International Conference
On
Tertiary Education: Realities & Challenges
19-21 January 2013
Dhaka, Bangladesh
International Conference

Tertiary Education: Realities and Challenges

Turbulent Times in Tertiary Education: Lessons for Bangladesh

Stamenka Uvalic-Trumbic

Sir John Daniel
The World Conference on Higher Education
Paris - July 2009: New Dynamics of HE
Programme at a Glance

The New Dynamics of Higher Education and Research for Societal Change and Development

World Conference on Higher Education
UNESCO, Paris, 5 - 8 July 2009
Turbulent times in Higher Education
Lessons for Bangladesh
WCHE New Dynamics

• Rising demand (massification)
• Diversification (providers & methods)
• Private provision
• Distance education
• Cross-border education
• Quality assurance
• Teacher education
• Academic profession
WCHE New Dynamics

- Rising demand (massification)
- Diversification (providers & methods)
- Private provision
- Distance education
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- Quality assurance
- Teacher education
- Academic profession
Degrees and diplomas are passports to the knowledge society
Massification

- Globally, age participation rates grown from 19% in 2000 to 26% in 2007

- 40% age participation rates = springboard for development

- Expansion: 97 million (2000) to 263 million (2025)
WCHE New Dynamics

• Rising demand (massification)
• Diversification (providers & methods)
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• Distance education
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• Academic profession
## UNIVERSITY RANKINGS

<table>
<thead>
<tr>
<th>University</th>
<th>60</th>
<th>45</th>
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<th>54</th>
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<td>Technical University of Munich</td>
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<td>University of California, Berkeley</td>
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Skills-based institutions
Aim to great good higher education systems rather than focusing on particular types of institutions
WCHE New Dynamics

• Rising demand (massification)

• Diversification (providers & methods)

• Private provision

• Distance education

• Cross-border education

• Quality assurance

• Teacher education

• Academic profession
“we are trying our best to establish the university as the best private university of Bangladesh”

Md. Sabur Khan
Founder & Chairman
WCHE

It is important to include all higher education institutions (public, private-not-for-profit, and private-for-profit) in quality assurance arrangements.
WCHE New Dynamics

• Rising demand (massification)
• Diversification (providers & methods)
• Private provision
• **Distance education**
• Cross-border education
• Quality assurance
• Teacher education
• Academic profession
WCHE New Dynamics

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• Quality assurance
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• Academic profession
Cross-Border HE

“Cross-border higher education includes higher education that takes place where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders”
CBHE that works!
BEWARE

DEGREE MILLS & BOGUS COLLEGES
Our Campus
Accreditation

St. Regis is Nationally Chartered (1984) and FULLY ACCREDITED by the Higher Education Commission of the Education Ministry of Liberia, which grants recognition to post-secondary educational institutions in Liberia including University of Liberia and Cuttington University College.

The Republic of Liberia is one of the earliest United Nations Educational Organization UNESCO Higher Education Partners, and a historical American colony. St. Regis University is accredited as a degree-awarding post-secondary institution of higher education in the form of a university by the National Commission on Higher Education, the only Higher Education accrediting authority of the Ministry of Education in the Government of Liberia.

Federal accreditation by a National Government represents the government's commitment to the national and international recognition of an institution or college or university, and the validity of awarded academic degrees.

"Degree evaluators in the United States and abroad should consult the website of a nation’s Ministry of Education, it is visible that the Liberian Government has a national association for education, and it is visible that the Liberian Government is an independent and respected organization of its own nation’s education system."

St. Regis University is dedicated to meet and often exceed the standards established in the Distance Education and Accrediting Commission.

From "The Perspective" (Atlanta, Georgia): "Liberian Government and Education—Why should the Liberian Government continue to support its higher education system?"

For telephone or postal verification accreditation, you may contact:

UNESCO Division of Higher Education
- Tel: (+33.1) 45681106

For telephone or postal verification accreditation, you may contact:

The Embassy of Liberia
5201 16th Street, N.W.
Washington, DC 20011
(202) 723-0437

www.liberianembassy.com
WCHE New Dynamics

- Rising demand (massification)
- Diversification (providers & methods)
- Private provision
- Distance education
- Cross-border education
- Quality assurance
## LEGAL FRAMEWORKS FOR ACADEMIC MOBILITY: CONVENTIONS (December 1, 2009)

<table>
<thead>
<tr>
<th>Region</th>
<th>Secretariat</th>
<th>Adopted</th>
<th>Number of parties</th>
<th>SIDS / UCSIS</th>
<th>Last ratification</th>
<th>Last meeting</th>
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<tr>
<td>LAC</td>
<td>IESALC Caracas</td>
<td>Mexico 1974</td>
<td>19</td>
<td>Cuba, Suriname, and Holy See</td>
<td>2007</td>
<td>Caracas, October 2006</td>
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<tr>
<td>MED</td>
<td>UNESCO Paris</td>
<td>Nice 1976</td>
<td>12</td>
<td>Malta and Holy See</td>
<td>2007</td>
<td>Split 2005</td>
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<tr>
<td>Europe</td>
<td>UNESCO/ CEPES &amp; Council of Europe</td>
<td>Lisbon 1997</td>
<td>47</td>
<td>Malta and Holy See</td>
<td>2008</td>
<td>Bucharest, June 2007</td>
</tr>
</tbody>
</table>
Information Sharing: Degree Mills

- UNESCO/CHEA meetings and a publication
- Series of suggestions for effective practice in this area
- Companion to the Guidelines
- Complement to the Portal on Recognized HEIs
WCHE New Dynamics

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“Our ability to realize the goals of EFA is dependent upon our ability to address the worldwide shortage of teachers. Higher education must scale up teacher education, both pre-service and in-service, with curricula that equip teachers to provide individuals with the knowledge and skills they need in the twenty-first century. This will require new approaches, including open and distance learning (ODL) and information and communications technologies (ICTs). (Article 11)”
Teacher shortage

• 10.3 million teachers between 2007 and 2015 to achieve UPE
• 96 countries will need 1.9 million more teachers than in 2007
• Sub-Saharan Africa: 26 countries must increase from 2.6 to 3.7 million by 2015

UNESCO
WCHE New Dynamics

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• Academic profession
Academic profession: challenges

1. Hiring less qualified faculty
   (Ph.D.s: China 9%; India 35%)
Academic profession: challenges

1. Hiring less qualified faculty
2. More use of part-time faculty
   (up to 80% in Latin America & Caribbean)
Academic profession: challenges

1. Hiring less qualified faculty
2. More use of part-time faculty
3. Part-timers accumulate jobs
   (tension between private & public institutions)
Academic profession: challenges

1. Hiring less qualified faculty
2. More use of part-time faculty
3. Part-timers accumulate jobs
4. Academic market global
   (Importers and exporters)
Academic profession: challenges

1. Hiring less qualified faculty
2. More use of part-time faculty
3. Part-timers accumulate jobs
4. Academic market global
5. Use of digital devices
   (students more comfortable than faculty)
Academic profession: challenges

1. Hiring less qualified faculty
2. More use of part-time faculty
3. Part-timers accumulate jobs
4. Academic market global
5. Use of digital devices
6. OER can improve quality (both teaching and learning)
2012 World Open Educational Resources Congress
UNESCO Headquarters
Paris, France
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= Turbulent times for higher education
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”
Fostering Governmental Support for Open Educational Resources Internationally
Survey on Governments’ Open Educational Resources (OER) Policies

Prepared for the World OER Congress

June 2012
Regional Policy Forums

- Caribbean – January
- Africa – February
- Latin America – March
- Europe – April
- Asia & Pacific – April
- Arab States - May
19 countries reported on their OER policies/intentions

- Australia
- Brunei
- China
- Fiji
- Indonesia
- Iran
- Kazakhstan
- Korea
- Malaysia
- Mongolia
- New Zealand
- Pakistan
- Philippines
- Samoa
- Sri Lanka
- Thailand
- Uzbekistan
- Vanuatu
- Vietnam
Government policies in place
‘open licensing of materials’

Australia                  China                           Korea

Indonesia                          Thailand
The Paris Declaration

Is not legally binding but governments use such declarations as a guide to policy making and this is already happening with this Declaration on OER
10. Encourage open licensing of educational material produced with public funds.
VANCOUVER - British Columbia is set to become the first province in Canada to offer students free online, open textbooks for the 40 most popular post-secondary courses.
The Steering Committee is making 20,000 lecture hours equivalent of material available under an open license.
Do Daffodil University students use these resources?
Open Educational Resources

= Turbulent times for higher education
Students like Online learning

= Turbulent times for higher education
Professor Tony Bates
“2011 Outlook for Online Learning and Distance Education”
(www.contactnorth.ca)
United States

‘Enrolments in eLearning courses increased by 21% between 2009 and 2010 compared to 2% for campus enrolments.’
‘over 80% of US students are expected to be taking courses online in 2014, up from 44% in 2009.’
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%).
“a growing market that is not well served by campus-based education”

"If public institutions do not step up to the plate, then the corporate for-profit sector will".
“Collaborate to compete: Seizing the opportunity of online learning for UK higher education”
Drivers of Change

Tuition inflation
Prices over 50 years
Four Barriers That MOOCs Must Overcome To Build a Sustainable Model

Coursera and MITx - sustaining or disruptive?

'There's Something Very Exciting Going On Here'

The (Eventual) Downfall of MOOCs

Why We Shouldn't Talk MOOCs as Meritocracies

MOOCs: a massive opportunity for higher education, or digital hype?
What is a MOOC?

Massive Open Online Course
The MOOC Maze

Possibility
Myth
Paradox

The MOOC Maze
Course x6002 *Circuits and Electronics*

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%
Exam = ‘very hard’
Attrition high but “if you look at the number in absolute terms, it’s as many as might take the course in 40 years at MIT”
1.4 million registrations
33 partner institutions
200 courses
Very high drop out rates in all MOOCs
‘some classes were so rife with plagiarism that professors have had to plead with their students to stop plagiarizing’
(Students mark each others’ work)
The MOOC Maze

Possibility

Myth

Paradox

The MOOC Maze
Myths and Paradoxes

Quality

- MYTH: Brand = Quality

- HIGH DROP OUT IS NOT QUALITY
These universities used to have scarcity at the heart of their business model.
Myths and Paradoxes
Certification

- SUCCEED = CERTIFICATE
- ADMISSION = DEGREE
Good little piggies in make good bacon out!

Dan Coldeway
‘it seems pretty obvious that no one who had any working knowledge of research in pedagogy was deeply involved in the creation of the course’
Tony Bates

‘an old and out-dated behaviourist pedagogy, relying primarily on information transmission, computer-marked assignments and peer assessment’.
Myths and Paradoxes
Why xMOOCs?

PARADOX:

BE OPEN
but
MAKE MONEY
MOOCs: the answer to expanding higher education in developing countries?
Stampede at the University of Johannesburg
Tony Bates

‘these elite universities continue to treat xMOOCs as a philanthropic form of continuing education, and until they are willing to award credit and degrees for this type of programme, we have to believe that they think this is a second class form of education suitable only for the unwashed masses’
Academic Partnerships
We assist leading universities around the world in the development and marketing of their online degree programs

Transforming Higher Education for the 21st Century
The MOOC Maze
Rankings of MOOCs
‘to pay more than lip service to importance of teaching and put it at the core their missions. This is the real revolution of MOOCs.’
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- OER
- Online
- MOOCs
Bangladesh and development

The path through the fields

Bangladesh has dysfunctional politics and a stunted private sector. Yet it has been surprisingly good at improving the lives of its poor

Nov 3rd 2012 | DHAKA AND SHIBALOY, MANIKGANJ DISTRICT | from the print edition

Villagers are doing it for themselves
‘the drop-out rate is exceptionally high, with only 60% of children finishing primary school. Only a quarter of eleven-year olds have reached the required standards of literacy and numeracy’

The Economist
Bangladesh will account for a significant share of the 80 million additional students who will be entering higher education by 2025.
By then, of course, your country will have much more widespread Internet connectivity and electrical power, so these students will expect to study online.
Which universities?

OR
Course x6002 *Circuits and Electronics*

155,000 registrations

How many from Bangladesh?
The
Open Educational Resource University

Open Education Resource Foundation

OER is a sustainable and renewable resource
Turbulent times in Higher Education
‘the increasingly insistent questions students will ask about the value they are getting for the fees that they pay’
‘as higher education becomes unbundled, with different aspects of the learning journey being provided from different sources, it seems inevitable that costs will drop dramatically.’
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- OER
- Online
- MOOCs
Interesting and increasingly global times!
THANK YOU
For text and slides:
www.sirjohn.ca