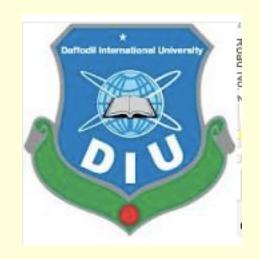


A Distinguished LANDMARK In Higher EDUCATION





International Conference

Tertiary Education: Realities and Challenges

Turbulent Times in Tertiary Education: Lessons for Bangladesh



Stamenka
Uvalic-Trumbic

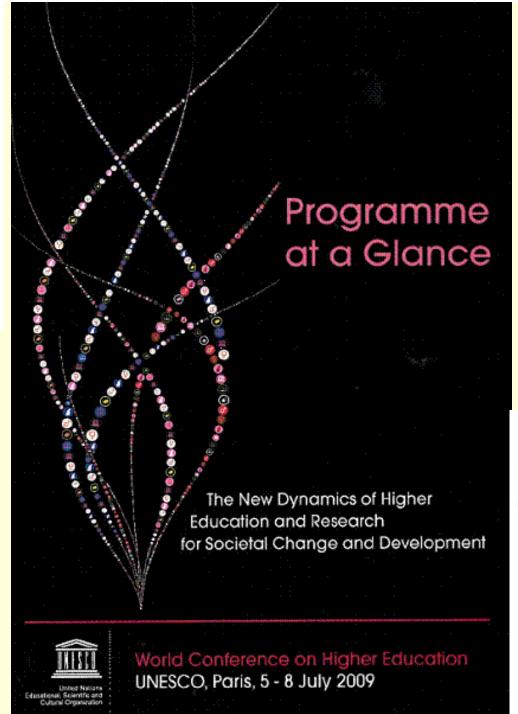
Sir John Daniel



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











Turbulent times in Higher Education Lessons for Bangladesh

- Rising demand (massification)
- Diversification (providers & methods)
- Private provision
- Distance education
- Cross-border education
- Quality assurance
- Teacher education
- Academic profession

- Rising demand (massification)
- Diversification (providers & methods)
- Private provision
- Distance education
- Cross-border education
- Quality assurance
- Teacher education
- Academic profession





Degrees and diplomas are passports to the knowledge society

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)

- Rising demand (massification)
- Diversification (providers & methods)
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- Teacher education
- Academic profession



DIRECTIONS IN DEVELOPMENT
Human Development

The Challenge of Establishing World-Class Universities

Jamil Salmi



UNIVERSITY RANKINGS

60	45	45	54	56	57	57
70			88	91	88	88
64	69	69	76	76	79	84
			89	99		
19	14	14	19	20	19	20
83	99	99				
55	76	76	76	7 4	77	77
96	91	91	81	82	87	85
	93	93	90	92	91	94
	99	99		99	97	98
55	60	60	62	62	61	61
35	36	36	36	36	35	36
4	4	4	4	3	3	3
36	42	42	42	43	48	49
	70 64 19 83 55 96 55 35 4	70 64 69 19 14 83 99 55 76 96 91 93 99 55 60 35 36 4 4	70 64 69 69 19 14 14 83 99 99 55 76 76 96 91 91 93 93 99 99 55 60 60 35 36 36 4 4 4	70 88 64 69 69 76 89 89 89 19 14 14 19 83 99 99 55 76 76 76 96 91 91 81 93 93 90 99 99 55 60 60 62 35 36 36 36 4 4 4 4	70 88 91 64 69 69 76 76 89 99 19 14 14 19 20 83 99 99 55 76 76 76 74 96 91 91 81 82 93 93 90 92 99 99 99 99 55 60 60 62 62 35 36 36 36 36 4 4 4 4 3	70 88 91 88 64 69 69 76 76 79 89 99 99 99 19 19 19 19 19 19 19 19 19 19 19 19 19 19 19 19 19 10 <

Skills-based institutions



Aim to great good higher education systems rather than focusing on particular types of institutions

- Rising demand (massification)
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A Distinguished LANDMARK In Higher EDUCATION

"we are trying our best to establish the university as the best private university of Bangladesh"

Md. Sabur Khan Founder & Chairman









WCHE

It is important to include all higher education institutions (public, private-not-for-profit, and private-for-profit) in quality assurance arrangements

- Rising demand (massification)
- Diversification (providers & methods)
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- Academic profession







มหาวิทยาลัยสุโขทัยธรรมาธิราช Sukhothai Thammathirat Open University



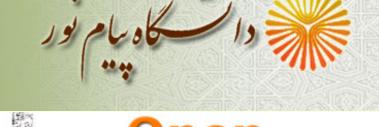


anadolu üniversitesi





AFRICAN VIRTUAL UNIVERSITY UNIVERSITE VIRTUELLE AFRICAINE UNIVERSIDADE VIRTUAL AFRICANA







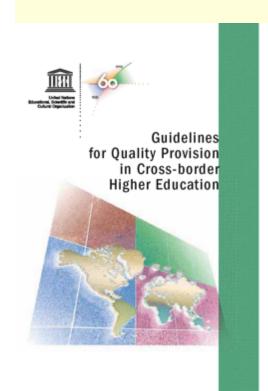






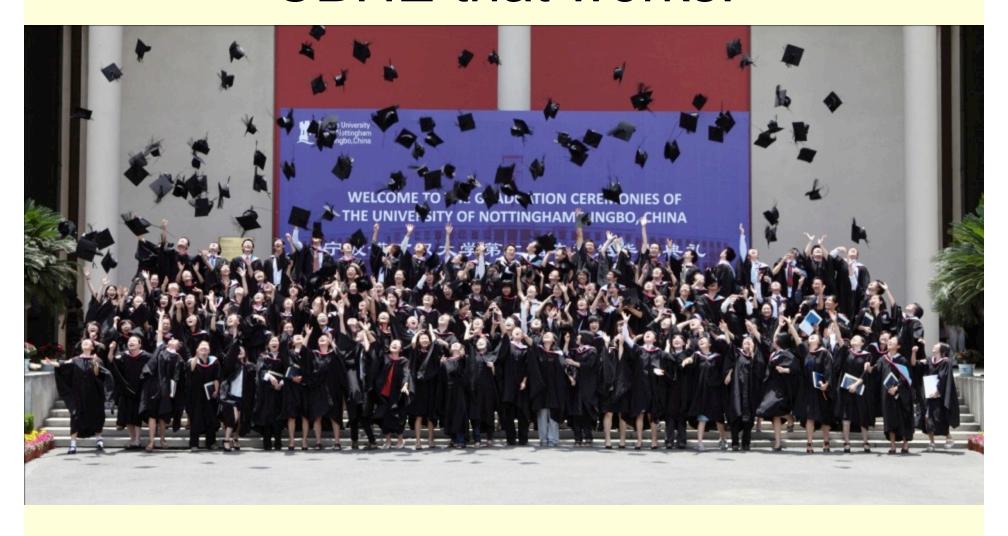
- Rising demand (massification)
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Cross-Border HE



"Cross-border higher education includes higher education that takes place where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders"

CBHE that works!







DEGREE MILLS & BOGUS COLLEGES



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Distance Learning Degree Completion

Programs Since 1991 Competency-based for working Adults

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Accreditation

St. Regis is Nationally Chartered (1984) and FULLY ACCREDITED by the Higher Education Commission of the Education Ministry of Liberia, which grants recognition to post-secondary education institutions in Liberia including University of Liberia and Cuttington University College.

The Republic of Liberia is one of the earliest United Nations Educational Organization UNESCO Higher Education Partners, and a historical American colony. St. Regis University is accredited as a degree-awarding post-secondary institution of higher education in the form of a university by the National Commission on Higher Education, the only Higher Education accrediting authority of the Ministry of Education in the Government of Liberia.



Federal accreditation by a National Government repr college or university, and the validity of awarded aca

'Degree evaluators in the United States and abroad accredited by a nation's Ministry of Education, it is vie nationally recognized degree in other countries.'

St. Regis University is dedicated to meet and often e education credentialing in the Distance Education at

From The Perspective' (Atlanta, Georgia): "Liberian G 2003".

For telephone or postal verification accreditation, y

The Embassy of Liberia 5201 16th Street, N.W. Washington, DC 20011 (202) 723-0437 For telephone or postal verification accreditation, you may contact:

UNESCO Division of Higher Education - Tel: (+33.1) 45681106

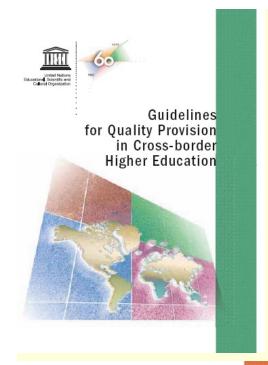
- Rising demand (massification)
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- Quality assurance



pour l'éducation, .
la science et la culture

LEGAL FRAMEWORKS FOR ACADEMIC MOBILITY: CONVENTIONS (December 1, 2009)

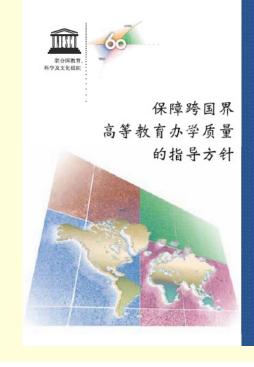
Region	Secretariat	Adopted	Number of parties	SIDS / UCSIS	Last ratification	Last meeting
Africa	UNESCO Dakar	Arusha 1981	22	Seychelles and Holy See	2008	Addis Ababa, Sept 2009
Arab	UNESCO Beirut	Paris 1978	14	None	1991	Beirut, March 2006
Asia & the Pacific	UNESCO Bangkok	Bangkok 1983	21	Maldives and Holy See	2008	Manila, May 2009
LAC	IESALC Caracas	Mexico 1974	19	Cuba, Suriname, and Holy See	2007	Caracas, October 2006
MED	UNESCO Paris	Nice 1976	12	Malta and Holy See	2007	Split 2005
Europe	UNESCO/ CEPES & Council of Europe	Lisbon 1997	47	Malta and Holy See	2008	Bucharest, June 2007





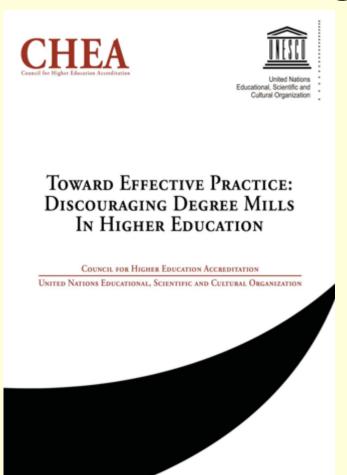








Information Sharing: Degree Mills



- UNESCO/CHEA meetings and a publication
- Series of suggestions for effective practice in this area
- Companion to the Guidelines
- Complement to the Portal on Recognized HEIs

- Rising demand (massification)
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COMMUNIQUE: scaling up teacher education

"Our ability to realize the goals of EFA is dependent upon our ability to address the worldwide shortage of teachers. Higher education must scale up teacher education, both pre-service and in-service, with curricula that equip teachers to provide individuals with the knowledge and skills they need in the twenty-first century. This will require new approaches, including open and distance learning (ODL) and information and communications technologies (ICTs). (Article 11)"



Teacher shortage

- 10.3 million teachers between 2007 and 2015 to achieve UPE
- 96 countries will need 1.9 million more teachers than in 2007
- Sub-Saharan Africa: 26 countries must increase from 2.6 to 3.7 million by 2015

UNESCO

- Rising demand (massification)
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- Academic profession

Academic profession: challenges

1. Hiring less qualified faculty (Ph.D.s: China 9%; India 35%)

- 1. Hiring less qualified faculty
- 2. More use of part-time faculty (up to 80% in Latin America & Caribbean)

- 1. Hiring less qualified faculty
- 2. More use of part-time faculty
- 3. Part-timers accumulate jobs (tension between private & public institutions)

- 1. Hiring less qualified faculty
- 2. More use of part-time faculty
- 3. Part-timers accumulate jobs
- 4. Academic market global (Importers and exporters)

- 1. Hiring less qualified faculty
- 2. More use of part-time faculty
- 3. Part-timers accumulate jobs
- 4. Academic market global
- 5. Use of digital devices (students more comfortable than faculty)

- 1. Hiring less qualified faculty
- 2. More use of part-time faculty
- 3. Part-timers accumulate jobs
- 4. Academic market global
- 5. Use of digital devices
- OER can improve quality (both teaching and learning)





2012 World Open Educational Resources Congress Paris UNESCO Headquarters Paris, France

WCHE New Dynamics

- Rising demand (massification)
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= Turbulent times for higher education

Open Educational Resources

"educational resources that are freely available for use by educators and learners, without an accompanying need to pay royalties or license fees"

Fostering Governmental Support for Open Educational Resources Internationally

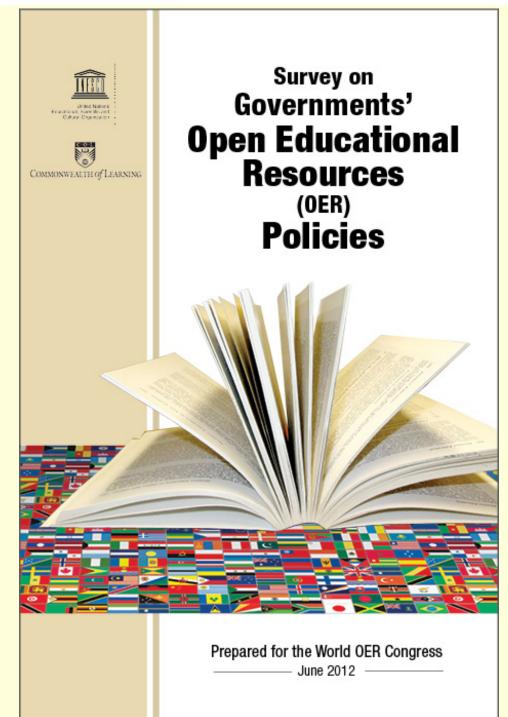








Sarah Hoosen



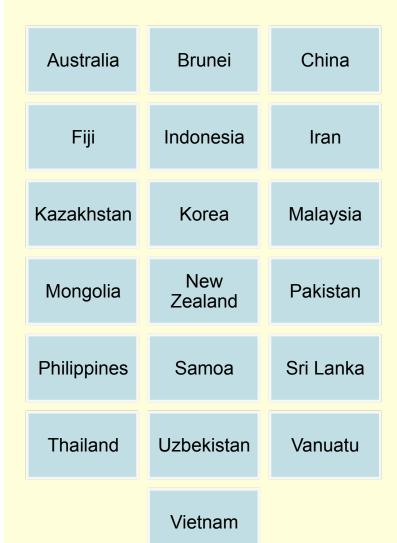
Regional Policy Forums

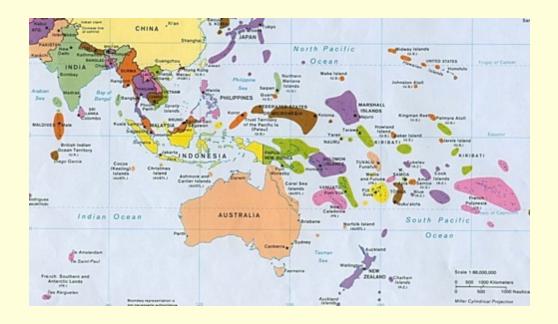
- Caribbean January
- Africa February
- Latin America March
- Europe April
- Asia & Pacific April
- Arab States May

Asia – Pacific Regional Policy Forum Bangkok – April 2012



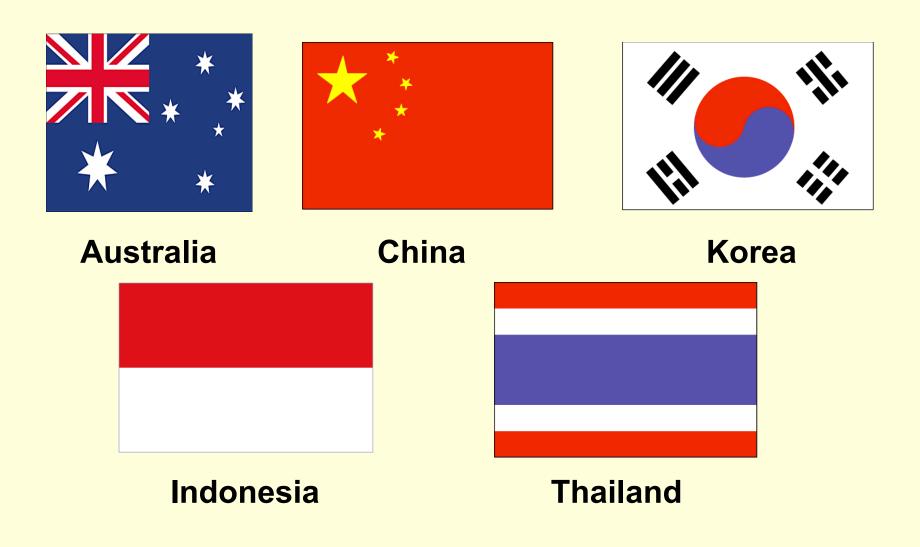
19 countries reported on their OER policies/intentions





Government policies in place

'open licensing of materials'





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

Paris Declaration on OER

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



NEWSROOM

BC Government Online News Source

SECTORS

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REGIONS

View BC News Stories by Region

MINIST

View BC N Ministry

ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY

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

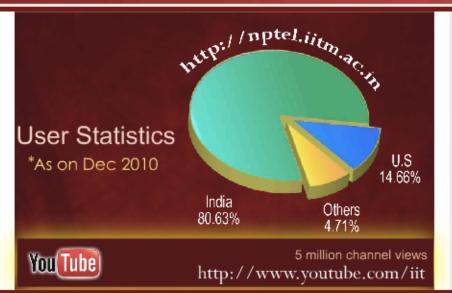
VANCOUVER - British Columbia is set to become the first province in Canada to offer students free online, open textbooks for the

40 most popular post-secondary courses.

National Programme on **Technology Enhanced Learning**







FAQ | Contact us | Sakshat | Institutes using NPTEL

About NPTEL

Live Course on Design & Analysis of Algorithms

NPTEL provides E-learning through online Web and Video courses in Engineering, Science and humanities streams. The mission of NPTEL is to enhance the quality of Engineering education in the country by providing free online courseware.

Give Feedback on NPTEL Courses







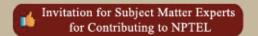








A Joint Initiative of the IITs and IISc



New Courses

Accessing NPTEL: Institutions, Individuals

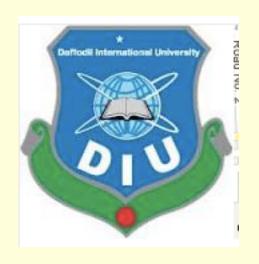
The Steering Committee is making 20,000 lecture hours equivalent of material available under an open license.





OpenLearn

Making educational resources freely available



Do Daffodil University students use these resources?

Open Educational Resources

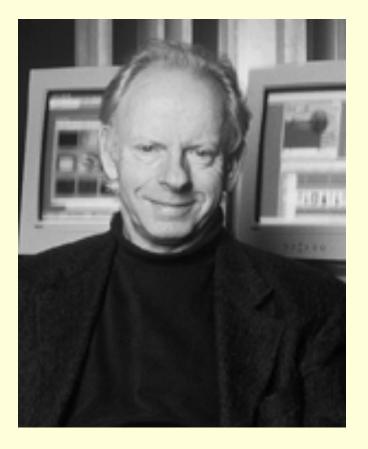


= Turbulent times for higher education

Students like Online learning



= Turbulent times for higher education



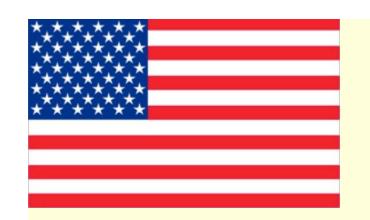
Professor Tony Bates
"2011 Outlook for Online Learning and
Distance Education"

(www.contactnorth.ca)



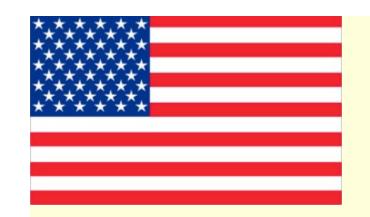
United States

'Enrolments in eLearning courses increased by 21% between 2009 and 2010 compared to 2% for campus enrolments.'



United States

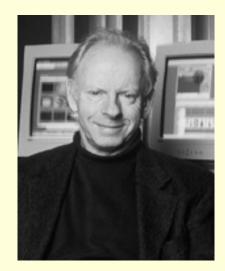
'over 80% of US students are expected to be taking courses online in 2014, up from 44% in 2009.'



United States

'the for-profit sector has a much higher proportion of the total online market (32%) compared to its share of the overall higher education market (7%).'

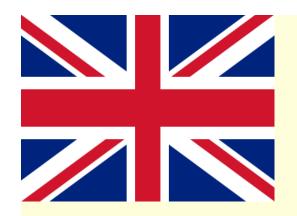




Tony Bates

"a growing market that is not well served by campusbased education"

"If public institutions do not step up to the plate, then the corporate forprofit sector will".



"Collaborate to compete: Seizing the opportunity of online learning for UK higher education"

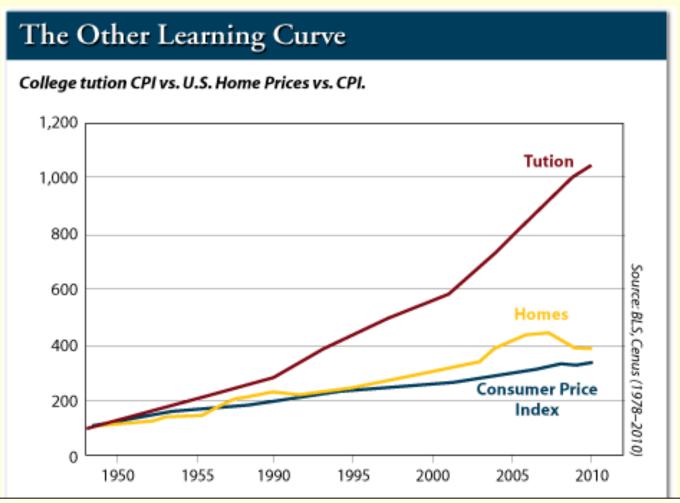
WHY DOES COLLEGE



COST SO MUCH?

ROBERT B. ARCHIBALD AND DAVID H. FELDMAN

Drivers of Change



Tuition inflation

WHY DOES COLLEGE

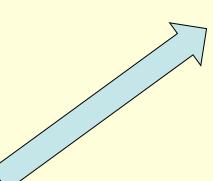


COST SO MUCH?

ROBERT B. ARCHIBALD AND DAVID H. FELDMAN

Prices over 50 years



















Classroom

Distance



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

Posted by Justin on September 12, 2012



banPosted on September 1, 2012 by Mike Caulfield

process.

MOOCs: a massive opportunity for Participants in MC tier one institution higher education, or digital hype?

What is a MOOC?

Massive Open Online Course

Possibility



Paradox

The MOOC Maze



Course x6002 Circuits and Electronics

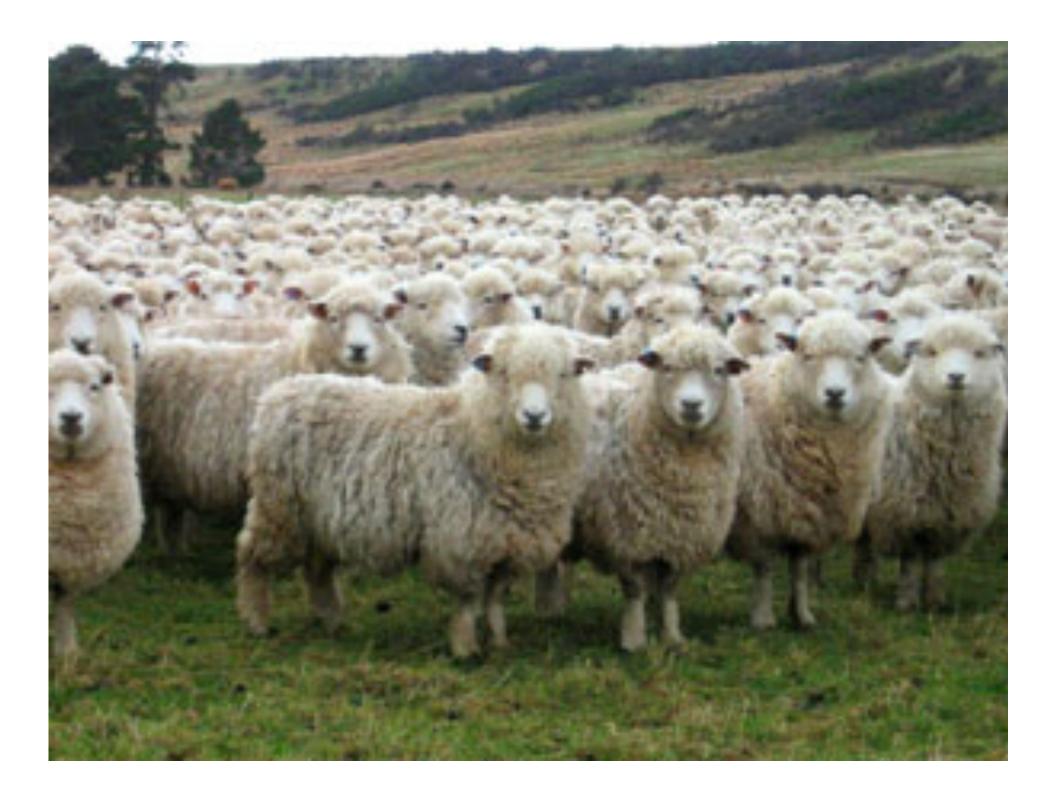
155,000 registrations 23,000 tried first test 9,000 passed mid-term 7157 passed = < 5%





Anant Agrawal

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"





1.4 million registrations
33 partner institutions
200 courses



coursera

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 others' work)

Possibility



Paradox

The MOOC Maze

Myths and Paradoxes Quality

➤ MYTH: Brand = Quality

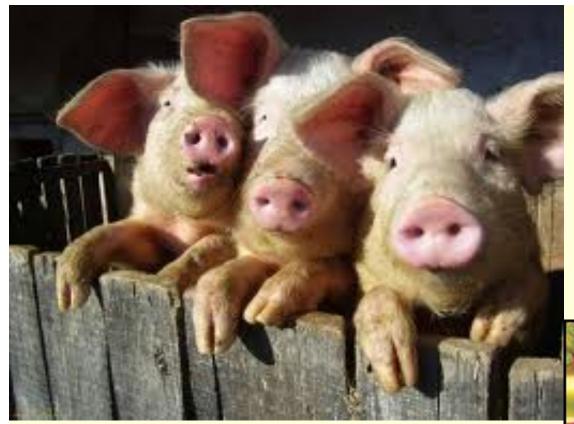
> HIGH DROP OUT IS NOT QUALITY

These universities used to have scarcity at the heart of their business model

Myths and Paradoxes Certification

> SUCCEED = CERTIFICATE

> ADMISSION = DEGREE



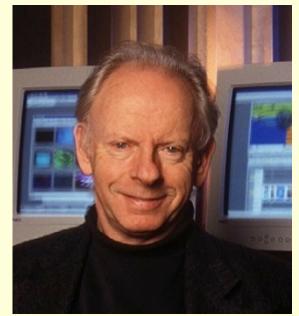
Good little piggies in make good bacon out!

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, computermarked assignments and peer assessment'.

Myths and Paradoxes Why xMOOCs?

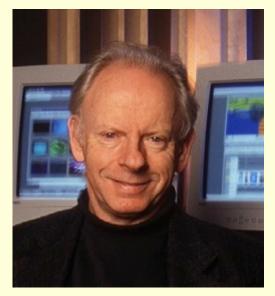
> PARADOX:

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



Possibility

Myth

Paradox

The MOOC Maze



coursera

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.'

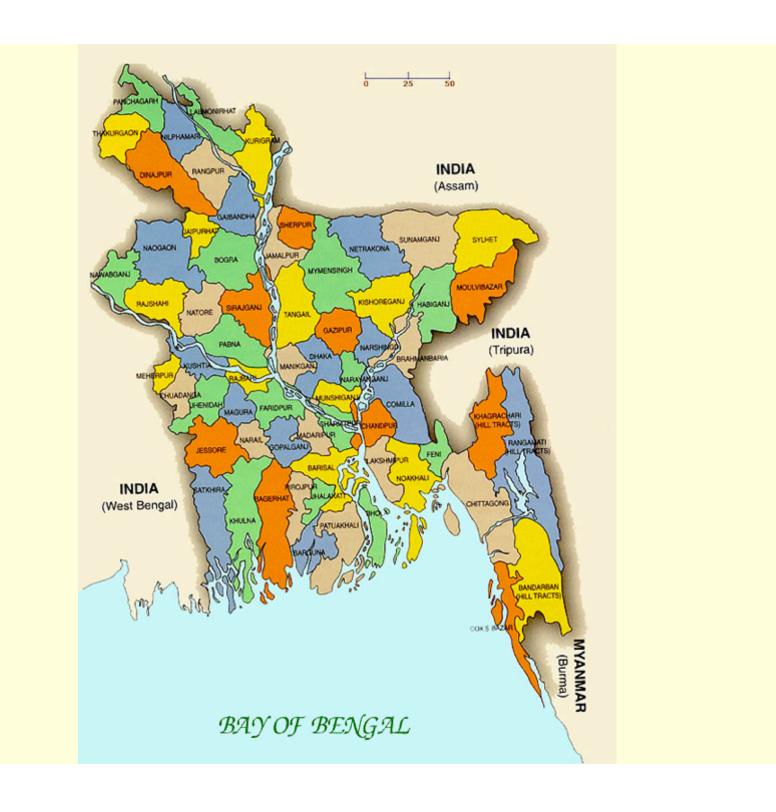
WCHE New Dynamics

- Rising demand (massification)
- Diversification (providers & methods)
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- Distance education
- Cross-border education
- Quality assurance
- Teacher education
- Academic profession

- OER

- Online

- MOOCs



Bangladesh and development

The path through the fields

Bangladesh has dysfunctional politics and a stunted private sector. Yet it has been surprisingly good at improving the lives of its poor

Nov 3rd 2012 | DHAKA AND SHIBALOY, MANIKGANJ DISTRICT | from the print edition





Villagers are doing it for themselves

'the drop-out rate is exceptionally high, with only 60% of children finishing primary school. Only a quarter of elevenyear olds have reached the required standards of literacy and numeracy'

The Economist

Bangladesh will account for a significant share of the 80 million additional students who will be entering higher education by 2025.

By then, of course, your country will have much more widespread Internet connectivity and electrical power, so these students will expect to study online.

Which universities?



OR





Course x6002 Circuits and Electronics

155,000 registrations

How many from Bangladesh?

The Open Educational Resource University





Turbulent times in Higher Education

'the increasingly insistent questions students will ask about the value they are getting for the fees that they pay'

'as higher education becomes unbundled, with different aspects of the learning journey being provided from different sources, it seems inevitable that costs will drop dramatically.'



A Distinguished LANDMARK In Higher EDUCATION

WCHE New Dynamics

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- Quality assurance
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- Academic profession

- OER

- Online

- MOOCs

Interesting



and



increasingly global times!

THANK YOU

For text and slides:

www.sirjohn.ca