CCME Annual Symposium 2012 at Orlando

Salute to Possibilities: Paving the Way for Our Military Community

Higher Education in a Decade of Disruption

Sir John Daniel
Commonwealth of Learning
Taking, as a starting point, 1530, when the Lutheran Church was founded, some 66 institutions that existed then still exist today in the Western World in recognizable form: the Catholic Church, the Lutheran Church, the parliaments of Iceland and the Isle of Man, and 62 universities.... They have experienced wars, revolutions, depressions, and industrial transformations, and have come out less changed than almost any other segment of their societies

(Carnegie Commission on Higher Education, 1968)
1997

“In 30 years the big university campuses will be relics”
• Enrolment growth underestimated: 80 million more by 2025
• Enrolment growth underestimated: 80 million more by 2025

• GATS - Higher education tradable: rampant commercialization?
• Enrolment growth underestimated: 80 million more by 2025

• GATS - Higher education tradable: rampant commercialization?

• Digital natives versus digital immigrants
All education online?
Restrict research?
Drivers of Change
Drivers of Change

The Other Learning Curve

College tuition CPI vs. U.S. Home Prices vs. CPI.

Tuition inflation
Drivers of Change

Private higher education
Drivers of Change

Xuanzang 603-664

Erasmus 1466-1536

Internationalization
Paris, May 1968
Cross-Border Higher Education

Nottingham University, Ningbo, China
“Our long term aim is that any learner, anywhere in the Commonwealth, shall be able to study any distance teaching programme available from any bona fide college or university in the Commonwealth”.
The Open Educational Resource University

New Zealand
23 February 2011
Drivers of Change

- Internet
- Tuition inflation
- Private sector
- Internationalization
Professor Tony Bates
“2011 Outlook for Online Learning and Distance Education”
(www.contactnorth.ca)
United States

Enrolments in eLearning courses increased by 21% between 2009 and 2010 compared to 2% for campus enrollments.
BUT...

• goals for eLearning are unambitious
• costs are rising
• no evidence of better learning outcomes
• failure to meet quality standards
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%).
Better to work in teams!
United States

2014
80% of students online

2009
44% of students online
"If public institutions do not step up to the plate, then the corporate for-profit sector will".
Will higher education split over the coming years into a public sector focused on research and a for-profit sector doing most of the teaching?
Higher Education: a Great Divide?

Teaching
Private

Research
Public
Drivers of Change

The Other Learning Curve

College tuition CPI vs. U.S. Home Prices vs. CPI.

Tuition inflation

Source: BLS Census (1978-2010)
WHY DOES COLLEGE COST SO MUCH?

ROBERT B. ARCHIBALD AND DAVID H. FELDMAN
Prices over 50 years
The Cost Disease
(Baumol and Bowen)

“salaries in such areas are pushed up, even if productivity remains static, by productivity-linked salary increases in other sectors of the economy”
Foreword by William Bowen:

“rethinking my skepticism about the potential of new technologies to improve productivity in higher education”
The Iron Triangle

- **Access**
- **Quality**
- **Cost**
The **Iron Triangle**

- **COST**
- **ACCESS**
- **QUALITY**
The Iron Triangle
“an insidious link between quality and exclusivity”
260,000 students
of which
>60,000 ex UK

Open as to:

• People
• Places
• Methods
• Ideas
## 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 tops for student satisfaction
Principles of Technology

- Division of labour
- Specialisation
- Economies of scale
- Machines and ICTs

Adam Smith
1723-1790
DIGITAL TECHNOLOGY

“networked individualism”

“participating, collaborating and producing as part of a community”

“connectivism”
Digital Technology = Generation Gap
Digital Technology = Generation Gap
“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>
<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>
“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.”
Impact of the for-profit sector... a less costly business model?
Impact of the for-profit sector... a less costly business model?

How are surpluses spent?
Impact of the for-profit sector... a less costly business model?

How are surpluses spent?

All providers are private... when they work overseas.
Impact of the for-profit sector...

a less costly business model?

Can private higher education be combined with equity of provision?
Impact of the for-profit sector...

a less costly business model?

Can private higher education be combined with equity of provision?

Can governments regulate private higher education without strangling it?
BEWARE

DEGREE MILLS & BOGUS COLLEGES
the main plea is for a level playing field
The Open Educational Resource University

New Zealand
23 February 2011
OPEN EDUCATIONAL RESOURCES (OER)
educational materials that may be freely accessed, reused, modified and shared.
Guidelines for Open Educational Resources (OER) in Higher Education
‘The University Open’

Paul Stacey – BC Campus
The
Open Educational Resource
University
New Zealand
23 February 2011

Open Education Resource Foundation
OER is a sustainable and renewable resource
The OER university concept. Adapted from Taylor (2007)
The Virtual University for Small States of the Commonwealth
11 million users

Interactive eBooks
300,000 downloads of the UKOU’s materials per week account for 10% of all iTunesU traffic
250 million viewers worldwide in 2010
“the task of universities today is to provide paths from their informal cloud of learning towards formal study for those who wish to take them”
GENTLER, MORE OPEN SLOPES

“Informal Learners”

Smaller milestones
Exploiting www resources
Accredited by mentors and the platform

Institutional Accreditation

Fixed granularity, standard, curriculum and price
The OER university concept. Adapted from Taylor (2007)
The OER university concept. Adapted from Taylor (2007)
Academic Volunteers International

MEDECINS SANS FRONTIERES
DOCTORS WITHOUT BORDERS

engineers without borders
ingénieurs sans frontières
Canada
Open educational resources
The OER university concept. Adapted from Taylor (2007)
The Open Educational Resource University

“an umbrella organization for a network of participating institutions”
CONCLUSIONS

Evolution not revolution!

BUT...
CONCLUSIONS

Evolution not revolution!

BUT...

Online learning will disrupt current practices:

- academic work
- corporate structures
- low cost, high quality options
“to bring higher education to the billions at the bottom of the pyramid”
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Thank you
For text and slides
www.col.org/speeches