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# The Open and Flexible Higher Education Conference 2013

"Transition to open and on-line education in European universities"

Paris 24-25 October 2013

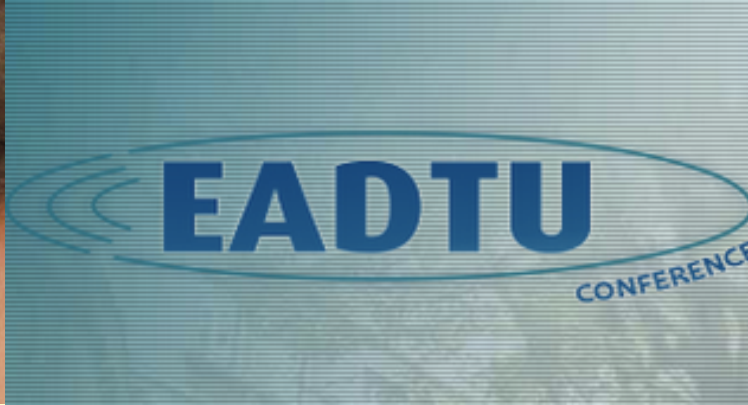


Congratulations on EADTU's great work!



The Global Task Force on Quality in eLearning





# Do MOOCs announce a New Paradigm for Higher Education?

Stamenka Uvalić-Trumbić  
&  
Sir John Daniel

**The  
Economist**

APRIL 27th–MAY 3rd 2013

[economist.com](http://economist.com)

Britain's shaky economy

Time to scrap affirmative action

Bjorn Kjos, the Viking Stelios

Iran's fake messiahs

Criminal bumblebees

# Generation jobless

**The global rise of  
youth unemployment**



Policymakers know what to do  
to diminish the problem –  
ignite growth, break down  
cartels and build bridges  
between education and work.  
New technology gives them  
powerful tools too.

*The Economist, April 2013*

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# The jobless crisis in figures

## 1 Idle hands

Youth unemployment and inactivity\*  
By region†, 2012 or latest, m



Sources: OECD; World Bank; *The Economist*

\*15-24 year olds not in education  
†Regions exclude OECD countries  
‡Not in education or training

## 3 A blighted generation

Youths not in employment, education or training (NEETs), % of population aged 15-24 years



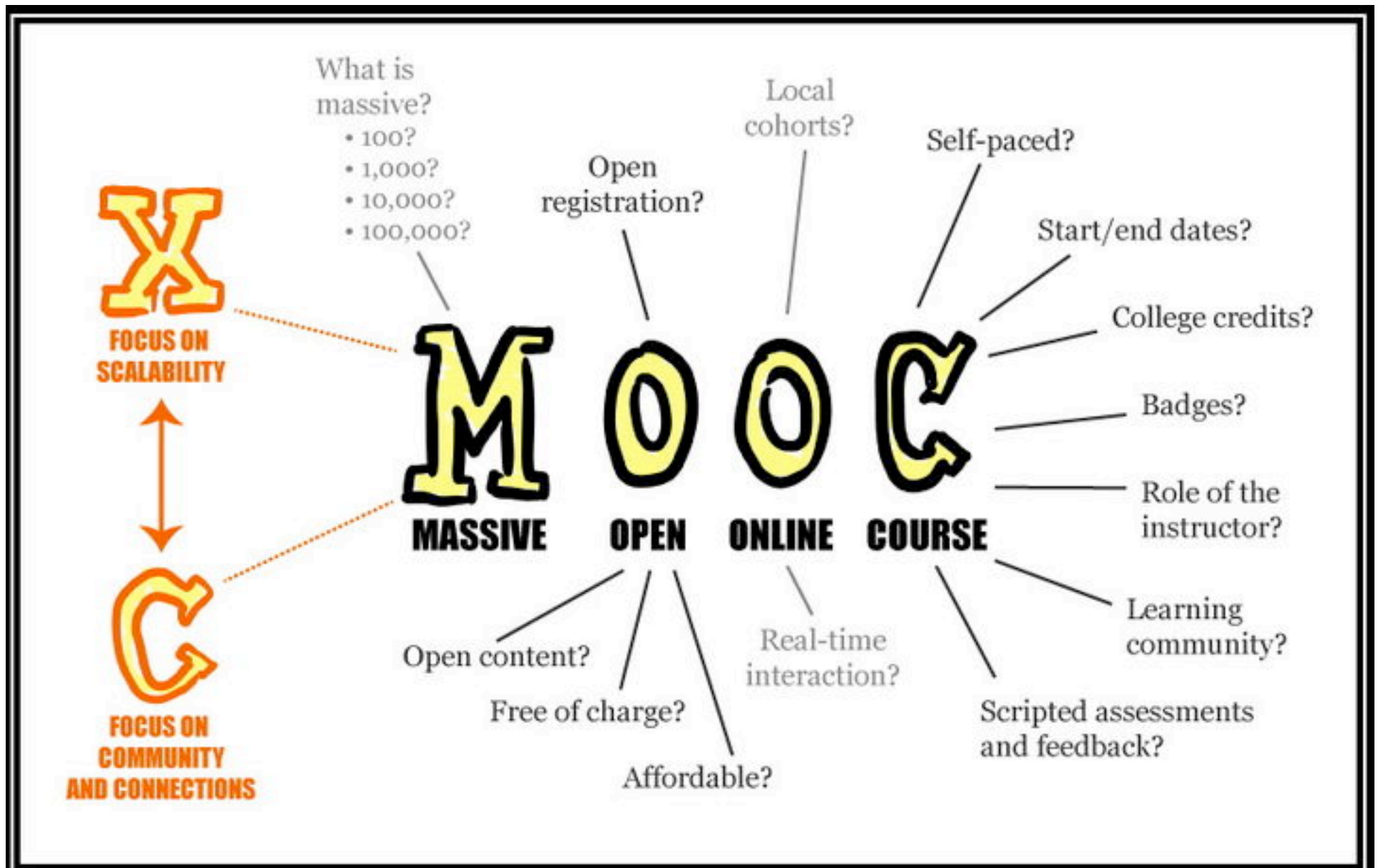
Sources: OECD; *The Economist*



# The World Conference on Higher Education Paris - July 2009: *New Dynamics of HE*







MOOC = Massive Open Online Course

te the membership  
n form, visit  
Website.



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



# New trends in higher education

## What about quality?



A Guide to Quality  
in Online Learning



The logo for the CHEA International Quality Group. It features a 3D globe with the text 'CHEA International Quality Group' overlaid. The letters 'C', 'I', 'Q', and 'G' are large and orange, while 'HEA', 'nternational', 'uality', and 'roup' are in a smaller, black serif font. The background is a light yellow with abstract orange and brown curved lines.

## Idle hands

1

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# The World Conference on Higher Education Paris - July 2009



# High demand for Higher Education



# **New Dynamics: Diversification of providers**

‘World-class’ universities

Competency-based

Private

Online

Cross-border

# POST-TRADITIONAL HIGHER EDUCATION





# McDonald's University: bridging the gap?



# McDonald's University

## Margaret Thatcher visits in 1989





# The Death of the Degree



*Allan Pall, ESU*



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

# PLAN

- Generation jobless?
- **MOOCs – a new paradigm?**
- What about quality?



# What is a MOOC?

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

**OER**

**MOOCs**





# MOOCs began in Canada

University of  
Manitoba



*Connectivism &  
Connective Knowledge*

25 students on  
campus  
2,300 public - free



# MOOC





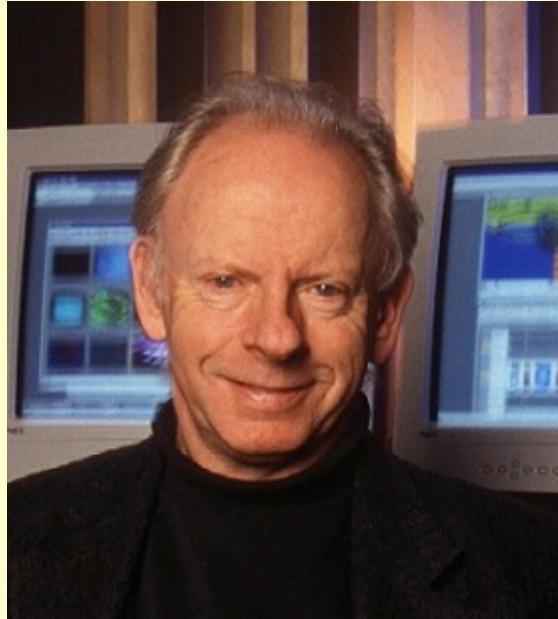
Course x6002  
*Circuits and Electronics*

155,000 registrations  
23,000 tried first test  
9,000 passed mid-term  
7157 passed =  $< 5\%$



The herd instinct to Mooc!



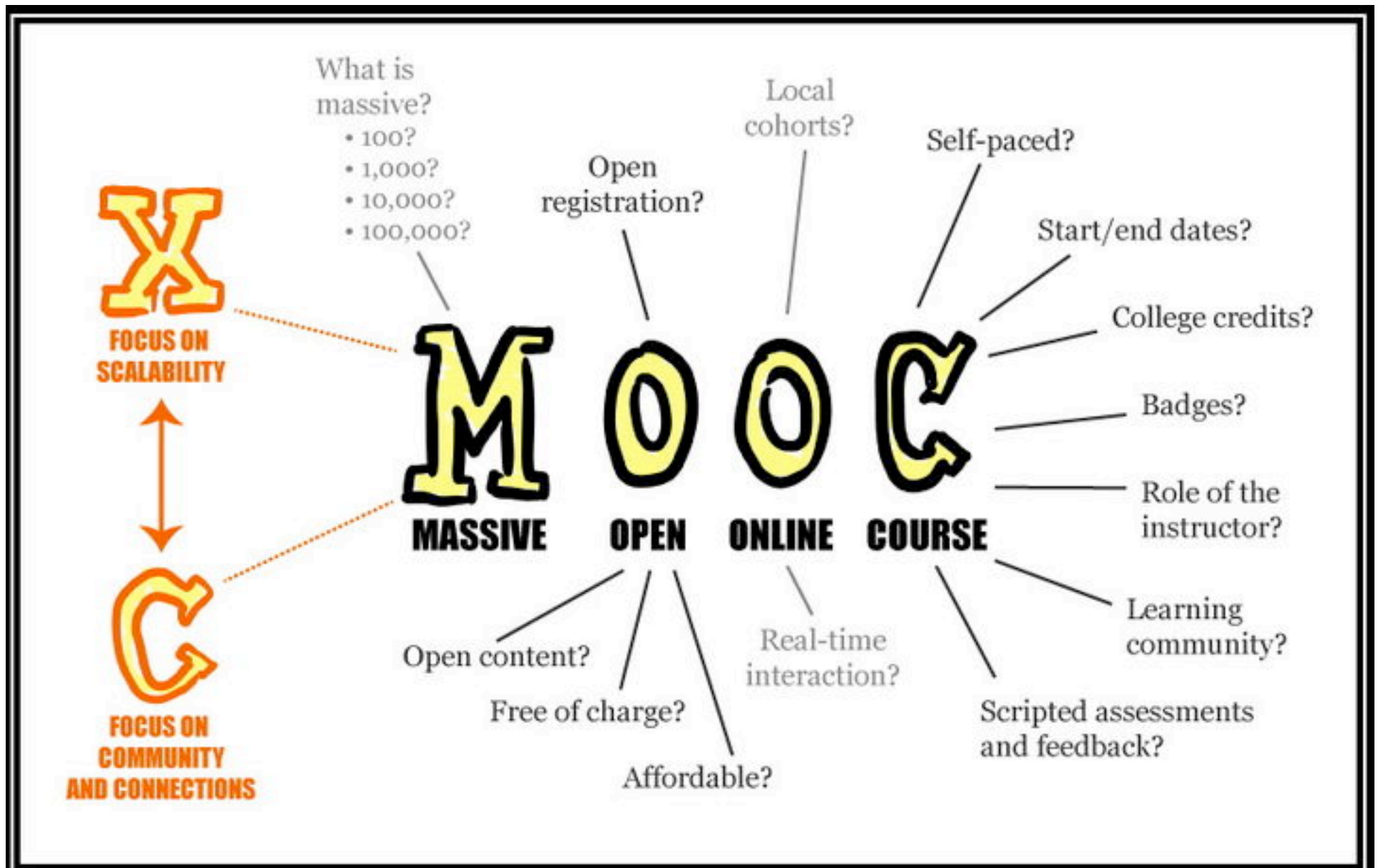


# Tony Bates

,

‘A shake-out in MOOCs in 2014  
as the evaluation results start to  
come in’





M O O C – Every letter is negotiable!

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# Generation jobless

**The global rise of  
youth unemployment**



# Many graduates registered for MOOCs



# MOOCs

Needed:










- Employment-related topics
- Credible recognition





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

## Founding anchor partners

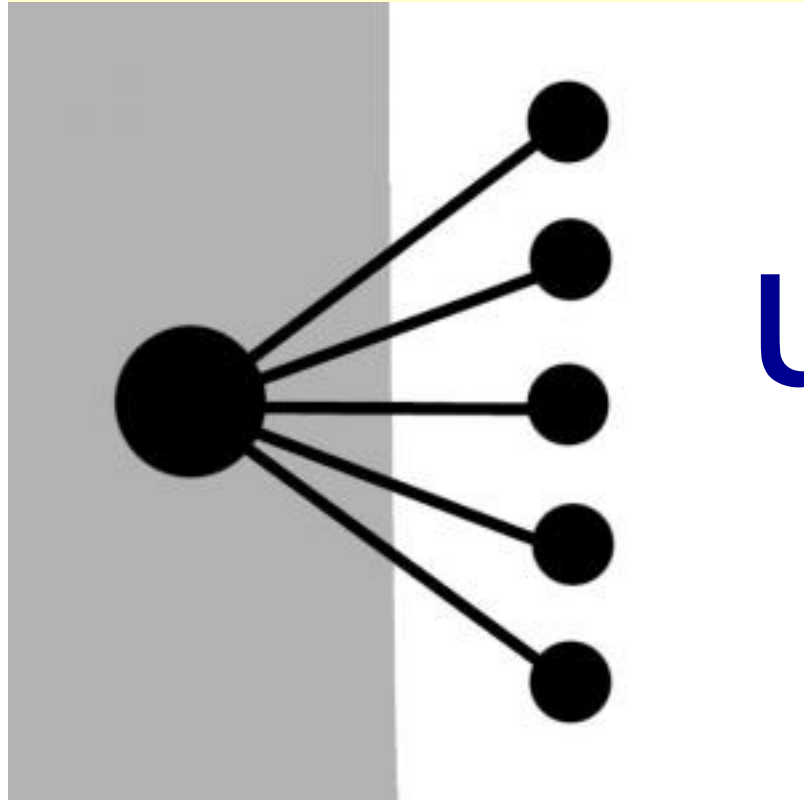
-  Athabasca University
-  BAOU [↗](#) (Gujarat's open university)
-  Empire State College (SUNY)
-  Nelson Marlborough Institute of Technology [↗](#)
-  NorthTec [↗](#)  Open Polytechnic [↗](#)
-  Otago Polytechnic  Southern New Hampshire University [↗](#)
-  Thompson Rivers University [↗](#)  University of Canterbury [↗](#)
-  University of South Africa [↗](#)
-  University of Southern Queensland
-  University of Wollongong [↗](#)
-  OER Foundation (non-teaching)
-  BCcampus (non-teaching)

## Anchor partners

-  [Excelsior College](#)  [Kwantlen Polytechnic University](#)
-  [Open University of Catalonia](#)
-  [Thomas Edison State College](#)
-  [Unitec Institute of Technology](#)
-  [University of Glamorgan](#)
-  [University of the South Pacific](#)  [Wintec](#)
-  [Institute of Technology Sligo](#)
-  [S.N.D.T. Women's University](#)  [Ako Aotearoa](#)

## Sponsors

-  [Commonwealth of Learning](#)
-  [UNESCO, Pacific States](#)



the  
unbundling  
of higher  
education



# MOOCs

Accelerating three trends:

- Shorter courses



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.*

# MOOCs

Accelerating three trends:

- The move to online learning





الجامعة العربية المفتوحة  
Arab Open University



中央广播电视大学  
THE OPEN UNIVERSITY OF CHINA



มหาวิทยาลัยสุโขทัยธรรมมาธิราช  
Sukhothai Thammathirat Open University



ANADOLU ÜNİVERSİTESİ



The Open University

Allama Iqbal Open University



AFRICAN VIRTUAL UNIVERSITY  
UNIVERSITE VIRTUELLE AFRICAINE  
UNIVERSIDADE VIRTUAL AFRICANA

دانشگاه پیام نور



The Open University of Sri Lanka  
LIFE LONG LEARNING THROUGH DISTANCE EDUCATION

Korea National Open University



Athabasca  
University



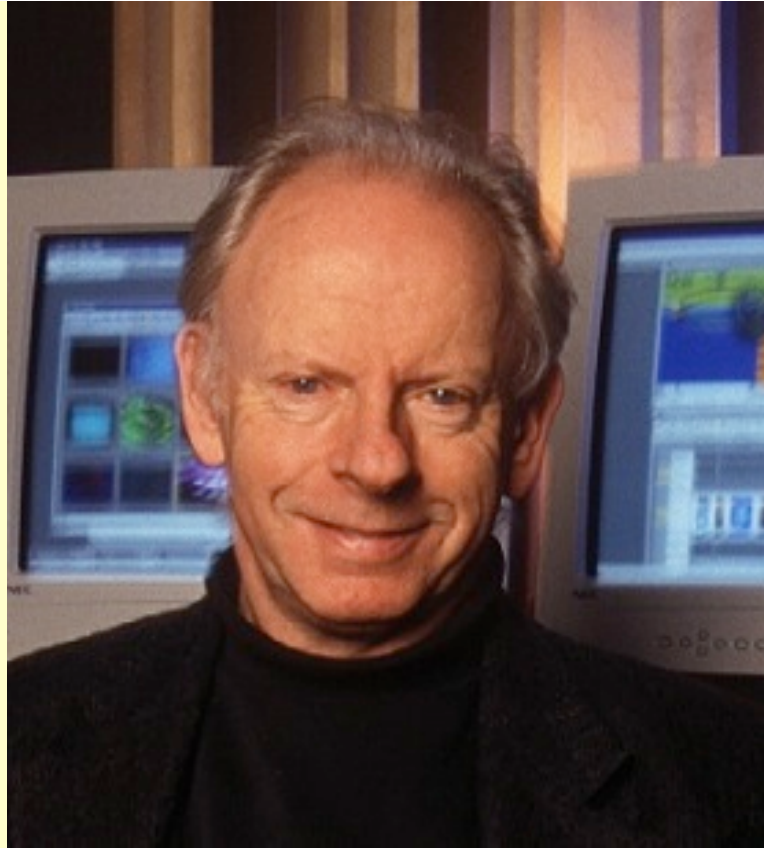


**If Harvard  
is going online  
it must be OK!**



Online teaching and learning is now part of the future of universities





Professor Tony Bates  
"2013: online learning comes of age"  
([www.contactnorth.ca](http://www.contactnorth.ca))





# United States

‘over 80% of US students are expected to be taking courses online in 2014, up from 44% in 2009.’

How can MOOCs  
stimulate the  
transition to open  
and online  
learning?

# Universities must:

- Develop policies
- Execute them well
- Pay attention to quality

# PLAN

- Generation jobless?
- MOOCs – a new paradigm?
- **What about quality?**



# ACADEMIC PARTNERSHIPS™

## Academic Partnerships

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







ACADEMIC  
PARTNERSHIPS™

## THE AIM

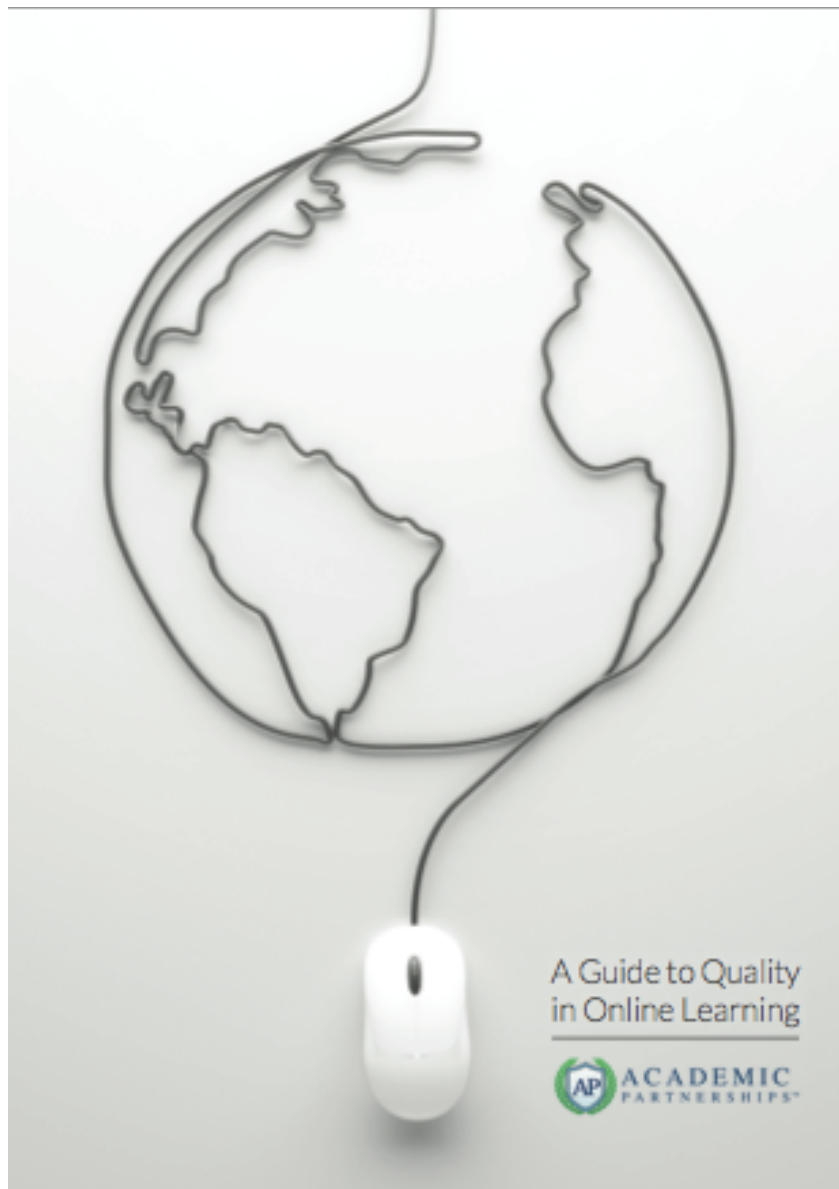
“to lead students into online award-bearing programmes and have them graduate at rates at least as good as those of their fellow students on campus”.



ACADEMIC  
PARTNERSHIPS™

Focus on:

- Quality
- Viability



# A Guide to Quality In Online Learning

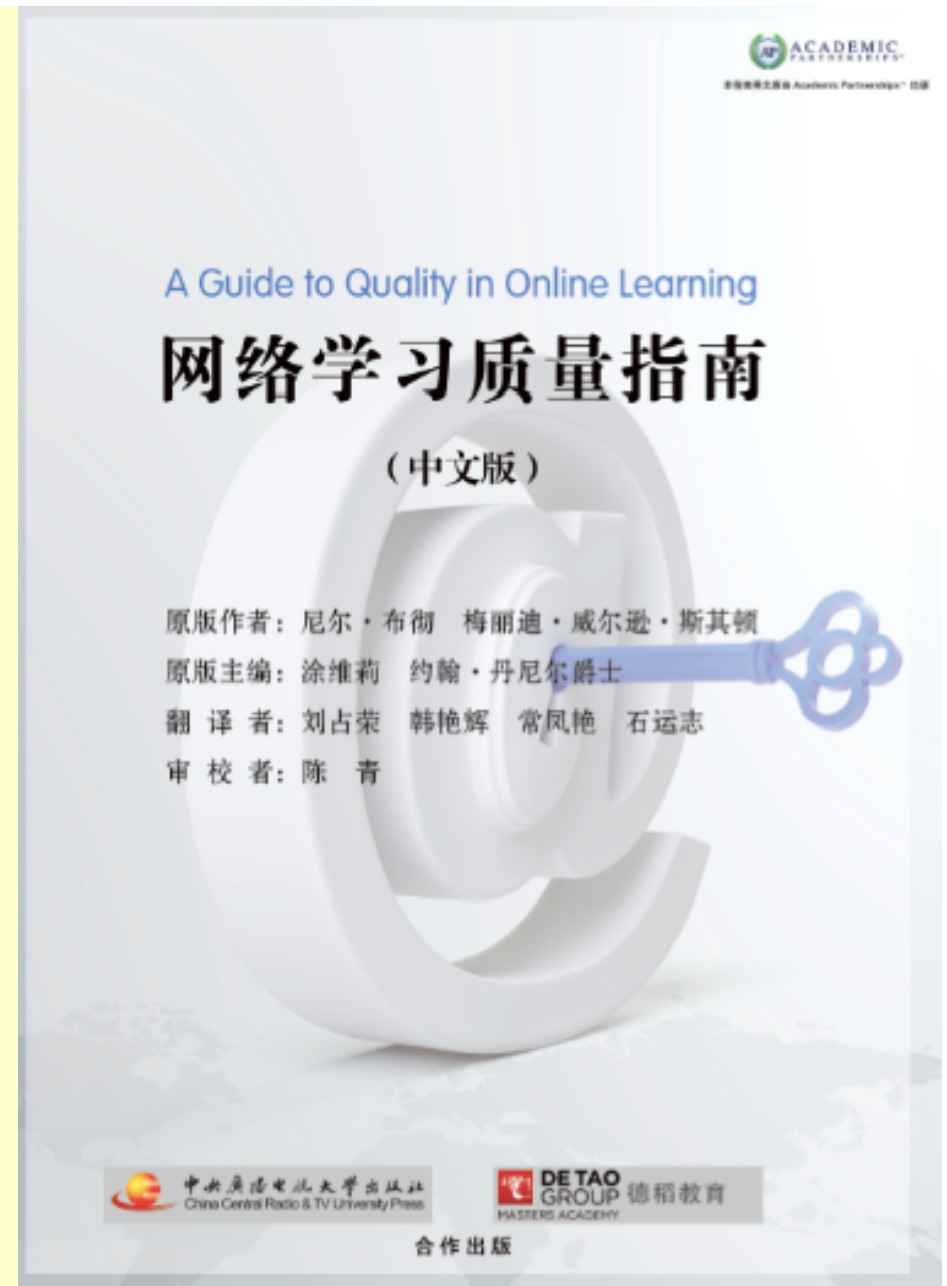
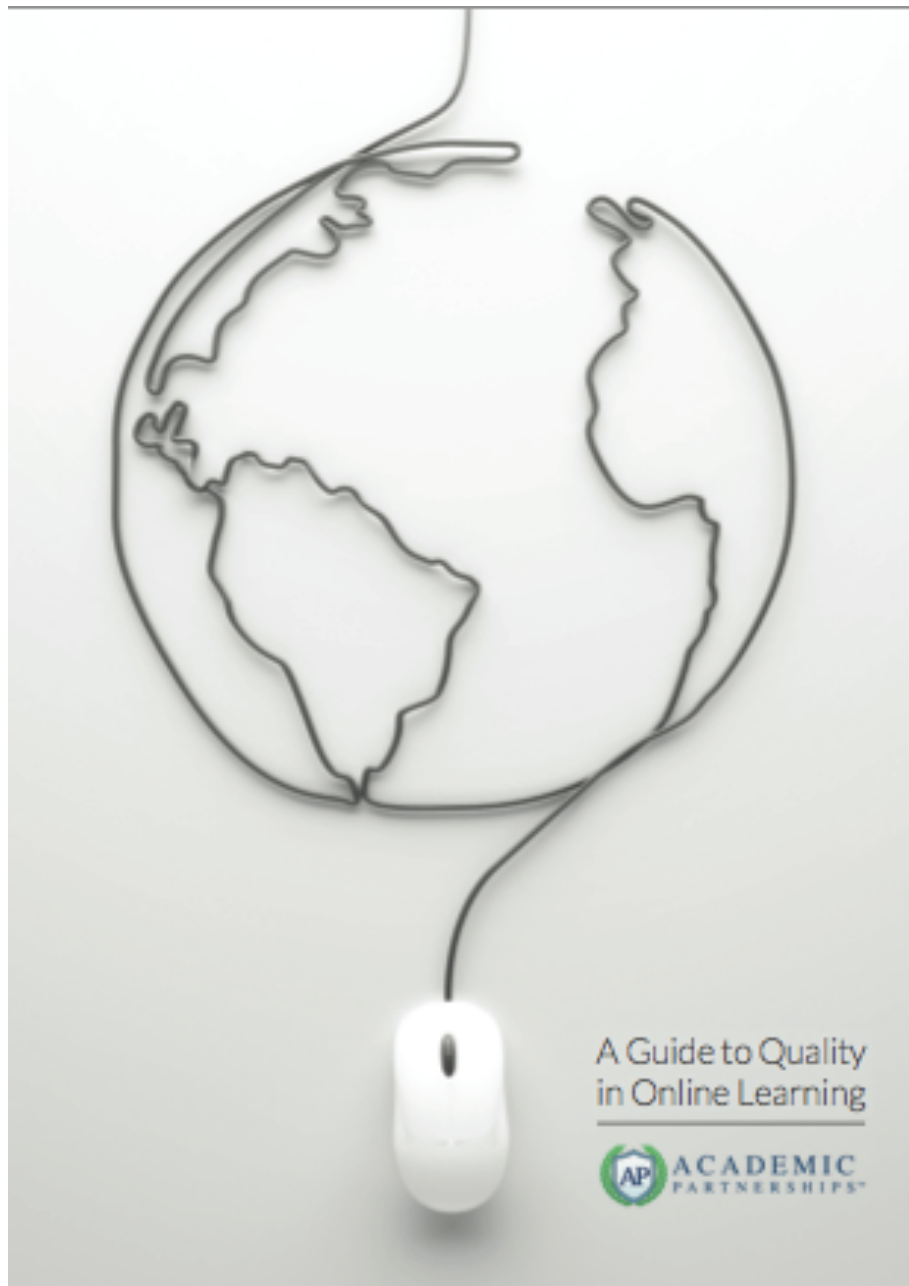
Authors:

Neil Butcher & Merridy Wilson-Strydom



Editors:

Stamenka Uvalić-Trumbić & Sir John Daniel



# A Guide to Quality in Online Learning





The Global Task Force on Quality in eLearning





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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)



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# Post-traditional higher education



# Quality Platform: a support to post-traditional higher education

- MOOCs
- Competency-based education
- Assessment of Prior Learning
- Open Educational Resources...





# CHEA QUALITY PLATFORM

- Review performance and effectiveness of post-traditional
- Review against primary purpose: education towards a degree or not
- Success of providing student learning and assessment of learning outcomes
- Review by peers
- Successful completion – “Quality Platform Provider”

# Conclusion

- Evolution not revolution
- Effervescence of new approaches
- Appropriate quality assurance

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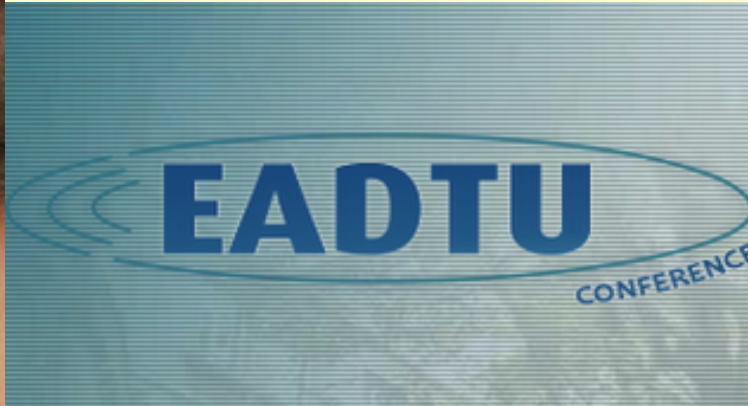
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# Generation jobless

**The global rise of  
youth unemployment**





# Thank you

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