The Dynamics of Changing Societies & the Future Role of ODL

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President & CEO, Commonwealth of Learning

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Plan

- Changing societies
- Three Generations of Open Education
- Future of ODL
CHANGING SOCIETIES
1. Economic restructuring

- The West & the Rest
- The rise of the BRICs
- Emerging ‘breakout’ nations
2. Global Development Challenges

- Universal Primary Education
- Gender Equality
- Health
- Poverty

PHOTO: David Walker, PNG
...and all over the Commonwealth!
Commonwealth

- 60% of the population under 25
- 1/3 of the world’s poor, 2/3 of them are women (ODI, 2009)
- 23.3 million primary age children out of school
- 460 million illiterate adults, two thirds of these being women.
Commonwealth countries off track to achieve MDGs

- **MDG 1**: poverty reduction: 19
- **MDG 2**: universal primary education: 15
- **MDG 3**: gender equality: 11

Sources:
- COMSEC(2012) Education in the Commonwealth
3. The Digital Divide (Commonwealth countries)

Source: International Telecommunications Union
From digital divide to digital dividend

- The emergence of mobiles
- Use of appropriate technologies that are affordable, accessible and available
Expansion in Mobile Phones

![Bar chart showing the number of mobile phones per 100 inhabitants in developed and developing countries during 2006 and 2011.](http://www.itu.int/ITU-D/ict/statistics/at_glance/KeyTelecom.html)

Mobile Broadband Increase in Developing Countries

![Bar chart showing mobile broadband per 100 inhabitants during 2006 and 2011 in developing countries.](chart)

- **Gold**: Mobile Broadband per 100 inhabitants during 2006
- **Teal**: Mobile Broadband per 100 inhabitants during 2011

**Developing countries**
Exploding demand for HE

- 2007: 150.6 million tertiary students globally
- 2012: 165 million
- 2025: 263 million
Huge demand:

University of Dhaka
10,000 of 80,000

800 universities by 2020

Public universities
9,000 out of 40,000
Access to Higher Education

OECD Average: 40-50%

South Asia: <15%

Sub-Saharan Africa: <10%
THREE GENERATIONS OF OPEN EDUCATION
The Rise of Open Universities
The Philosophy of ‘Open-ness’

- Open as to people,
- Open as to places,
- Open as to methods, and, finally,
- Open as to ideas

– Lord Crowther
‘Open-ness’ in Practice

- No entry qualifications
- Credit banking
- Cafeteria approach for courses:
Increased Use of Technology Mediation

Gyan Darshan Broadcast in Session
Key Developments in the 2nd Generation

- 1984: first electronic courses
- 1989: Internet
- 1991: WWW
- 1994: first online MBA (Athabasca)
- 1996: first web-based course delivery
- 1999: learning objects; LMS’s
Open Education: Second Generation

- Wider Use of Web and Online Technologies
- Interactivity: Key Aspect
- Much higher level of personalization through technology mediation
- Learning Objects
1988 COMMONWEALTH OPEN UNIVERSITIES

Athabasca (1978)
IGNOU (1985)
UKOU (1969)
AICU (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)
2008 COMMONWEALTH OPEN UNIVERISITIES

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, Nasik, 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
DBRU
KSOU, India
Open University of Zambia
Open University of Uttarakhand, 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
Asia has the largest number of adult ODL learners in the world, over 70 open universities!

India alone has a growing network of 14 open universities, 14 open schools and nearly 150 dual-mode institutions which collectively cater to over 7 million learners.
Third Generation: OER

MIT OpenCourseWare
Massachusetts Institute of Technology

ConneXions

MERLOT
Multimedia Educational Resource for Learning and Online Teaching

OER Commons
Open Educational Resources
What are Open Education Resources (OERs)?

Materials that are

- Free and freely available
- Suitable for all levels of education
- Reusable
- Digital
Development of DE resources

- Instructional design, multimedia design, editing etc.: 20%
- Academic authoring time: 80%
Development of OERs

Authoring shared among participating institutions/individuals

Mackintosh
FUTURE ROLE OF ODL
World Congress on Open Educational Resources
Paris – June 20-22 – 2012

Paris Declaration
Paris Declaration

- Foster awareness and use of OER
- Foster strategic alliances for OER
- Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- Encourage research on OER
18th CCEM Communiqué

Ministers emphasized the need

- ‘to set up a common platform for OER materials for...ease of access’
- ‘for the development and use of OER in providing quality teaching and learning for all’.
Access: Malawi

- Bunda College of Agriculture
  - 102 page Communications Skills textbook
  - 75% OER
  - Adapted by adding contextually relevant materials, activities, assignments
Access: translation

CORE

COL ID template
translated and adapted by
Open University of China

COL materials
in Ukrainian
Can OER reduce Costs?

- 20 teacher education programmes in 12 countries
- Materials available in 4 languages
- In 2010, 320,000 teachers benefited

Teacher Education in Sub-Saharan Africa
International developments: OERU

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland
The OER university concept. Adapted from Taylor (2007)
Can OER contribute to Quality?

- 611 institutions in India
  - KSS Women’s Engineering College, Andhra Pradesh
  - Maya Devi Educational Foundation, Uttarakhand
  - Bhilai Institute of Technology, Chattisgarh
Can Open Educational Resources thrive in closed educational settings?

WHAT IS THIS OER?
Transforming the curriculum
Involvement of stakeholders

- Involving different stakeholders to participate, collaborate, create and share
- Encouraging consumers to become the producers of knowledge
- Involving faculty through incentives
OER: Advantages for ODL

- Access to OER can improve quality
- Availability of OER can release resources for improving learner support services
- Diversify provision from full services to services that the learner can choose, reducing costs and increasing flexibility
2. Massive Open Online Courses: MOOCs

...a MOOC is a type of online course aimed at large scale participation and open access via the web. MOOCs are a recent development in the area of distance education, and a progression of the kind of open education ideals suggested by OER

Wikipedia, 20/09/12
MOOCs are typically

- Free of charge
- Designed for large numbers
- Designed to encourage peer to peer learning
- Meant to award completion certificates rather than course credits

OBHE Report, 2012
Stanford 2011

- Artificial Intelligence course
- 160,000 registered
- 23,000 completed
- All countries except North Korea
edX 2012

- Circuits and electronics
- 155,000 registered
- 7157 passed the course
- 160 countries
# Comparison of Coursera, edX and Udacity, August 2012

<table>
<thead>
<tr>
<th></th>
<th>Coursera</th>
<th>edX</th>
<th>Udacity</th>
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<tbody>
<tr>
<td><strong>For-profit?</strong></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Number of Students</strong></td>
<td>1,100,000+</td>
<td>155,000+ (MITx only)</td>
<td>739,000</td>
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<tr>
<td><strong>Fees</strong></td>
<td>None yet</td>
<td>$100 for completion certificate after autumn 2012 cohort</td>
<td>$80 for Pearson test (optional)</td>
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<tr>
<td><strong>Funding</strong></td>
<td>$16m venture capital; $6m from partners</td>
<td>$30m each from MIT &amp; Harvard; $1m from Gates Fdn; more from private partners</td>
<td>Charles River Ventures, Sebastian Thrun (amounts unknown)</td>
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</table>

Source: The Observatory on Borderless Higher Education, 2012
What of pedagogy?

• behaviourist pedagogy, relying primarily on information transmission, computer-marked assignments and peer assessment. Tony Bates

• Attention to teaching—the real revolution. Sir John Daniel
Implications for ODL: Will MOOCs

- attract potential learners?
- identify niche areas to compete globally?
- encourage the development of flexible frameworks for credit transfers, and recognition of qualifications?
MOOCs: Advantages for ODL

- Use the MOOC platforms to provide better learner support to larger numbers
- Reengineer MOOC to incorporate blended approaches to suit developing countries
- Use the research reports developed by the American universities to improve their own teaching
3. ODL for Development

- Accelerate progress towards achieving MDGs & EFA Goals
Open Schooling

- Universal Primary Education = progress
- Now a Surge to Secondary
Training of Teachers & Teacher Educators

Child Friendly School

Materials Development

GT Online

Quality Assurance
Flexible Skills Training

- Increased access to quality TVET through ODL in the Commonwealth—use of videos
Reinventing ODL: how can we

- harness OER to improve access, enhance quality and reduce costs?
- take advantage of MOOCs to expand access to learning?
- deploy ODL to achieve development goals?
Revisit the philosophy of ‘Open-ness’

- Open as to people,
- Open as to places,
- Open as to methods, and, finally,
- Open as to ideas

– Lord Crowther
THANK YOU
www.col.org