National Symposium on Academia – University Interface

Learning, Living and Working in the 21st Century

Sir John Daniel
Commonwealth of Learning
Professor Asha Kanwar
Vice-President

President from 1 June 2012
National Symposium on Academia – University Interface

Learning, Living and Working in the 21st Century

Sir John Daniel
Commonwealth of Learning
SPEECHES AND PRESENTATIONS

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SpeECHES and Presentations

The Chair of COL's Board of Governors, COL's President and Chief Executive Officer, and other senior staff members are regularly called upon to deliver speeches and presentations at events taking place throughout the Commonwealth. If you are specifically interested in presentations that have been delivered by a particular individual, please click on the presentation name below and at the right. Quotes may be taken from these presentations for third-party use, so long as full and accurate credit is conveyed.

SPEECHES and PRESENTATIONS in 2012

www.col.org/speeches
PLAN

• Setting the Scene
• Trends in Higher Education
• The Role of Technology
• COL’s Skills Development work
• Open Educational Resources
PLAN

• Setting the Scene
Learning, Living and Working in the 21st Century

Sir John Daniel
Commonwealth of Learning
“You Live and Learn”
Coat of Arms: UK Open University
Liebe und Arbeit

(Love and work)
Visual Arts Education and New Technologies: Sharing cultures at the DeTao Masters Academy

Stamenka Uvalić-Trumbić & Sir John Daniel
PLAN

- Setting the Scene
- Trends in Higher Education
- The Role of Technology
- COL’s Skills Development work
- Open Educational Resources
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)
Drivers of Change
Drivers of Change

The Other Learning Curve

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

Tuition inflation

Source: BLS, Census (1978-2010)
Drivers of Change

Private higher education
Drivers of Change

Xuanzang 603-664

Erasmus 1466-1536
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

Open Education Resource Foundation

OER is a sustainable and renewable resource
Drivers of Change

• Internet
• Tuition inflation
• Private sector
• Internationalization
Professor Tony Bates
“2011 Outlook for Online Learning and Distance Education”
(www.contactnorth.ca)
Enrolments in eLearning courses increased by 21% between 2009 and 2010 compared to 2% for campus enrolments.
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
Prices over 50 years
The Cost Disease
(Baumol and Bowen)

“salaries in such areas are pushed up, even if their 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

Accessibility - Quality - Cost
The Iron Triangle
The Iron Triangle
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
Tops in student popularity
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
“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>(average for all groups 58%)</td>
</tr>
<tr>
<td>40-49</td>
<td>1,000</td>
<td></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.”
Students who combine work and study learn better
PLAN

• Setting the Scene
• Trends in Higher Education
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• Open Educational Resources
Flexible Skills Development

Aim:
Informal approaches to skills development

Alison Mead Richardson
(United Kingdom)
Flexible Skills Development

- two thirds of the population of sub-Saharan Africa is under 25 years old

- lifelong learning for people in the informal economy (90% of employment – massive need)

- **Challenge**: formal TVET system has low budget provision, inadequate infrastructure, outdated materials and pedagogy
Goal of FSD

• Increase access to skills training for people working in the informal sector to improve livelihoods
• **Approach**: impact on provision of training for the informal sector through the formal TVET system
• Focus on 4 areas:
  - policy development
  - organisational development
  - ICT infrastructure management
  - Course design and delivery
Capacity Building

- Institutional managers, administrators, teachers and national policy makers
- Multi-country, online training on COL Moodle LMS
- Workshops and inputs from Technical Advisers
- Learning by doing
• Social networking platform – NING
• >300 members
• Discussion, collaboration and informal learning
• Institutional and special interest groups
Institutional development activities

- Targets for the introduction of new courses
- Staff development in the use of media and ICT
- Local market research and feasibility studies
- Enhancing technical infrastructure
- Engaging with national policy makers
- Developing new short courses
Commitment to change

- Institutions have demonstrated a clear commitment to change
- Acceptance of the principle of National Challenges – Local Solutions

- At institutional level, national perspectives and policy are being informed and challenged for improvement
- Good progress in linking institutional strategic objectives with FSD activities
Challenges

• Understanding institutional challenges and barriers
• Managing the technical infrastructure
• Strengthening of staff capacity to utilise ICT in teaching
• Sensitising the community and engaging with national policy makers
Technical barriers

- High cost of internet bandwidth
- Unreliable power supply
- Barriers being overcome through pilot activities
- Lack of technical expertise to produce strategies for the development of ICT infrastructure
- Government input to develop and publish guidelines on how to develop institutional ICT strategies within the framework of the national ICT strategy

Flexible approaches are not only about technology!
Progress & achievements

• Teachers have better curriculum development capacity
• Media-enhanced curriculum components are improving the quality of teaching
• Moodle platforms being installed
• Use of ICT represents an opportunity in terms of personal promotion
• New courses for the informal sector are being developed
What didn’t work?

• One institution has not made any real progress with FSD
• Likely due to a change in institutional head, and
• infrastructure challenges which cannot be overcome
• Strong leadership and commitment from the Head of the institution is proving to be an important factor in the successful integration of ICT in TVET
No quick fix

• The move towards more flexible and blended approaches to skills development is a lengthy and challenging process
• involves continuing learning and application to establish what works in each individual institutional context
• It is too early to demonstrate positive impact on access, efficiency or the quality of teaching and learning
Evidence base

- New, flexible approaches are being institutionalised
- Continuing staff development creating a cadre of managers and teaching staff who understand the issues
- Teachers’ capacity to use educational media and technology strengthened through instructional design training
- New, flexible courses which meet the needs of the local labour market are in development
- Attitudinal change in a critical mass of the staff carrying the institutions forward
Learning for Farming

Aim:
Lifelong Learning for Better Farming

kbala@col.org

Kodhandaraman Balasubramanian
(India)
Issues In Agricultural Extension...

• Less & less investment by governments. (in some countries Extension officer ratio is 1:25,000)
• More and more challenges due to globalization
• Inadequate information flow & knowledge management
• Lack of involvement of farmers & forward linkage stakeholders
• Absence of holistic perspective
• Financial viability, economic feasibility and social acceptability?
Globalization

New Stakeholders…
Who creates demand—who creates supply—who fixes the price—
Old Products—New markets
New Products—New Standards
Codex Alimentarius, GAP, Organic
How many farmers and villagers know?
Number of People to Reach…

Millions of farm & pastoral families

Millions of agricultural labourer families
Paradigm Shift in Agricultural Extension

• Strengthen and promote self-directed personal-strategic learning among rural communities. L3 focuses on enhancing the scope for self-directed learning with the help of ICT

• From didactic education model of trainer-trainee to facilitating self-directed learning
The Commonwealth

The Commonwealth comprises 54 developed and developing nations around the world.

COL’s Lifelong Learning for Farmers -
Trends of L3F (1)

• Around 20,000 women and men (Asia) and 4,000 women and men (Africa) in L3F through mobile phone and other multi-channel learning.

• The learning takes place in the context of self-help groups, women’s associations, and farmers association, strengthening the community-based knowledge system.

• There is evidence that mobilization and formal learning through ODL promote a self-sustained personal-strategic learning
Trends of L3F (2)

• ICTs such as mobile phones help in promoting structured learning among semi-literate and illiterate populations

• Such learning leads to better livelihoods and personal empowerment

• Secondary stakeholders (financial institutions, ICT companies) see that lifelong learning among farmers promotes their business interests. This helps to scale up the initiative through replication.
What does L3F require?

• A strong mobilization process
• Investment in cognitive social capital
COL’s L3F Initiative: Model & Future

• To show a model to the secondary stakeholders that investing in L3F is good business & development strategy

• Future: COL withdraws and secondary stakeholders along with primary stakeholders take up the initiative and replicate
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OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared.
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
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
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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