



Stamenka  
Uvalić-Trumbić

Sir John  
Daniel





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Uvalić-Trumbić

Sir John  
Daniel



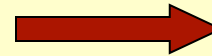
## Post-Traditional Higher Education: Challenges of Diversity and Quality



**WOLSEY HALL OXFORD**  
THE HOME OF DISTANCE LEARNING

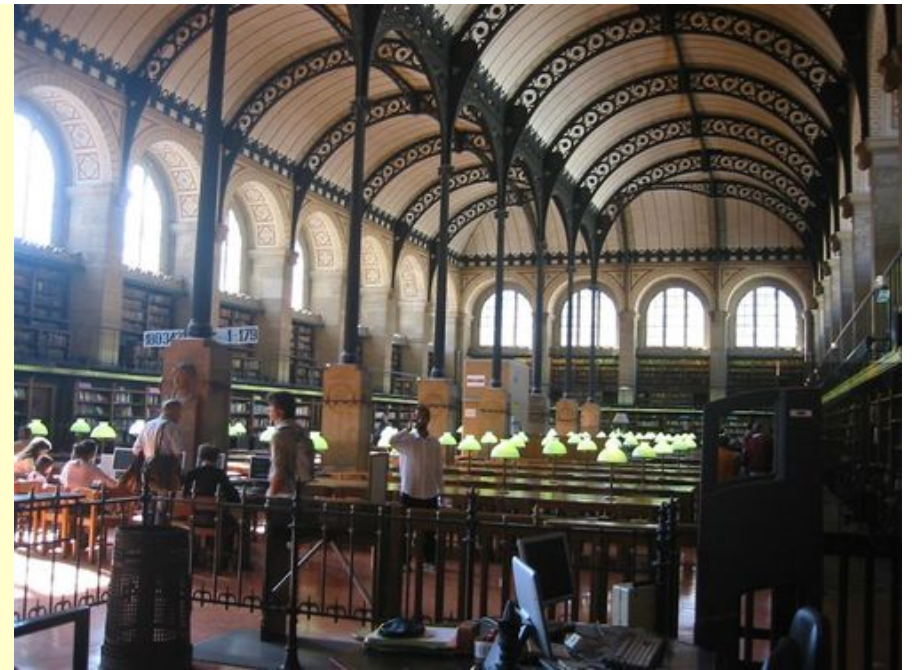


**New Delhi**



**The University of London**







# University of Paris





Association of Universities of Yugoslavia



# IUC



INTER-UNIVERSITY CENTRE DUBROVNIK



## Dubrovnik









**Kretzulescu Palace, Bucharest**



# The Lisbon Convention

## Convention on the recognition of qualifications concerning higher education in the european region

(The European Treaty Series, n°165, Council of Europe - UNESCO joint Convention)

Lisbon, 11 April 1997

The Parties to this Convention,

Conscious of the fact that the right to education is a human right, and that higher education, which is instrumental in the pursuit and advancement of knowledge, constitutes an exceptionally rich cultural and scientific

# 1997





Professor Colin Power  
Assistant Director-General, UNESCO  
1989-99

# Go Global!



## UNESCO HQ Paris



John Daniel,  
Assistant Director-General  
for Education, UNESCO  
2001-04

New need  
not be  
bad!



# UNESCO and CBHE



**US/OECD  
2002  
Forum on  
GATS**

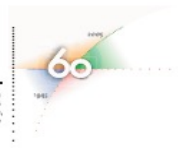
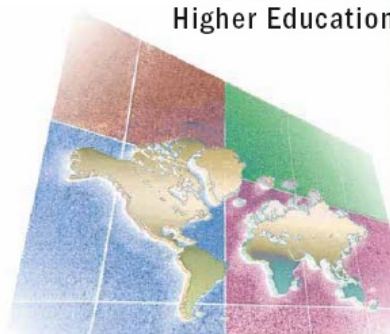


***‘Trade, Education and the GATS:  
What's In, What's Out, What's All the  
Fuss About?’***

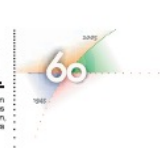
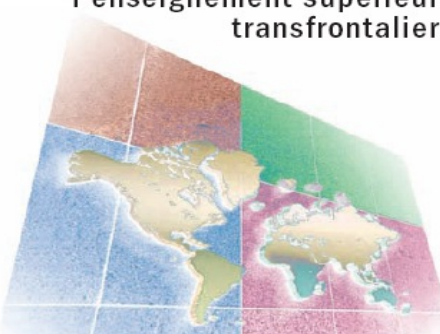
Pierre Sauvé (OECD)



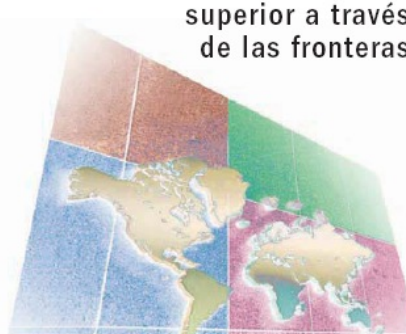
## Guidelines for Quality Provision in Cross-border Higher Education



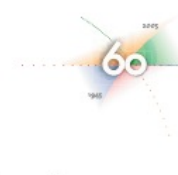
## Lignes directrices pour des prestations de qualité dans l'enseignement supérieur transfrontalier



## Directrices en materia de calidad de la educación superior a través de las fronteras



## Руководящие принципы для обеспечения качества в трансграничном высшем образовании

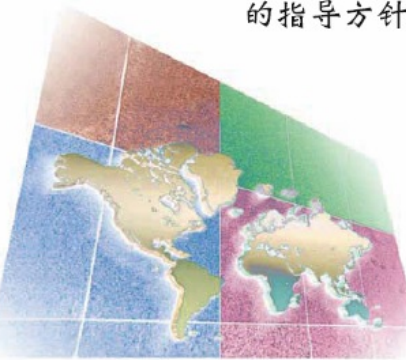


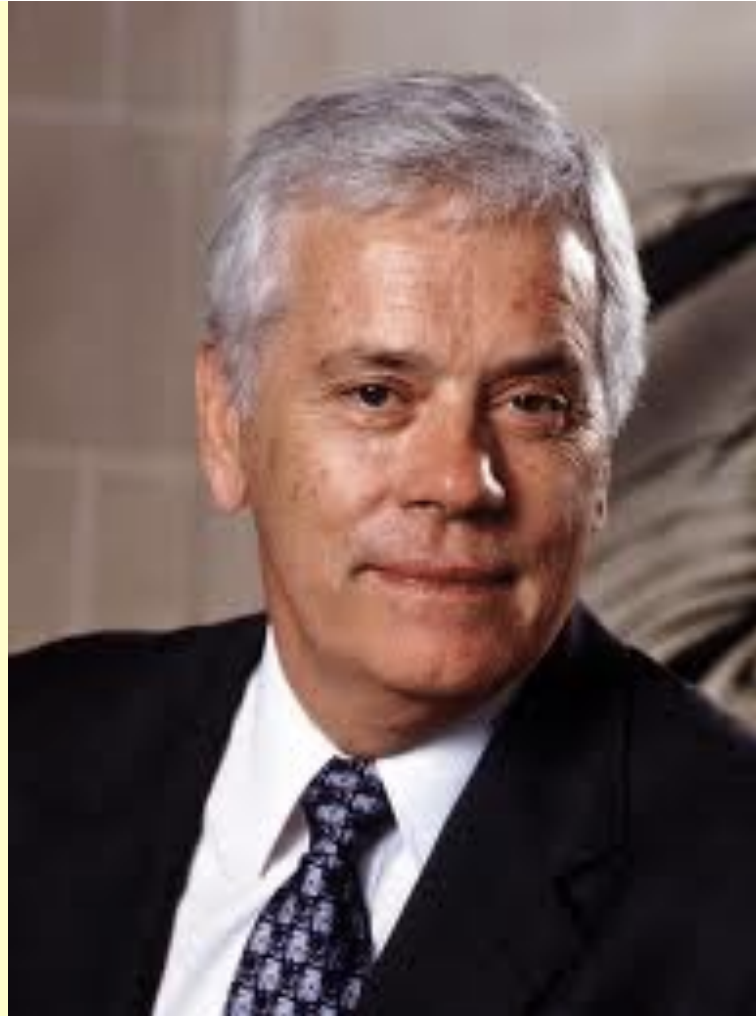
منظمة  
الأمم المتحدة  
للترقية والعلم  
والثقافة

## مبادئ توجيهية بشأن جودة التعليم العالي الموفر عبر الحدود



## 保障跨国界 高等教育办学质量 的指导方针





**Barry McGaw**  
**Director of Education, OECD**





**William Thorn**  
**Australian representative**  
**Cross-Border Quality Guidelines**  
**Drafting Group**

# Guidelines on Quality Provision in Cross-Border Higher Education

“better dialogue and and co-  
operation between exporting and  
importing countries”

# The World Conference on Higher Education Paris - July 2009





# UNMET DEMAND FOR HIGHER EDUCATION

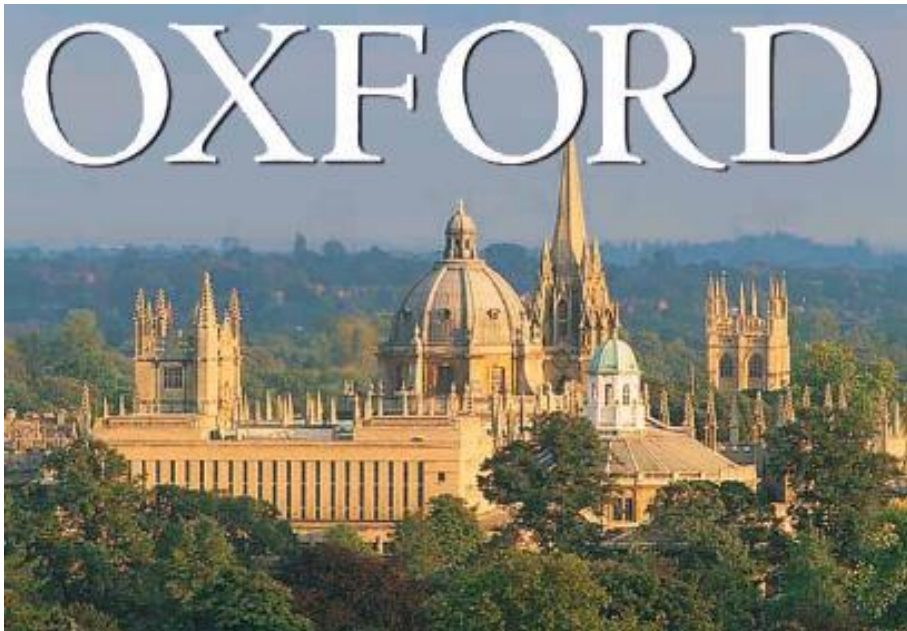


# ONLINE LEARNING





# OXFORD



# PARIS



## Medieval beginnings



# Sir George Williams University



MA - Educational Technology



3-month internship 1972



The Open University – United Kingdom







Concordia  
UNIVERSITY

Vice-Rector, Academic

A scenic view of a large blue lake with a city skyline in the background under a clear blue sky. The water is calm, reflecting the sky and the buildings. The city skyline includes several tall buildings, with a prominent one in the center. The sky is a deep blue with a few wispy clouds. The overall scene is peaceful and scenic.

# L' Université Laurentienne President





The Open  
University

'essential reading for all involved in higher education'  
TIMES HIGHER EDUCATION SUPPLEMENT

# **Mega- Universities & Knowledge Media**

Technology Strategies  
for Higher Education

John S. Daniel



UNESCO  
Paris



Commonwealth of Learning  
Vancouver



Online version of  
this document:



# PROGRAMME



United Nations  
Educational, Scientific and  
Cultural Organization



**2012 World  
Open Educational Resources  
Congress** Paris  
20-22 June  
UNESCO Headquarters  
Paris, France



# ACADEMIC PARTNERSHIPS™

## Academic Partnerships

We assist leading universities around the world in the development and marketing of their online degree programs







**DeTao Masters Academy**  
**Masters from the Whole World**



te the membership  
n form, visit  
Website.



For more information on the CHEA  
International Quality Group, contact:

The Council for Higher Education  
Accreditation (CHEA)  
One Dupont Circle NW • Suite 510  
Washington, DC 20036  
202.955.6126 • 202.955.6129 fax

Or visit the CIQG Website at:  
[www.cheainternational.org](http://www.cheainternational.org)



[www.cheainternational.org](http://www.cheainternational.org)



# PLAN

- **Post-Traditional Higher Education:**
  - Differences
  - Drivers
  - Ideals

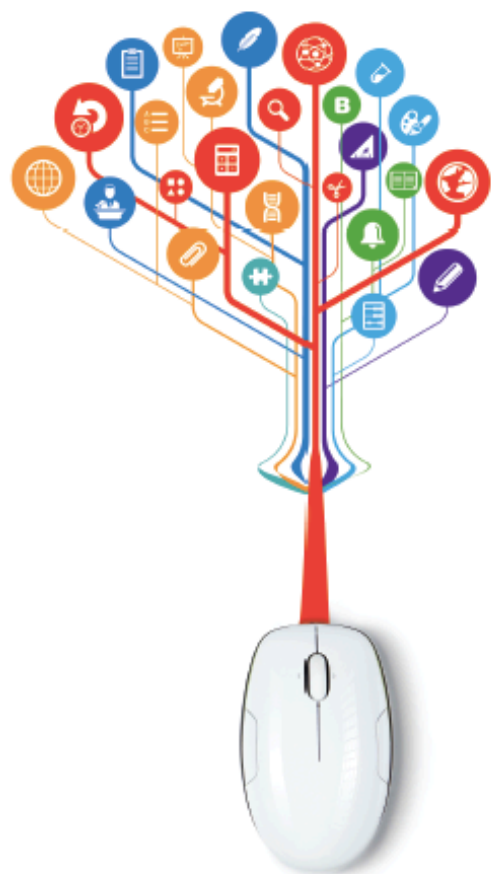
# PLAN

- **Post-Traditional Higher Education:**
  - Components
  - Implications



# PLAN

- **Post-Traditional Higher Education:**
  - Challenges
    - Governance
    - Credentials
    - Quality Assurance



A Guide to Quality in Post-Traditional  
Online Higher Education



## A Guide to Quality in Post-Traditional Online Higher Education

Authors:

Neil Butcher & Sarah Hoosen



Editors:

Stamenka Uvalić-Trumbić & Sir John Daniel



Traditional Higher Education





# Non-Traditional Students

# NONTRADITIONAL STUDENTS ARE THE NEW MAJORITY



**75%** OF STUDENTS ARE COLLEGE  
COMMUTERS, OFTEN JUGGLING  
FAMILIES, JOBS AND SCHOOL.

**25%** OF STUDENTS  
ATTEND FULL-TIME AT  
RESIDENTIAL COLLEGES

**Sonoma State University**  
The Trustees of  
**The California State University**  
on recommendation of the Faculty have conferred upon  
**Robert L. Baird**  
the degree of  
**Bachelor of Science**  
in Business Administration (Marketing)  
with all the rights and privileges pertaining thereto.  
Given this twenty-second day of May, two thousand and four.



*Arnold Schwarzenegger*  
Governor of California and President of the Trustees  
*Clark B. Reed*  
Chancellor of The California State University

*Debra S. Fagan*  
Chair of the Board of Trustees  
*Thomas*  
President of the Faculty



The aim: a credible qualification



# Post-Traditional Higher Education

*“developments aimed at opening up  
higher education to more students  
through more flexible and  
individualised learning  
opportunities”*

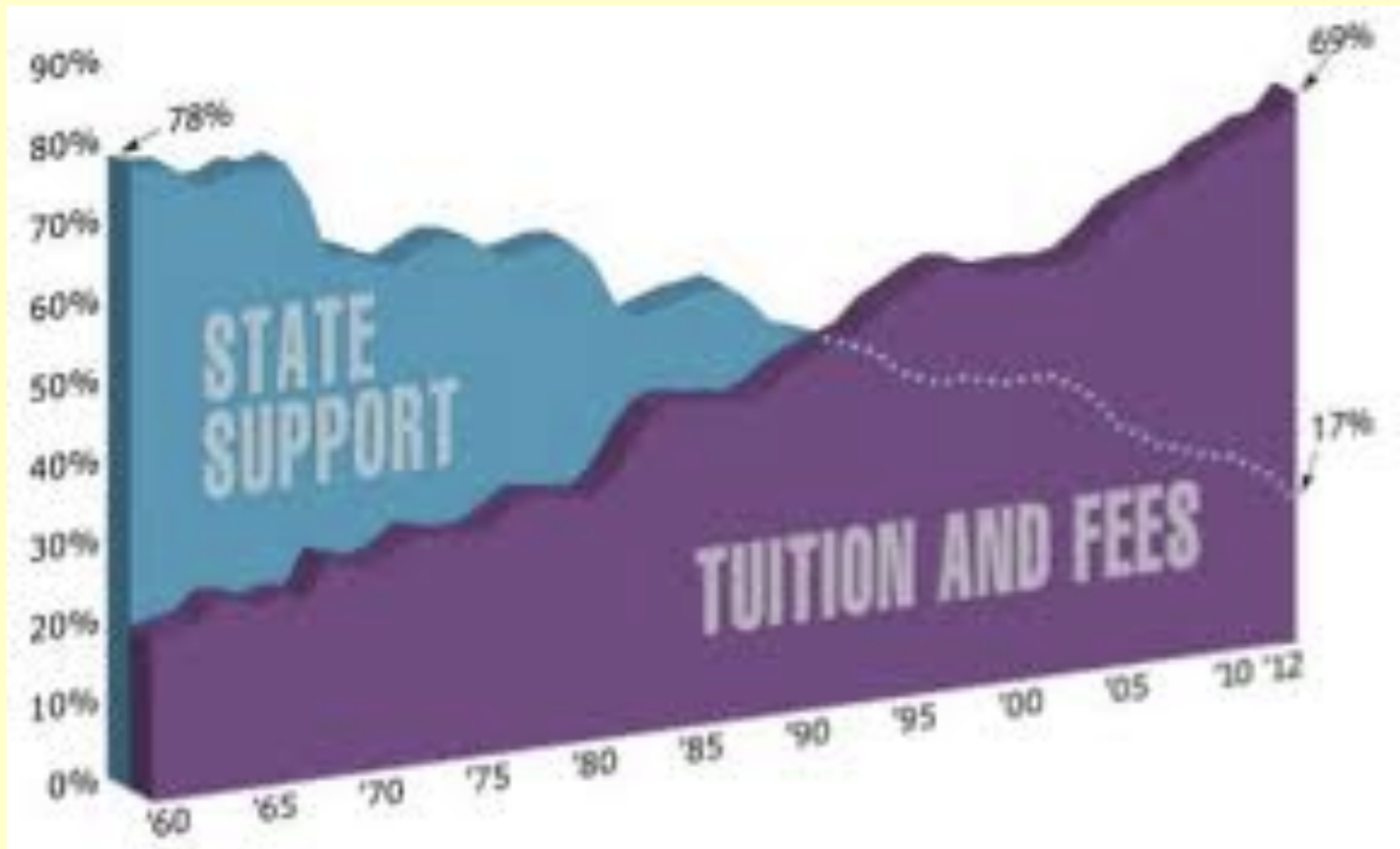


Global employment crisis

“leveraging the Internet, digital content, open licensing, and social networking to create new forms of education”







The financial challenge

# Driving Principles:

- Education as a human right
- Emancipation: Education for All

 *a new paradigm: openness*

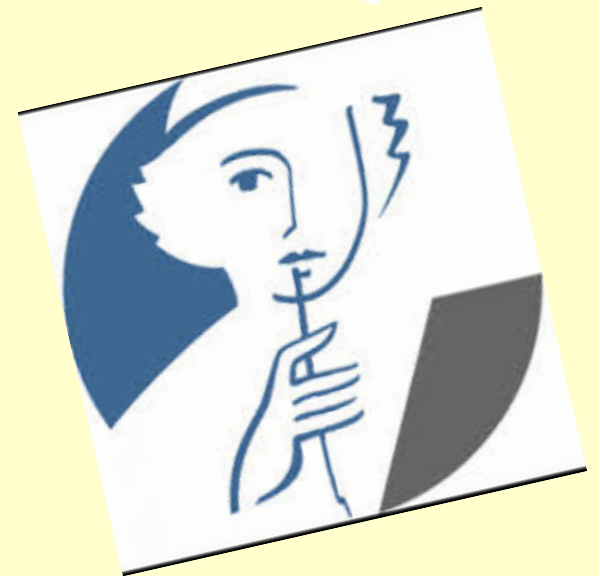
# Examples of openness:

- Open source software
- Open data
- Open access to research results
- Open content
- Open Educational Resources
- Open Badges

(= transparency + easy access)



# Open Source Software



LMS

# Open Source Software

OPENedX

OpenMooc

MOOCs

# Open data





# Open Access (to research results)

*“research articles that are freely and  
openly available to the public for  
reading, reviewing, and making and  
distributing derivative works”*

(made possible by the Internet and the consent  
of the author or copyright holder)

# Open Access (to research results)

1. Journal subscription costs
2. Funding bodies
3. Academics

# Open Educational Resources

(OER)



**MIT****OPEN****COURSEWARE**  
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

**WE'RE**

**OPEN**



## **UNESCO HQ Paris**

**2002 Forum on the Impact of Open CourseWare  
for Higher Education in Developing Countries**

**OPEN EDUCATIONAL RESOURCES**

## **OPEN EDUCATIONAL RESOURCES (OER)**

**educational  
materials that may  
be freely accessed,  
reused, modified and  
shared**



Online version of  
this document:



# PROGRAMME



United Nations  
Educational, Scientific and  
Cultural Organization



Open  
Educational  
Resources

**2012 World  
Open Educational Resources  
Congress** Paris  
20-22 June  
UNESCO Headquarters  
Paris, France



Caribbean



Europe



Africa

**6 OER  
Policy  
Forums**

Asia



Latin America



Arab world



World Congress on  
**Open Educational Resources**  
Paris – June 20-22 – 2012



# The Paris Declaration



# Paris Declaration on OER

**10. Encourage open licensing of educational material produced with public funds.**



BRITISH  
COLUMBIA

## NEWSROOM

*BC Government Online News Source*

### SECTORS

*View BC News Stories by  
Sector*

### REGIONS

*View BC News Stories by  
Region*

### MINISTRIES

*View BC News Stories by  
Ministry*

**ADVANCED EDUCATION,  
INNOVATION AND  
TECHNOLOGY**

**B.C. to lead Canada in offering students free,  
open textbooks**

---

**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

# AusGOAL

Australian Governments Open Access and Licensing Framework



# What is a MOOC?

**M**assive **O**pen **O**nline **C**ourse



# MOOCs began in Canada

University of  
Manitoba



George Siemens



Stephen Downes



**2012**

**xMOOCs**





Korea National Open University

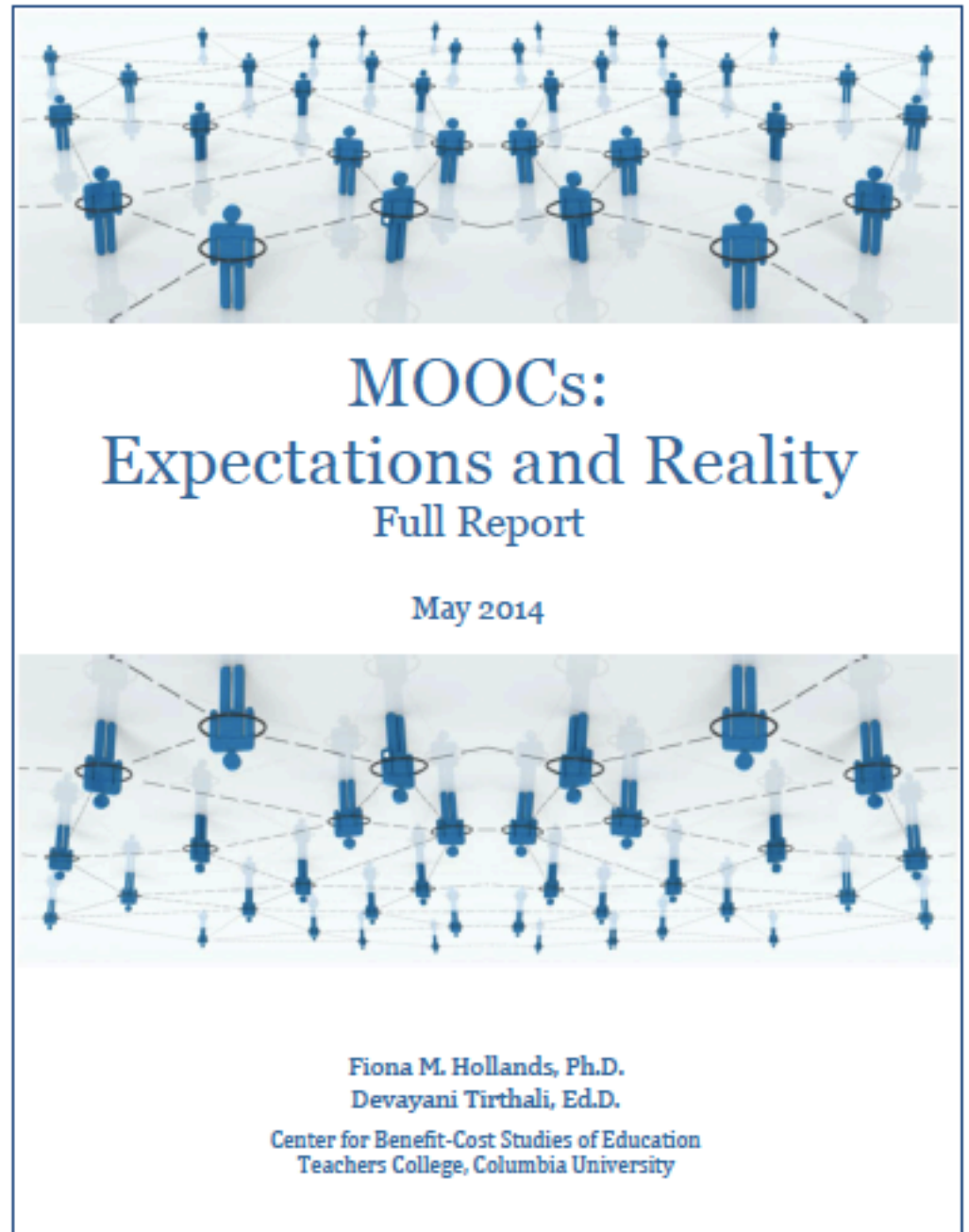


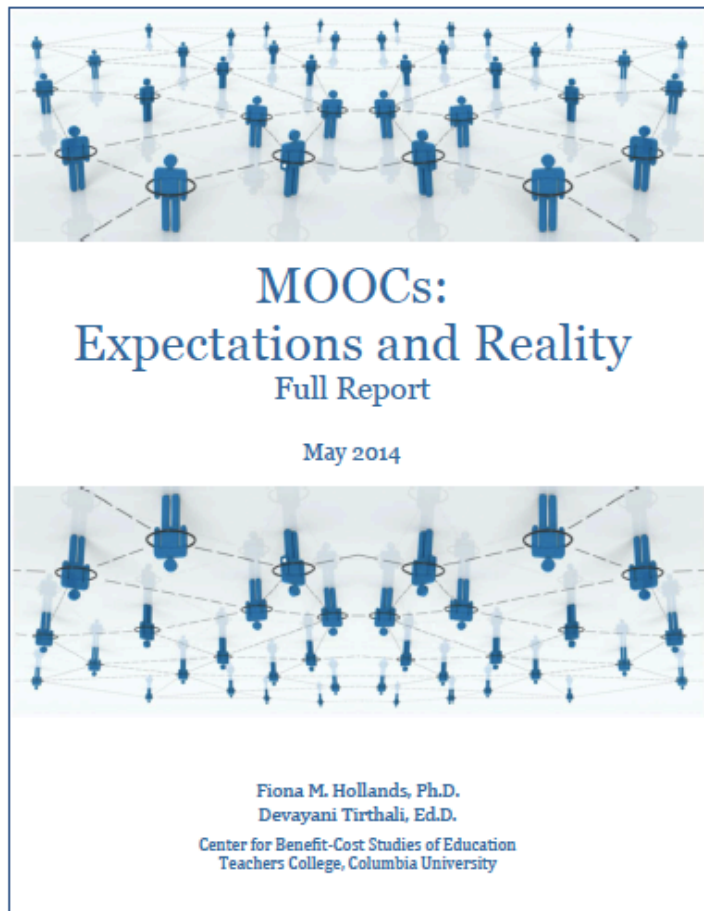
# Making Sense of MOOCs:

## Musings in a Maze of Myth, Paradox and Possibility



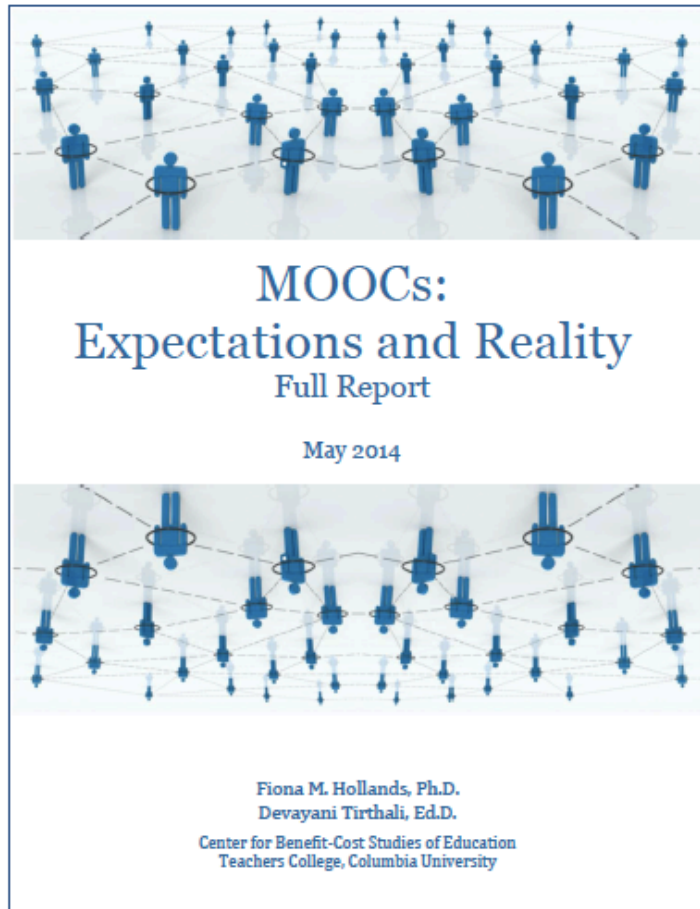
# The MOOCs Maze 2012





‘goes through each of the “major goals that institutions hope to achieve through MOOC initiatives” and finds no clear indication that colleges will see a return on their investment in the free online courses’





“Some institutions are unclear as to why they are embarking on MOOC initiatives and until they can agree internally on suitable and realistic goals, they will struggle to justify the expense and effort.”



# Why offer MOOCs?

- Improving economics by lowering costs or increasing revenues
- Building and maintaining brand
- Extending the reach of the institution and access to education

*Columbia Report*

# Why offer MOOCs?

- Improving economics by lowering costs or increasing revenues

*Columbia Report*



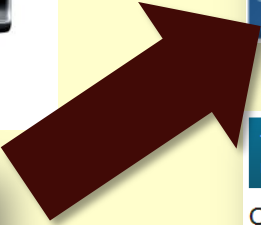
The objects of the University shall be the advancement and dissemination of learning and knowledge by teaching and research by a diversity of means such as broadcasting and technological devices appropriate to higher education, by correspondence tuition, residential courses and seminars and in other relevant ways, and shall be to provide education of University and professional standards for its students and **to promote the educational well-being of the community generally.**



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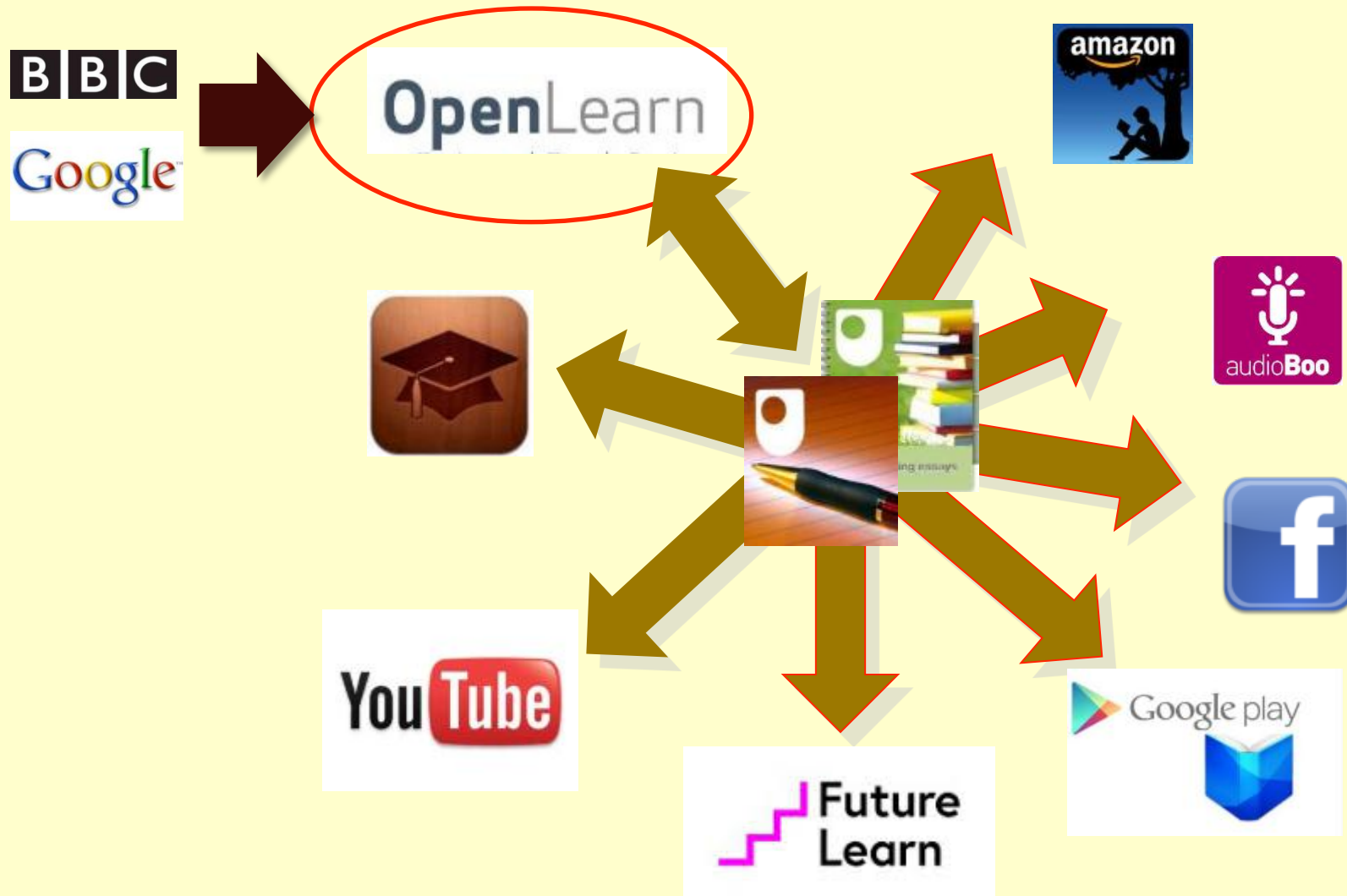






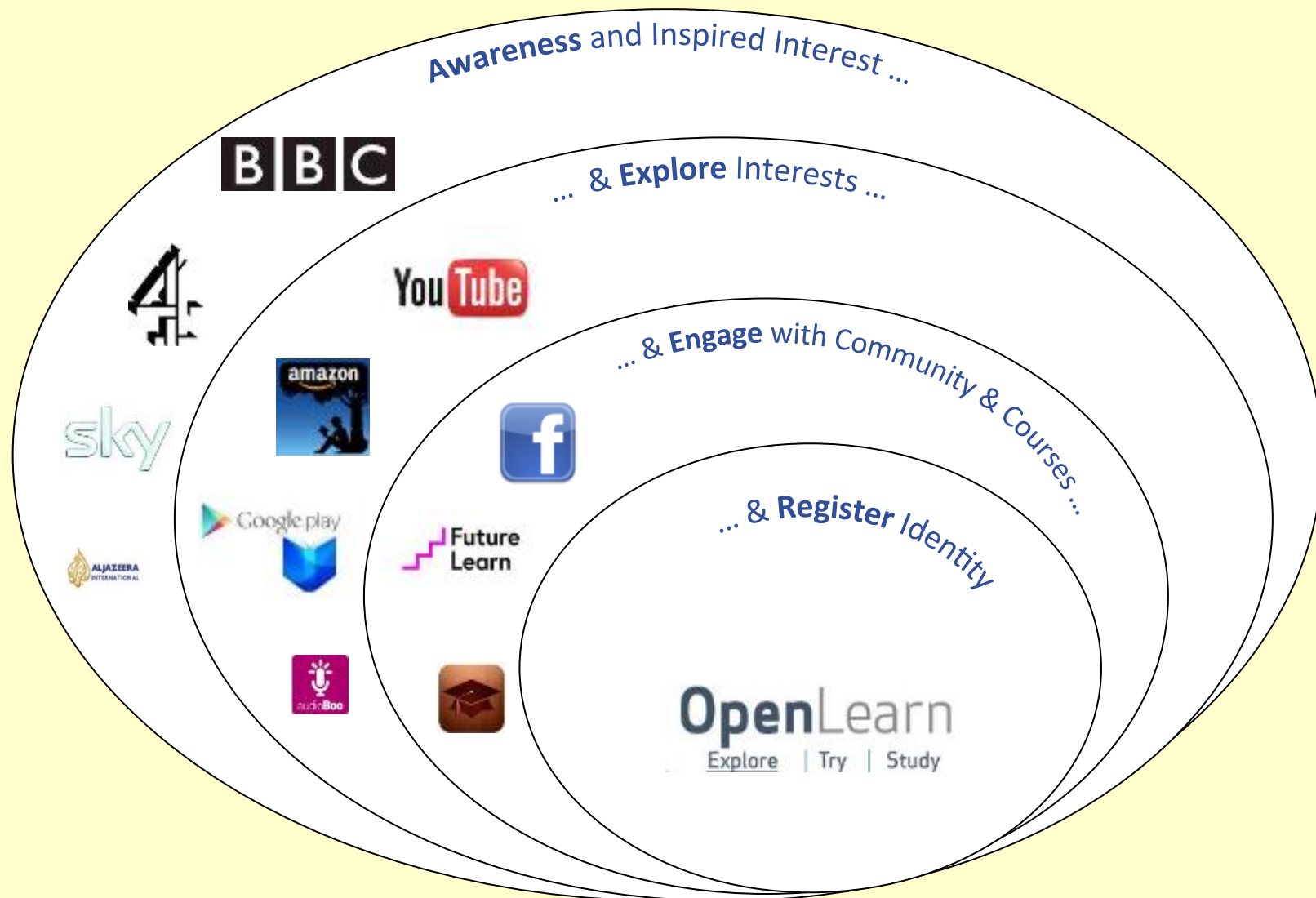


# Reach new learners





# Channels 2014-15



# Why offer MOOCs?

- Building and maintaining brand

*Columbia Report*



Odd, for universities with

**scarcity**

at the heart of their business models  
suddenly to embrace

**openness**

# Why offer MOOCs?

- Extending the reach of the institution and access to education

*MOOCs are currently falling far short of “democratising” education and may for now be doing more to increase gaps in access to education rather than to diminish them.*

*Columbia Report*









The herd instinct to Mooc!



Battle of Passchendaele – World War I

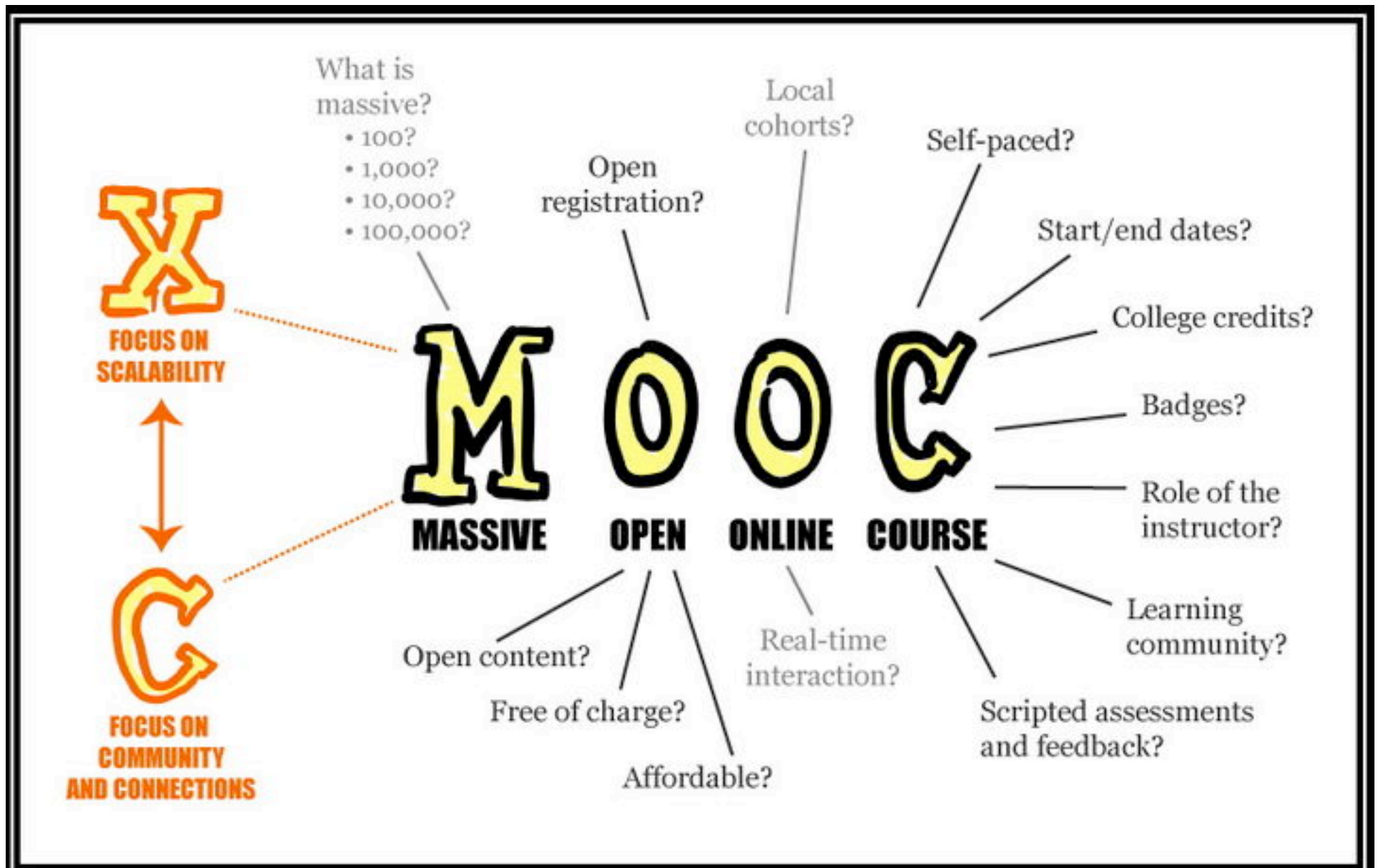
“It seems clear that MOOCs are neither the cataclysmic disruptor that advocates predicted nor the flash in pan their critics were hoping for”.

*Andrew Kelly  
The Bellwether Report.*

“The intense publicity about MOOCs has nudged almost every university towards developing an Internet strategy”

*T. Lewin*  
*New York Times*

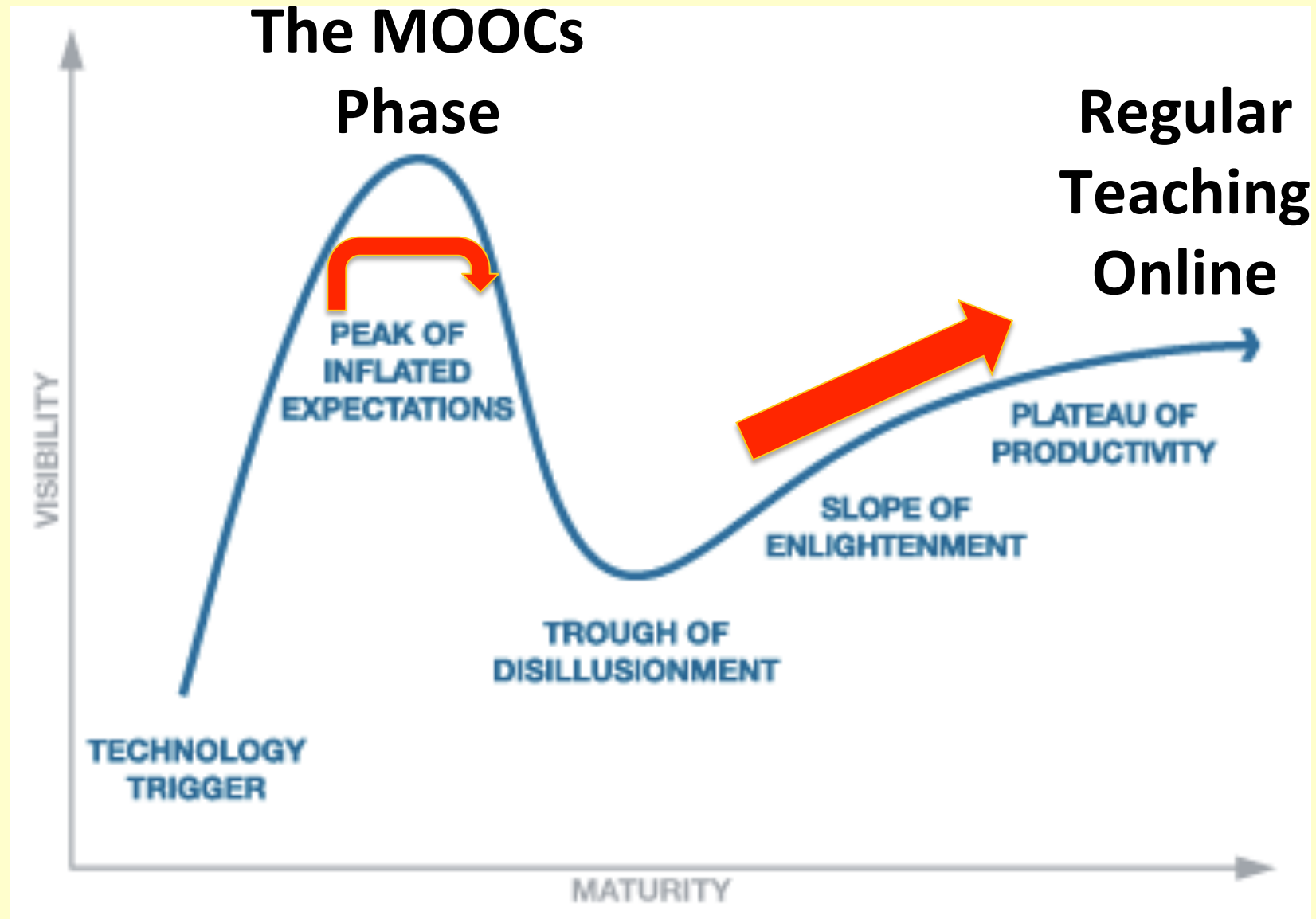




M O O C – Every letter is now negotiable!



**If Harvard  
is going online  
it must be OK!**



...offer regular programmes online

# PLAN

- **Post-Traditional Higher Education:**
  - Challenges
    - Governance
    - Credentials
    - Quality Assurance



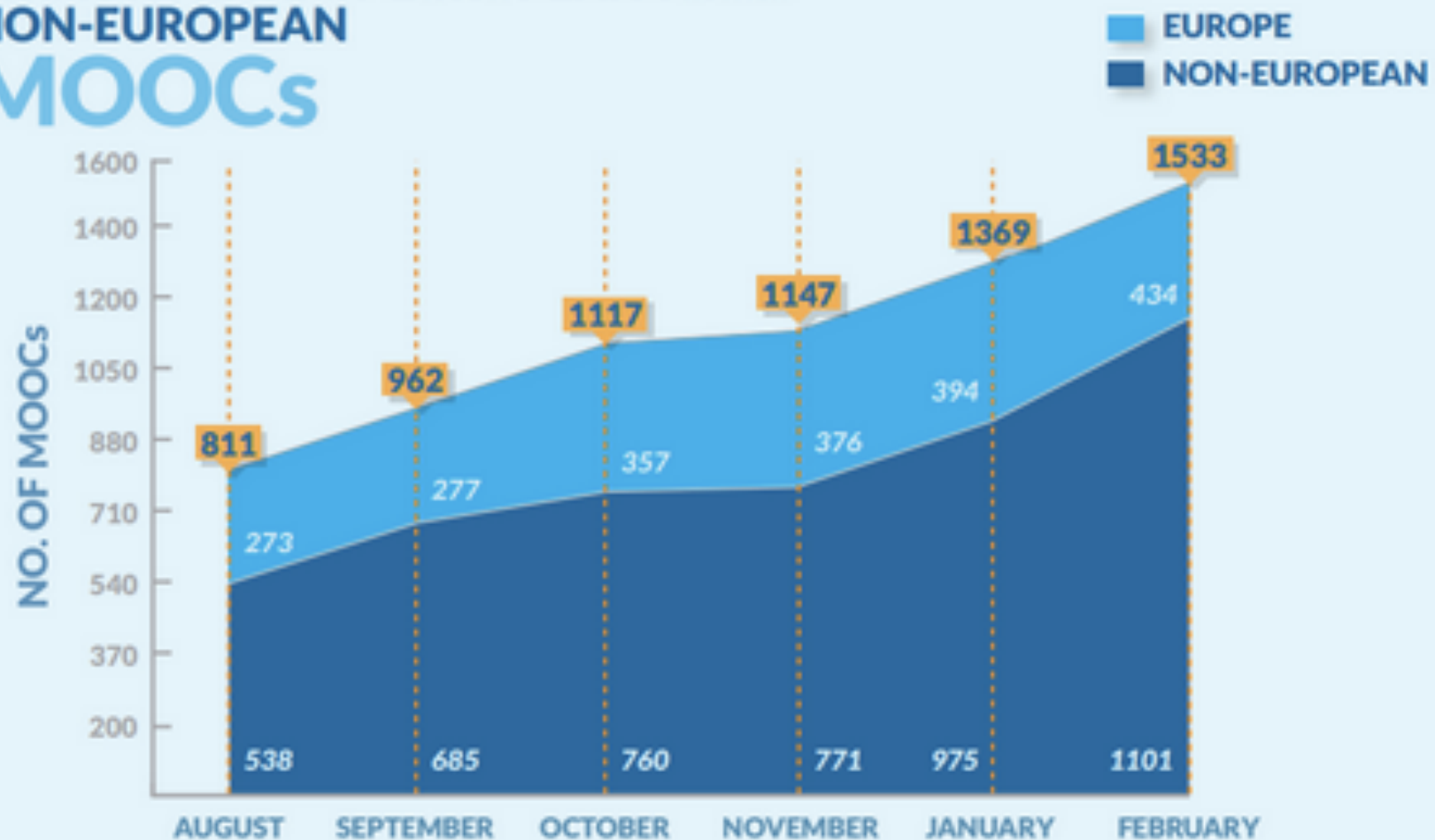


Lausanne, Switzerland

**EMOOCs** | European  
2014 | MOOCs  
Stakeholders  
Summit

Euro euphoria for MOOCs!

## GROWTH RATE OF EUROPEAN versus NON-EUROPEAN MOOCs





Matthieu Cisel

“lack of  
innovation and  
coordination in  
the European  
MOOCs space”

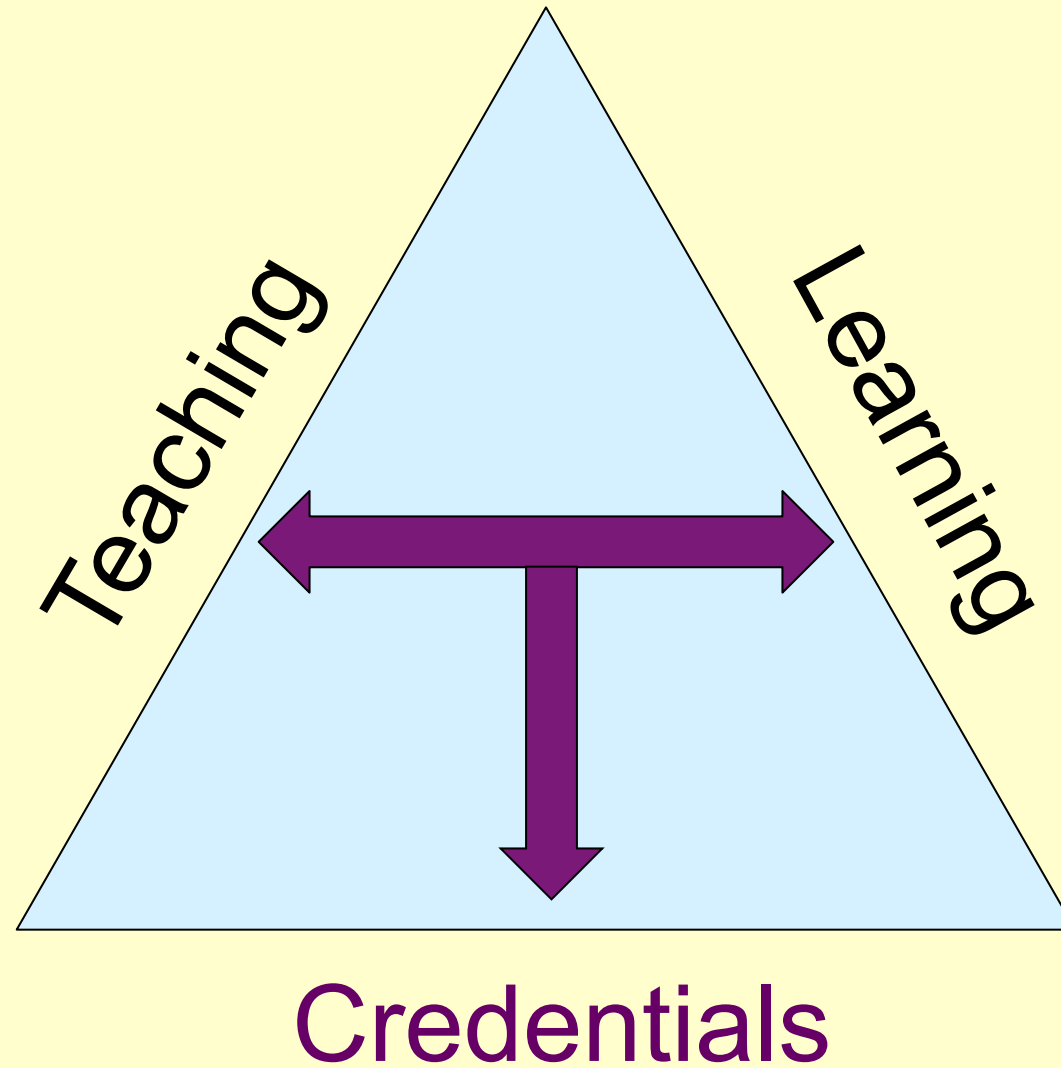


“Government support of MOOCs within a wider policy of getting universities to go online”



# Institutional Strategies

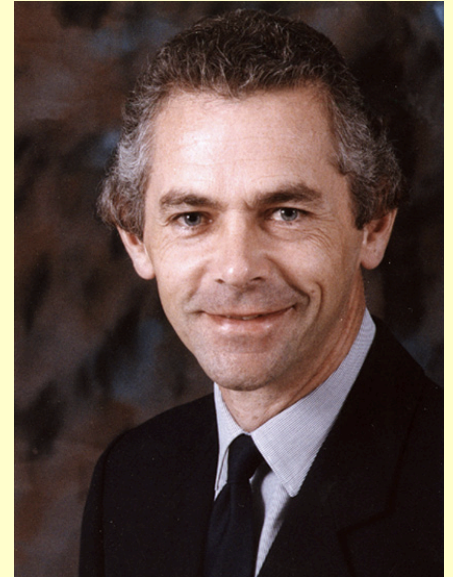
‘institutions themselves need to decide whether they will engage with post-traditional education. Strategies for this purpose are best developed by a combination of top-down and bottom-up planning involving an alliance of a critical mass of faculty and governance bodies.’



What is higher education?



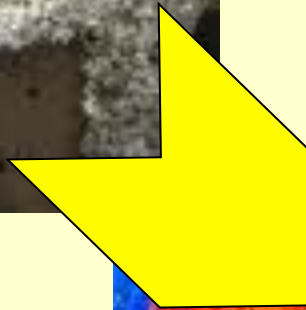
Professor  
James  
Taylor



A partnership of like-minded institutions committed to creating pathways for OER learners to gain academic credit through the formal. education system



old wine



new bottles





mozilla

# OPEN BADGES

ABOUT

ISSUER

EARNER

DISPLAYER

## *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.*

# DeTao Masters Academy

pioneering Open Badges in China







# ACADEMIC PARTNERSHIPS™

## Academic Partnerships

We assist leading universities around the world in the development and marketing of their online degree programs



# Academic Partnerships: New Online Global Specializations Credential

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[Overview](#)[Newsroom](#)[Research](#)[Higher Ed Facts and Figures](#)[Company Information](#)

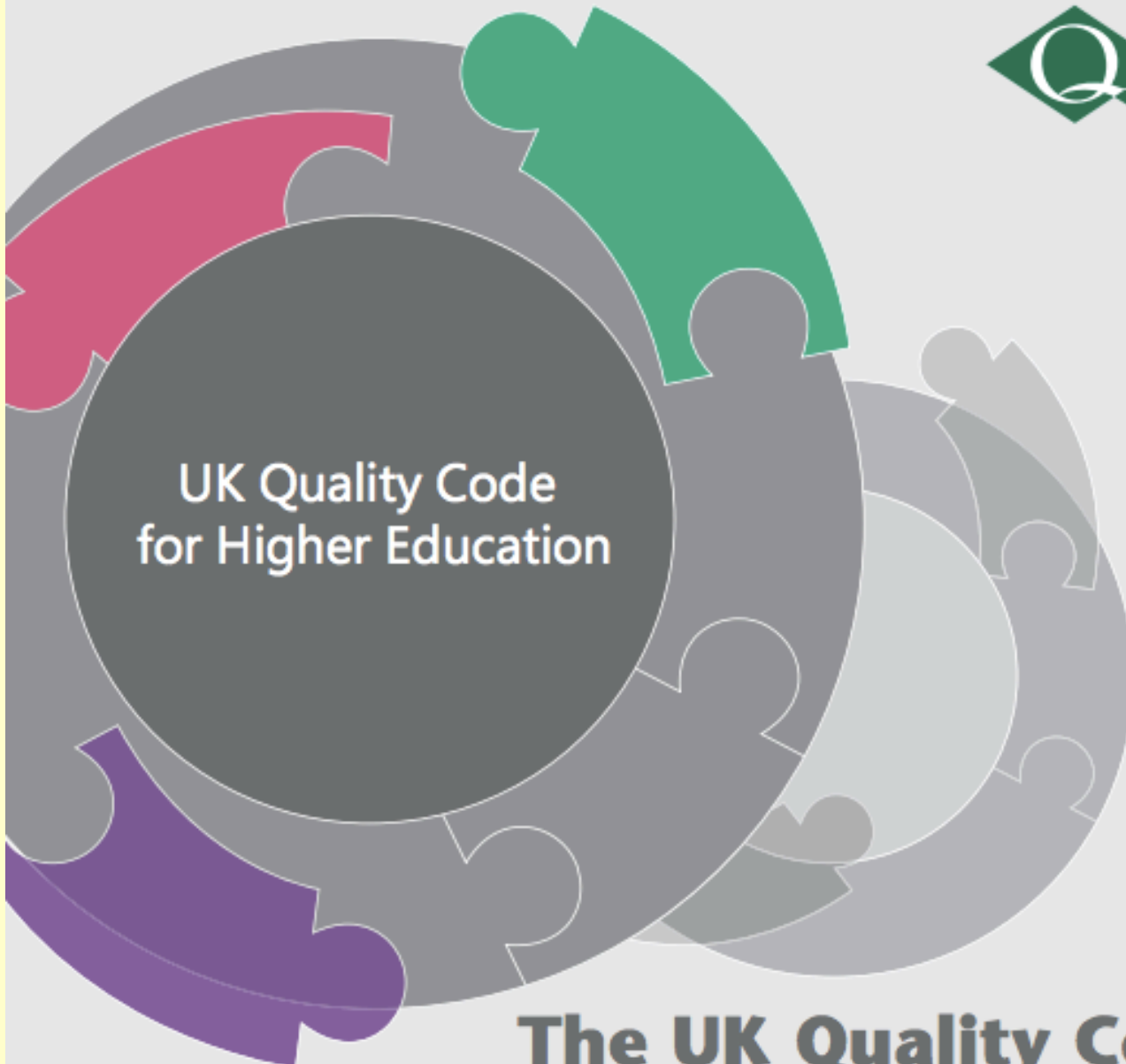
## Academic Partnerships Launches New Online Global Specializations Credential



What  
about  
quality?



**QAA**



UK Quality Code  
for Higher Education

**The UK Quality Code  
for Higher Education:**

te the membership  
n form, visit  
Website.



For more information on the CHEA  
International Quality Group, contact:

The Council for Higher Education  
Accreditation (CHEA)  
One Dupont Circle NW • Suite 510  
Washington, DC 20036  
202.955.6126 • 202.955.6129 fax

Or visit the CIQG Website at:  
[www.cheainternational.org](http://www.cheainternational.org)



[www.cheainternational.org](http://www.cheainternational.org)



te the membership  
n form, visit  
Website.



[www.cheainternational.org](http://www.cheainternational.org)



# Post-traditional higher education:

## New approaches to quality assurance



# THE CHEA QUALITY PLATFORM:

An international standard for post-traditional higher education



# CHEA QUALITY PLATFORM

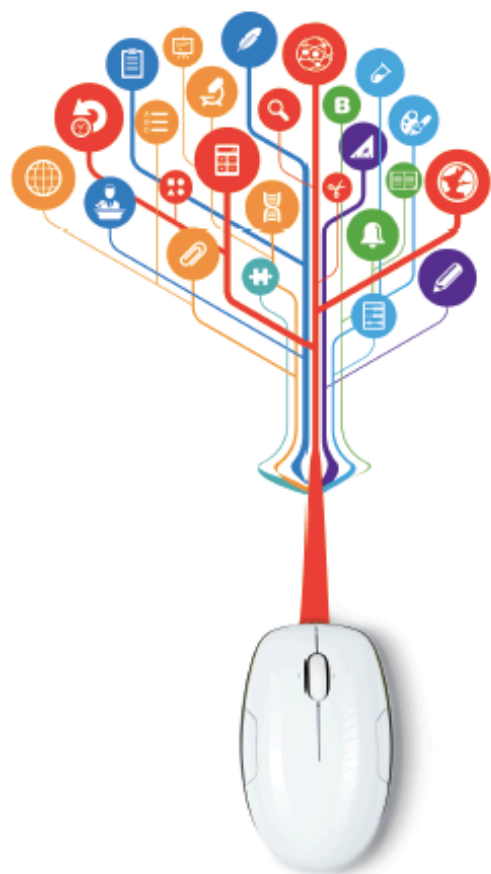
- Review performance and effectiveness of post-traditional providers
- Review against primary purpose: e.g. education towards a degree or not?
- Is the learning experience at the level claimed?



# CHEA QUALITY PLATFORM

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





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Online Higher Education



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Authors:

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For text and slides: [www.sirjohn.ca](http://www.sirjohn.ca)

[suvalictrumbic@gmail.com](mailto:suvalictrumbic@gmail.com)



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Uvalić-Trumbić



Sir John  
Daniel

[odlsirjohn@gmail.com](mailto:odlsirjohn@gmail.com)

Thank you