1 February 2011

eLearning: Open or Closed?

Sir John Daniel
Commonwealth of Learning
Plan:

• Technology is the answer: what is the question?

• Distance learning: why the hostility?

• eLearning: what’s next?
The Iron Triangle
The Technology Revolution

- ACCESS (wider)
- QUALITY (higher)
- COST (lower)

ALL AT THE SAME TIME!
Plan:

• Technology is the answer: what is the question?

• Distance learning: why the hostility?

• eLearning: what’s next?
The Opportunity

1. Explain to governments that ODL is a key part of the answer to expanding higher education at low cost.
The Opportunity

2. Explain to governments that ODL fosters self-directed learning

Self-directed

Spoon fed
The Opportunity

3. Explain to governments that ODL is an effective mechanism for innovation in ICTs in higher education
The Opportunity

4. Clean out the bad apples
Plan:

• Technology is the answer: what is the question?
• Distance learning: wny the hostility?
• eLearning: what’s next?
1 February 2012

Invest in Clicks, not Bricks!

Sir John Daniel
Commonwealth of Learning
University Hospital, Dubai
Christchurch College, Oxford University
Professor Tony Bates
“2011 Outlook for Online Learning and Distance Education”
(www.contactnorth.ca)
United States

2014
80% of students online

2009
44% of students online
“being part of a self-service culture that gives individuals greater freedom and convenience”
“combine study and employment rather than separating them in time”
My most precious commodity
Technology is the ANSWER!
(What was the QUESTION?)
Digital Technology = Generation Gap
Digital Technology = Generation Gap

Wrong
“no evidence of a clear break between two separate populations”
Sample

7,000 students aged between 21 and 100

<table>
<thead>
<tr>
<th>Ages</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>1,000</td>
</tr>
<tr>
<td>30-39</td>
<td>1,000</td>
</tr>
<tr>
<td>40-49</td>
<td>1,000</td>
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<tr>
<td>50-59</td>
<td>1,000</td>
</tr>
<tr>
<td>60-69</td>
<td>2,000</td>
</tr>
<tr>
<td>70 and over</td>
<td>1,000</td>
</tr>
</tbody>
</table>
### Sample

7,000 students aged between 21 and 100

<table>
<thead>
<tr>
<th>Ages</th>
<th>Number of Students</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>1,000</td>
<td>31% (46% online)</td>
</tr>
<tr>
<td>30-39</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>1,000</td>
<td>(average for all groups 58%)</td>
</tr>
<tr>
<td>50-59</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>70 and over</td>
<td>1,000</td>
<td>81% (60+% online)</td>
</tr>
</tbody>
</table>
Students who more readily use technology for their studies are more likely than others to be deeply engaged with their work.
“Those students who had more positive attitudes to technology were more likely to adopt a deep approach to studying, more likely to adopt a strategic approach to studying and less likely to adopt a surface approach to studying.”
The Challenge to Teachers

1. Individually competent at using technology for teaching

2. Comfortable operating within technology-based learning systems
Lessons from ICT in Schools

1. Trained teachers
2. Learning materials
3. Hardware and software
Lessons from ICT in Schools

1. Trained teachers
2. Learning materials
3. Hardware and software
Lessons from ICT in Schools

1. Trained teachers

2. Learning materials

3. Hardware and software
ICT in Education

UNESCO
ICT Competency Framework for Teachers
ICT in Education

COL
Commonwealth Certificate for Teacher ICT Integration
“it is not enough for teachers to have ICT competencies and be able to teach them to their students. Teachers need to be able to help the students become collaborative, problem solving, creative learners through using ICT so that they will be effective citizens and members of the workforce. The Framework therefore addresses all aspects of a teacher’s work”
ICT in Education Leadership Forum in the Caribbean

25 - 26 January 2012
Accra Beach Hotel & Spa Barbados

Teachers' Creativity and Innovation: A Key to Success in the Caribbean
Neil Butcher

ICT in Education Leadership Forum
in the Caribbean

25 - 26 January 2012
Accra Beach Hotel & Spa Barbados

Teachers' Creativity and Innovation:
A Key to Success in the Caribbean
“Doing things backwards creates a crisis and puts pressure on the system to train teachers”
“teachers acquire the skills necessary to help students use ICT wisely in their lives and studies.”

Neil Butcher

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Teachers' Creativity and Innovation: A Key to Success in the Caribbean
The Challenge to Teachers

1. Individually competent at using technology for teaching

2. Comfortable operating within technology-based learning systems
The “Lone-Ranger” approach to eLearning
(Professor Tony Bates)
Better to work in teams!
Better to work in teams

Sharing OER Worldwide
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared.
• 13 African universities developing OER for teacher education
  • Used by 320,000 teachers in 2010
• Available in Arabic, English, French and Kiswahili
Collaborative Development of Learning Materials

COL & Hewlett Foundation

20 sets of self-instructional materials in the secondary curriculum (each is a complete syllabus for one grade 10 or 12 subject)
‘The Year of Open’

Paul Stacey – BCcampus
The Open Educational Resource University

New Zealand
23 February 2011

Open Education Resource Foundation

OER is a sustainable and renewable resource
Taking OERS beyond the OER Community: Policy & Capacity for Developing Countries

Zeynep Varoglu

Trudi van Wyk
Workshops

South Africa
Namibia
Malaysia
Mali
India
Tanzania
Mozambique

Plus three online forums
A Basic Guide to Open Educational Resources (OER)

Neil Butcher

Stamenka Uvalić-Trumbić

Asha Kanwar
Guidelines for Open Educational Resources (OER) in Higher Education

Zeynep Varoglu

Trudi van Wyk
Fostering Governmental Support for Open Educational Resources Internationally

Sir John Daniel
Project Director

Stamenka Uvalić-Trumbić
Senior Consultant

THE WILLIAM AND FLORA HEWLETT FOUNDATION
Survey of Governments

“an inventory of current practices and policies with respect to open access to educational material”
Regional Policy Forums

- Caribbean – January
- Africa – February
- Latin America – March
- Europe – April
- Asia & Pacific – April
- Arab States - May
World Congress on
Open Educational Resources
Paris – June 20-22 – 2012

Drafting a Declaration for the Congress
THE AIM

“to get greater buy-in from governments to the promotion of OER and of open licences generally.”
“that educational materials produced with public funds be made available under open licences”
Imagine a World
Without Free Knowledge

For over a decade, we have spent millions of hours building the largest encyclopedia in human history. Right now, the U.S. Congress is considering legislation that could fatally damage the free and open Internet. For 24 hours, to raise awareness, we are blacking out Wikipedia. Learn more.

Make your voice heard

Facebook  Google+  Twitter
“A technology has given us a new freedom”
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared.
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Teachers' Creativity and Innovation: A Key to Success in the Caribbean
Lessons from ICT in Schools

1. Trained teachers
2. Learning materials
3. Hardware and software
ICT in Education

UNESCO
ICT Competency Framework for Teachers
ICT in Education

COL
Commonwealth Certificate for Teacher ICT Integration
Search on the Web for suitable OER and adapt them

Neil Butcher
ICT in Education in Guyana

Cyril Potter College of Education

Appropriate training materials produced:

• Very quickly
• One-tenth the cost of starting from scratch
• With great enthusiasm
The Challenge to Institutions

“In traditional universities the teacher teaches whereas in e-universities the institution teaches”

Adapted from Desmond Keegan
the for-profit sector has a much higher proportion of the total online market (32%) compared to its share of the overall higher education market (7%).
Will higher education split over the coming years into a public sector focussed on research and a for-profit sector doing most of the teaching?
Higher Education: a Great Divide?

Teaching
Private

Research
Public
“A disruptive technology, which online learning may prove to be, rarely favours existing providers”
1 February 2012

Invest in Clicks, not Bricks!

Sir John Daniel
Commonwealth of Learning
Hamdan Bin Mohammed e-University
THANK YOU

For text and slides

www.col.org/speeches