





International Conference
Moscow, 13-14 November

IITE-2012

**ICT in Education:
Pedagogy, Educational Resources and Quality Assurance**

ICT and Open Education

Sir John Daniel & Stamenka Uvalić-Trumbić
Education Masters, DeTao Masters Academy, China



ICT in Open Education

Sir John Daniel & Stamenka Uvalić-Trumbić
Education Masters, DeTao Masters Academy, China

PLAN

- New Dynamics of HE

PLAN

- New Dynamics of HE
UNESCO 2009 World Conference



PLAN

- New Dynamics of HE
- Four examples of changing times

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 Courses

legitimate postsecondary

for

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Mi

ban

process.

Participants in MC

tier one institutions

themselves into

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?

PLAN

- Four examples of changing times
 - DeTao Masters Academy



PLAN

- Four examples of changing times
 - Open Educational Resources



PLAN

- Four examples of changing times
 - Open University of China



国家开放大学
THE OPEN UNIVERSITY OF CHINA

PLAN

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

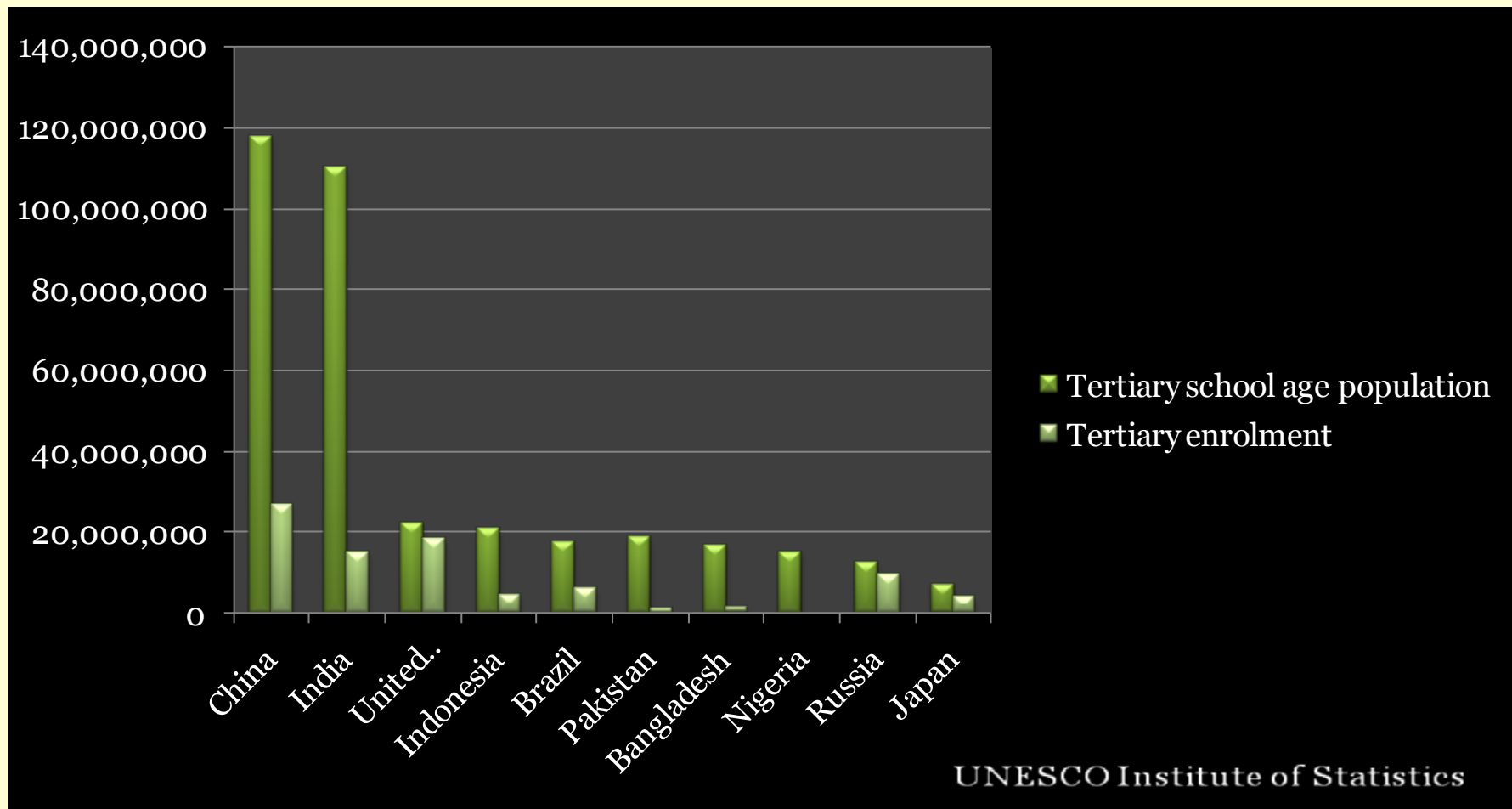
The World Conference on Higher Education Paris - July 2009: *New Dynamics of HE*



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)

TERTIARY ENROLMENT RATES





DIRECTIONS IN DEVELOPMENT
Human Development

The Challenge of Establishing World-Class Universities

Jamil Salmi



THE WORLD BANK

Skills-based institutions



DeTao Masters Academy



Developments and Growth

- CBHE global trend
- CBHE: branch campuses; franchises, twinning, eLearning
- International Branch Campuses distinct form of CBHE
- 200 degree-awarding international branch campuses end of 2011; 37 more to open
- IBCs growth 43% since 2006

New York University - Shanghai

NYU Shanghai on track to open in 2013

By Bridget O'Donnell

Starting in 2013, New York University in Shanghai (NYU Shanghai) will begin enrolling students on its Lujiazui campus.

According to Xinhua, it will be the first university jointly operated between China and the United States.

The university plans to enroll about 300 undergraduates for its first year, with 51 percent coming from mainland China and the other 49 percent coming from



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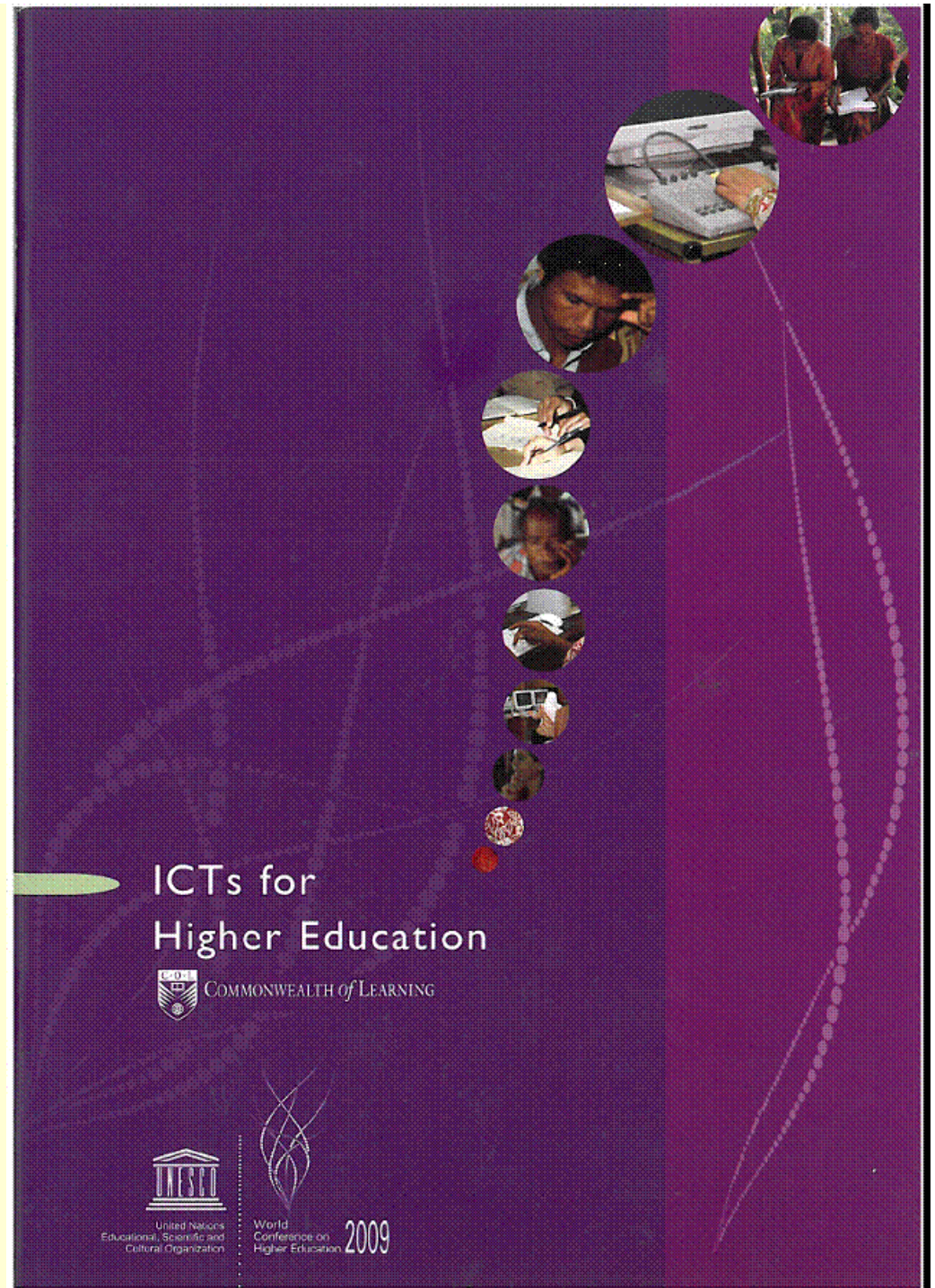
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spreading their

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

Impact of ICTs in 4 HE Functions:

- Research
- Administration
- Community Service
- Teaching/Learning





COMMUNIQUE

“The application of ICTs to teaching and learning has great potential to increase access, quality and success. In order to ensure that the introduction of ICTs adds value, institutions and governments should work together to pool experience, develop policies and strengthen infrastructure” (Article 14).





Making Sense of MOOCs:

Musings in a Maze of Myth,
Paradox and Possibility

What is a MOOC?

Massive Open Online
Course



Course x6002 *Circuits and Electronics*

155,000 registrations
from 160 countries



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"

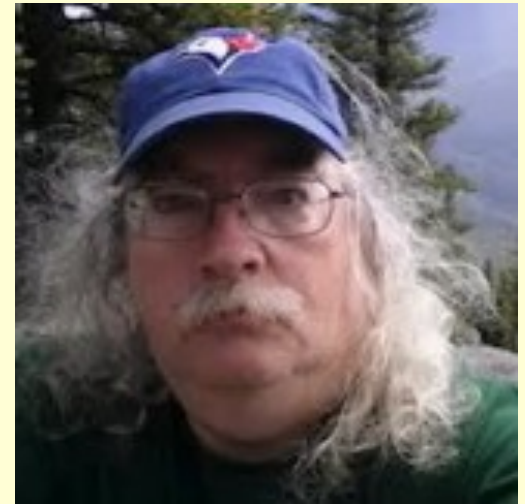


MOOCs began in Canada

University of
Manitoba



George Siemens



Stephen Downes



MOOCs began in Canada

University of
Manitoba



*Connectivism &
Connective Knowledge*

25 students on
campus
2,300 public - free



IVAN ILLICH

Deschooling Society



'Good radical stuff' *Observer*



MOOCs began in Canada

Connectivism & Connective Knowledge

‘all the course content was available through RSS feeds, and learners could participate with their choice of tools: threaded discussions in Moodle, blog posts, Second Life and synchronous online meetings’



MOOCs began in Canada

University of
Manitoba



*Connectivism &
Connective Knowledge*

cMOOC



xMOOC



MOOCs began in Canada

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*Connectivism &
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25 students on
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Stanford 2012
Artificial Intelligence
Free
158,000 registrations
xMOOC



The Coursera logo, featuring the word "coursera" in a bold, blue, sans-serif font. The 'c' is stylized with a circular shape.

1.4 million
registrations
33 partner institutions
200 courses



Lloyd
Armstrong





“A strategy going back 15 years to use online learning to improve and change its teaching on campus”



Rafael
Reif



‘Online learning is a disruptive
technology’



Lloyd
Armstrong

coursera



A sideline – not core business

‘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’



Very high drop out rates in all
xMOOCs



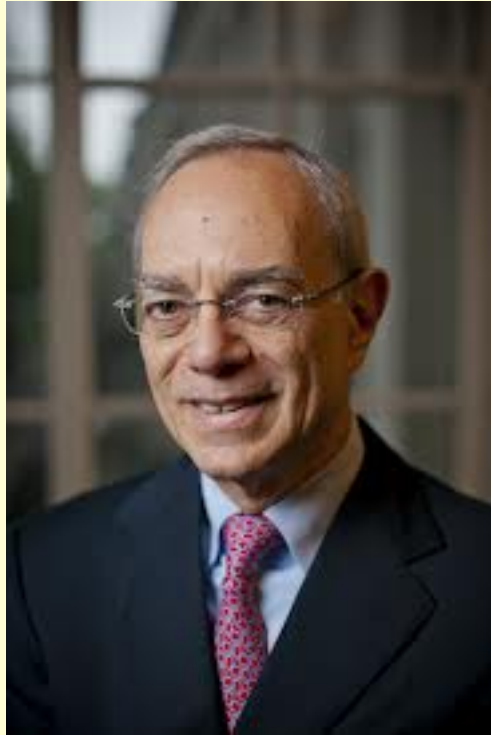
‘some classes were so rife with plagiarism that professors have had to plead with their students to stop plagiarizing’
(Students mark each others’ work)

UNLOCKING THE GATES

*How and Why Leading Universities Are
Opening Up Access to Their Courses*



TAYLOR WALSH



Rafael
Reif

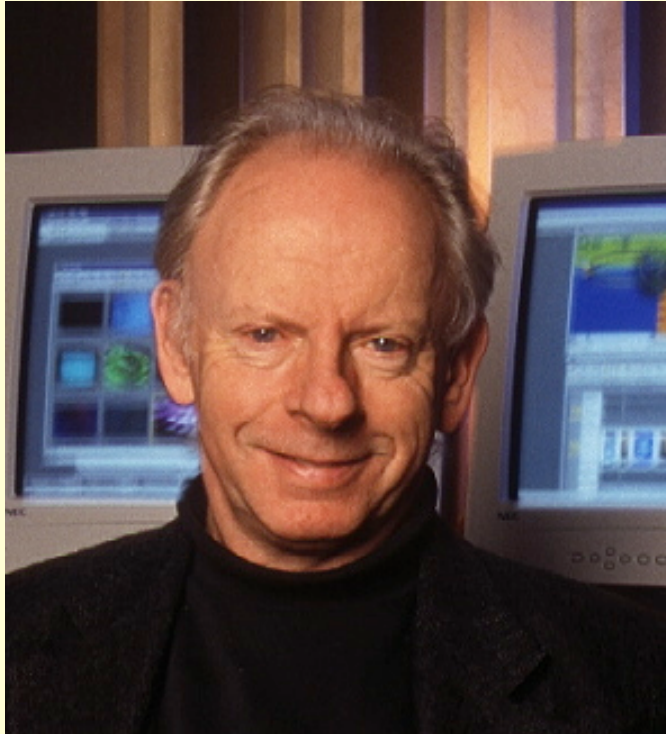


MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY



UNESCO HQ Paris

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



Tony Bates



David Touve

QUALITY

Myth



Paradox

The MOOC Maze

Myths and Paradoxes Quality

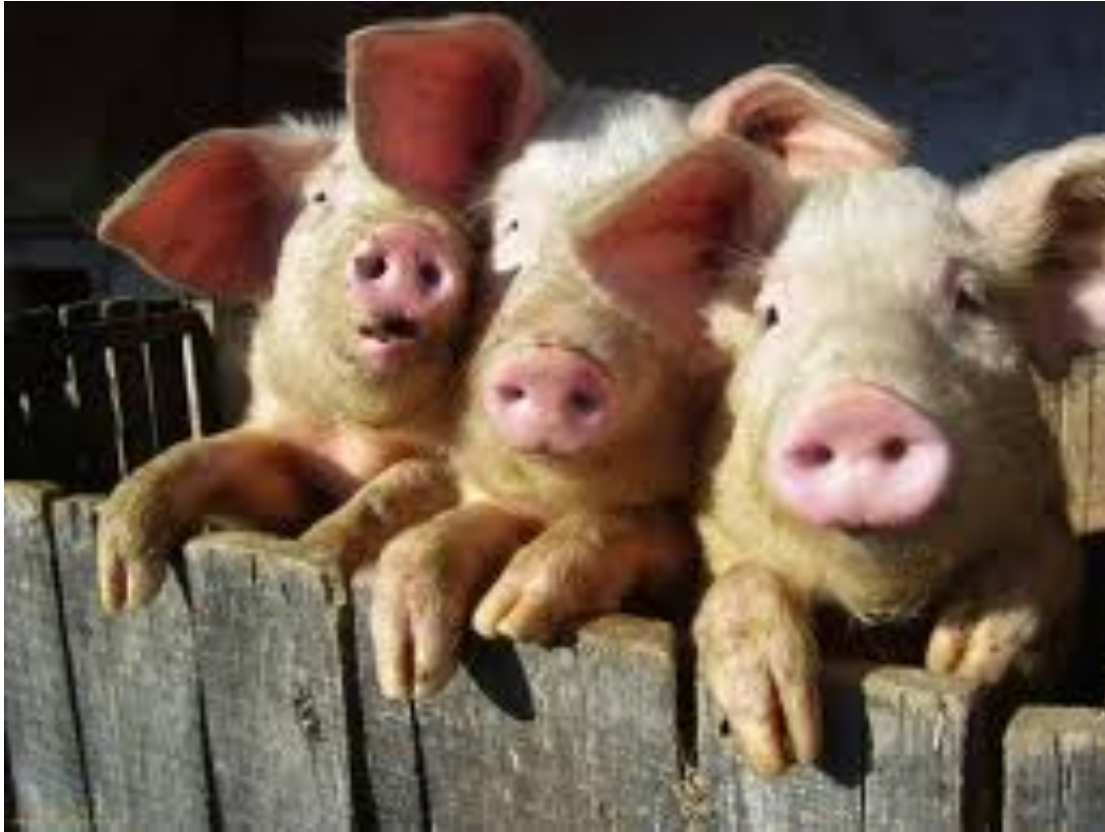
➤ MYTH: Brand = Quality

Myths and Paradoxes Quality

- MYTH: Brand = Quality
- HIGH DROP OUT IS NOT QUALITY

Myths and Paradoxes Certification

- SUCCEED = CERTIFICATE
- ADMISSION = DEGREE



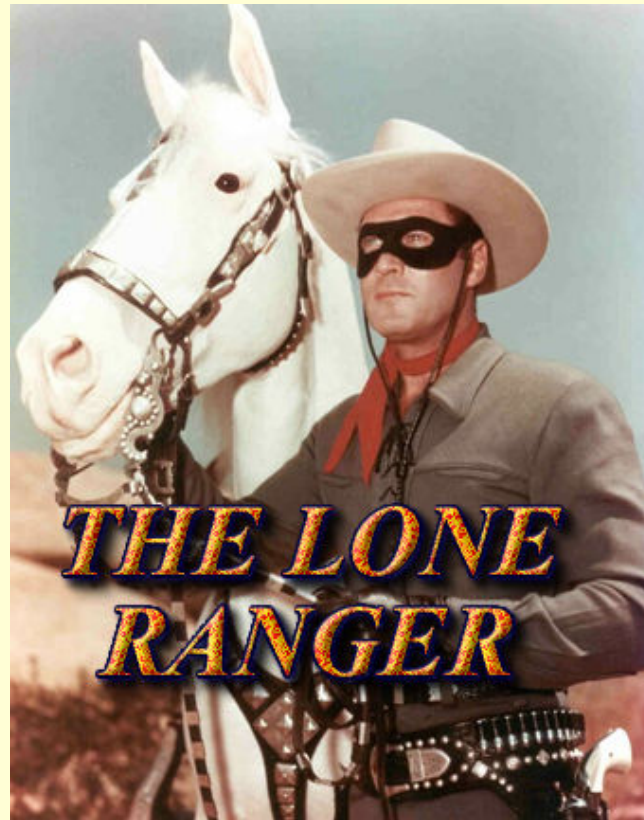
Good little piggies in
make good bacon out!

Dan Coldeway



Myths and Paradoxes Pedagogy

➤ GOOD RESEARCHER
= GOOD ONLINE TEACHER



Better to work in
teams!

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’

Myths and Paradoxes Pedagogy

- xMOOCs are not new pedagogy

Myths and Paradoxes

Why xMOOCs?

> PARADOX:
BE OPEN – MAKE MONEY

Myths and Paradoxes

Why xMOOCs?

➤ NOT...

THE WAY TO EXPAND 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’

POSSIBILITY



Myth

Paradox

The MOOC Maze



Rankings of MOOCs