

DeTao Masters Academy



PLAN

- Four 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**



United Nations
Educational, Scientific and
Cultural Organization

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*





United Nations
Educational, Scientific and
Cultural Organization

Taking OER beyond the OER Community: Policy & Capacity for Developing Countries



**Zeynep
Varoglu**



**Trudi
van Wyk**

Workshops

South Africa

Namibia

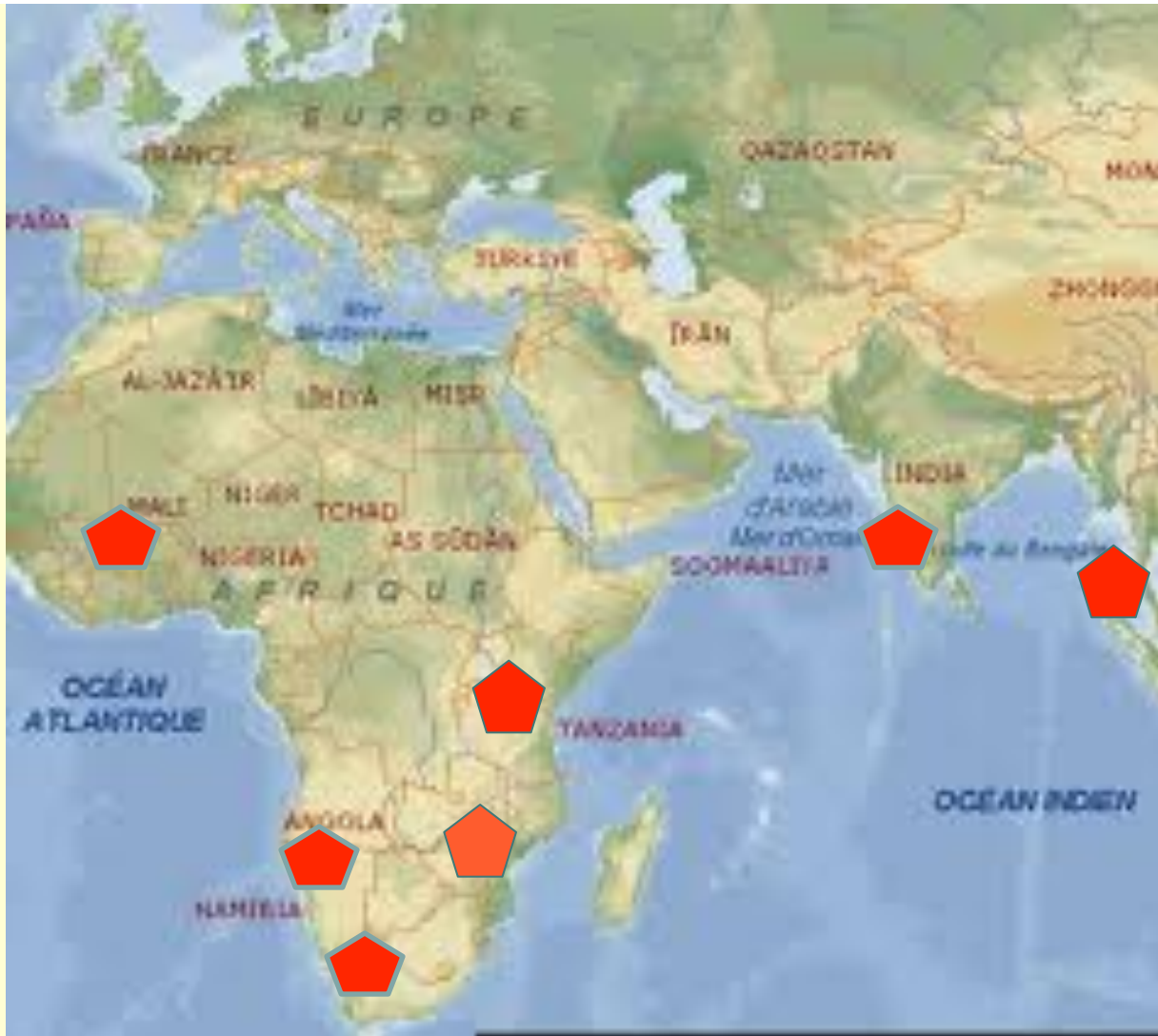
Malaysia

Mali

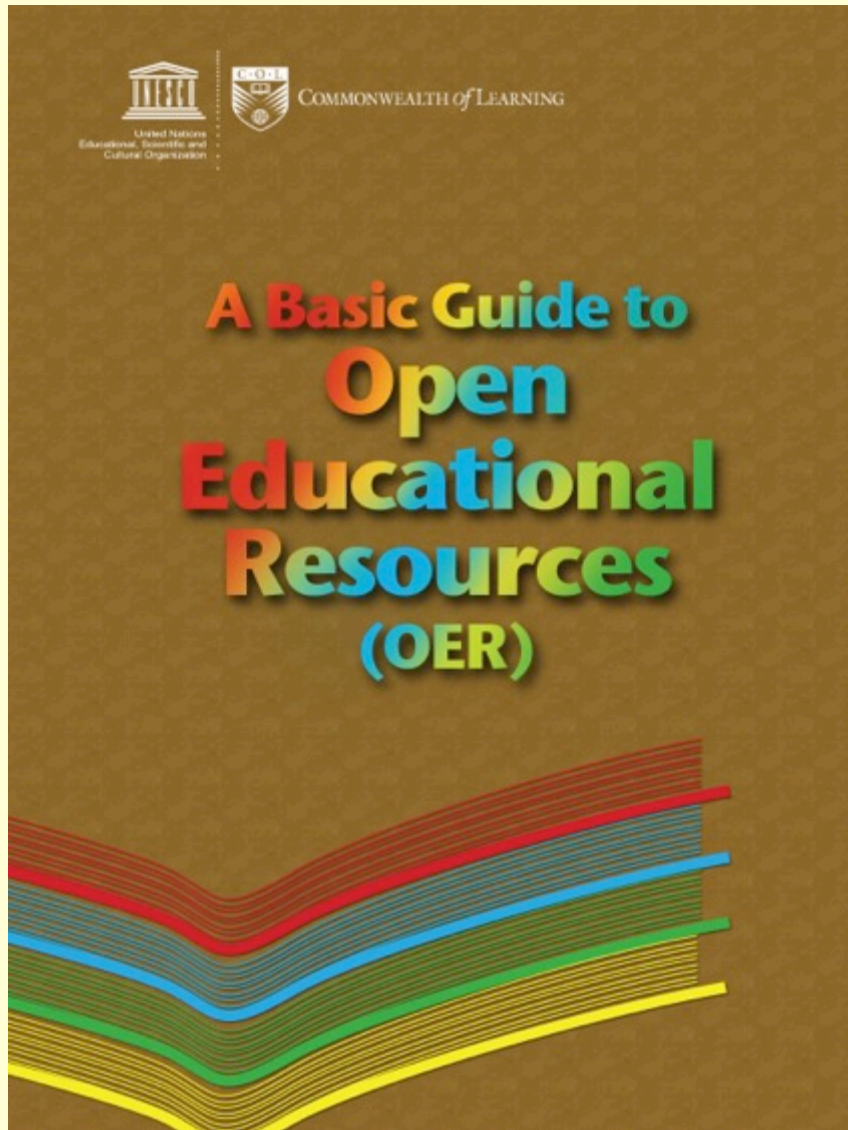
India

Tanzania

Mozambique



Plus three online forums



col.org/resources



Neil Butcher



Stamenka
Uvalić-
Trumbić



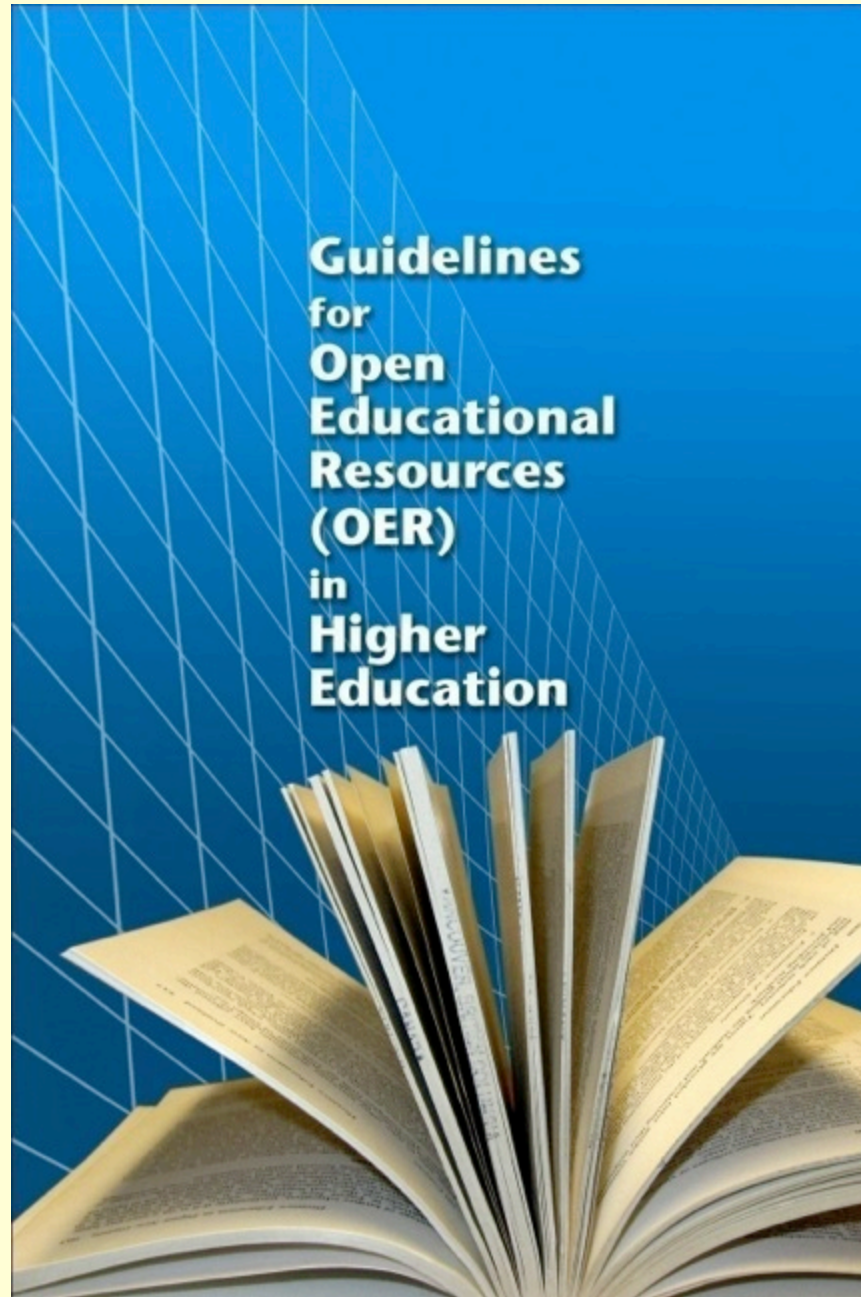
Asha
Kanwar



United Nations
Educational, Scientific and
Cultural Organization

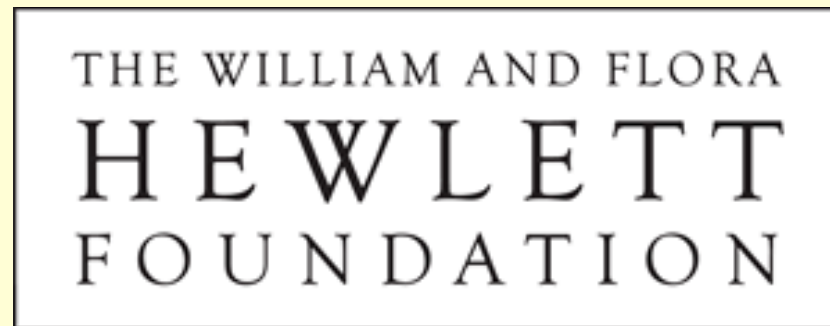


Zeynep
Varoglu



Trudi
van Wyk

Fostering Governmental Support for Open Educational Resources Internationally

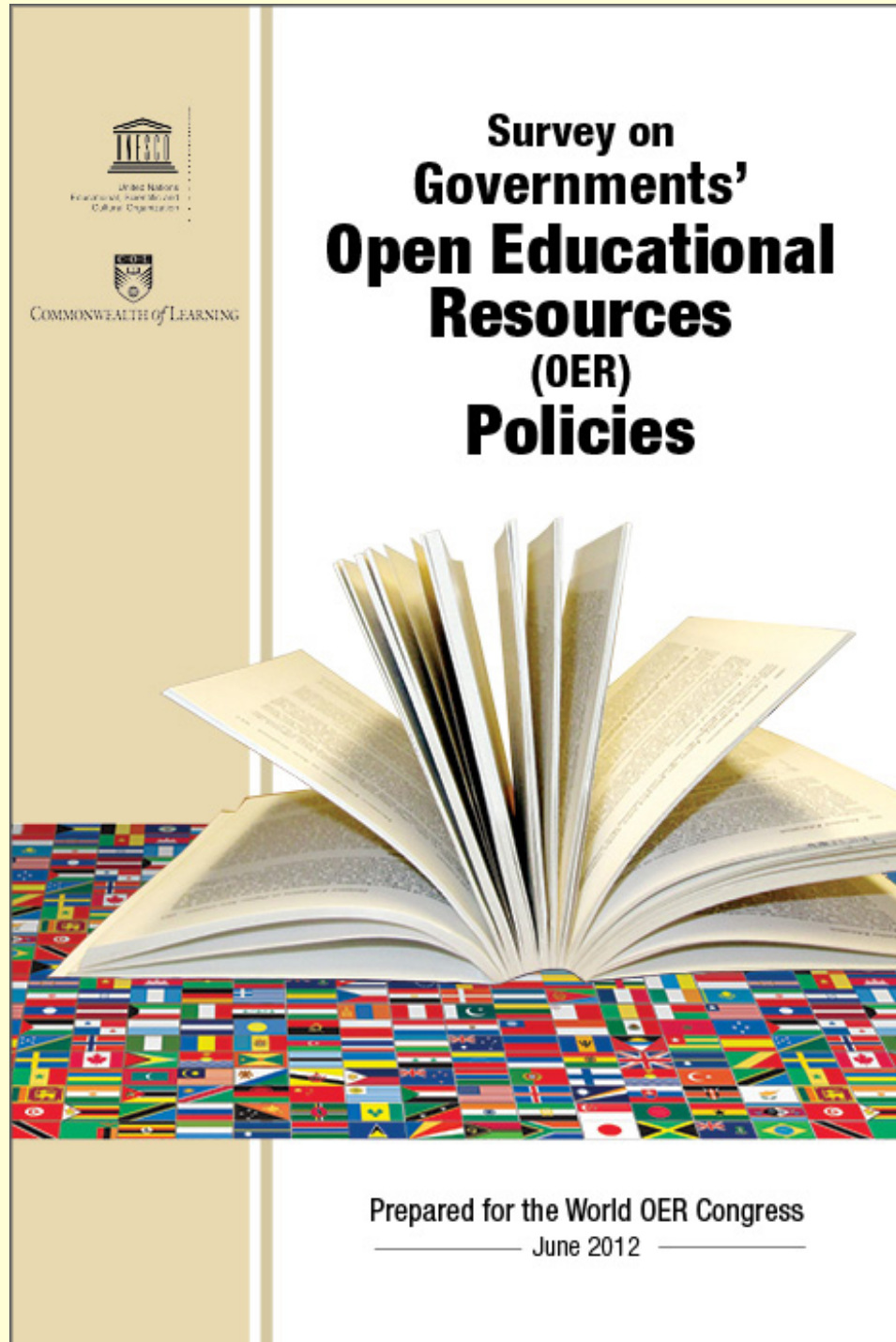


QUESTIONNAIRE SURVEY

Responses from ~ 100 countries



Sarah
Hoosen

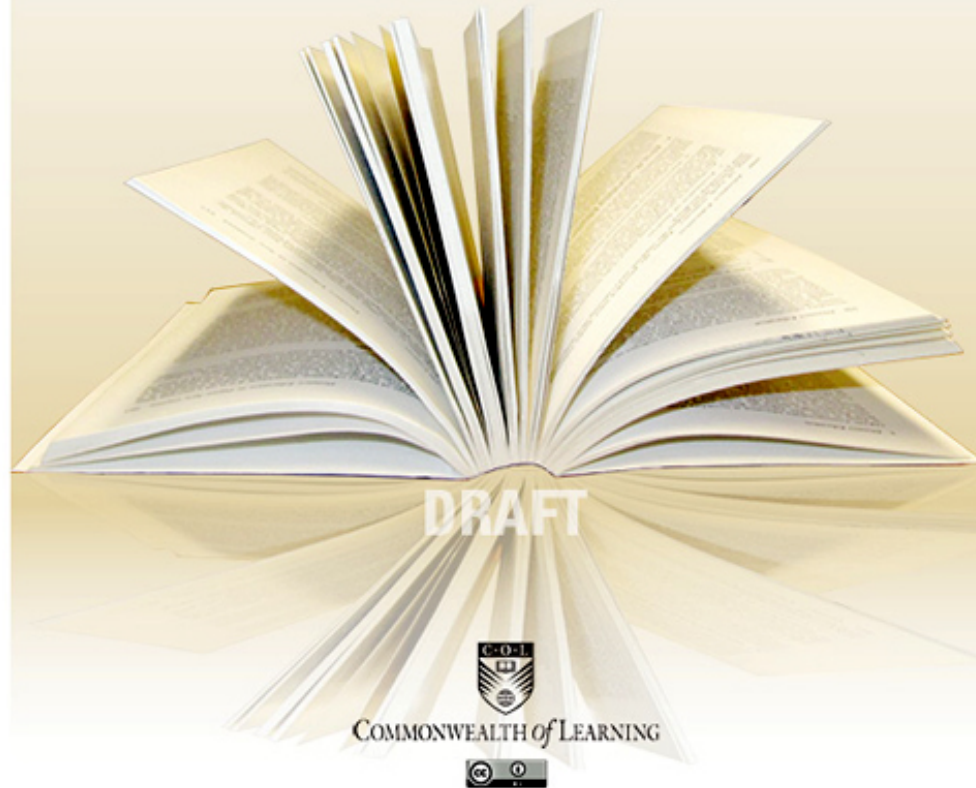


“There appears to be great interest in OER across all regions of the world, with several countries embarking on notable OER initiatives. Indeed, the survey itself raised interest and awareness of OER in countries that may not have had much prior exposure to the concept.”

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

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

Paris Declaration on OER

9. Facilitate finding, retrieving and sharing of OER.

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

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.”

PLAN

- Four examples of changing times
 - Open University of China



国家开放大学
THE OPEN UNIVERSITY OF CHINA

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

Mega- Universities & Knowledge Media

Technology Strategies
for Higher Education

John S Daniel

Strategic Plan for the Open University of China

国家开放大学建设方案

The Open University of China

国家开放大学



国家开放大学

THE OPEN UNIVERSITY OF CHINA



UK Open University

Strategic Plan for the Open University of China

国家开放大学建设方案

The Open University of China

国家开放大学

By 2020:

Number of job-holders
receiving –

non-degree education = 35 million

degree education = 4.5 million

- To combine degree and non-degree education;

将学历与非学历相结合。

- To make full use of contemporary information technology and develop an ultra-modern distance education system through an 'open flexible multi-functional online platform' that can reach every household;

通过一个能够便利千家万户的开放式且灵活性多功能网上平台以充分利用现代信息技术和发展一个现代远程教育系统。

- To make alliances with industry, business and public universities in order to create a strong and stable system;

与工业界, 商界以及公立大学建立合作关系以创造一个强大而稳定的系统;

- To build flyovers for lifelong learning through a credit bank that connects different levels and styles of education and training in a ‘national learning supermarket’;

通过连接不同层次, 不同风格的教育的信贷银行以及“国家学习超市”的培训来建立一个终身学习的框架;

Transformation: Open University of China



PLAN

- New Dynamics of HE
- Four examples of changing times
- Challenges of Quality Assurance



Judith Eaton

President

Council for Higher
Education
Accreditation (US)

“the spread of the familiar”

PLAN

- Four examples of changing times
 - MOOCs (Massive Open Online Courses)
 - DeTao Masters Academy
 - Open Educational Resources
 - OUC “a national learning supermarket”

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



www.cheainternational.org





ICT in Open Education

Sir John Daniel & Stamenka Uvalić-Trumbić

THANK YOU

THANK YOU

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