Higher Education Futures: Keeping an Open Mind

Sir John Daniel
&
Stamenka Uvalić-Trumbić
The Open Education Movement: Challenges and Opportunities for Quality Assurance

Stamenka Uvalić-Trumbić
Senior Advisor on International Affairs – CHEA & Sir John Daniel
PLAN

• New Dynamics of HE
The World Conference on Higher Education
Paris - July 2009

“The New Dynamics”

Stamenka Uvalić-Trumbić
The World Conference on Higher Education
Paris - July 2009: New Dynamics of HE
WCHE New Dynamics

Turbulent times for higher education
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- New Dynamics of HE
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• New Dynamics of HE
• Dimensions of openness
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• New Dynamics of HE

• Dimensions of openness

• Three examples of changing times: OER; MOOCS; OERu
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• New Dynamics of HE

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• Three examples of changing times: OER; MOOCS; OERu

• Conclusions
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- Three examples of changing times
  - Open Educational Resources
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

Massive Open Online Courses don't have legitimate power for a number of reasons. They're spreading their process.

Why We Shouldn't Talk MOOCs as Meritocracies

MOOCs: a massive opportunity for higher education, or digital hype?
The OER university concept. Adapted from Taylor (2007)
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• New Dynamics of HE
  UNESCO 2009 World Conference
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)
The Road to Academic Excellence
Competency-based institutions
Cross-border Higher Education

- CBHE global trend
- CBHE: branch campuses; franchises, twinning, eLearning
- International Branch Campuses distinct form of CBHE
- IBCs growth 43% since 2006
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 Massive Open Online Ce-
legitimate pow-
for-

 Why We Shouldn’t Talk MOOCs as Meritocracies

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Participants in MC tier one institution:
Impact of ICTs in 4 HE Functions:

• Research
• Administration
• Community Service
• Teaching/Learning
“The application of ICTs to teaching and learning has great potential to increase access, quality and success. In order to ensure that the introduction of ICTs adds value, institutions and governments should work together to pool experience, develop policies and strengthen infrastructure” (Article 14).
The internationalisation of Quality Assurance
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• New Dynamics of HE

• Dimensions of openness
University of London
External System

The People’s University

THE PEOPLE’S UNIVERSITY 1858-2008
Open as to:

- People
- Places
- Methods
- Ideas
‘My Degree – My Way’
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• Three examples of changing times
  - Open Educational Resources
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared
2002 FORUM on the Impact of Open CourseWare for Higher Education in Developing Countries

Declaration:

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
UNESCO General Conference 2009
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
QUESTIONNAIRE SURVEY

Responses from ~ 100 countries
Survey on Governments’ Open Educational Resources (OER) Policies

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
Exploring the Business Case for OER
Prepared by Neil Butcher and Sarah Hoosen for the Commonwealth of Learning

Neil Butcher
Sarah Hoosen
WHY OER?

- Idealism
- Economics
Regional Policy Forums

• Dialogue between governments and practitioners

• Promote World OER Congress

• Consult on Paris Declaration
Regional Policy Forums

• Caribbean – Barbados
• Africa – South Africa
• Latin America – Brazil
• Europe – UK
• Asia & Pacific – Thailand
• Arab States - Oman
World Congress on
Open Educational Resources
Paris – June 20-22 – 2012

The Paris Declaration
PROGRAMME

2012 World Open Educational Resources Congress
UNESCO Headquarters
Paris, France

20-22 June
10. Encourage open licensing of educational material produced with public funds
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
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.
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.”
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?

Participants in MOOCs are from major universities and tier one institution: spreading their process.

Massive Open Online Courses
What is a MOOC?

Massive Open Online Course
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”
2.4 million students
33 partner institutions
214 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 other’s work)
The MOOC Maze

Possibility

Myth  Paradox
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 MOOCs?

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

Myth                      Paradox

Possibility
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.’
The Open Educational Resource University
The Open Educational Resource University

New Zealand
23 February 2011

Open Education Resource Foundation

OER is a sustainable and renewable resource
The OER university concept. Adapted from Taylor (2007)
Myths and Paradoxes
Certification

- SUCCEED = CERTIFICATE
- ADMISSION = DEGREE
The disaggregation (unbundling) of Higher Education
The OER university concept. Adapted from Taylor (2007)
THE University of Southern Queensland is leading a charge to establish an open source online university for all-comers, no matter where in the world they reside.

Under the plan, access to modules will be free, with students paying a fee only should they choose to be assessed for the subject.
WCHE New Dynamics

Turbulent times for higher education
online learning is a disruptive technology
Harold Wilson

‘The University of the Air’
Open as to:

- People
- Places
- Methods
- Ideas
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared
These universities used to have scarcity at the heart of their business model.
“an insidious link between quality and exclusivity”
Good little piggies in make good bacon out!

Dan Coldeway
Let’s all offer MOOCs!
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THANK YOU
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