IDE Seminar
26 September 2012

VIDEO
Université de Montréal

Photo by: G. Bukacek
MA in Educational Technology
3-month internship 1972

The Open University – Walton Hall
Vice-president, Learning Services
Vice-Rector, Academic
L’ Université Laurentienne
President
Université de Hearst
Forests

Mines
UK Open University – Vice-Chancellor 1990-2001
260,000 students
of which
>60,000 ex UK

Open as to:

- People
- Places
- Methods
- Ideas
Assistant Director-General – Education
1990
The World Conference on Education for All
Jomtien, Thailand
The Dakar World Forum on EFA 2000
**GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION**

*Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.*

**GOAL 3: PROMOTE GENDER QUALITY AND EMPOWER WOMEN**

*Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.*
The education of girls may also be the most powerful tool against climate change.
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)
The Central Challenge

- ACCESS (wider)
- QUALITY (higher)
- COST (lower)
The Iron Triangle

ACCESS

QUALITY

COST
The **Iron Triangle**

![Diagram showing the Iron Triangle with sides labeled ACCESS, QUALITY, and COST.](image-url)
The Iron Triangle

ACCESS

QUALITY

COST
The Iron Triangle

The Iron Triangle refers to the interdependence of three key factors: Access, Quality, and Cost. These elements are often in tension with each other, meaning that improvements in one usually require sacrifices in the others.
“an insidious link between quality and exclusivity”
COST

ACCESS

QUALITY

COST
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>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 top for student satisfaction
• 200,000+ students
• Costs 60 - 80% of conventional
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)
BOU (1978)/OLA (1988)
Tele-Universite du Quebec (1972)
2008 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
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
The Indira Gandhi National Open University
INDIA

The Allama Iqbal Open University
PAKISTAN

THE OPEN UNIVERSITY OF CHINA
The Technology Revolution

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

ALL AT THE SAME TIME!
PROGRAMME

2012 World Open Educational Resources Congress
UNESCO Headquarters
Paris, France

20-22 June
Plan

➢ History and Background

➢ Regional meetings

➢ Your questions
Fostering Governmental Support for OER Internationally

World OER Congress
Paris, 20-22 June 2012

Setting the Context

Sir John Daniel
Fostering Governmental Support for Open Educational Resources Internationally
Taking OER beyond the OER Community: Policy & Capacity for Developing Countries

Zeynep Varoglu

Trudi van Wyk
Workshops

South Africa
Namibia
Malaysia
Mali
India
Tanzania
Mozambique

Plus three online forums
A Basic Guide to Open Educational Resources (OER)

col.org/resources
Guidelines for Open Educational Resources (OER) in Higher Education

Zeynep Varoglu

Trudi van Wyk
Fostering Governmental Support for Open Educational Resources Internationally
Fostering Governmental Support for OER Internationally

World OER Congress
Paris, 21 June 2012

Summary of 6 Regional Forums

Sir John Daniel
&
Stamenka Uvalić-Trumbić
THE TREND TOWARDS OPENNESS

- Open Source Software

- Open Access to Research

- Open Educational Resources
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared.
A consortium of 13 African universities… involving 700 teacher educators.

It works across 12 African countries — by creating teacher education materials in Arabic, English, French and Kiswahili.
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries
Participants expressed: “their satisfaction and their wish to develop together a universal educational resource for the whole of humanity, to be referred to henceforth as Open Educational Resources”
The World Conference on Higher Education
Paris - July 2009: New Dynamics of HE
Taking OER beyond the OER Community: Policy & Capacity for Developing Countries

Zeynep Varoglu
Trudi van Wyk
Fostering Governmental Support for Open Educational Resources Internationally
The Four Elements of the Project

1. Survey of Governments’ OER Policies and Intentions
2. Regional Policy Forums
3. The Paris Declaration
4. The World OER Congress
QUESTIONNAIRE SURVEY

Responses from ~ 100 countries so far

(82 by the cut-off date of 16 April)
Survey on Governments’ Open Educational Resources (OER) Policies

Sarah Hoosen

Prepared for the World OER Congress
June 2012
“There appears to be great interest in OER across all regions of the world, with several countries embarking on notable OER initiatives. Indeed, the survey itself raised interest and awareness of OER in countries that may not have had much prior exposure to the concept.”

Hoosen Report
WHY OER?

• Idealism

• Economics
Exploring the Business Case for OER

Prepared by Neil Butcher and Sarah Hoosen for the Commonwealth of Learning

Neil Butcher

Sarah Hoosen
The Business Case for OER

- Resource-based learning
- OER reduce costs
- Better approaches to textbooks
...there appears to be some confusion regarding understanding of the concept and potential of OER.

Many projects are geared to allowing online access to digitized educational content, but the materials themselves do not appear to be explicitly stated as OER.

Where licences are open, the Creative Commons framework appears to be the most widely used licensing framework, but licensing options varies between countries.

Hoosen Report
Open Licensing

AUTHORS
• OER within copyright legislation

USERS
• Assurances & restrictions
Open Licensing

No consensus on ‘non-commercial’ restriction
World Congress on
Open Educational Resources
Paris – June 20-22 – 2012

Declaration
THE AIM

“to encourage governments to promote OER and the use of open licences…

(because)

…governments will be major beneficiaries thanks to the potential of OER to improve the cost-effectiveness of their large investments in education.”
The
Open Educational Resource University

Open Education Resource Foundation

OER is a sustainable and renewable resource
The OER university concept. Adapted from Taylor (2007)
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 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.”
The OER university concept. Adapted from Taylor (2007)
The OER university concept. Adapted from Taylor (2007)
The OER university concept. Adapted from Taylor (2007)
The
Open Educational Resource University

Open Education Resource Foundation

OER is a sustainable and renewable resource
What is a MOOC?

Massive Open Online Course
Course x6002 Circuits and Electronics

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%