



**Council for Higher
Education Accreditation**
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COUNCIL FOR HIGHER EDUCATION ACCREDITATION

January 28-31, 2013

CHEA 2013 Annual Conference
*Accreditation, Higher Education and the
Innovation Environment: Moving Beyond the Present*

and
CHEA International Quality Group (CIQG)
Annual Meeting

Washington Marriott Hotel - Washington, DC

Council for
Higher Education
Accreditation



CIQG Annual Meeting
January 30 – 31, 2013



The Open Education Movement: Challenges and Opportunities for Quality Assurance

Stamenka Uvalić-Trumbić
Senior Advisor on International Affairs – CHEA
& Sir John Daniel

PLAN

- New Dynamics of HE

PLAN

- New Dynamics of HE
UNESCO 2009 World Conference



PLAN

- New Dynamics of HE
- Three examples of changing times

PLAN

- Three examples of changing times
 - Open Educational Resources



PLAN

- Three examples of changing times
 - DeTao Masters Academy



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 presence

for

u

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](#)

spreading their

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

PLAN

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

Catherine Ngugi: OER and quality



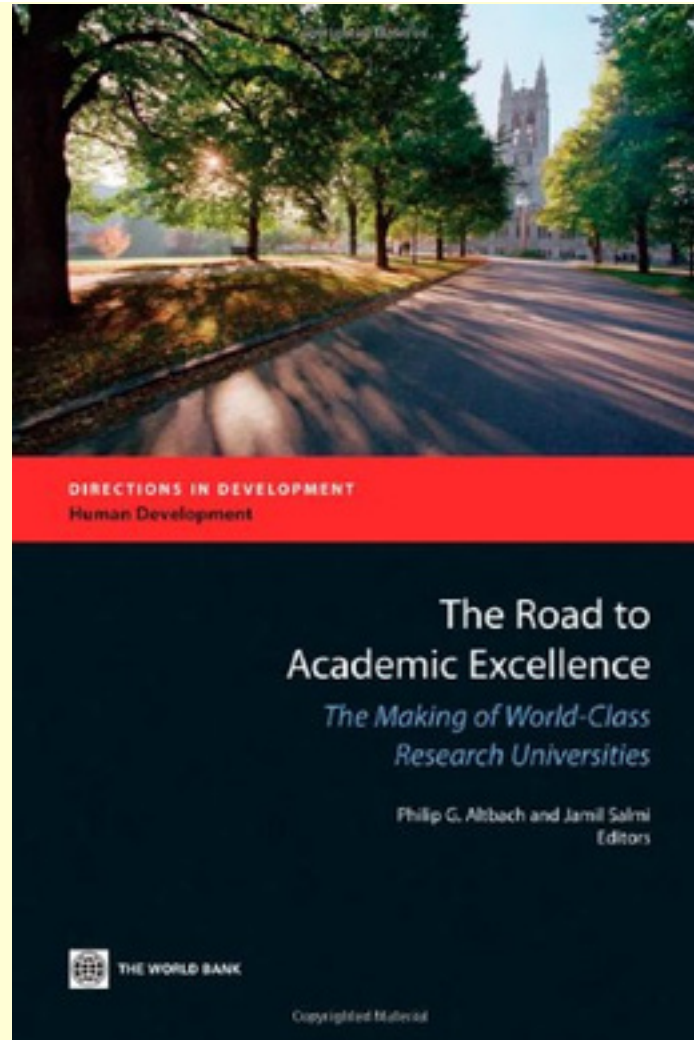
The World Conference on Higher Education Paris - July 2009: *New Dynamics of HE*



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)





The Road to Academic Excellence

Competency-based institutions



DeTao Masters Academy



Cross-border Higher Education

- CBHE global trend
- CBHE: branch campuses; franchises, twinning, eLearning
- International Branch Campuses distinct form of CBHE
- IBCs growth 43% since 2006

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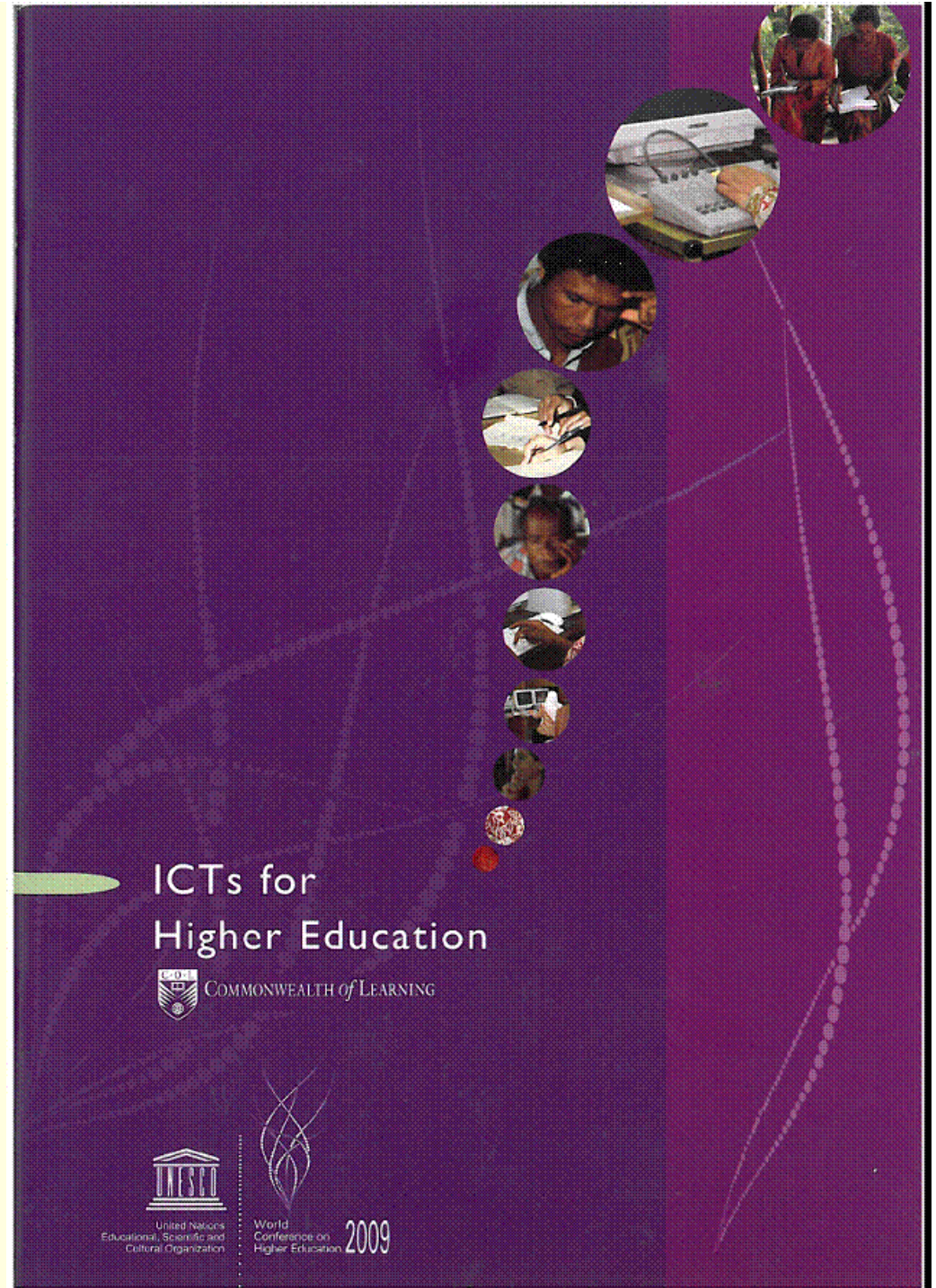
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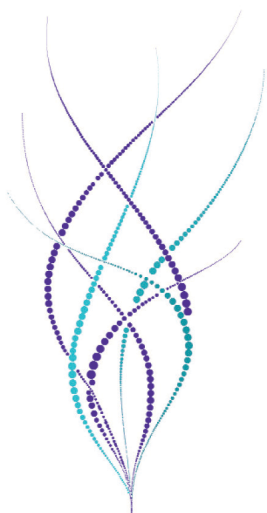
Why We Shouldn't Talk MOOCs as Meritocracies
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MOOCs: a massive opportunity for higher education, or digital hype?

Impact of ICTs in 4 HE Functions:

- Research
- Administration
- Community Service
- Teaching/Learning

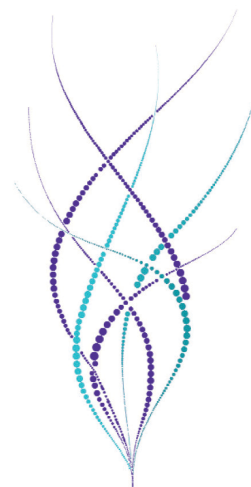




World
Conference on
Higher Education 2009

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).



World
Conference on
Higher Education 2009



The internationalisation of Quality Assurance

PLAN

- Three 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*



UNESCO General Conference



2009



United Nations
Educational, Scientific and
Cultural Organization

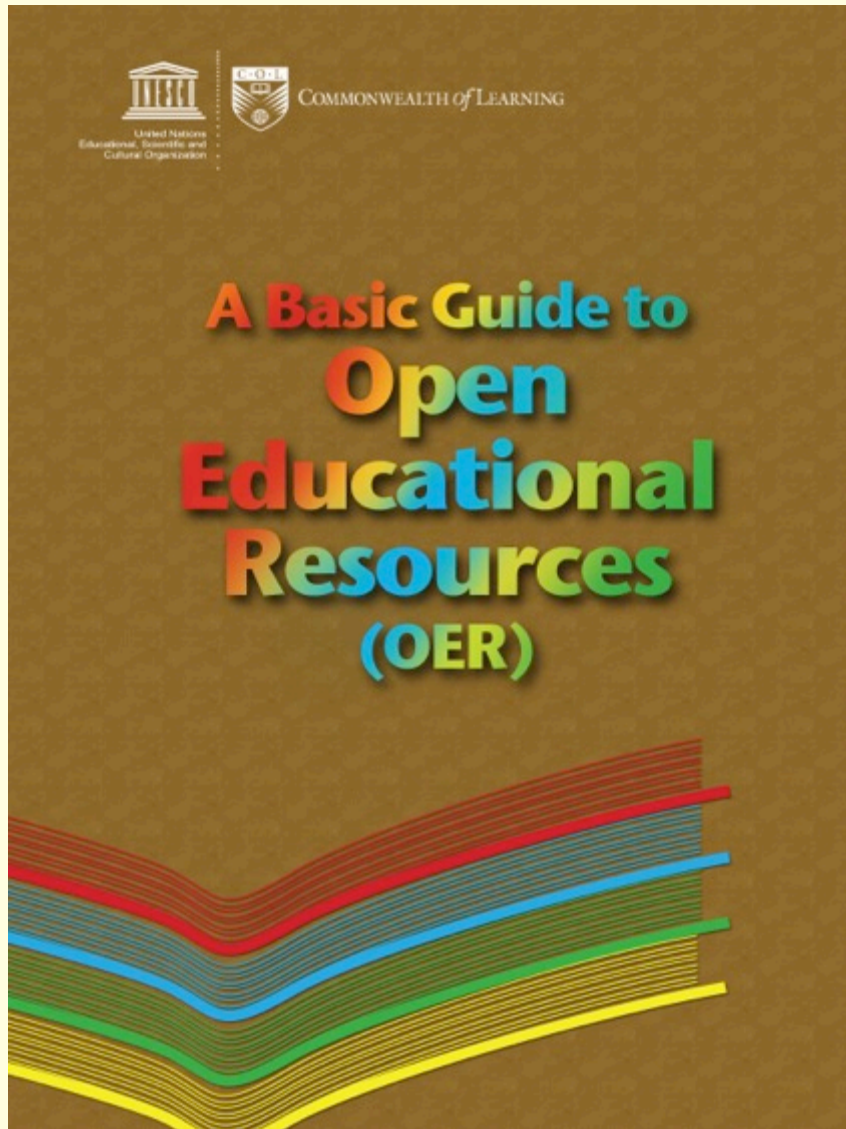
Taking OER beyond the OER Community: Policy & Capacity for Developing Countries



**Zeynep
Varoglu**



**Trudi
van Wyk**



col.org/resources



Neil Butcher



Stamenka
Uvalić-
Trumbić



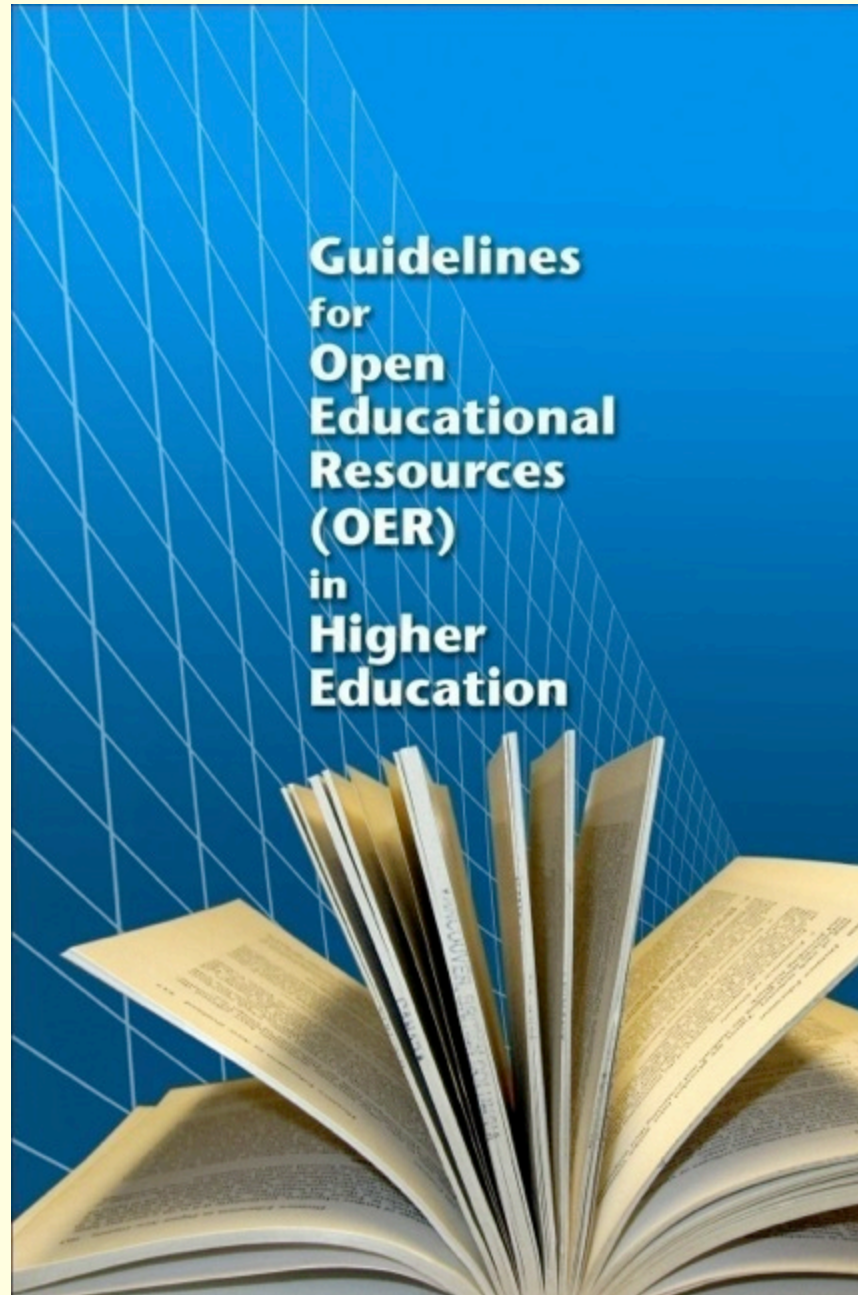
Asha
Kanwar



United Nations
Educational, Scientific and
Cultural Organization

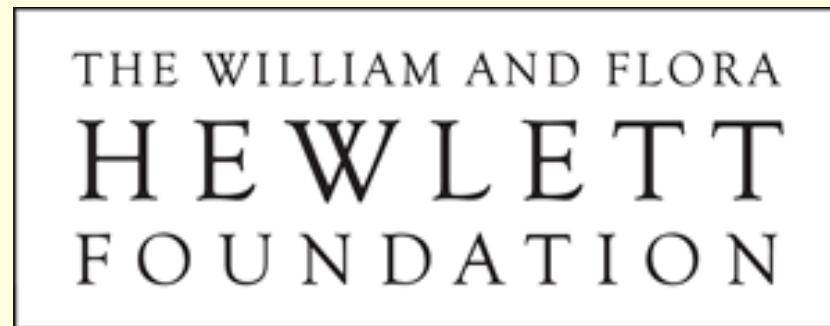


Zeynep
Varoglu



Trudi
van Wyk

Fostering Governmental Support for Open Educational Resources Internationally

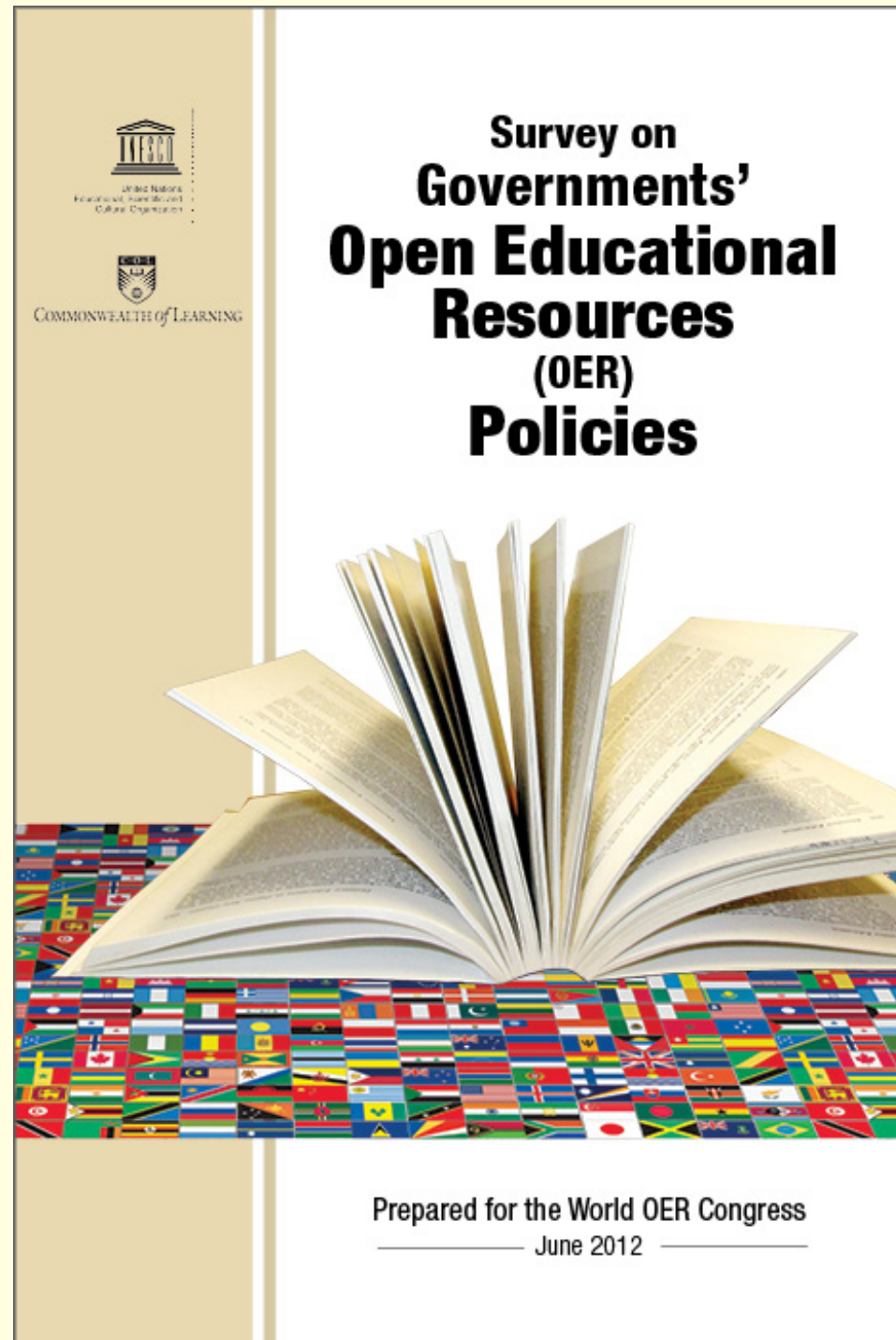


QUESTIONNAIRE SURVEY

Responses from ~ 100 countries



Sarah
Hoosen

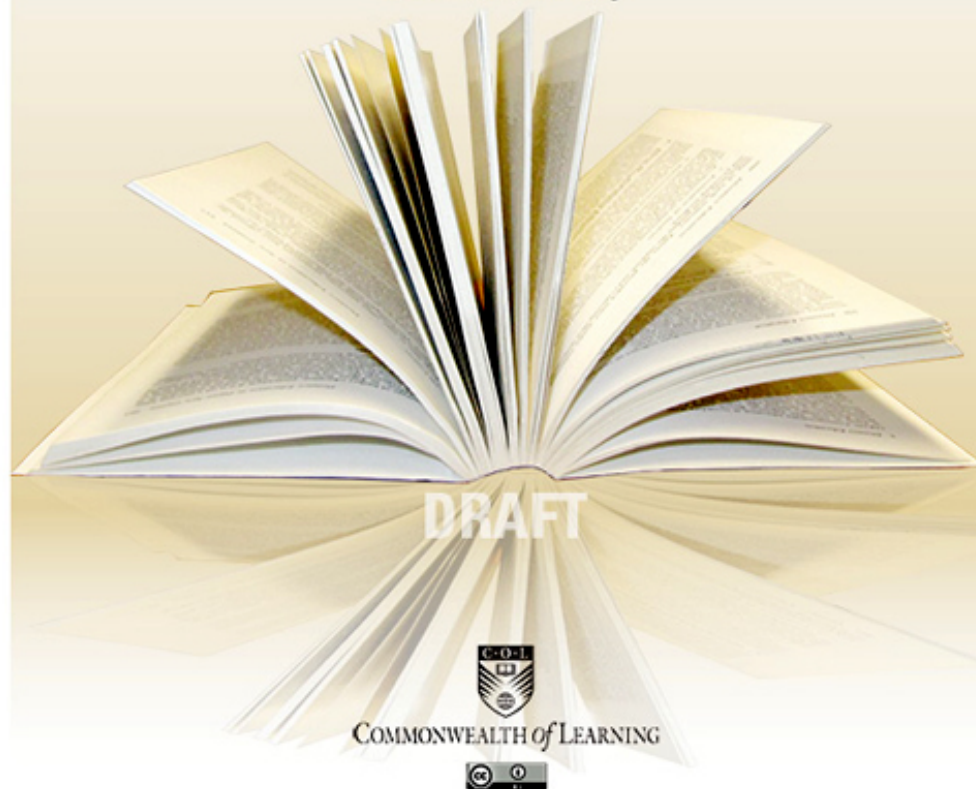


“There appears to be great interest in OER across all regions of the world, with several countries embarking on notable OER initiatives. Indeed, the survey itself raised interest and awareness of OER in countries that may not have had much prior exposure to the concept.”

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



**2012 World
Open Educational Resources
Congress** Paris
20-22 June
UNESCO Headquarters
Paris, France

Paris Declaration on 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.”



北京德稻教育機構

Beijing DeTao Masters Academy

wisdom | collection | heritage

Meeting Hand Book



DeTao Masters Academy:

A new model
that blends
tradition and
innovation



One Hundred Masters from the Whole World

Chairman George Lee



Unique Pool
of Global
Talent



One Hundred Masters from the Whole World



上海视觉艺术学院

Shanghai Institute of Visual Art

2010级新生开学典礼暨五周年校庆

Opening Ceremony of Fall 2010
& Celebration of the 5th Anniversary of the Founding of
Shanghai Institute of Visual Art, Fudan University



Cinematography: Nathan Wang & Sing Choong Foo



Hollywood & China

Tacit knowledge &
Apprentices



Anthony De Ritis

Composition

Electronic Music

Chinese
Instruments

Haim Dotan: Poetry and Architecture



Most
Beautiful
Book of
the Year
2011





Matias del Campo
Architect

*“DeTao:
Epicentre of an
earthquake”*

Rainer Maria Latzke



Frescography using 3D techniques

Roger Fidler: journalist, designer, technologist



Conceived tablet 30 years ago...



**Steve Jobs with the
iPad**



The iPhone

Timothy Jacob Jensen:

Design combining light and darkness



Peacefulness, Harmony, Beauty

DeTao Masters Academy



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

What is a MOOC?

Massive Open Online
Course

Possibility



Myth

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"



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



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



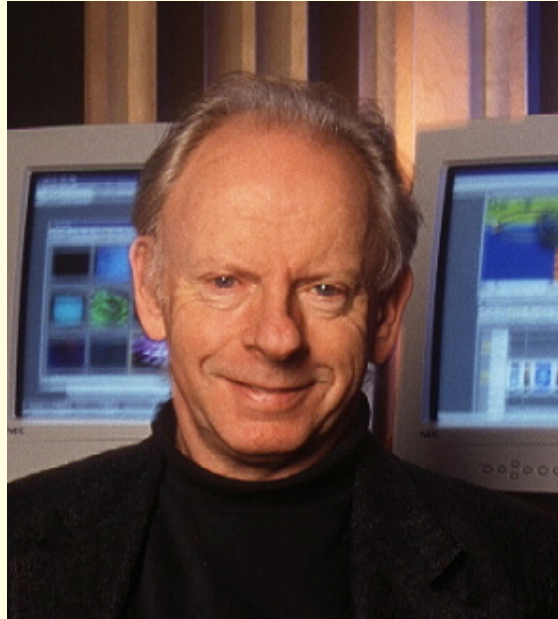
Good little piggies in
make good bacon out!

Dan Coldeway





‘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

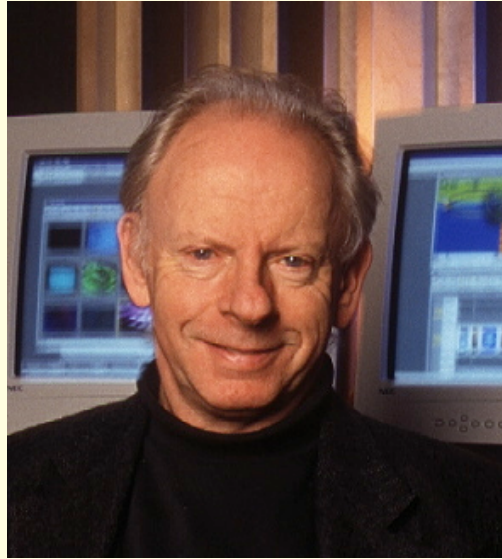
but

MAKE MONEY

**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™

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.’

WCHE New Dynamics



Turbulent times for higher education

PLAN

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



Judith Eaton

President

Council for Higher
Education
Accreditation (US)

“the spread of the familiar”

PLAN

- Three examples of changing times
 - Open Educational Resources
 - DeTao Masters Academy
 - MOOCs (Massive Open Online Courses)

Paris Declaration on OER

Promote quality assurance and peer review of OER. Encourage the development of mechanisms for the assessment and certification of learning outcomes achieved through OER



De
Tao

Beijing DeTao Masters Academy

智慧 采集 传承

Certification and assessment
models adapted to its needs



One Hundred Masters from the Whole World



智慧 采集 传承

Beijing DeTao Masters Academy

Certification and assessment
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Open Badges?

What is a MOOC?

Massive Open Online
Course

OER with test material?



Very high drop out rates in
all MOOCs

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Can the QA systems
in place adapt to
these new demands
and, if not, how can
we develop systems
that do?

te the membership
n form, visit
Website.



For more information on the CHEA
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202.955.6126 • 202.955.6129 fax

Or visit the CIQG Website at:
www.cheainternational.org



www.cheainternational.org





Stamenka Uvalić-Trumbić & Sir John Daniel

THANK YOU

THANK YOU

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For text and slides:

www.sirjohn.ca