

# ICTS IN HIGHER EDUCATION: WHO STANDS TO GAIN?



# The Commonwealth of Learning (COL)

## Learning for Development



# The Commonwealth of Learning

## WHAT IS IT?

- Intergovernmental
- CHOGM 1987 - Vancouver
- Voluntary \$\$\$ from Commonwealth countries



# The Commonwealth of Learning

## WHAT IS IT FOR?

To help Commonwealth governments and institutions use various technologies to improve and expand learning for development





# THE SIXTH PAN-COMMONWEALTH FORUM ON OPEN LEARNING

November 24-28, 2010  
Kochi, India

Conference Theme:

Access and Success in Learning:  
Global Developmental Perspectives

Sub Themes:

Social Justice  
Community Development  
Skills Development  
Formal Education



Indira Gandhi  
National Open University

[www.col.org/pcf6](http://www.col.org/pcf6)



Commonwealth of  
Learning

Learning for Development





**the people's university**





[photos.suchit.in/.../1/578943461\\_DogxX](https://photos.suchit.in/.../1/578943461_DogxX)



# President of COL 1995-2004



**Tan Sri Professor Gajaraj Dhanarajan**

# ICT in Higher Education: Who Stands to Gain?

**Professor Asha Kanwar**  
*Commonwealth of Learning*  
*Vancouver, Canada*



# PLAN

- Governments
- Institutions
- Teachers
- Learners
- Who Stands to Gain?



# GOVERNMENTS





### Higher Education Enrollment Growth

<i>(in thousands)</i>	1999	2004	Five-Year Growth
Middle East/North Africa	2,000	7,000	250%
East Asia/ Pacific	14,000	39,000	179%
SouthAsia/West Asia	6,000	15,000	150%
Latin America/Caribbean	7,000	15,000	114%
Central/East Europe	10,000	19,000	90%
<b><i>Developing World</i></b>	<b><i>39,000</i></b>	<b><i>94,000</i></b>	<b><i>144%</i></b>

Source: The Global Education Digest 2006 (UNESCO).



*The World Bank says:*

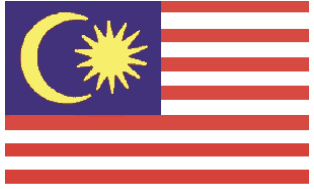
Age Participation Rates (APRs) of 40-50% for sustainable economic development

*But*

APRs < 15% in much of the Asia



# APR ambitions:



40% by 2010



30% by 2015



15% by 2012

# HUGE DEMAND:



University of Dhaka  
10,000 of 80,000



Public universities  
9,000 out of 40,000



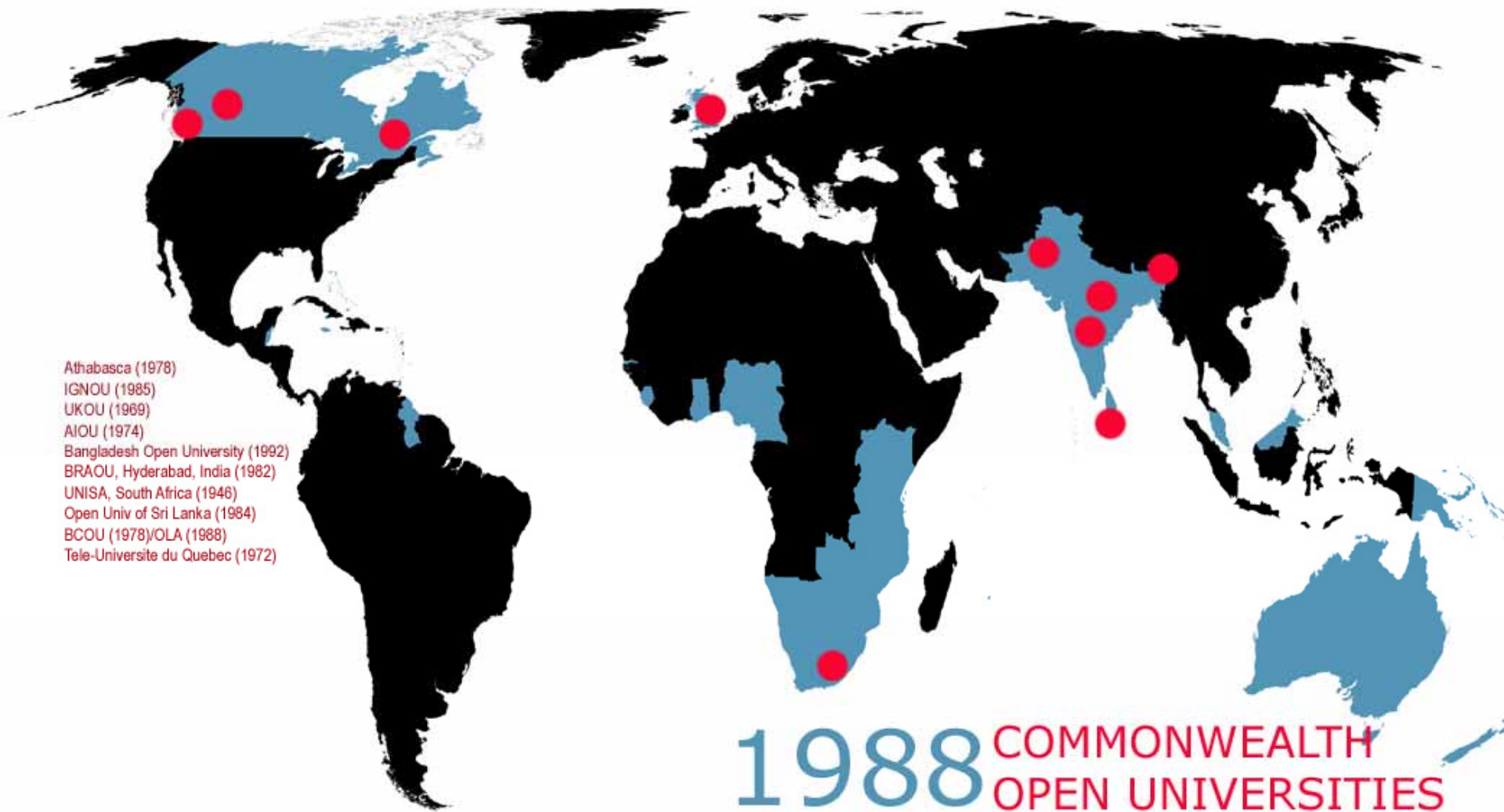
The Open University



The Open University



The Open University



- Athabasca (1978)
- IGNOU (1985)
- UKOU (1969)
- AIOU (1974)
- Bangladesh Open University (1992)
- BRAOU, Hyderabad, India (1982)
- UNISA, South Africa (1946)
- Open Univ of Sri Lanka (1984)
- BCOU (1978)/OLA (1988)
- Tele-Universite du Quebec (1972)

# 1988 COMMONWEALTH OPEN UNIVERSITIES



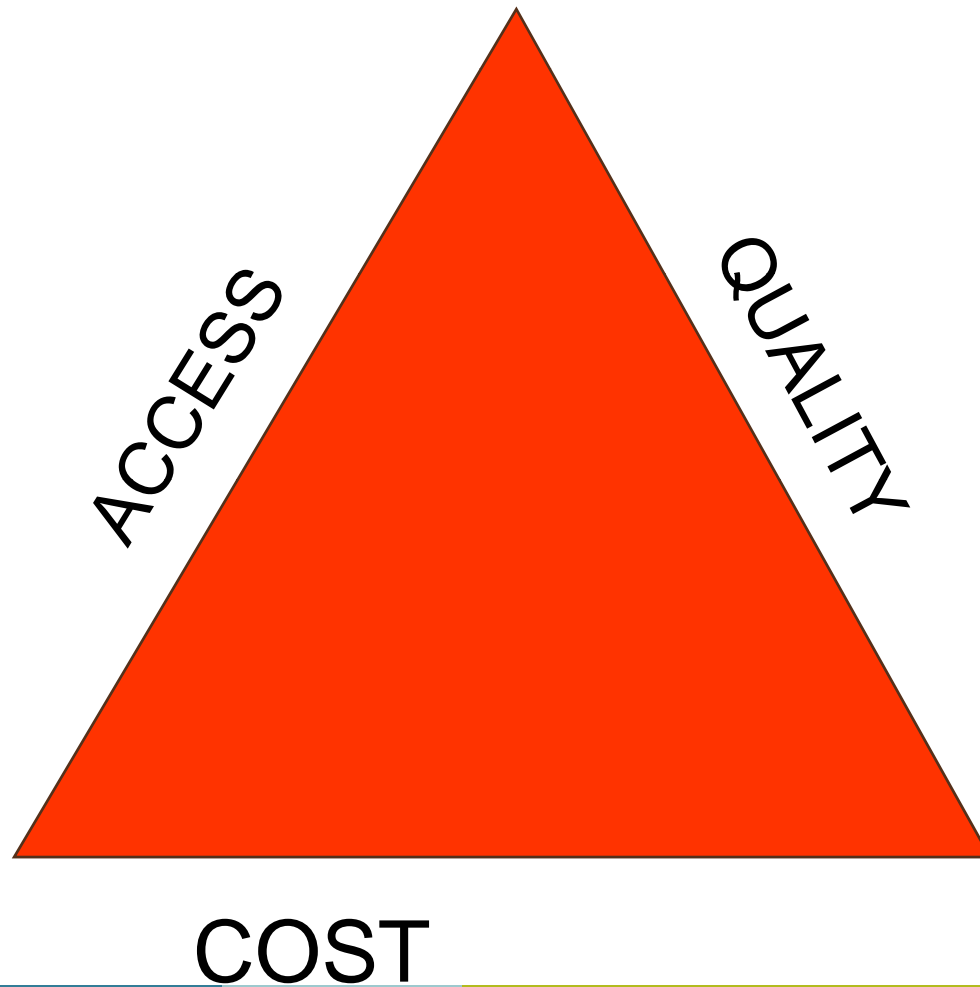


- IGNOU
- UKOU
- AIOU
- Athabasca
- Open University of Malaysia
- Open University of Tanzania
- National Open University of Nigeria
- Netaji Subhash Open University
- Bangladesh Open University
- BRAOU, Hyderabad, India
- YCMOU, Nashik, India
- MPBOU, Madhya Pradesh, India
- UNISA, South Africa 110,000
- Open Univ of Sri Lanka
- TNOU, Tamil Nadu, India
- Kota Open Univ, Rajasthan, India
- Open Univ, Uttar Pradesh, India
- Nalanda Open University, Bihar, India
- DBROU
- KSOU, India
- Open University of Zambia
- Open University of Uttaranchal, India
- Open University of Assam, India
- Open University of Cyprus
- K.K. Hadique State University, India
- The Open Polytechnic of New Zealand
- Wawasan Open University, Malaysia

# 2008 COMMONWEALTH OPEN UNIVERSITIES



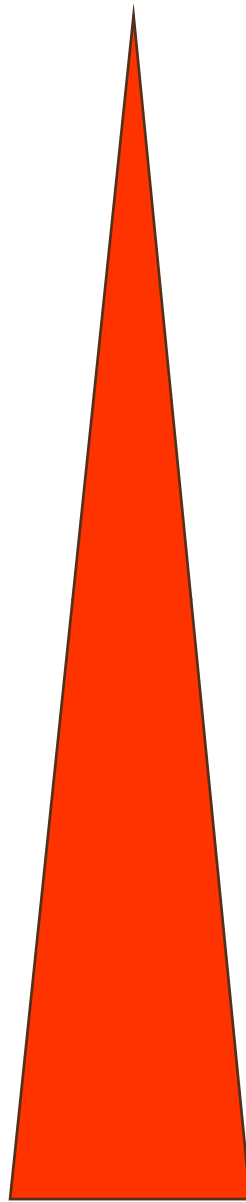
# The Iron Triangle



**ACCESS**

**QUALITY**

**COST**



# Governments can

- elaborate enabling policy frameworks for ICTs in Education
- invest in appropriate technologies and infrastructure
- invest in capacity building
- implement rigorous quality assurance measures

# INSTITUTIONS



# Four principal uses of ICT

- institutional PR to attract more students through the internet;
- management, administration and funding;
- research using digital libraries;
- teaching and learning using learning management systems.



# Interactions in learning

(Meta-analysis by Bernard et al.2009)

Student <> Content

Student <> Student

Student <> Teacher



# Interactions in learning

(Meta-analysis by Bernard et al.)

Student <> Content # 1

Student <> Student # 2

Student <> Teacher # 3





# MIT OPEN COURSEWARE

MASSACHUSETTS INSTITUTE OF TECHNOLOGY



The Open University

## OpenLearn

Making educational resources freely available

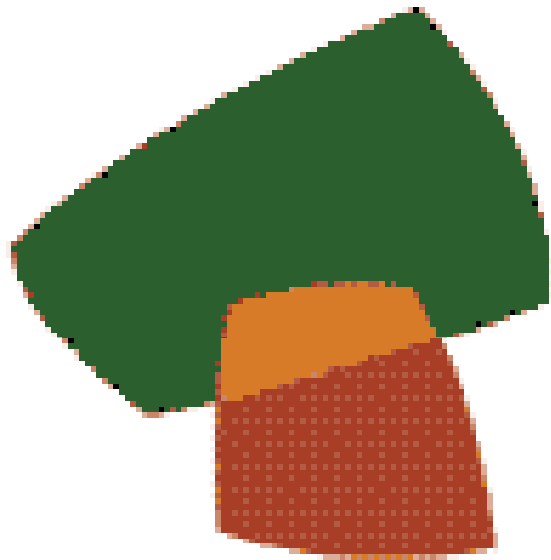
The Virtual University for Small States of the Commonwealth



*this courseware is mine to this courseware is  
for (open) mining*

1. MIT: Open Courseware  
sharing knowledge
2. UKOU: Open Content Initiative  
sharing learning
3. VUSSC: Collaborative content  
sharing learning and teaching





# TESSA

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**Teacher Education in Sub-Saharan Africa**

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# Advantages of using OERs

- Save time and money
- Fosters global knowledge exchange
- Supports capacity development
- Raise the quality of education



# Why is this content not being used?

- Lack of awareness about the content and its benefits
- No ownership
- Limited capacity



# Institutions can

- develop an institutional policy on use of OERs
- provide incentives to faculty
- define copyright policies



# TEACHERS

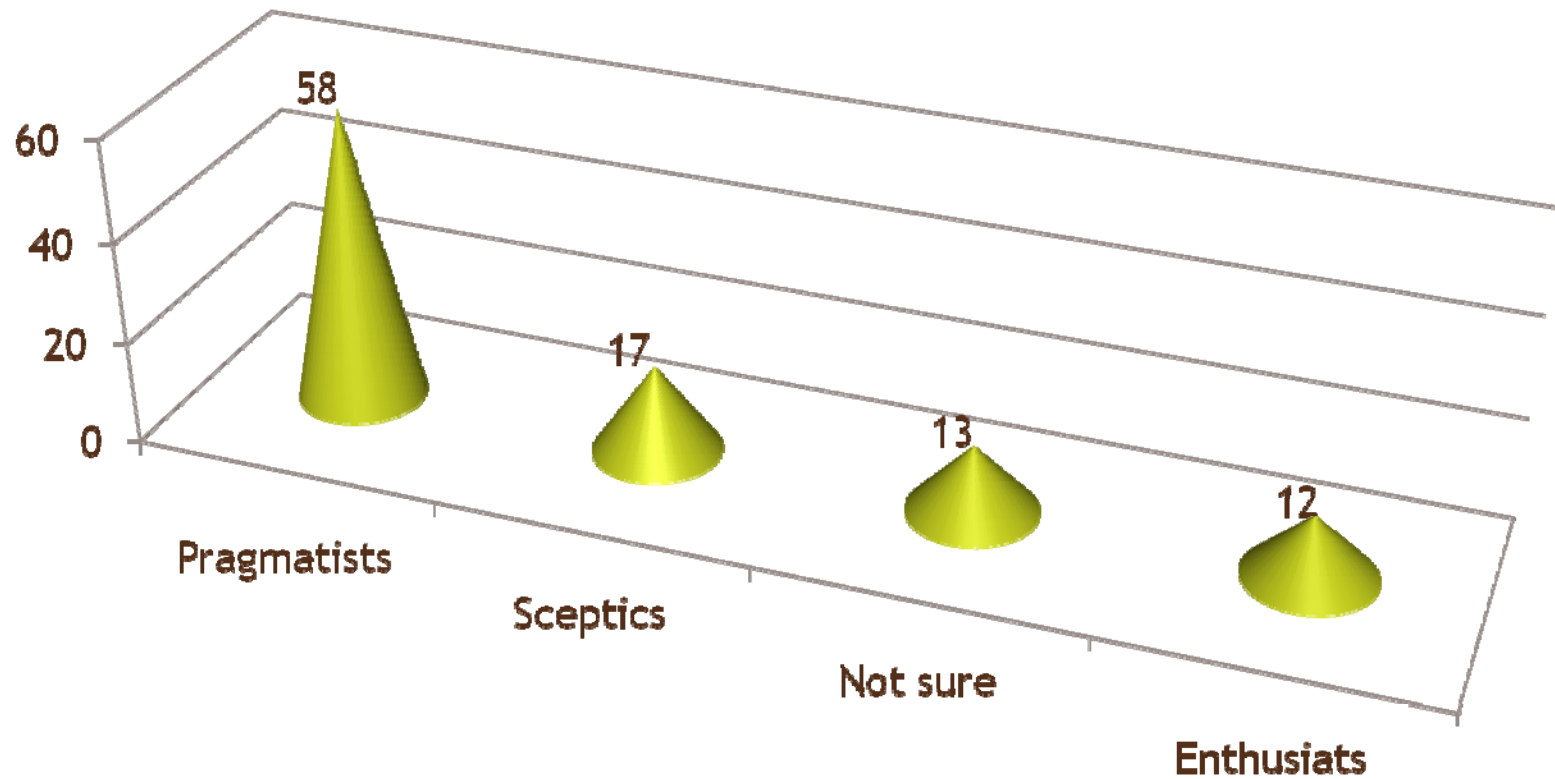


# Digital Natives, Digital Immigrants

- Digital Natives: immersed in use of technology—the young learners
- Digital Migrants: Teachers who took to technology late in life



## European university teachers view of technology (%)



# What are teachers using technology for?

- Research
- Still do not use wikis, blogs etc
- Replicate old pedagogies with new tools



# Use of ICTs in HEI's in Kenya (2007)

- Not ready for elearning
- ICT not a strategic priority for HEI's



# Teachers can

- Focus on innovative pedagogic practice;
- collaborative research on how to craft this pedagogic practice
- continuous professional development in the educational uses of technology.



# LEARNERS

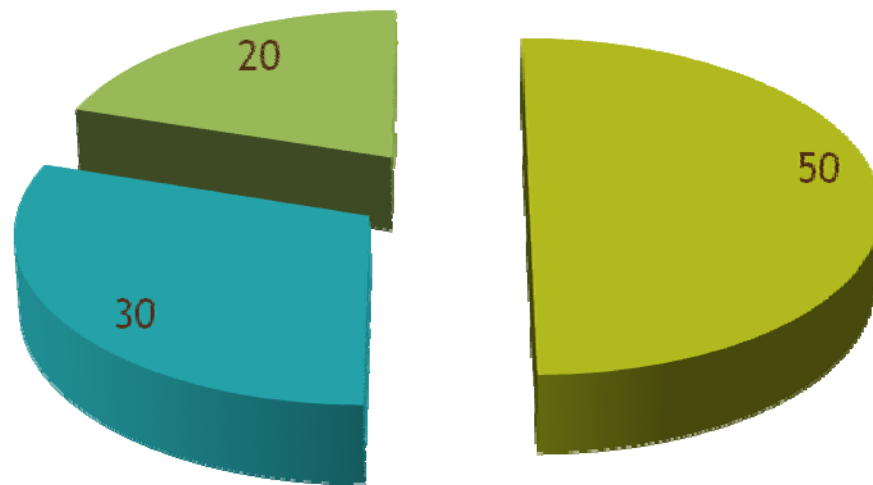


# Twenty first century learners

- Young learners
- More women

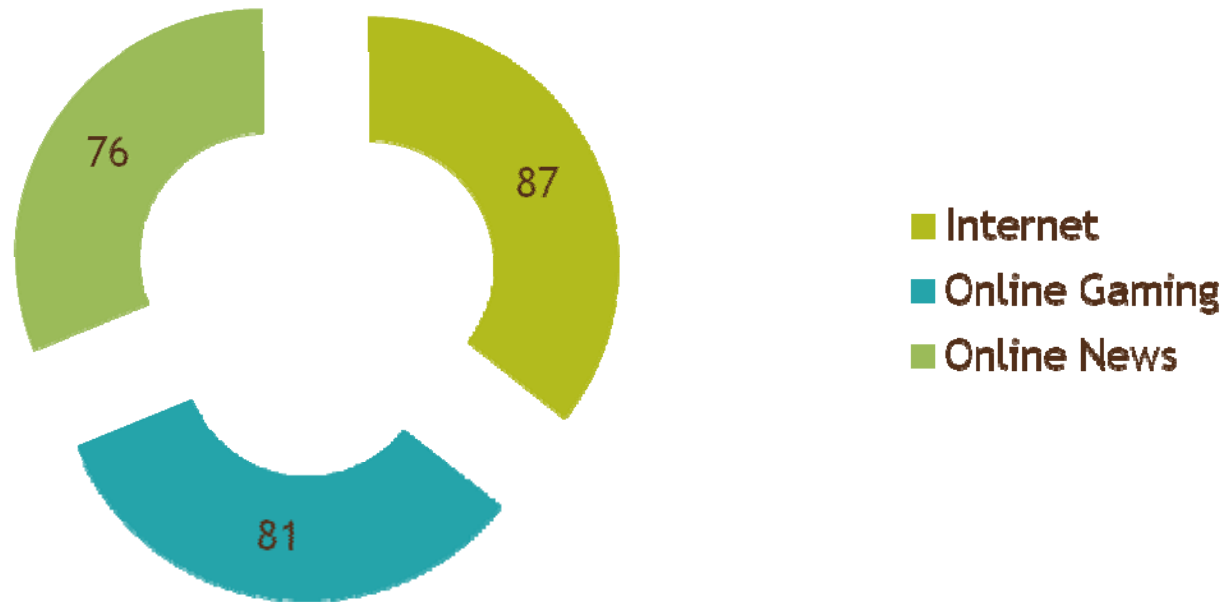


## Profile of learners in the use of the Internet



- Digital mass (heavy Internet use but do not produce content)
- Inter-activated (heavy Internet use and frequent producers of content)
- Neo-analogical (produce some content but use less Internet than the Digital Mass)

## % of 8-18 year olds in the USA using various online content



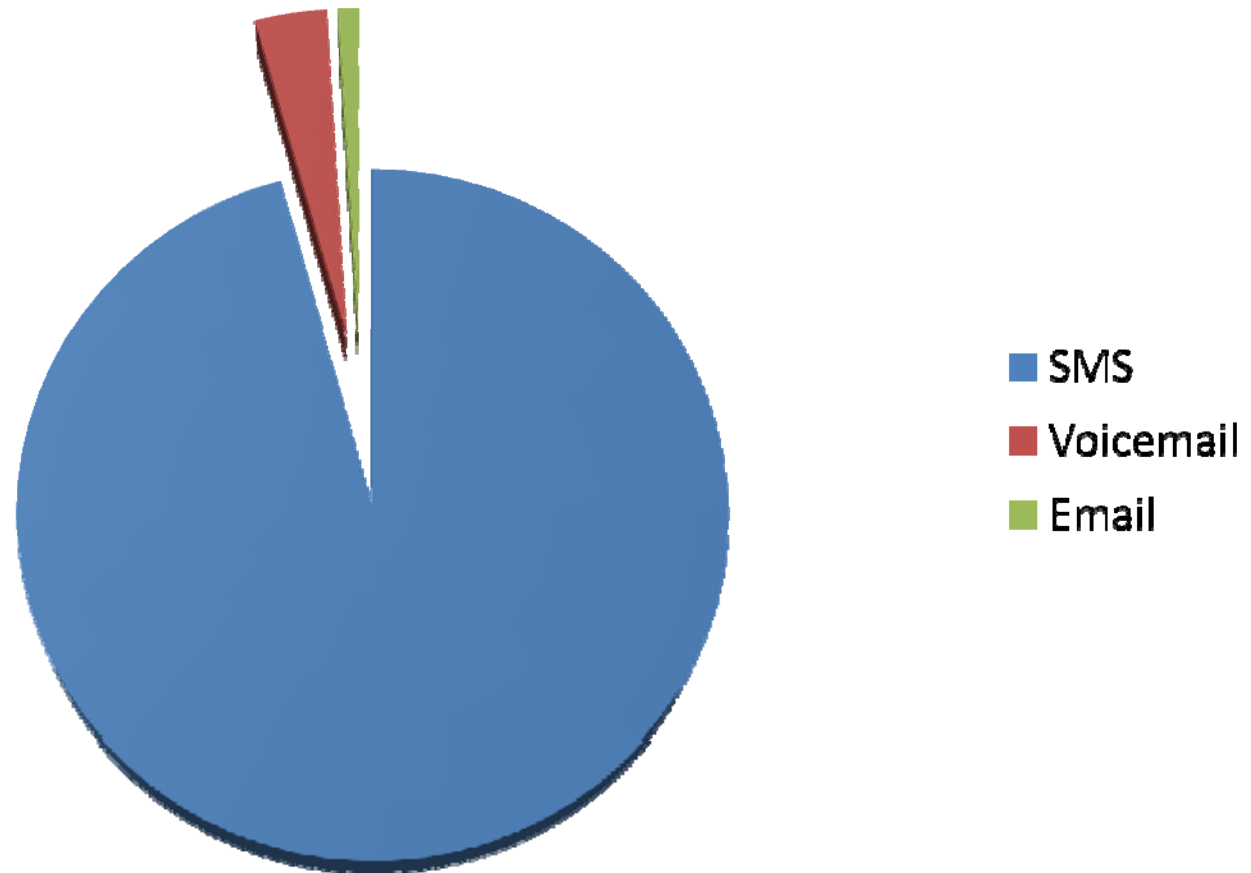
Region	Computers per 1000 persons	Internet Users per 1000 persons
South Asia	22.50	46.0
Africa	38.33	42.26
<b>East Asia/Pacific</b>	<b>275.29</b>	<b>323.53</b>
Western Europe	548.67	651.33
USA	810.0	740.0

# MALAYSIA STATISTICS

<b>Mobile subscriptions per 100 (2008)</b>	<b>102.59</b>
<b>Broadband subscribers per 100 (2008)</b>	<b>04.93</b>
<b>Internet Users per 100 (2008)</b>	<b>55.8</b>
<b>Computers per 100 (2006)</b>	<b>23.15</b>
<b>TV Sets per 100 (2003)</b>	<b>22.17</b>
<b>Radio sets per 100 (1997)</b>	<b>41.99</b>



## ICT use per week at one Japanese university



# DE Unit, Univ of Pretoria

- 14,000 teachers
- 1% internet; 99% phones
- Administrative
- Academic





L3 Farmers: Testing the quality of milk

# Lifelong Learning for Farmers in Sri

## ■ Lanka University of Ruhuna: developing Mushroom Enterprises.



A Sri Lankan farmer sells mushrooms on a tricycle he designed and built

# COMMONWEALTH of LEARNING

LEARNING FOR DEVELOPMENT



# LIVES

Learning through Interactive Voice Educational System

Goal: to provide communities with a learning tool based on voice mails using mobile phones

# Lifelong Learners



# WHO STANDS TO GAIN?



# The New Learner: 1980's

- 'New Learner': adult learner who looked for new education, training and/or skills for personal development, promotion, change in career, and/or enhanced job requirements



# Digital Native: C21

- 'Digital Native': technology-savvy learners, usually young school-leavers



# The Emerging Ultimate Learner

- Has the means to learn
- The mindset and motivation
- Lifelong learner
- Multidisciplinary, analytical, ethical, innovative, disciplined, respectful, collaborative



**THANK YOU**  
**WWW.COL.ORG**

