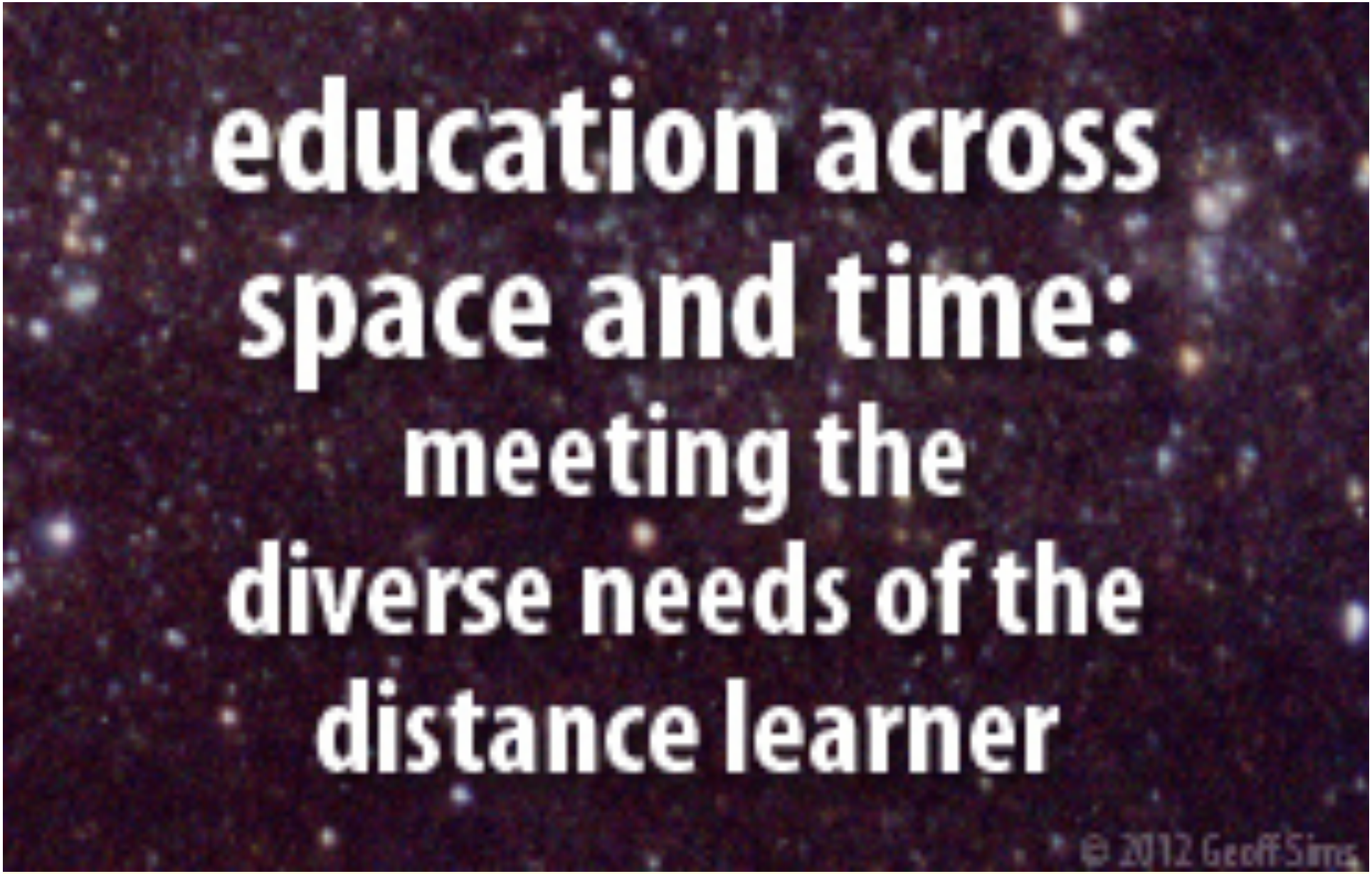
odlaa
Open and Distance Learning Association of Australia

2013 Distance Education Summit

ODLAA 2013 Distance Education Summit


education across
space and time:
meeting the
diverse needs of the
distance learner
© 2012 Geoff Sims

Northern
Territory
Queensland
Western
Australia
South Australia
New South
Wales
Victoria
Tasmania
INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

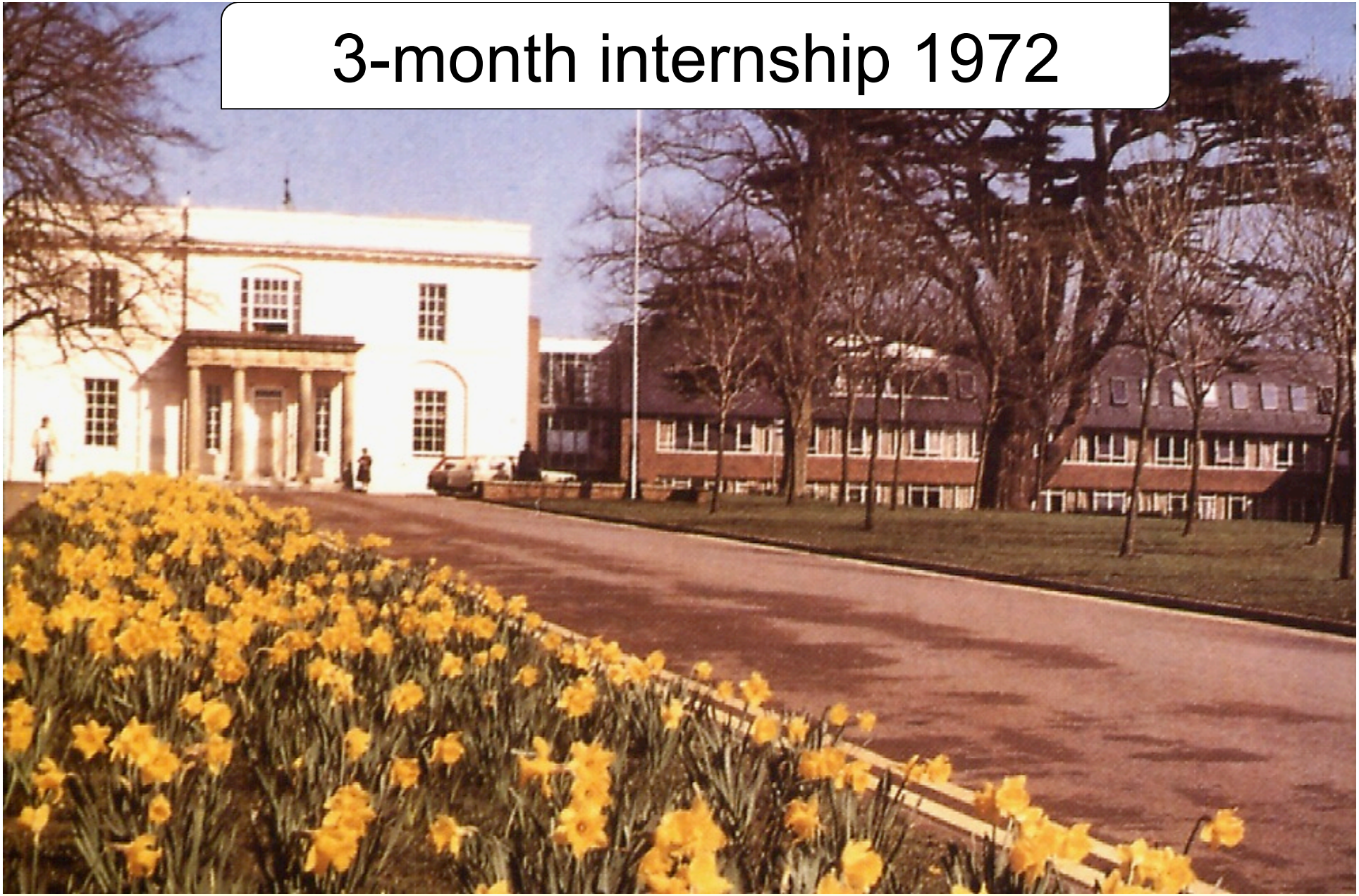
ACU Congress, Perth

MASSACHUSETTS
INSTITUTE OF TECHNOLOGY
1861

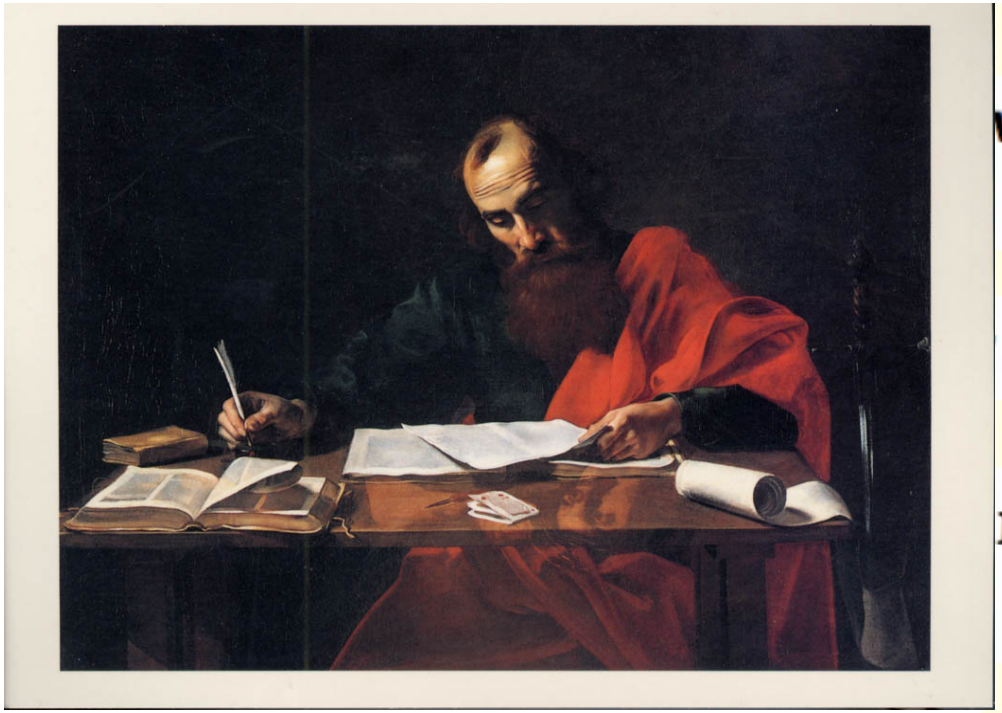
LELAND STANFORD JUNIOR UNIVERSITY
DIE LUFT DER FREIHEIT WEHT
1891

VE
RI
TAS
HARVARD

3-month internship 1972



The Open University – Walton Hall



vercome To Build a

disruptive?

ng Very Exciting Going

The (Eventual) Downfall of MOOCs

Posted by Justin on September 12, 2012

Why We Shouldn't Talk MOOCs as Meritocracies

Posted on September 1, 2012 by Mike Caulfield

Massive Open Online C

legitimate po

for

u

Mi ncet

ban , spreading their

process.

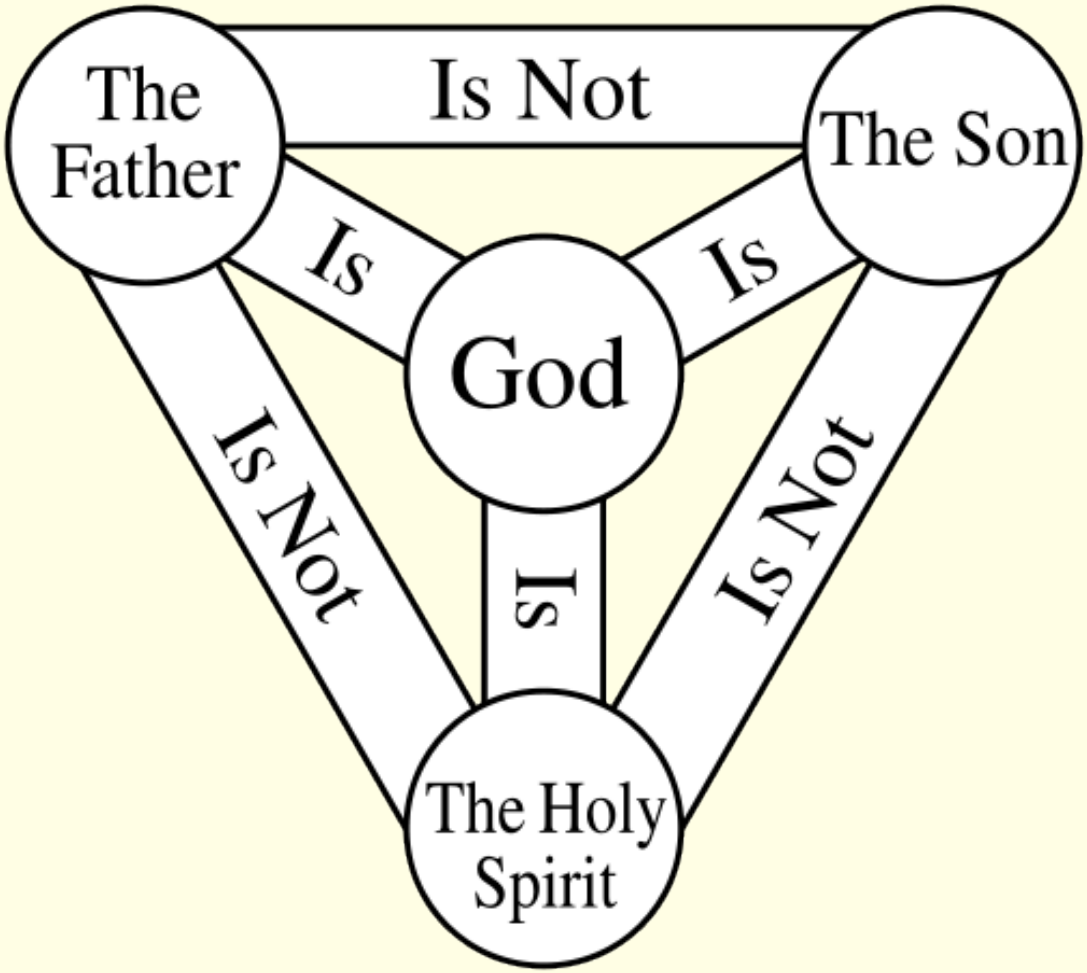
Participants in MC

tier one institution

MOOCs: a massive opportunity for higher education, or digital hype?

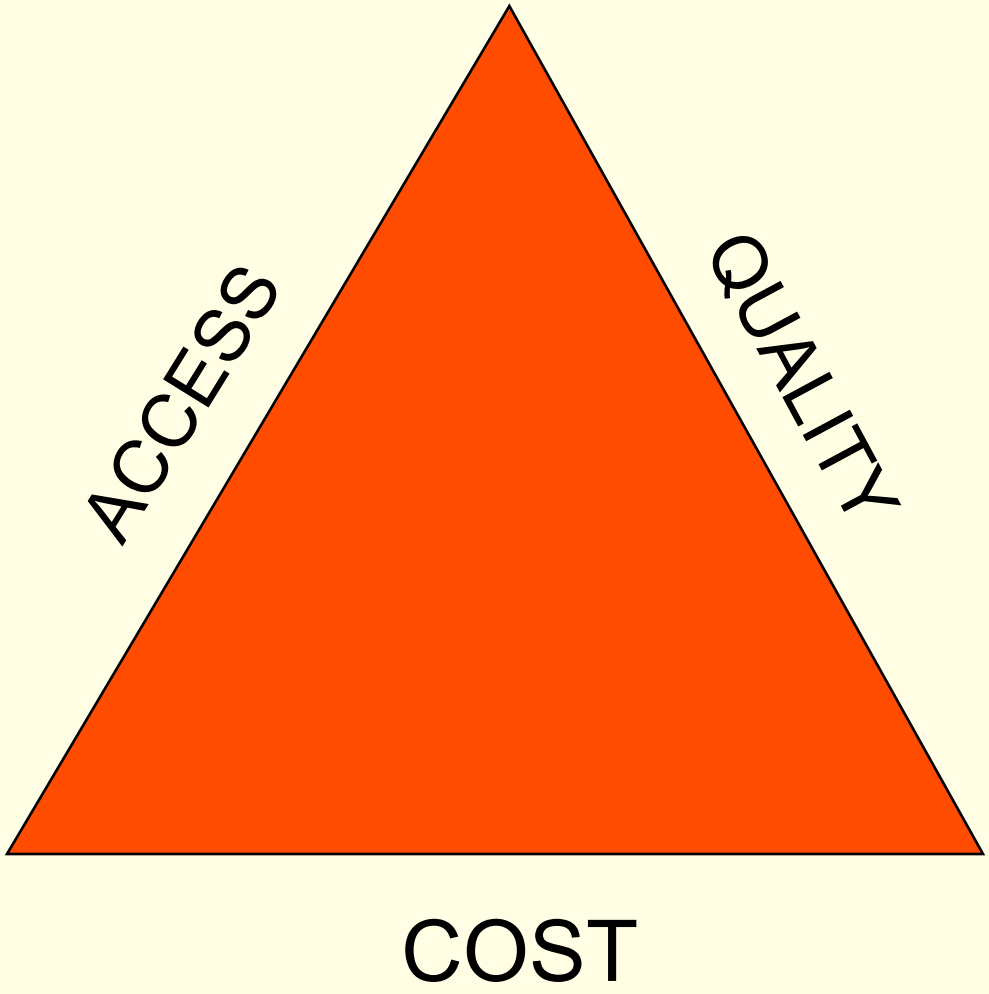
education across space and time:

Sir John Daniel

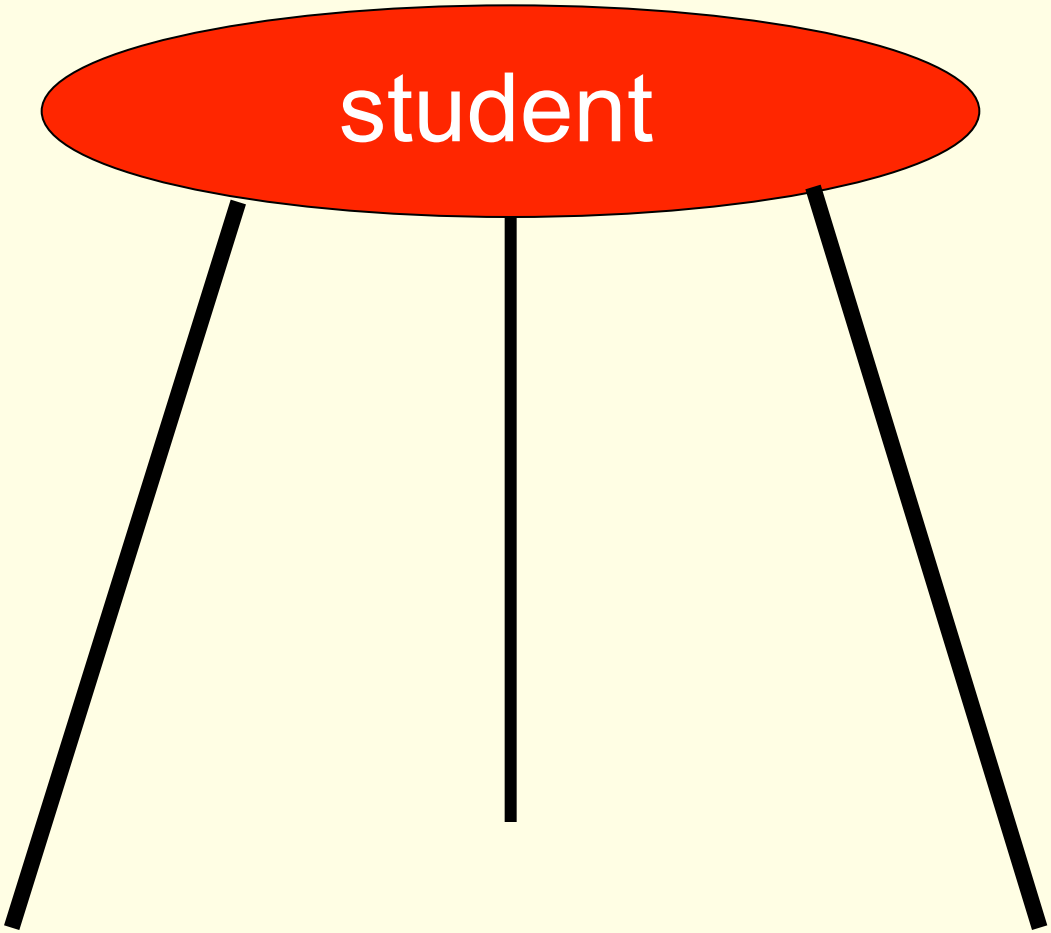


God as a Trinity

The Iron Triangle



DISTANCE LEARNING

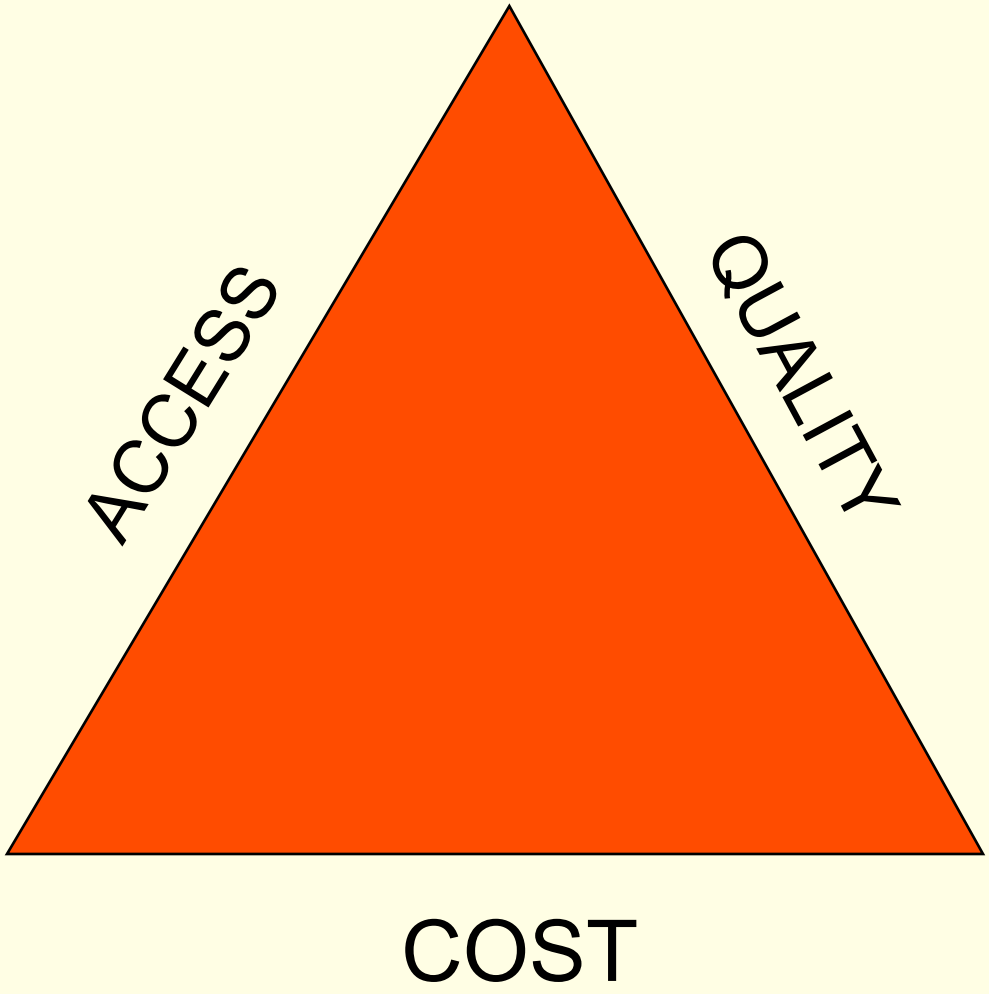


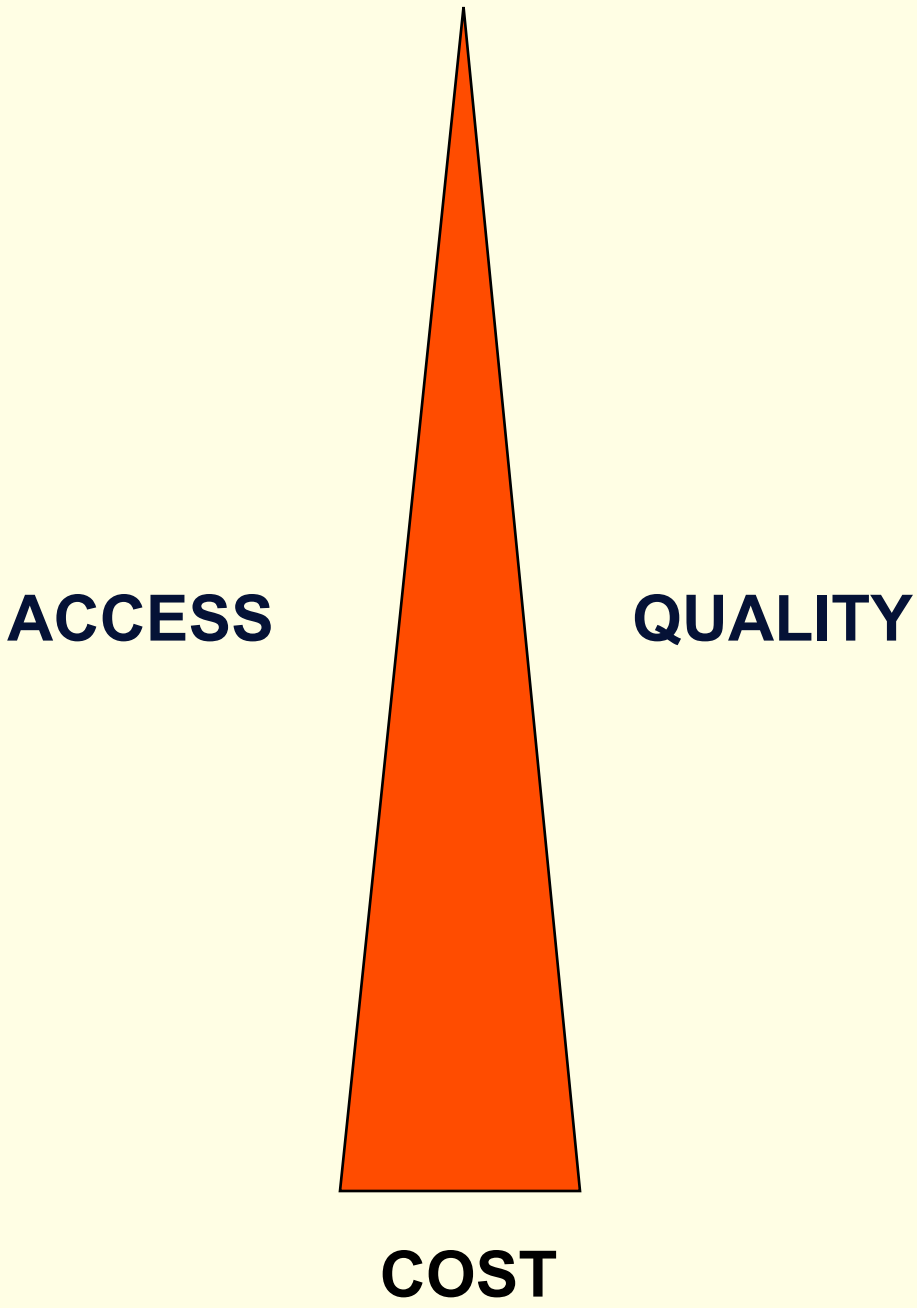
a three-legged stool

The Central Challenge

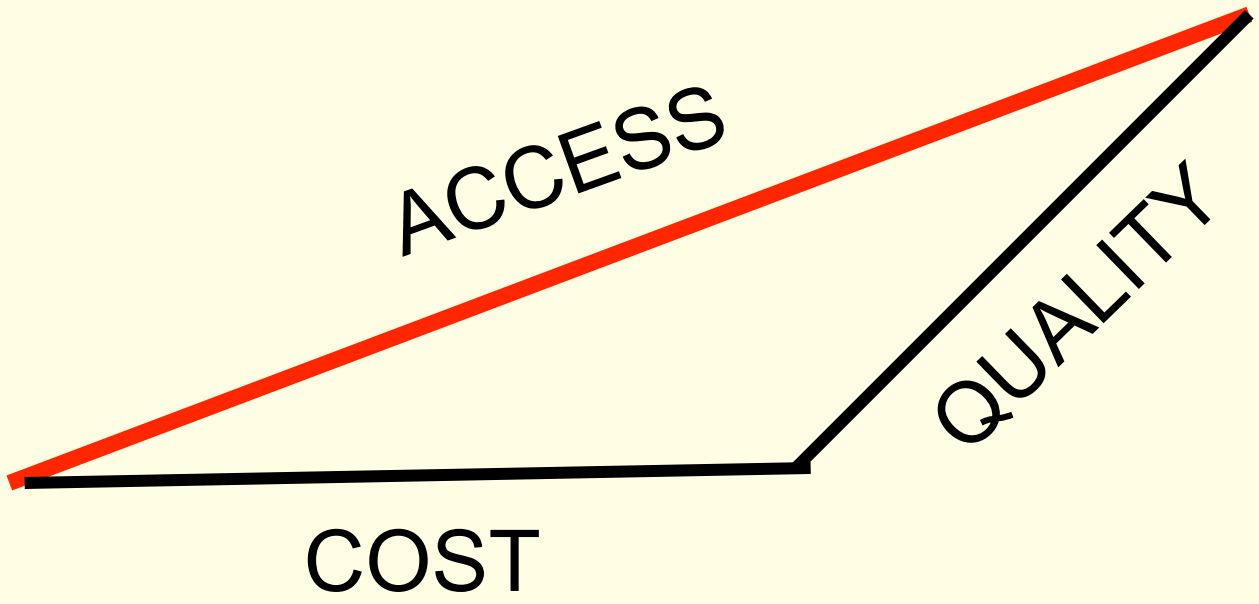
- ACCESS (wider)
- QUALITY (higher)
- COST (lower)

The Iron Triangle

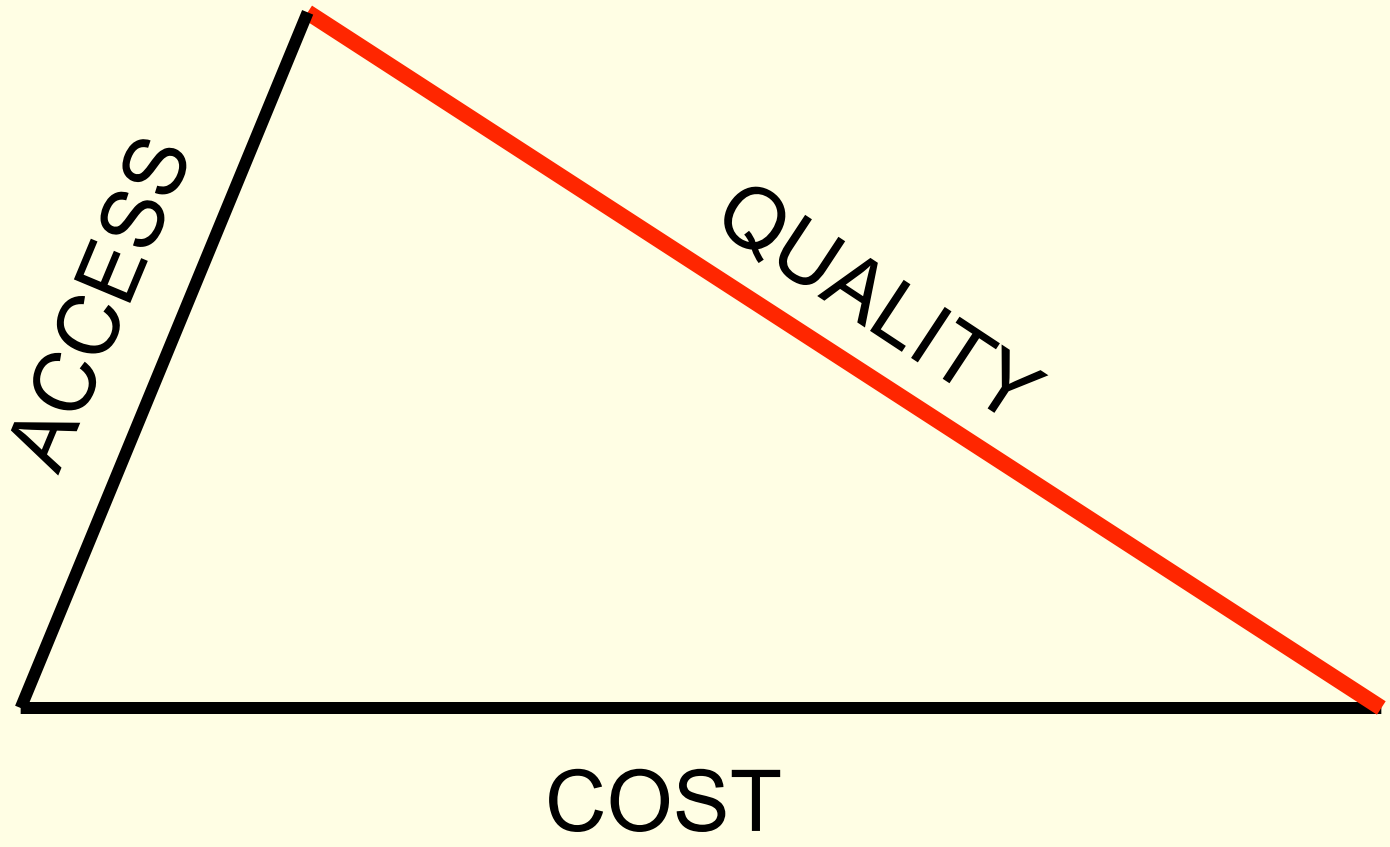



ACCESS
QUALITY
COST

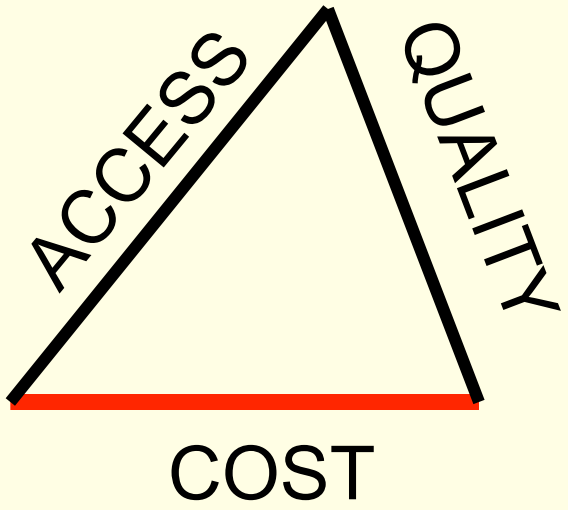
The Iron Triangle



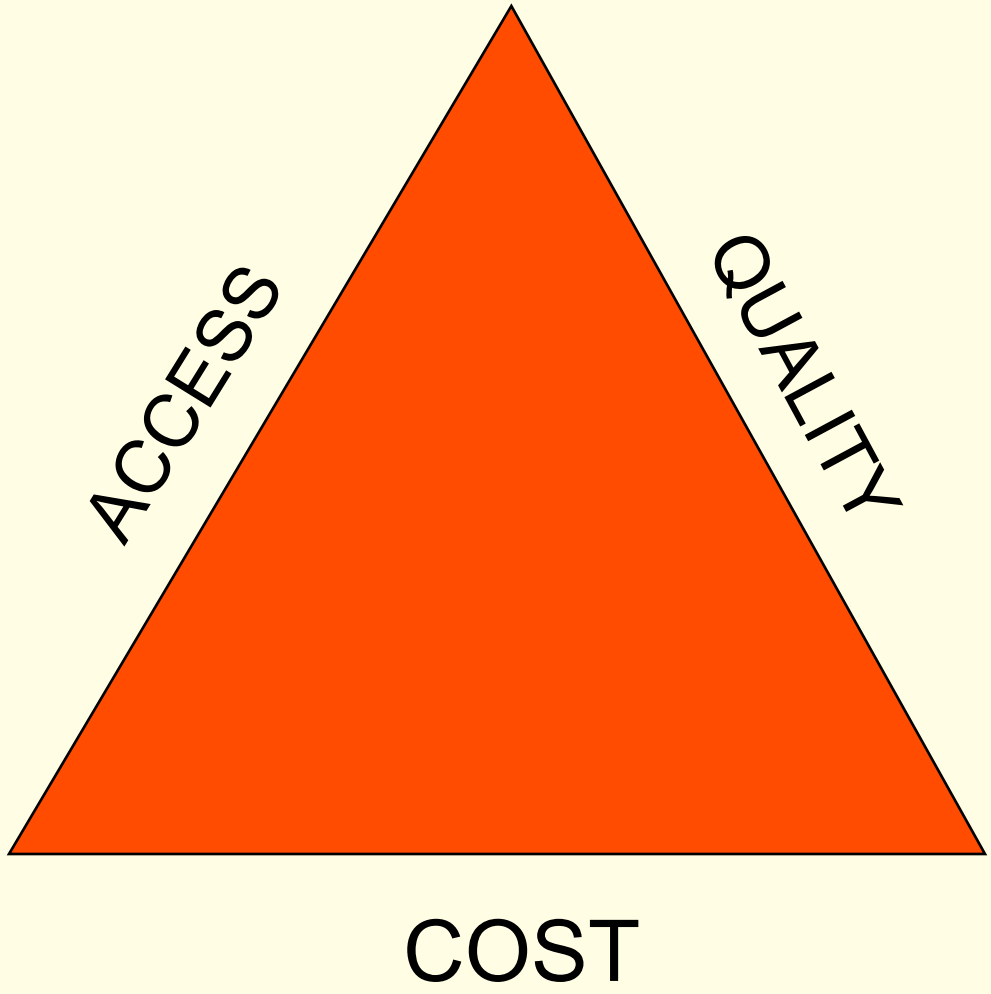
The Iron Triangle

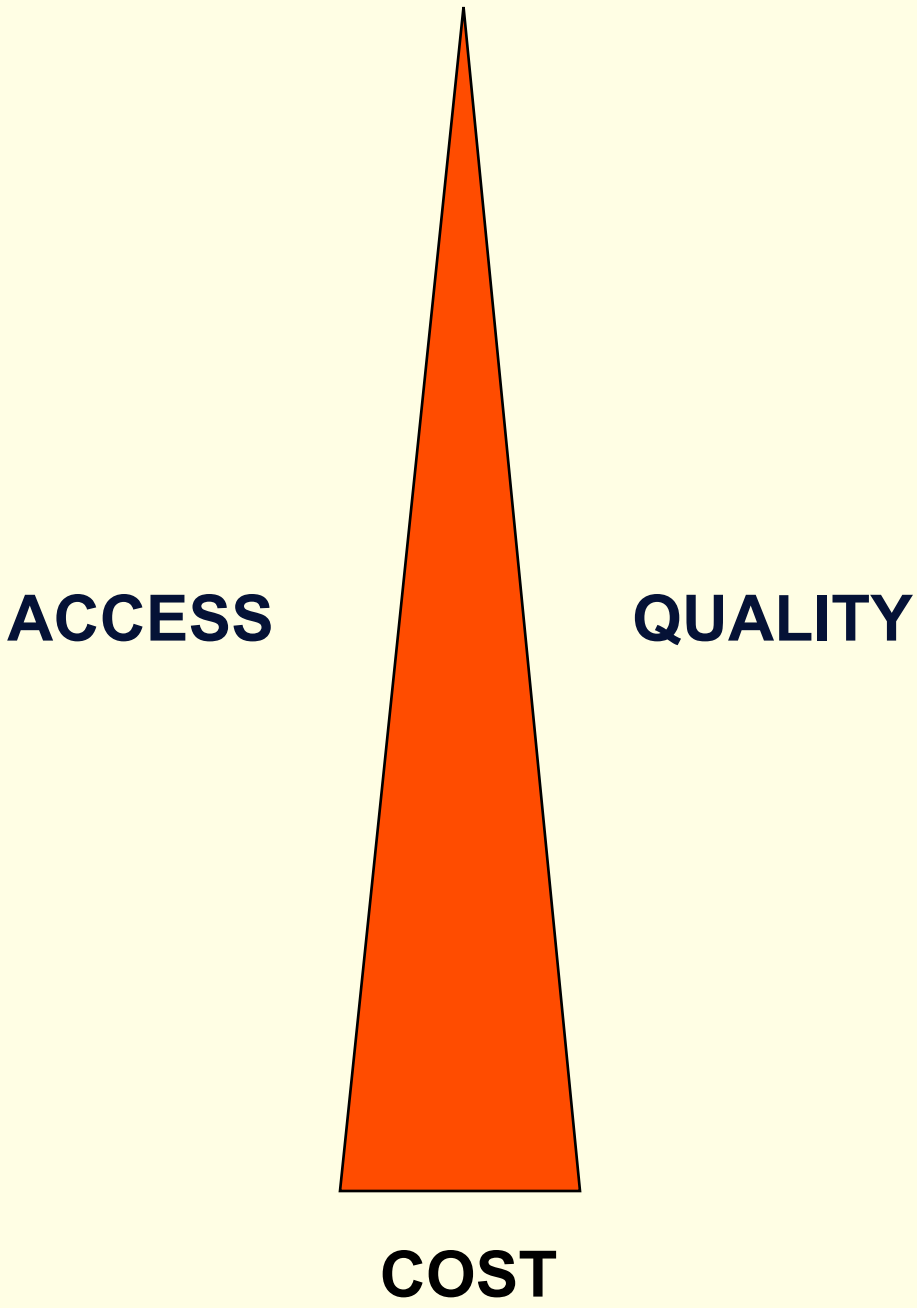


The Iron Triangle



“an insidious link between quality and exclusivity”



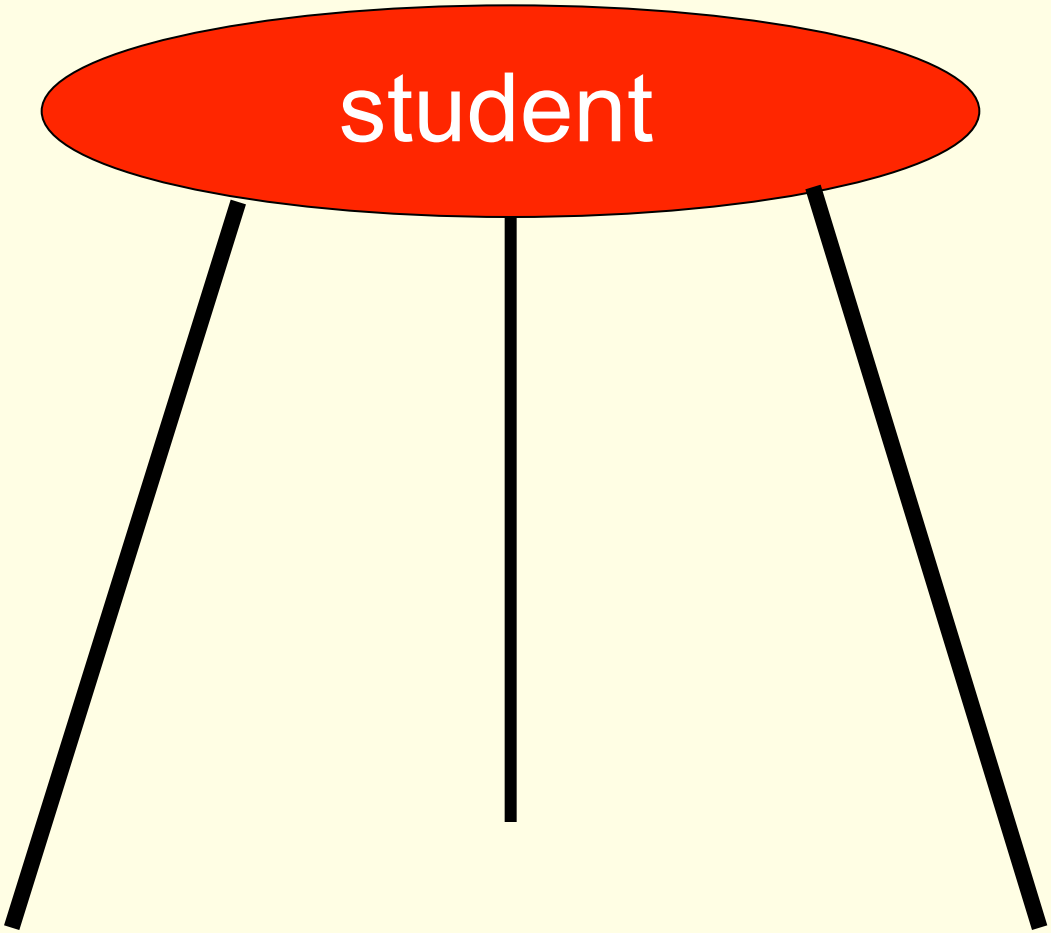

ACCESS
QUALITY
COST

The Technology Revolution

- ACCESS (wider)
- QUALITY (higher)
- COST (lower)

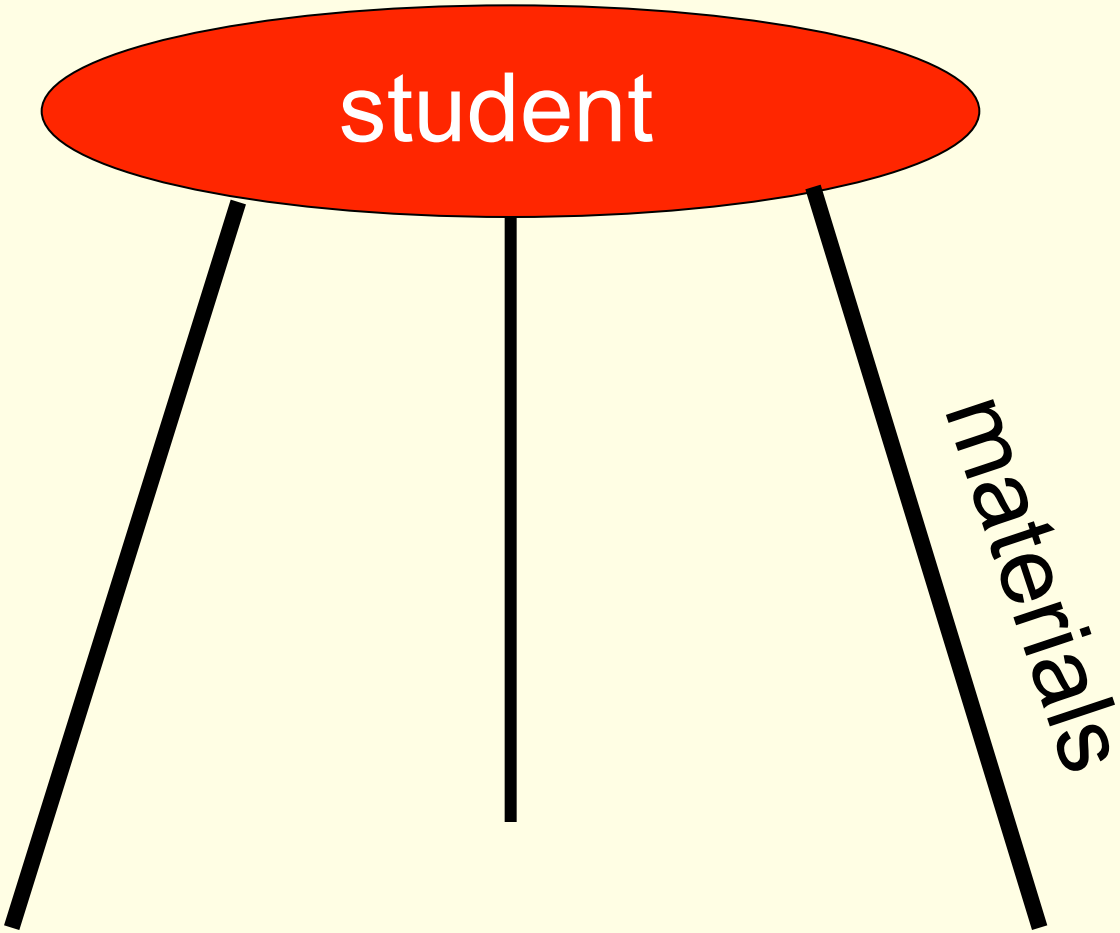
ALL AT THE SAME TIME!

DISTANCE LEARNING



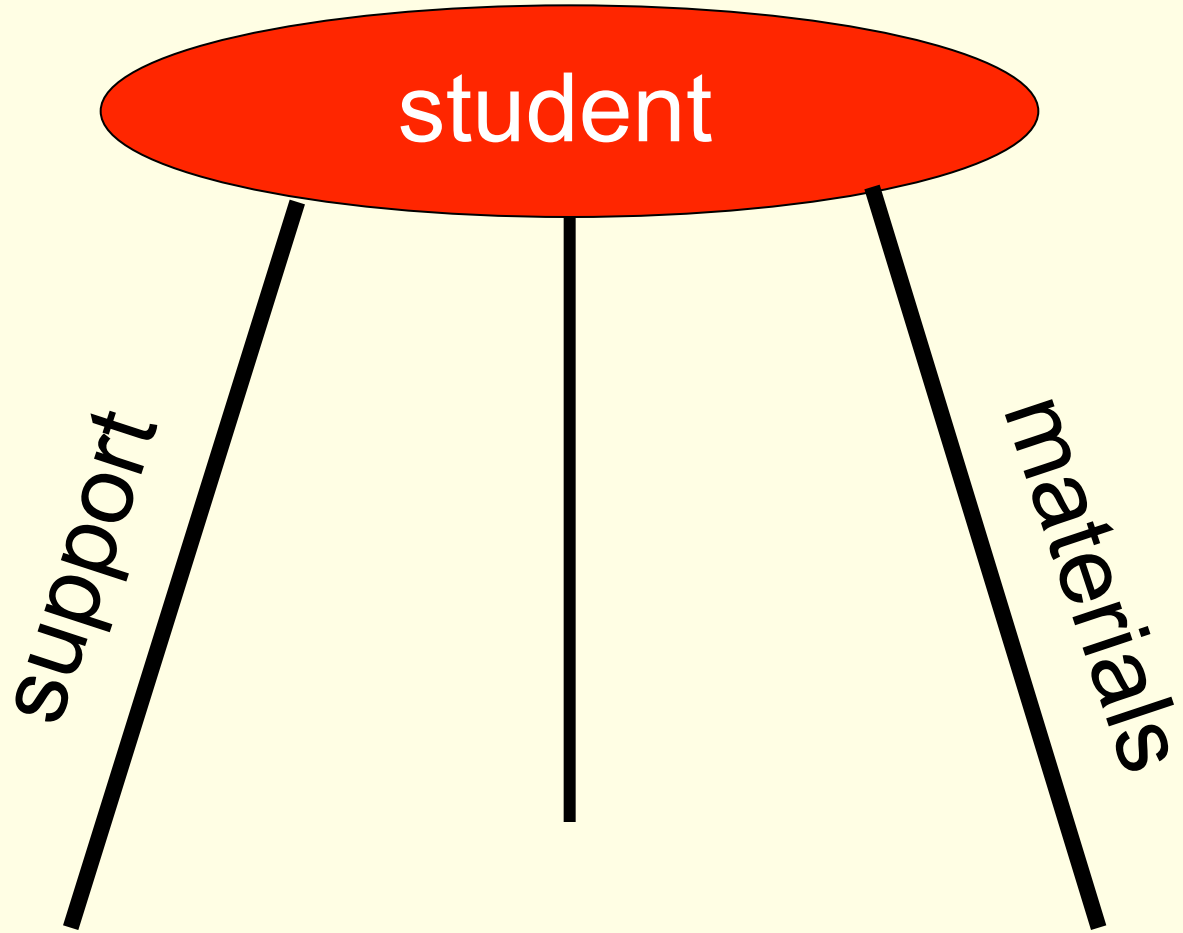
a three-legged stool

DISTANCE LEARNING



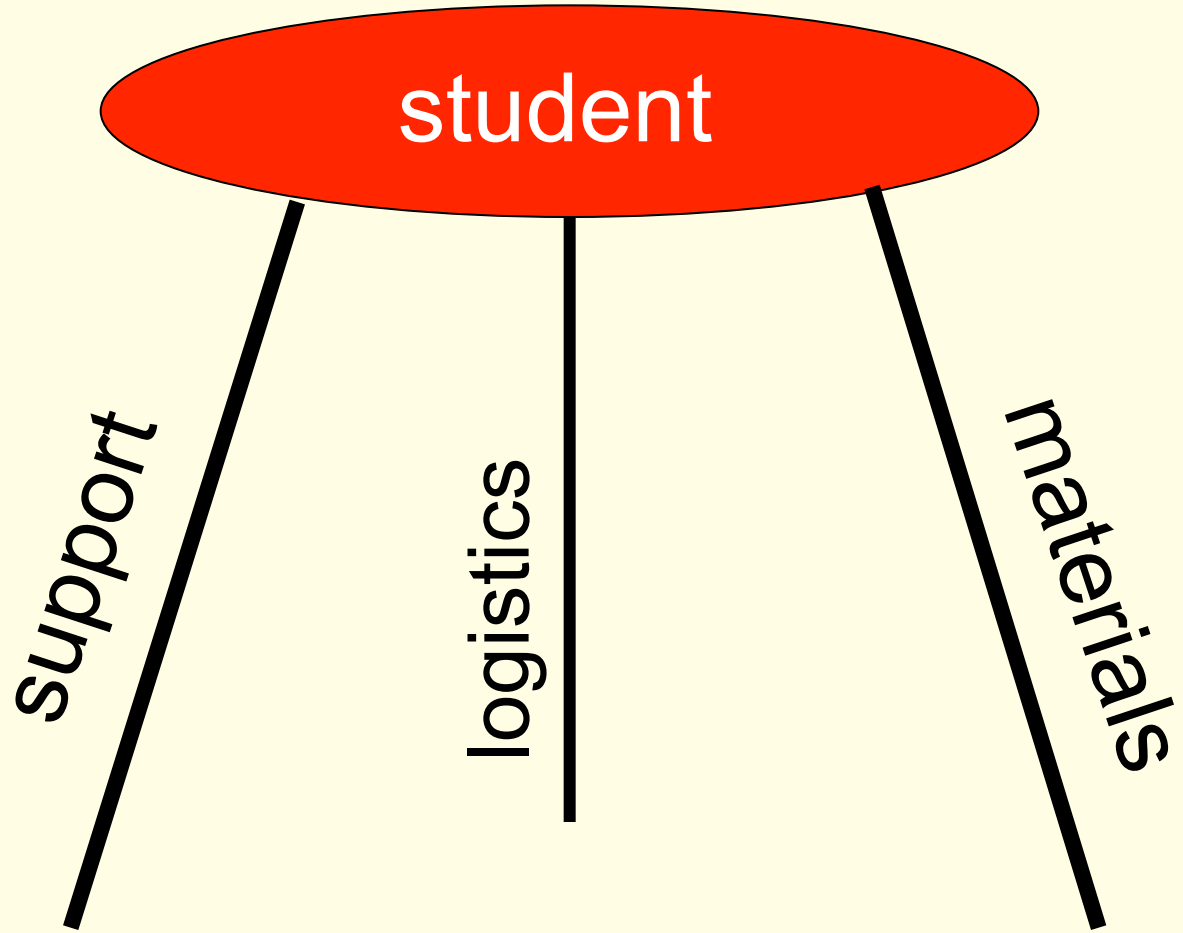
a three-legged stool

DISTANCE LEARNING



a three-legged stool

DISTANCE LEARNING



a three-legged stool

St. Paul’s letters to young churches

The Early Church
Rome
Paul under house arrest
Three Taverns
Forum on the Appian Way
Puteoli
Rhegium
Syracuse
SICILY
MALTA
Shipwreck/
Paul survives snake bite
Adriatic Sea
Mediterranean Sea
Aegean Sea
THRACE
MACEDONIA
GREECE
ACHAIA
Philippi
Neapolis
Thessalonica
Amphipolis
Apollonia
Beroea
Lydia, fortune-teller and jailer converted
SAMOTHRACE
MYSIA
Troas
Assos
Man of Macedonia vision
Eutychus resurrected
LESBOS
Pergamos
Mitylene
Thyatira
CHIOS
Sardis
Smyrna
Philadelphia
Antioch
Corinth
Cenchreae
Athens
Mars Hill sermon
Ephesus
Silversmiths riot
Laodicea
Iconium
SAMOS
Colosse
PISIDIA
Lystra
Cripple healed/
Paul stoned
Derbe
Tarsus
PATMOS
John imprisoned
Miletus
Tearful meeting with Ephesian elders
PAMPHILIA
CILICIA
COS
Attalia
Perga
John Mark leaves
Cnidus
LYCIA
Patara
Myra
RHODES
Seleucia
Antioch
Disciples first called Christians
Missionary journeys begin
Salamis
Barnabas and John Mark minister
CYPRUS
Paphas
Governor converted/
Bar-Jesus blinded
Phoenix
Fair Havens
CRETE
Lasea
SYRIA
Sidon
Damascus
Paul converted
Tyre
Ptolemais
GALILEE
Caesarea
Samaria
Miracle and conversions through Philip
JUDEA
Joppa
Lydda
Jerusalem
Early church headquarters
Paul arrested, tried before Jewish Council
Gaza
Cornelius converted
Spirit descends on Gentiles
Agabus predicts Paul's arrest
Paul tried by Felix, Festus, and Agrippa
Peter raises Dorcas from dead/
Peter's vision
Aeneas healed of palsy
Ethiopian converted
Paul trained 2 years
BITHYNIA AND PONTUS
TURKEY
PHRYGIA
GALATIA
LYCAONIA
CAPPADOCIA
ASIA
= Modern boundary
= Disputed boundary
0 200 400 Miles
0 200 400 Kilometers
NORTH
16°
24°
32°
40°

Church Antioch

St. Paul's Cathedral, London

4.

IMPRESSIO LIBRORVM.

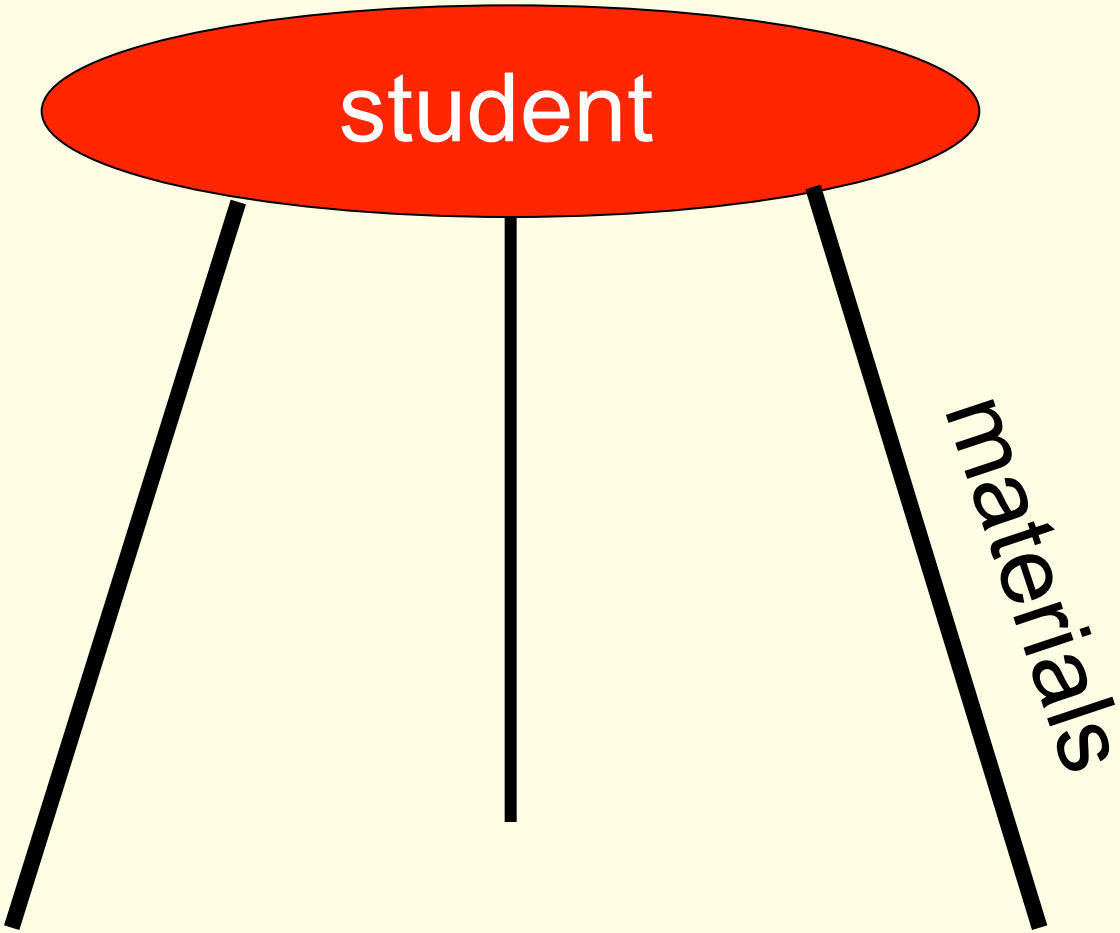
Potest vt vna vox capi aure plurima: Linuit ita vna scripta mille paginas.

Independence and Interaction: Getting the Mixture Right

J.S.Daniel & C.Marquis

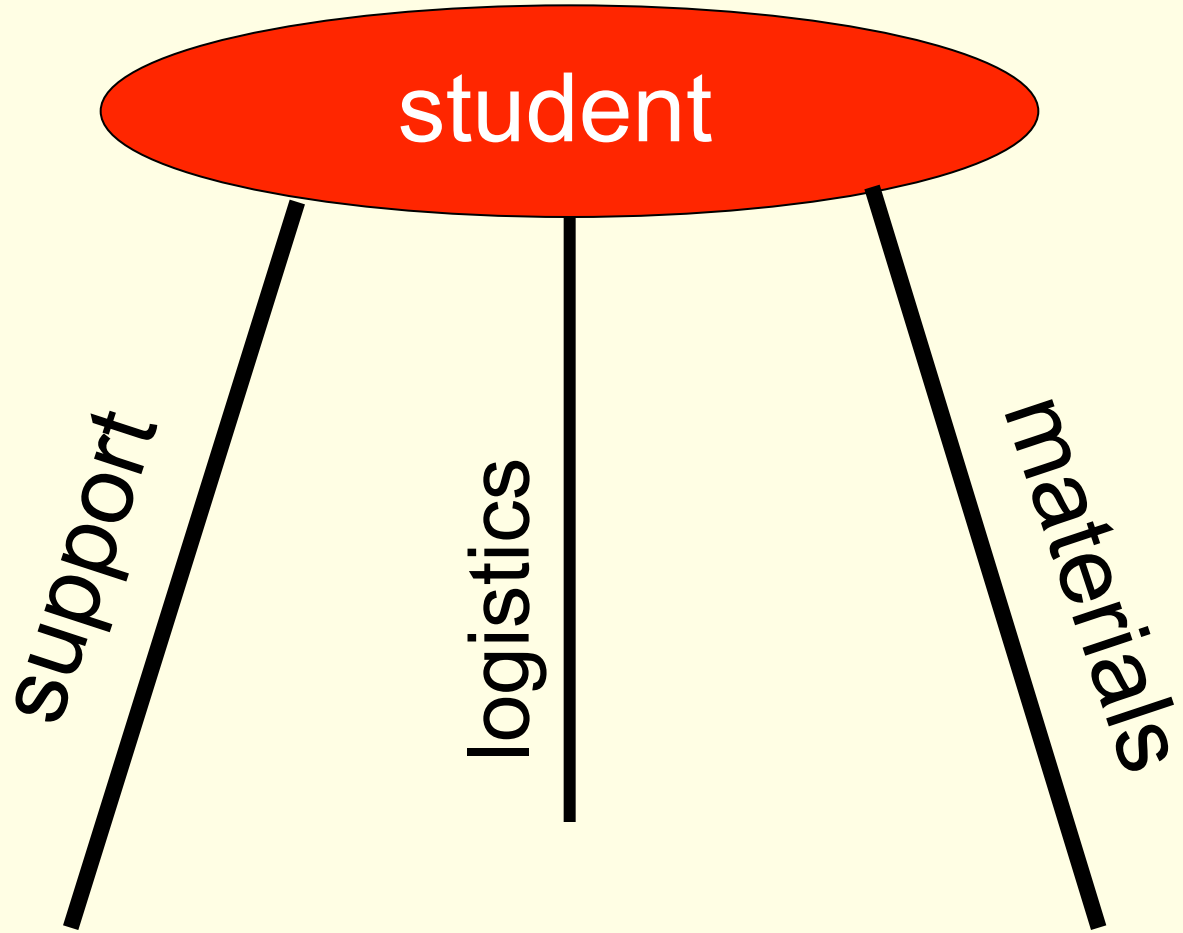
Teaching at a Distance
Vol 14: pp. 29-44

DISTANCE LEARNING

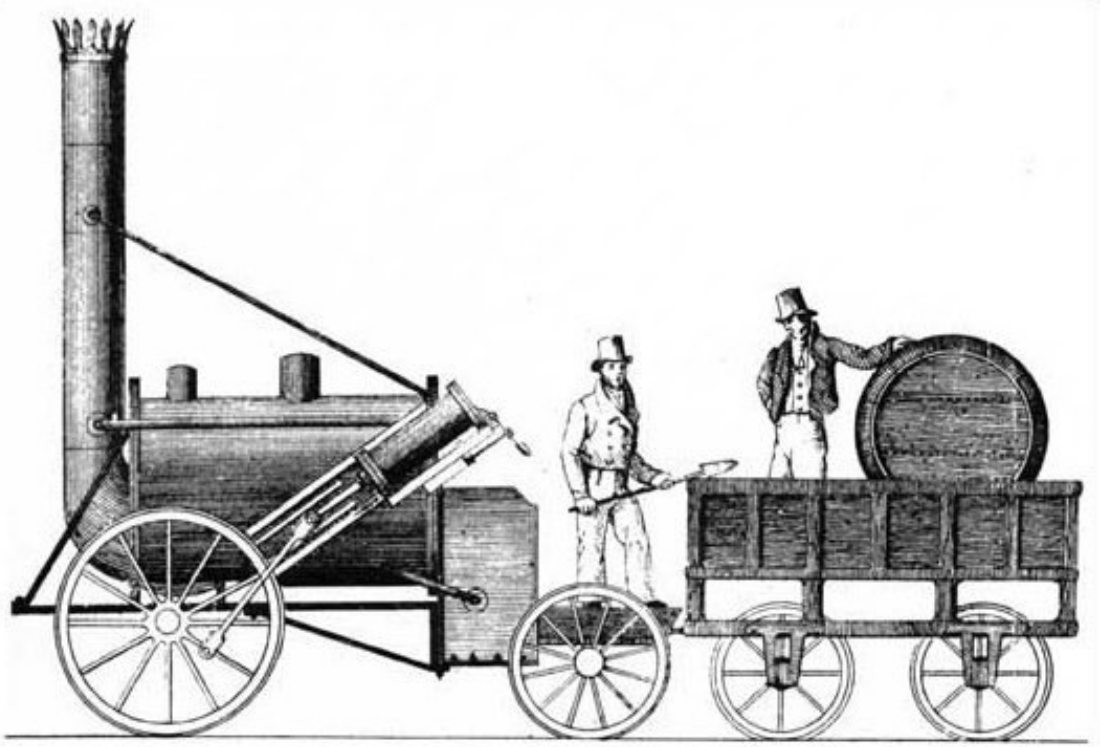


a three-legged stool

DISTANCE LEARNING



a three-legged stool



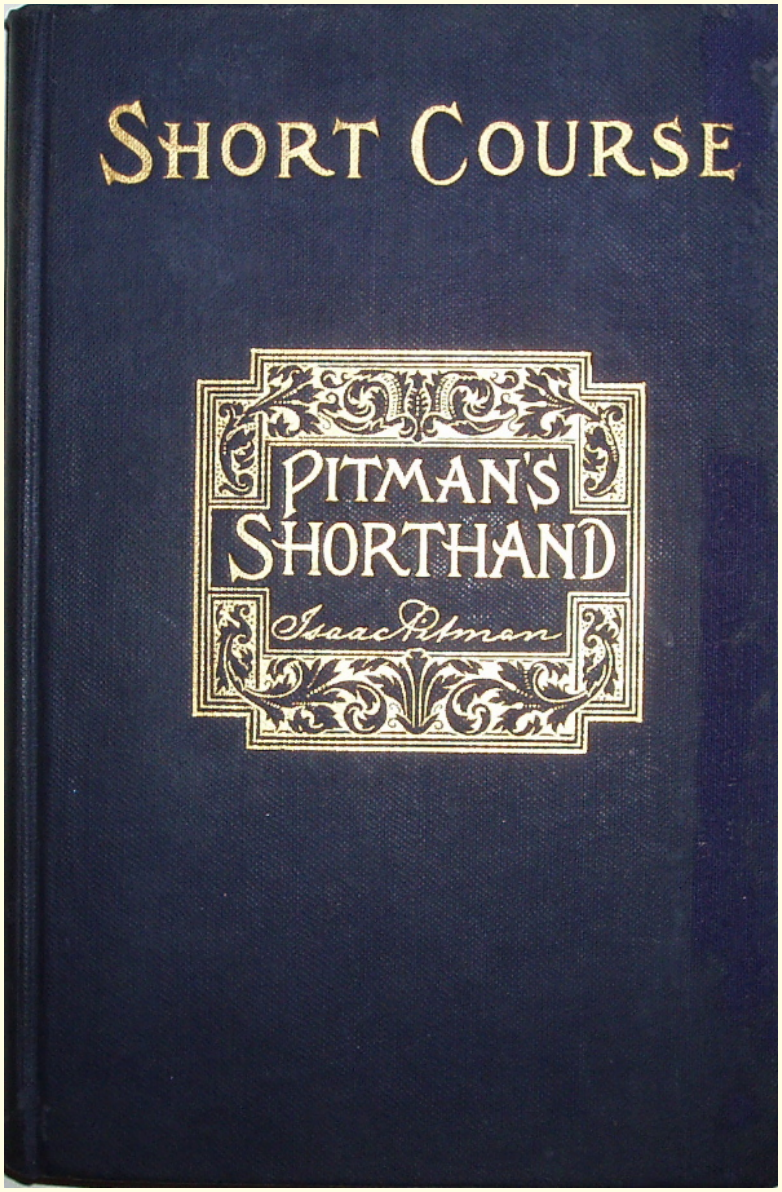
Railways

Postal systems

Printing & Post

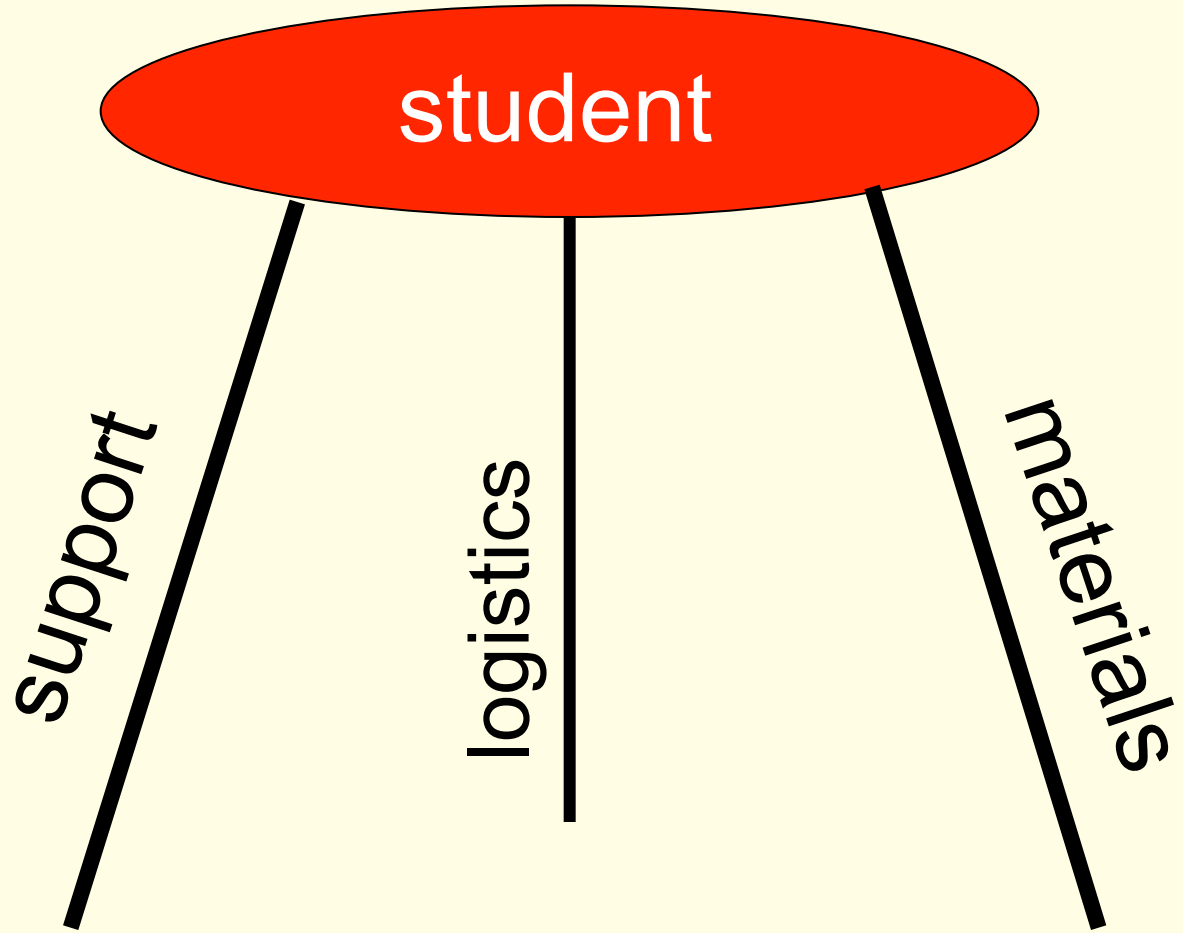
=

Correspondence education

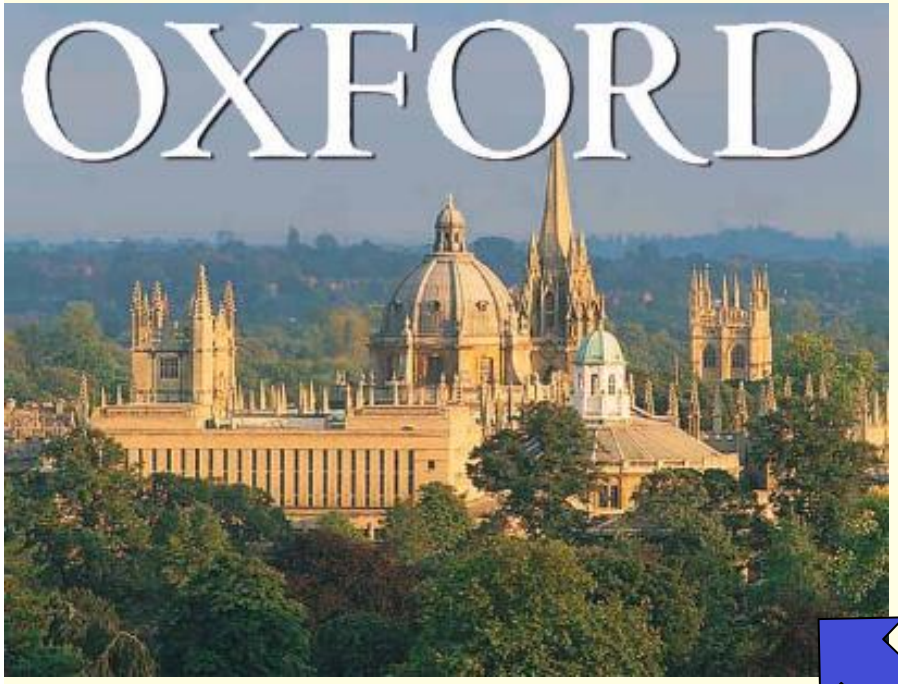

SHORT COURSE
PITMAN'S
SHORTHAND
Isaac Pitman

The Blackboard from 1850

DISTANCE LEARNING



a three-legged stool

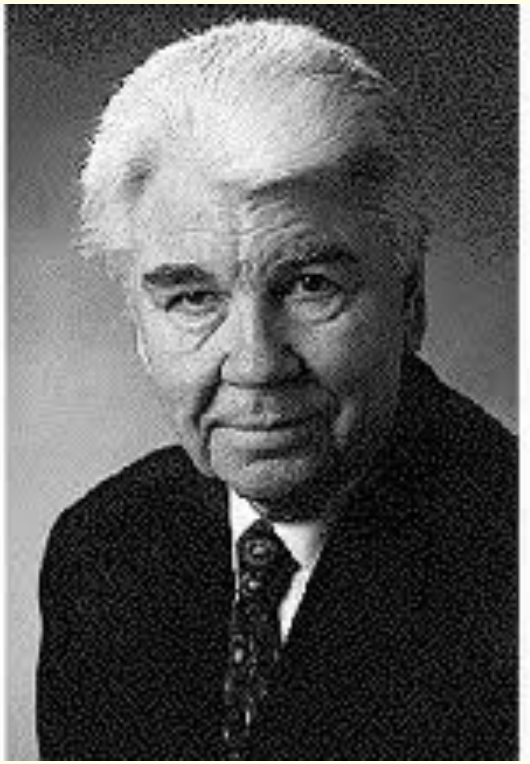


‘a guided didactic conversation’

‘the best teaching I ever had’

Borje
Holmberg

Otto
Peters



DEAKIN
UNIVERSITY AUSTRALIA

Radio

Television

Film

Computer

The

MOTION PICTURE

is the
most revolutionary instrument
introduced into education since the
printing press

Hoban 1940

PROGRAMMED LEARNING

is the first
major technological innovation since
the
invention of printing

Woefle 1962

The impact of

COMPUTERS

on society, and hence on education, has been compared to that of moveable type and the printing press since Gutenberg

Caffrey and Mossman 1967

4.

IMPRESSIO LIBRORVM.

Potest vt vna vox capi aure plurima: Linuit ita vna scripta mille paginas.

There is no magic educational medium

(and never will be)

Lord Geoffrey Crowther

Inauguration of the Open University

1969

“The world is caught in a communications revolution, the effects of which will go beyond those of the industrial revolution of two centuries ago.

Then the great advance was the invention of machines to multiply the potency of men's muscles.

Now the great new advance is the invention of machines to multiply the potency of men's minds. As the steam engine was to the first revolution, so the computer is to the second.”

Lord Geoffrey Crowther, 1969

The Open University

Open as to:

- People
- Places
- Methods
- Ideas

- Technology
- Pedagogy
- Ideology

The Open University

OUR MISSION

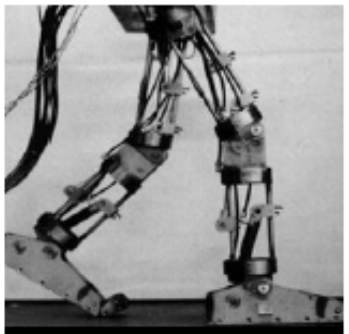
1970s

2010s

People

Places

Methods



Ideas

OUR MISSION

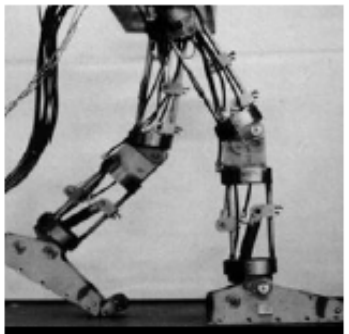
1970s

2010s

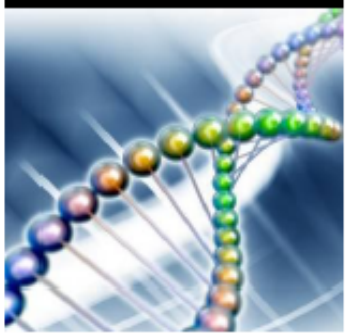
People

Places

Methods



Ideas



KNOWLEDGE MEDIA
KMi
INSTITUTE

Lord Walter Perry
Founding Vice-Chancellor
The Open University

The Open University has institutionalised innovation

Lord Walter Perry
Founding Vice-Chancellor
The Open University

If you innovate in too many ways at once you will scare students away!

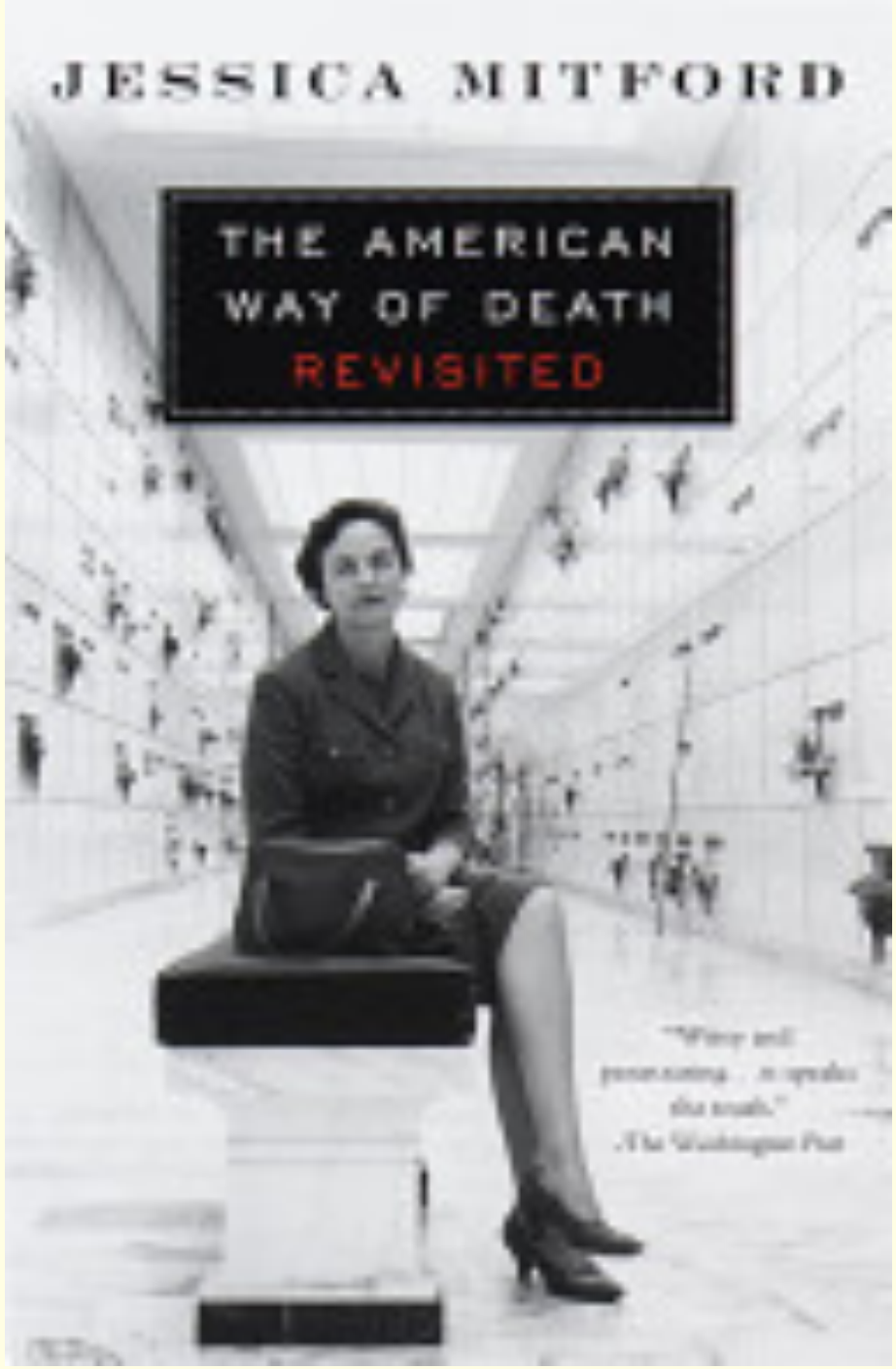
- Technology
- **Pedagogy**
- Ideology

a teaching and learning system

Jessica Mitford

‘Let us now appraise famous writers’

Atlantic Monthly 1970


JESSICA MITFORD
THE AMERICAN WAY OF DEATH REVISITED

The University of New England
Armidale

EDUCATING
Rita

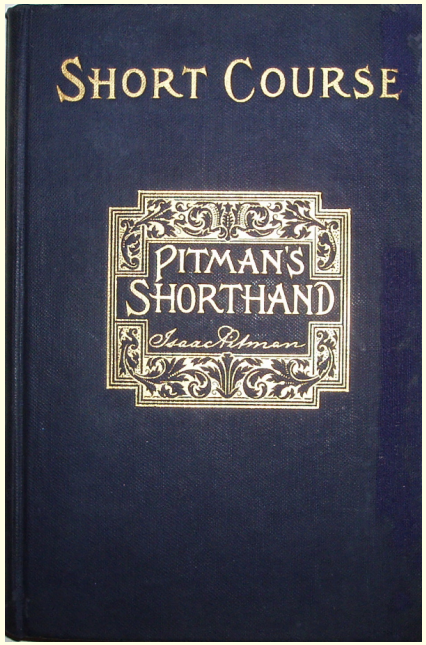
Harold Wilson

‘The University of the Air’

Open as to:

- People
- Places
- Methods
- Ideas

Church Antioch

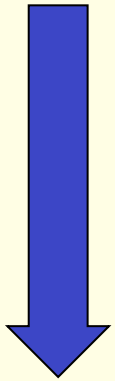

SHORT COURSE
PITMAN'S
SHORTHAND
Isaac Pitman

DOWNTON ABBEY

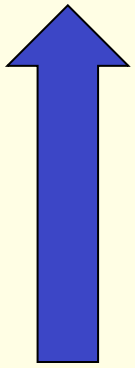
Open as to:

- People
- Places

open education



Open and Distance Learning

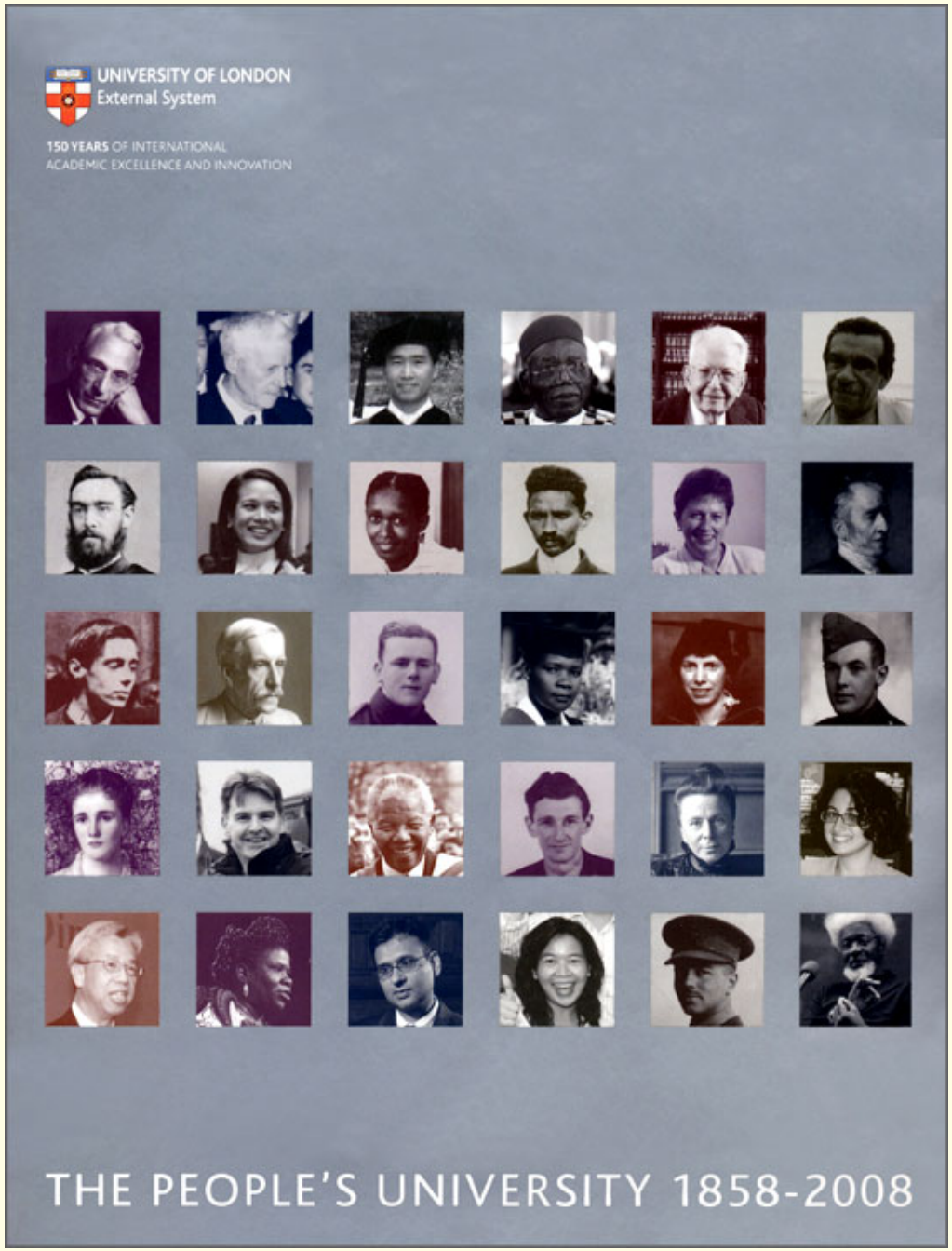


distance learning

EMPIRE STATE COLLEGE

STATE UNIVERSITY OF NEW YORK

‘My Degree – My Way’



University of London
External System

The People's University

AOU
الجامعة العربية المفتوحة
Arab Open University

中央广播电视大学
THE OPEN UNIVERSITY OF CHINA

มหาวิทยาลัยสุโขทัยธรรมาธิราช
Sukhothai Thammathirat Open University

ANADOLU ÜNİVERSİTESİ

The Open University

Allama Iqbal Open University

AFRICAN VIRTUAL UNIVERSITY
UNIVERSITE VIRTUELLE AFRICAINE
UNIVERSIDADE VIRTUAL AFRICANA

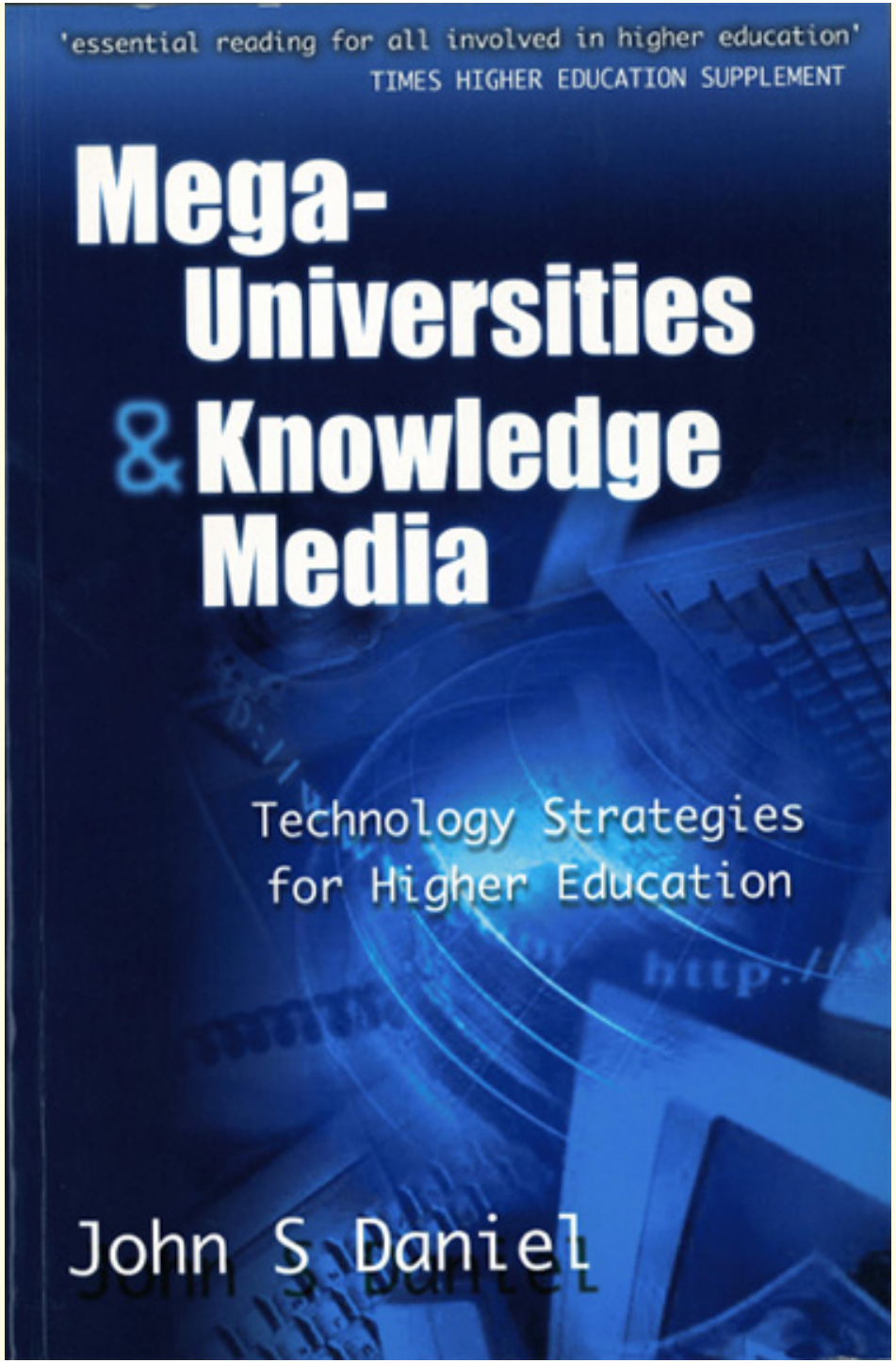
دانشگاه پیام نور

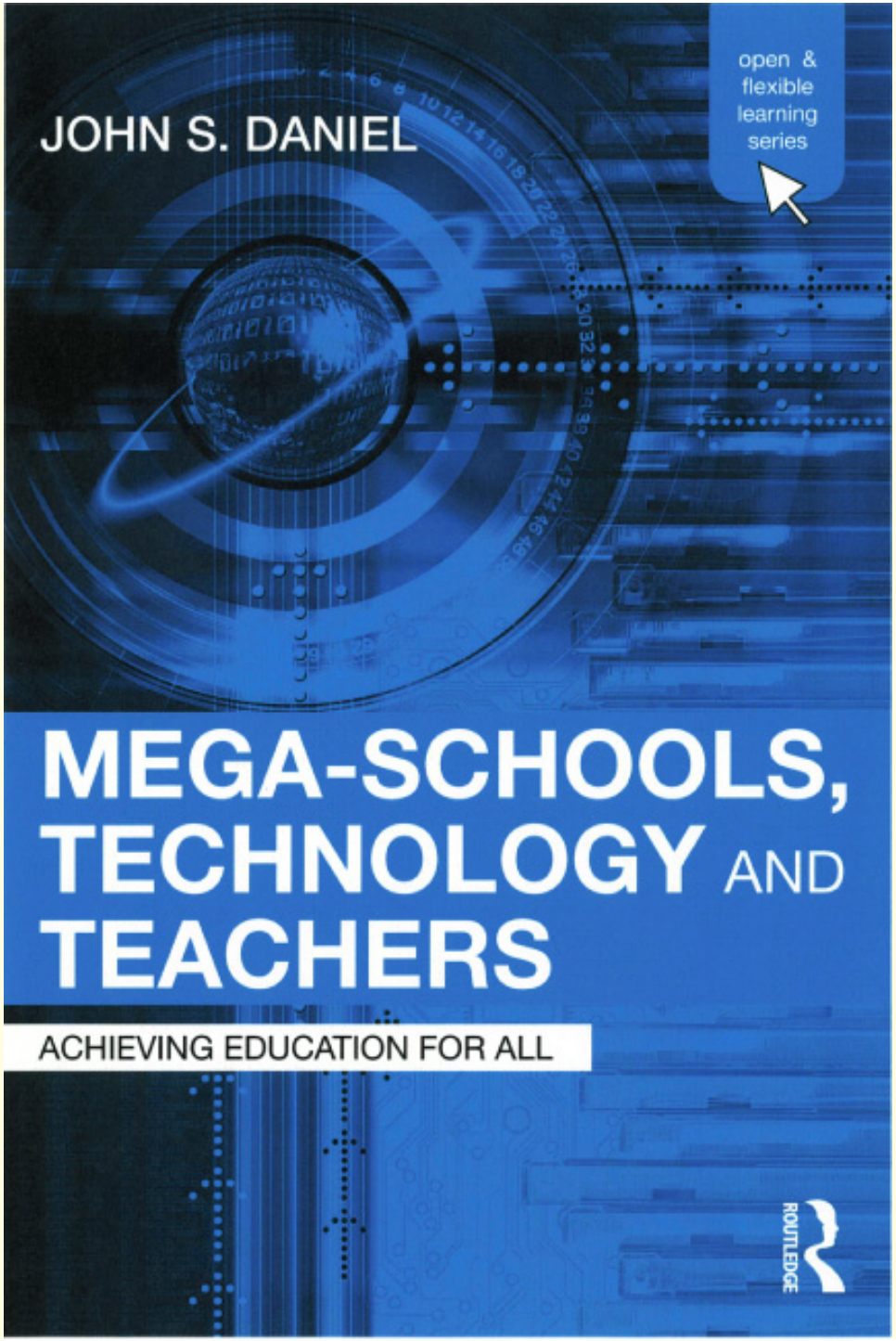
The Open University of Sri Lanka
LIFE LONG LEARNING THROUGH DISTANCE EDUCATION

IGNOU

Athabasca University

Korea National Open University

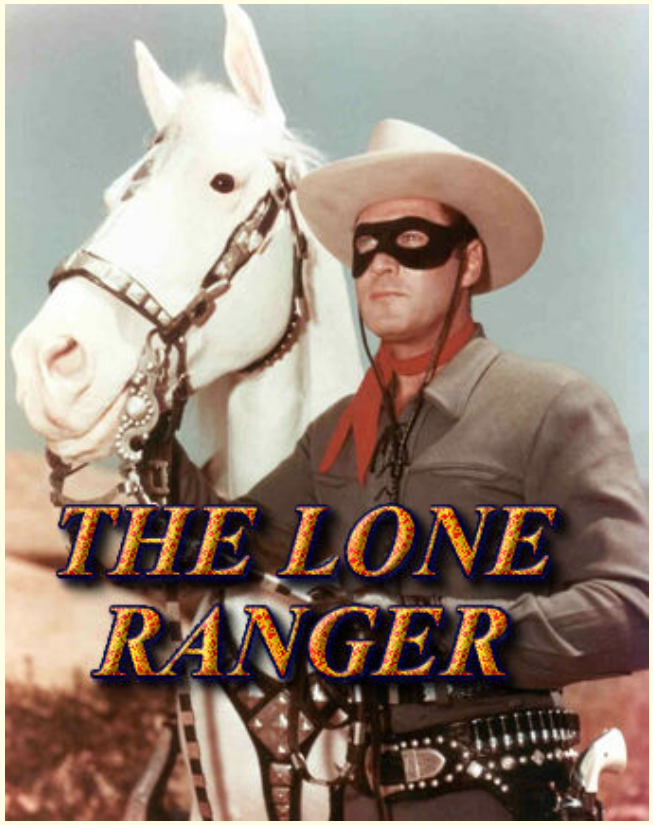

'essential reading for all involved in higher education'
TIMES HIGHER EDUCATION SUPPLEMENT
Mega-Universities & Knowledge Media
Technology Strategies for Higher Education
John S Daniel


JOHN S. DANIEL
open & flexible learning series
MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS
ACHIEVING EDUCATION FOR ALL
ROUTLEDGE

Professor Tony Bates

"2011 Outlook for Online Learning and Distance Education"

(www.contactnorth.ca)



Better to work in teams!

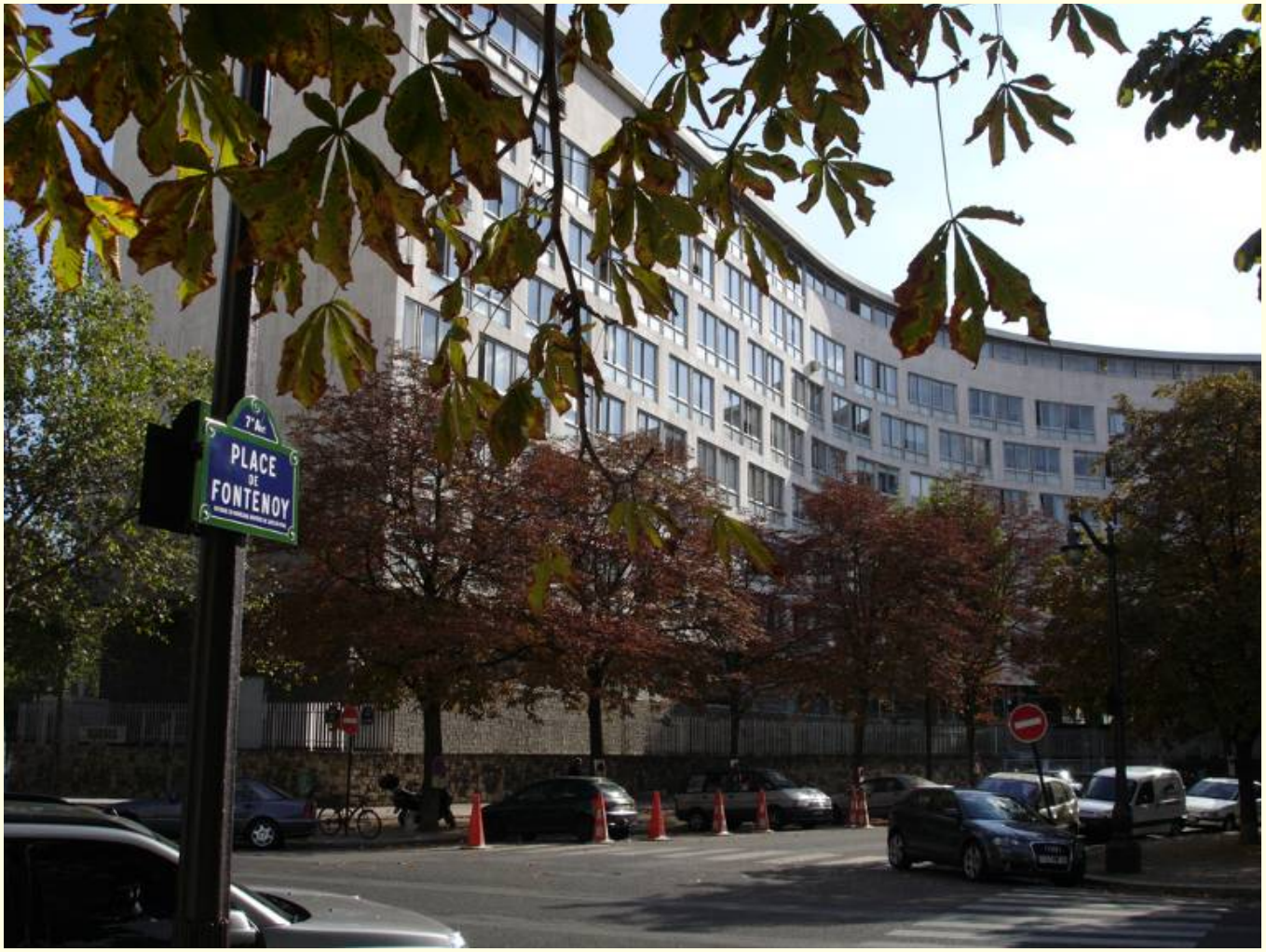
MIT OPEN COURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

THE TREND TOWARDS OPENNESS

- Open Source Software

- Open Access to Research

- 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

C·O·L

Open Educational Resources

2012 World Open Educational Resources Congress

Paris 20-22 June

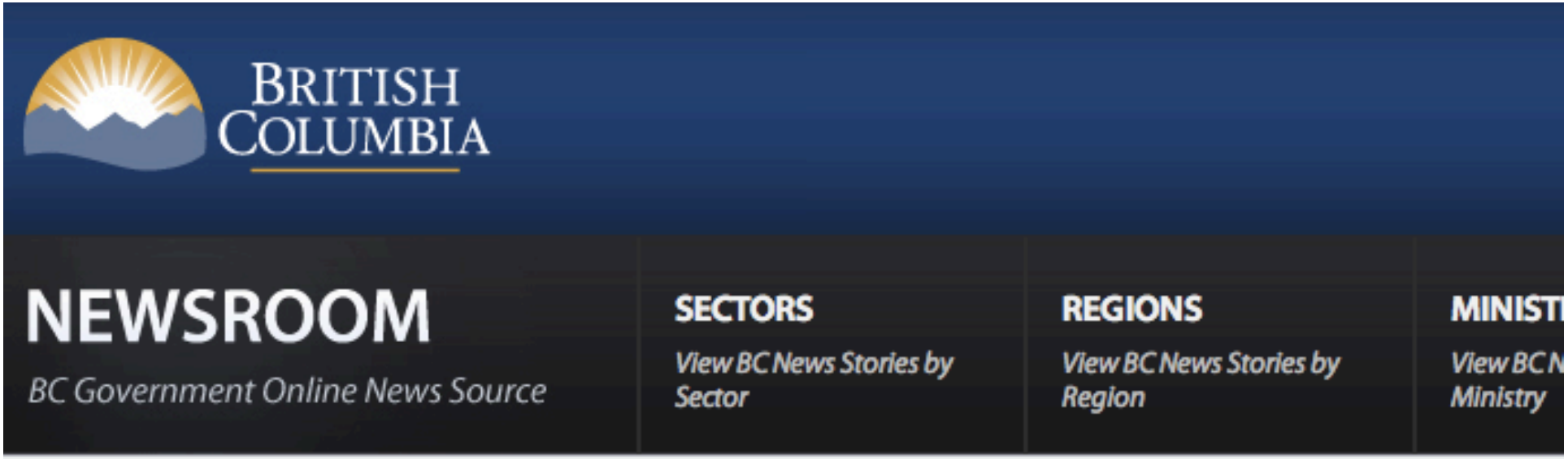
UNESCO Headquarters
Paris, France

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.



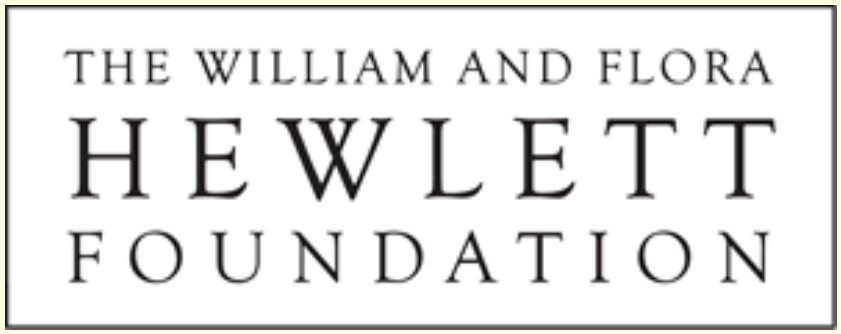
ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY

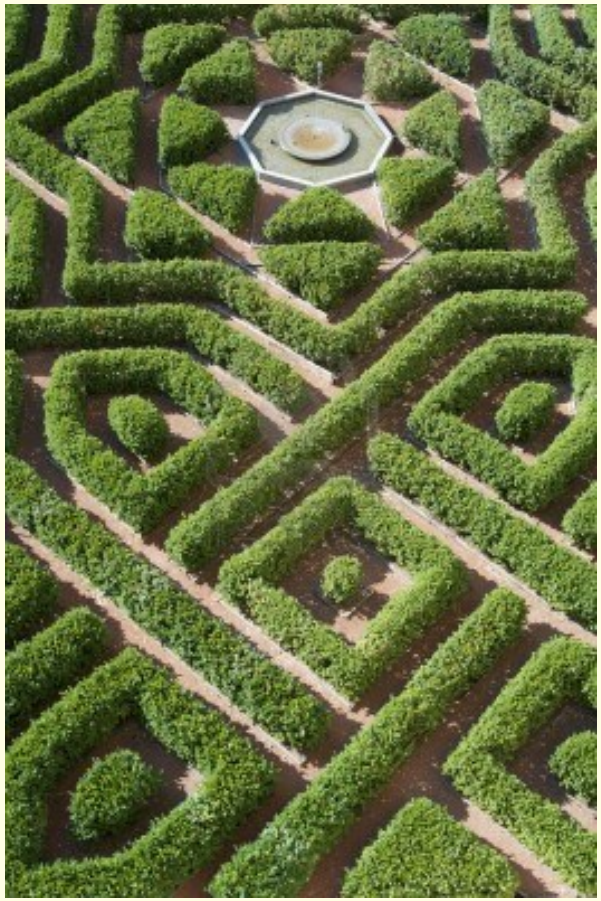
B.C. to lead Canada in offering students free, open textbooks

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.

Fostering Governmental Support for Open Educational Resources Internationally





Making Sense of MOOCs:

Musings in a Maze of Myth, Paradox and Possibility

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

Massive Open Online C…
legitimate po…
for…
u…
Mi… …ncet
ban…, spreading their
process.

Participants in MC…
tier one institution…

Why We Shouldn't Talk MOOCs as Meritocracies

Posted on September 1, 2012 by Mike Caulfield

MOOCs: a massive opportunity for higher education, or digital hype?

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”

2 million registrations
33 partner institutions
200 courses

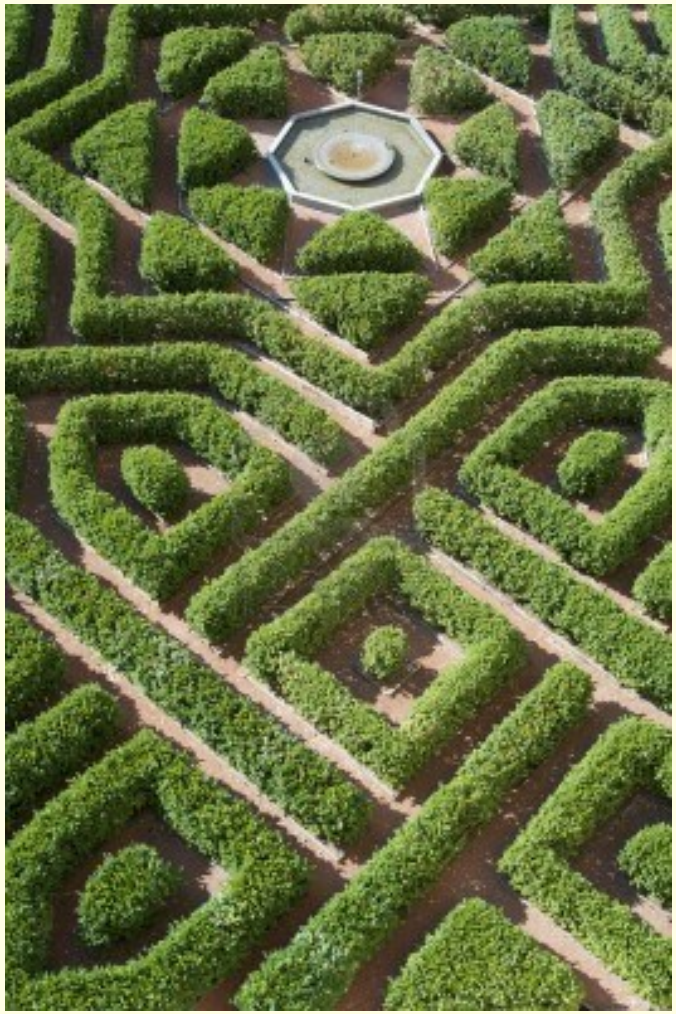
Very high drop out rates in all MOOCs

‘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

Myth



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

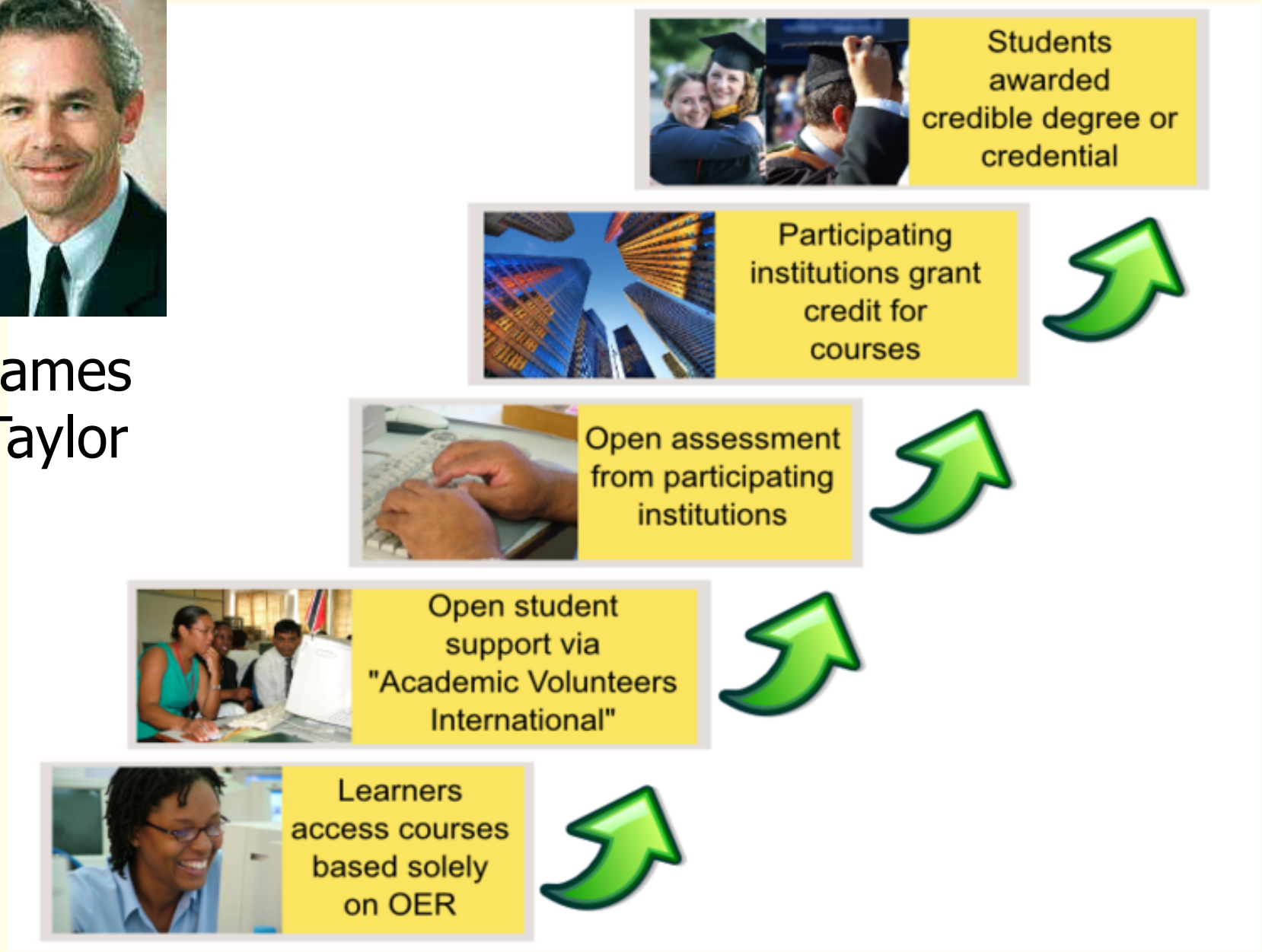
Myths and Paradoxes
Certification

- SUCCEED = CERTIFICATE
- ADMISSION = DEGREE

Good little piggies in make good bacon out!

Dan Coldeway

James Taylor



The OER university concept. Adapted from Taylor (2007)

‘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, computer-marked assignments and peer assessment’.

Myths and Paradoxes
Why MOOCs?

- PARADOX:

BE OPEN
but
MAKE MONEY

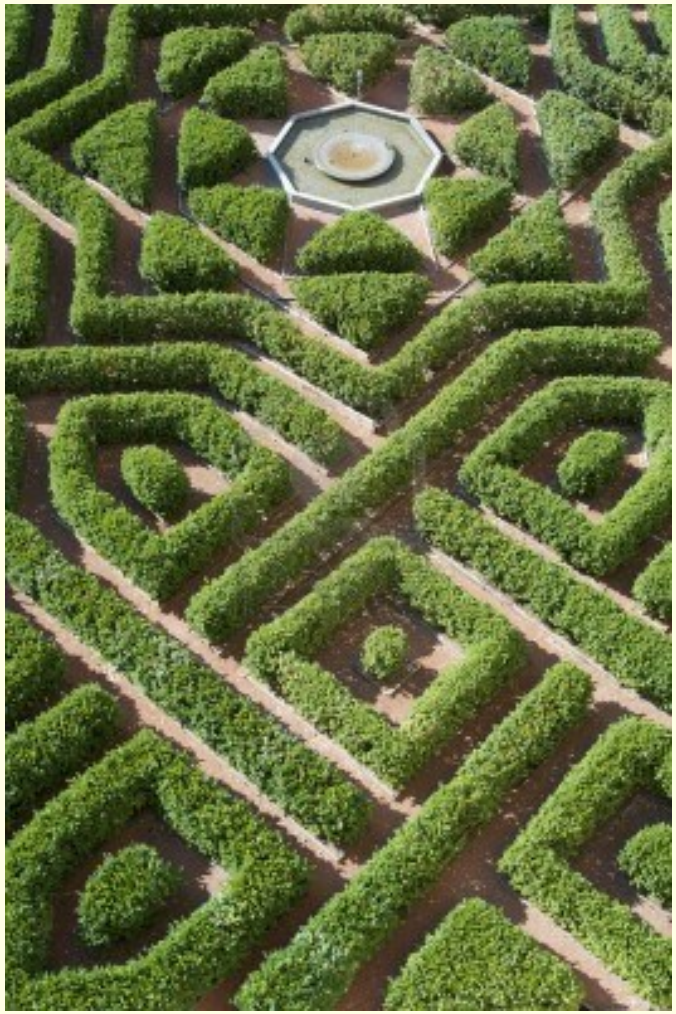
ACADEMIC PARTNERSHIPS™

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

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.’

WHY DOES COLLEGE

COST SO MUCH?

ROBERT B. ARCHIBALD AND DAVID H. FELDMAN

An unsustainable paradox!

For some learners:

Open and Free

For others:

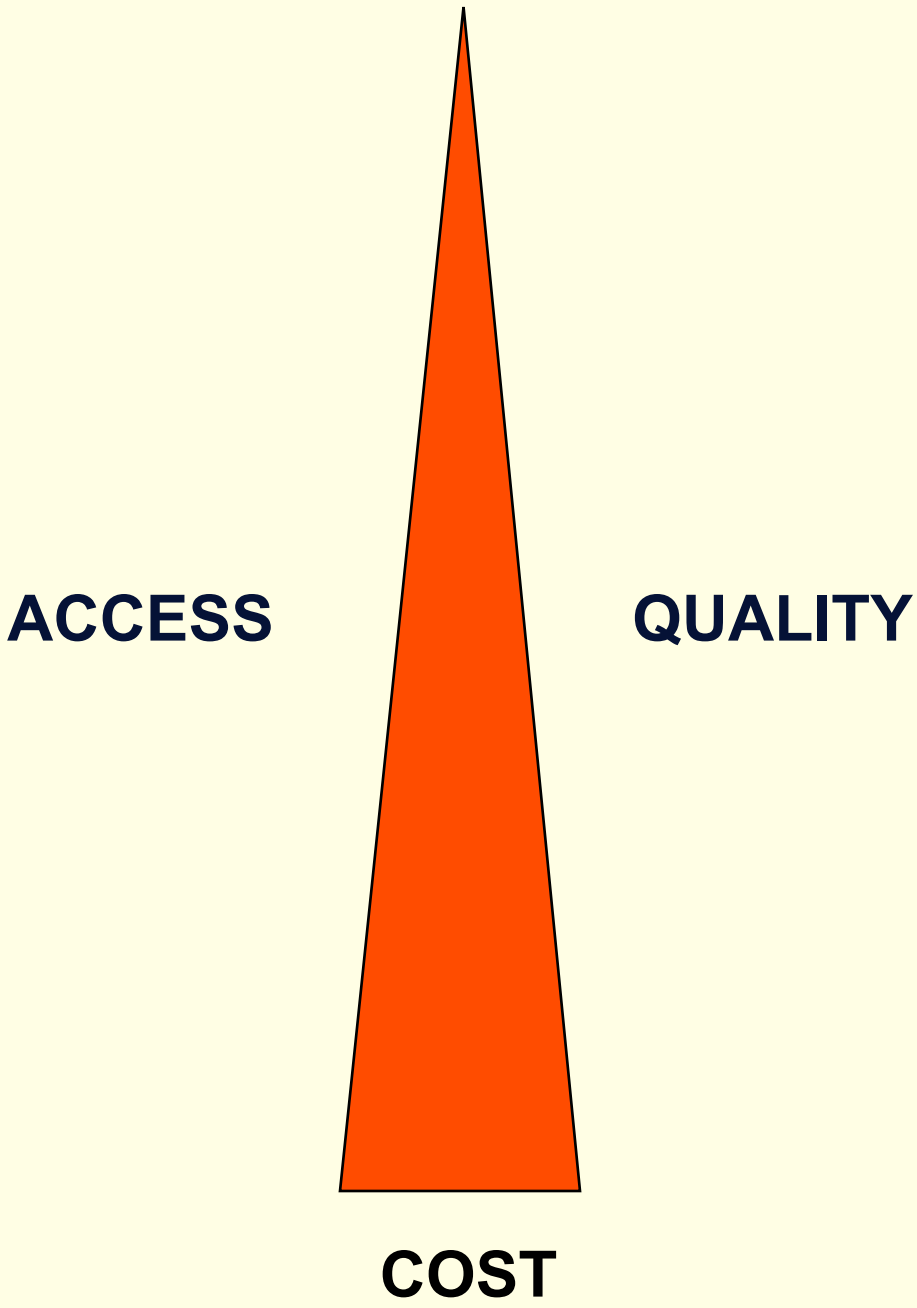
Closed and Expensive

What

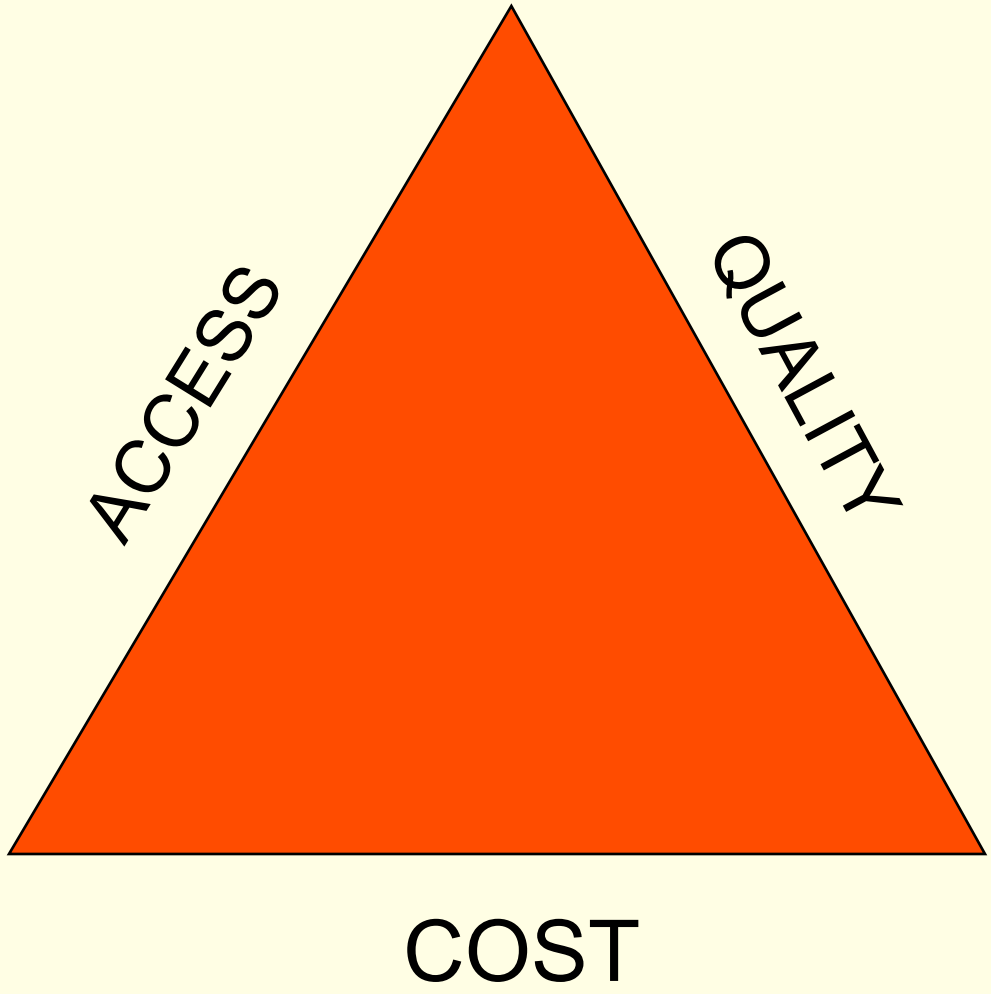
new

Business Model?

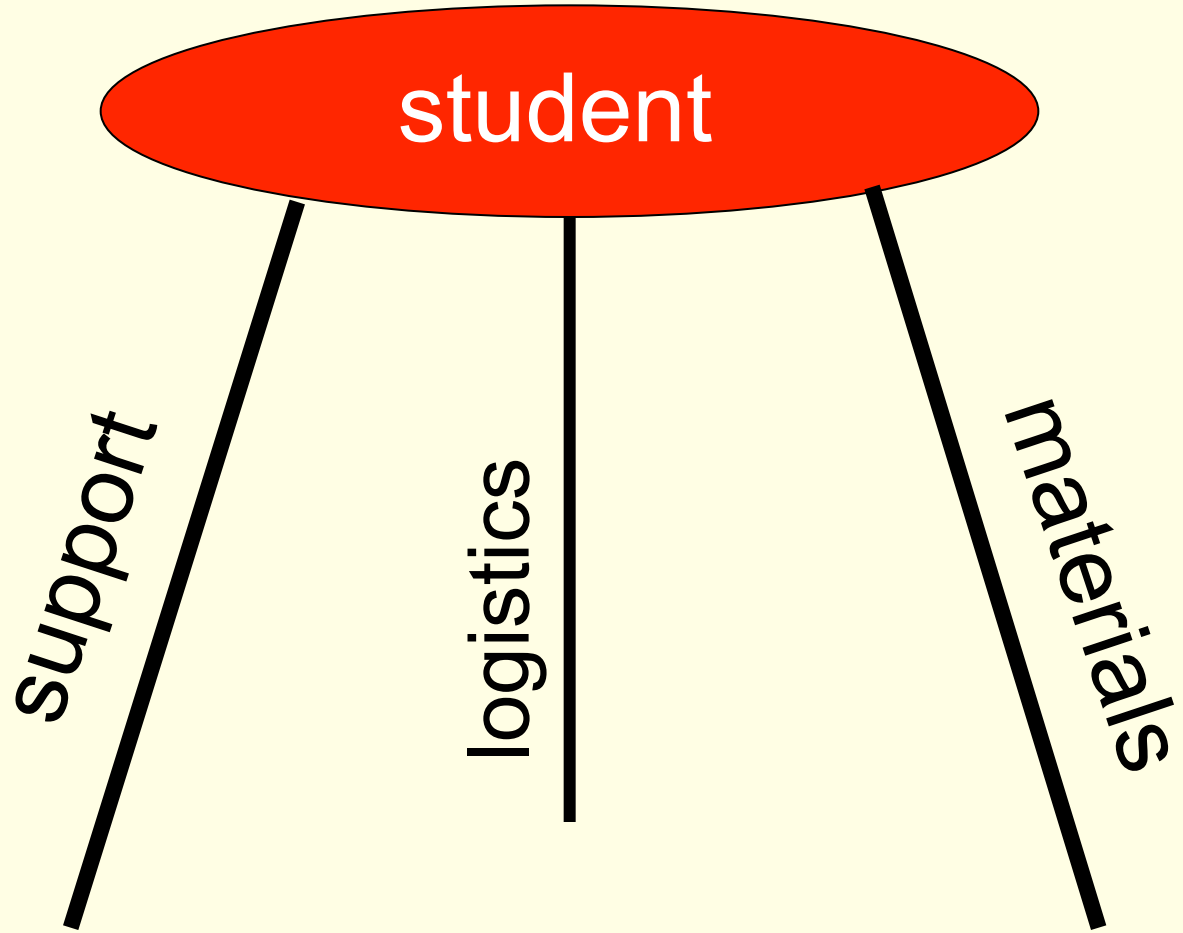
Independence and Interaction: Getting the Mixture Right


ACCESS
QUALITY
COST

“an insidious link between quality and exclusivity”



DISTANCE LEARNING



a three-legged stool

education across space and time:

Thank you

Sir John Daniel

THANK YOU

For text and slides:

www.sirjohn.ca