Distance Learning and Human Resource Development: What does the Research Tell Us?

Stamenka Uvalić-Trumbić & Sir John Daniel
1. Summary of research. Advantages of distance learning (ODL)
PLAN

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2. The impact of MOOCs: strengths and weaknesses
3. New and shorter qualifications: employment related
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4. Rethink of quality criteria: two guides
PLAN

1. History, Research & Advantages of distance learning (ODL)
Postal systems
1858

“the radical innovation of delinking access to its examinations from study in any institution”
The People's University
Louise Creighton

“One of the first women to enter the University of London’s Special Examination for Women, which she passed with honours”
The University of London
Research on ODL

- Dubin & Taveggia (1968)
  (analysed 91 comparative studies 1924 – 1965)
  Result: No measurable difference
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  (meta-analysis of 232 studies 1985 – 2001)
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- Bernard et al. (2004)  
  (meta-analysis of 232 studies 1985 – 2001)  
  Result: asynchronous ODL better than classroom

- Means et al. (2013)  
  (meta-analysis of 500 studies 1996 -2008)  
  Result: online students did better than face-to-face
Conclusions of the research

• Blended learning involved more learning time, additional instructional resources, and course elements that encourage interactions among learners

• The findings indicate that we should redesign instruction to incorporate online learning while retaining elements of face-to-face instruction

• Face-to-face teaching is **NOT** better than distance or online learning.
If Harvard is going online it must be OK!
MOOCs began in Canada

University of Manitoba

Connectivism & Connective Knowledge

25 students on campus
2,300 public - free
Course x6002 Circuits and Electronics

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%
What is higher education?
MOOCs ventures outside North America
What is a Mind?

Explore the most pertinent scientific and philosophical concepts for understanding our own minds with this free online course.
M O O C – the meaning of every letter is negotiable!
ONLINE LEARNING
The continuum of technology-based teaching

(Bates, 2015)
Impact of MOOCs

• HEIs going online

• Solve the two big problems:
  - no credentials
  - no economic model
Impact of MOOCs

• HEIs going online

• Solve the two big problems:
  - no credentials
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• Future outside higher education
MOOC on MOOC
Massive Open Online Courses for Development
MOOC for Capacity Building in Indian Agriculture: Opportunities and Challenges

20 courses planned with proctored exams in 100 centres for a $20 fee
PLAN

3. New and shorter qualifications: employment related

4. Rethink of quality criteria: two guides
3. Could new and shorter qualifications and credentials facilitate human resource development through distance learning?
The Death of the Degree

Higher Learning to be more focused on validating the learning process and its outcomes

What we really need is liberation from the degree

Employers need the right mix of skills and competences matched with job requirements
New Credentials
NEW PROVIDERS

Competency-based education: WGU - USA

Global by its nature

Recognition of Prior Learning:
HIGHER EDUCATION: CHANGING TIMES
INCREASING DEMAND

Global enrollment:

2000 = 97 million
2007 = 155.2 million
2012 = 196.1 million (Asia 98.07 m)

2030 - 412 million (estimate)
2035 - 522 million (estimate)
what are OPEN BADGES?

Learning today happens everywhere. But it's often difficult to get recognition for skills and achievements that happen online or out of school. Mozilla Open Badges helps solve that problem, making it easy for any organization to issue, manage and display digital badges across the web.
Specialisations
Example of Use

University of Johannesburg MBA
with a Specialization in International Business
from the University of South Carolina

MBA Courses

Specialization in International Business
Partnerships

[Image of COLLEGE for AMERICA website]

- FOR EMPLOYERS
- FOR STUDENTS
- DEGREE PROGRAMS
- WORKFORCE RESEARCH
- CFA BLOG
- ABOUT US

[Text: GRADUATE YOUR WORKFORCE—LEARN ABOUT HOW WE PARTNER with EMPLOYERS]

[Logos of Gulf and McDonald's]
McDonald’s University: bridging the gap?
McDonald’s University
Margaret Thatcher visits in 1989
South Korea’s Academic Credit Bank

Allows students to earn a degree by combining credits from different sources, including national certificates and private certificates.
Competency-based education
BEWARE

DEGREE MILLS & BOGUS COLLEGES
A MUST TO AVOID

A network of fraudulent online universities offering fake scholarships and worthless degrees
Information Sharing: Degree Mills

- UNESCO/CHEA meetings and a publication
- Series of suggestions for effective practice in this area
New Credentials

Mozilla Open Badges

Nanodegrees
Industry credentials for today's jobs in tech
See nanodegrees

International Business
Digitally-based credentials

- More secure (than paper-based)
- More detail on content & results
- Verify authenticity of institution
- Verify student was enrolled
WHAT ABOUT QUALITY?
A Guide to Quality In Online Learning

Authors:
Neil Butcher & Merridy Wilson-Strydom

Editors:
Stamenka Uvalić-Trumbić & Sir John Daniel
A Guide to Quality in Online Learning
A Guide to Quality in Post-Traditional Online Higher Education

Authors: Neil Butcher & Sarah Hoosen

Editors: Stamenka Uvalić-Trumbić & Sir John Daniel
Guide to Quality in Post-Traditional Online Higher Education
For more information on the CHEA International Quality Group, contact:

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Washington, DC 20036
202.955.6126 • 202.955.6129 fax

Or visit the CIQG Website at:
www.cheainternational.org
New trends in higher education

What about quality?
Dear Readers,

This is the first issue of Quality International, a newsletter designed to provide information on trends and issues related to international quality assurance. It is published by the CHEA International Quality Group (CIQG). Launched in September 2012, this inaugural issue provides information about CIQG activities to date, including the first meeting of the Advisory Council on December 12, 2012 and the upcoming first CIQG Annual Meeting, to be held January 20-21, 2013 in Washington, DC.

Help us to ensure that the CIQG and Quality International are of value to you. We are looking for 100 words in your own words on key issues for quality assurance internationally. You will see a box on page 4 of this issue with information on how to send your thoughts.

We hope that you enjoy this first issue of Quality International.

Judith Eaton
President, Council for Higher Education Accreditation

CHEA International Quality Group Launched

The Council for Higher Education Accreditation (CHEA) International Quality Group (CIQG) was launched on September 12, 2012. Higher education institutions, accrediting and quality assurance organizations, higher education associations, government agencies, businesses and foundations around the world, as well as CHEA members, informed about the CIQG and its services.

In conjunction with the launch of the CIQG, CHEA President Judith Eaton noted: “The CIQG provides an important international forum to address issues and challenges focused on quality and quality assurance.”

Quality International

The Newsletter of the CHEA International Quality Group

January 2013 • Volume 1

International Quality Group 

CIQG Annual Meeting Report

The International Quality Group (CIQG) held its first annual meeting in January 2013. What follows is a comprehensive report of the meeting prepared by Eric Eichholtz, Network for Innovation – Africa and member of the CIQG Advisory Council. The CIQG website may be found on the CIQG website.

The meeting, which was attended by 37 participants from 35 countries, the CHEA International Quality Group (CIQG) met to discuss an agenda focused on achieving a compelling vision for quality assurance in higher education. A broad spectrum of issues was covered in the course of these three days, including issues such as: quality assurance and accreditation, quality assurance and program assessment, quality assurance and higher education, quality assurance and global standards, and quality assurance and curriculum. The meeting also included discussions of the role of the CIQG in promoting the development of quality assurance in higher education.

CIQG Membership Update

To date, 75 institutions and organizations have joined the CIQG in addition to CHEA. A 500 member institution, which becomes CIQG members on a”

EA International Quality Group

UPDATE

The EA International Quality Group (CIQG) is pleased to announce that we now have 108 members in addition to the 20,000 CHEA international members, which are also part of this important forward to our second CIQG Annual Meeting to be held in Washington, DC on January 20-21. A strong program has been developed to provide international quality standards and a vision for the future of higher education.

For a full description of the meeting, please visit the CHEA website.

Information on MOOCs

The entry of Minnesota, Canada, offered the first course of the MOOCs in 2008. Since then, 2012 has been the most important year for MOOCs, in the United States. With over 30,000 students, Minnesota leads the way, and has recently been named the best course in the world. The US is no longer the most important country in the world for MOOCs, but it is still in the top five. In 2013, the number of students continues to grow, but the future of MOOCs remains uncertain. The technology may not be the answer, but it is still a very important tool. It is often seen as a conventional, but based on technology/education, rather than engaging with them...
Two Policy Briefs

# 1: May 2013

# 2: January 2014
Higher Education outside Colleges and Universities: how do we assure quality?
CHEA QUALITY PLATFORM

- Review performance and effectiveness of post-traditional providers
- Review against primary purpose: e.g. education towards a degree or not?
- Is the learning experience at the level claimed?
CHEA QUALITY PLATFORM

- Success of providing student learning and assessment of learning outcomes
- Review by peers
CHEA QUALITY PLATFORM

Successful completion – “Quality Platform Provider”
THANK YOU

Stamenka Uvalić-Trumbić

Sir John Daniel

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