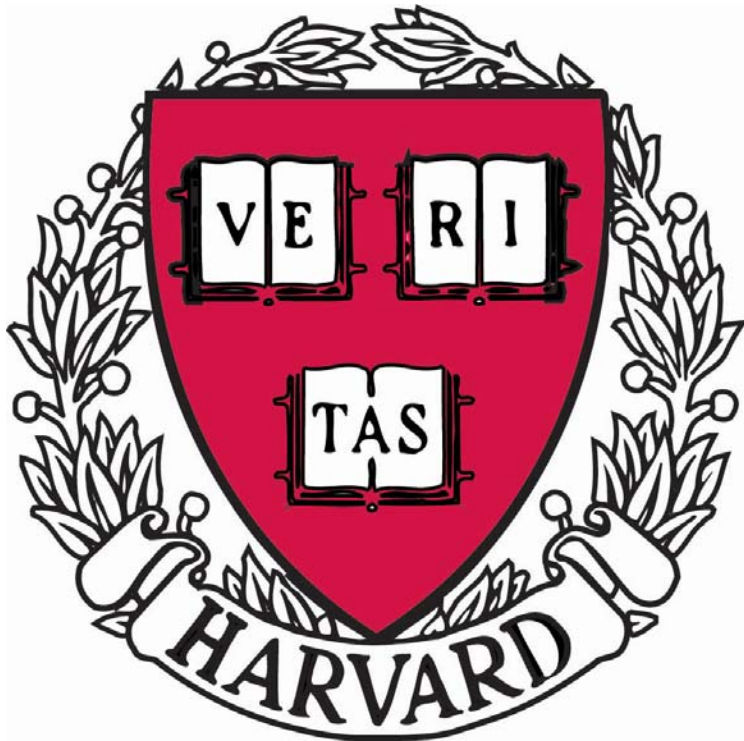


EDUCATION Higher Education Portal

Private For-Profit

For-Profit and Not-for-Profit

(not always such a clear distinction)



DEMAND AND SUPPLY

- Age participation rate: 40% – 50% in ‘north’
- Below 10 % in many developing countries.

To reach a 35% APR worldwide 150 million additional HE places would be needed in the developing world.

Private for-profit is part of the answer

“By putting all types of public and private institutions within a common national quality assurance framework a country can have a proper debate about what constitutes legitimate quality higher education.”

Open and Distance Learning



The Open University





“That is because the materials of distance learning are tangible and its systems explicit.”

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%

BUT...

what about

eLearning?

OPEN EDUCATIONAL RESOURCES

An important new development
for education at all levels

Creative Commons Restrictions

BY – acknowledge source

SA – share alike

NC – non commercial

ND – no derivatives



“academic putty”

Uni chief lifted text from Wikipedia

GRIFFITH University vice-chancellor Ian O'Connor has admitted lifting information straight from online encyclopedia Wikipedia and confusing strands of Islam as he struggled to defend his institution's decision to ask the repressive Saudi Arabian Government for funding.

Professor O'Connor also appears to have breached his own university's standards on plagiarism as they apply to students' academic work - a claim he denies. And he appears to have ignored his own past misgivings about Wikipedia and internet-based research.

Mauritius VUSSC Boot Camp – August 2006



“negotiated collaborative contents”



Announcements



Research Projects



Newsletters



Publications



News



Database & Links



Community Radio Regional Consultation



Disability Research



Science for Women



EasyNow



Multimedia Assessment



SLIM



MEDLIB

Commonwealth Educational Media Centre for Asia



Course team



The Open University

OpenLearn

Making educational resources freely available

Australian Universities Quality Agency

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QUESTION:

**New Approaches to Quality and Standards for
New Forms and Modes of Learning?**

ANSWER:

No

THANK YOU

Commonwealth of Learning
www.col.org

