KNOU Forum
17 September 2012

Sir John Daniel
Education Master: DeTao Masters Academy, China
What role for open universities when eLearning becomes universal?

Sir John Daniel
Education Master: DeTao Masters Academy, China
Distance Teaching Universities

- Arab Open University
- Sukhothai Thammathirat Open University
- ANADOLU ÜNİVERSİTESİ
- Allama Iqbal Open University
- University of Sri Lanka
- Athabasca University
- Korea National Open University
- African Virtual University
- Université Virtuelle Africaine
- Universidade Virtual Africana
distance education

Open Distance Learning (ODL)

open learning
Open Universities

=  

A revolution in higher education
Mega-Universities & Knowledge Media

Technology Strategies for Higher Education

John S Daniel
Mega-University

= 

a distance teaching university with over 100,000 students
mid-1990s:
11 mega-universities
(including KNOU)

Today:
25 mega-universities
(and much bigger)
Four Sections:

• Why mega-universities = revolution
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• Why mega-universities = revolution

• Conventional universities & ODL
Four Sections:

- Why mega-universities = revolution
- Conventional universities & ODL
- Mega-universities strength = open
Four Sections:

• Why mega-universities = revolution
• Conventional universities & ODL
• Mega-universities strength = open
• Future trends: e.g. OER
The Central Challenge

• ACCESS (wider)

• QUALITY (higher)

• COST (lower)
The Iron Triangle

ACCESS

QUALITY

COST
The Iron Triangle
The **Iron Triangle**
The Iron Triangle
“an insidious link between quality and exclusivity”
The Technology Revolution

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

ALL AT THE SAME TIME!
Principles of Technology

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

Adam Smith
1723-1790
● 200,000+ students
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><strong>THE OPEN UNIVERSITY</strong></td>
<td><strong>87%</strong></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 top for student satisfaction
- 200,000+ students
- Costs 60 - 80% of conventional
The Indira Gandhi National Open University
INDIA

The Allama Iqbal Open University
PAKISTAN
“the success of the mega-universities is that they have applied the central principles of technology to the offering of higher education.”
The Technology Revolution

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

ALL AT THE SAME TIME!
Four Sections:

• Why mega-universities = revolution

• Conventional universities & ODL
Why are conventional universities going online?

- Students will like it because ‘modern’;
- Expand numbers with students far from campus;
- Cut cost of instruction;
- No change in faculty’s teaching habits;
- ODL’s benefits will grow in future.
CAVEAT!

Online teaching and learning is still in its infancy!
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
Public-Private Partnerships

UK: Collaborate to Compete: Seizing the opportunity of online learning for UK higher education, (HEFCE, 2011)
Public-Private Partnerships

UK: Collaborate to Compete: Seizing the opportunity of online learning for UK higher education, (HEFCE, 2011)

USA: Academic Partnerships between state universities and Best Associates (a merchant bank) to offer high demand programmes online.
Public-Private Partnerships

UK: *Collaborate to Compete: Seizing the opportunity of online learning for UK higher education*, (HEFCE, 2011)

USA: *Academic Partnerships* between state universities and Best Associates (a merchant bank) to offer high demand programmes online.

KOREA???
"If public institutions do not step up to the plate, then the corporate for-profit sector will".
Digital Technology = Generation Gap
Digital Technology = Generation Gap
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>
“no evidence of a clear break between two separate populations”
“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
Four Sections:

- Why mega-universities = revolution
- Conventional universities & ODL
- Mega-universities strength = open
260,000 students
of which
>60,000 ex UK

Open as to:
• People
• Places
• Methods
• Ideas
OUR MISSION

People

Places

Methods

Ideas
UNLOCKING THE GATES
How and Why Leading Universities Are Opening Up Access to Their Courses

TAYLOR WALSH
Open Educational Resources

‘educational resources that are freely available for use by educators and learners, without an accompanying need to pay royalties or license fees’
‘The University Open’

Paul Stacey – BC Campus
Four Sections:

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• Future trends: e.g. OER
The
Open Educational Resource University

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
28 million users

Interactive eBooks
450,000 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 task of universities today is to provide paths from their informal cloud of learning towards formal study for those who wish to take them”
The OER university concept. Adapted from Taylor (2007)
The OER university concept. Adapted from Taylor (2007)
“Social software is greatly enriching the possibilities for student support and interaction.”
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Open Educational Resource University

Open Education Resource Foundation

OER is a sustainable and renewable resource
Synchronous interactive video
Synchronous interactive video

KNOOU = World Leader
Asynchronous interactivity of online learning has encouraged conventional universities to get into ODL
Principles of Technology

• Division of labour **NO**
• Specialisation **NO**
• Economies of scale **NO**
• Machines and ICTs

Adam Smith
1723-1790
Better to work in teams!
Synchronous interactive video

HOW DO YOU GET ECONOMIES OF SCALE?
That is the question I want to answer during my Fellowship at KNOU so that I can promote your work!
THANK YOU