Quality vs Quantity: Can Technology Help?

Professor Asha Kanwar
President & CEO, Commonwealth of Learning
Overview

- **Quantity:** The Demand
- **Quality:**
  - A Decade of QA
  - QA in ODL
  - Emerging Issues
- **Can Technology Help?**
Exploding demand for HE

- 2007: 150.6 million tertiary students globally
- 2012: 165 million
- 2025: 263 million
The Demand

4 new universities to cater to 30,000 needed each week to accommodate children who will reach enrolment age by 2025

go.nature.com/mjuzhu

Everitt, qtd Liyanagunawardena et al, 2013
Access to Higher Education

- **OECD Average**: 40-50%
- **Caribbean**: 25%
- **South Asia**: 15%
- **Sub-Saharan Africa**: 10%
Diversification: new providers

- Private
- Cross-border
- Online
- Competency Based
Asia has over 70 open universities, 13 of which are mega-universities!
ONLINE ENROLMENT AS A % OF TOTAL ENROLMENT: US 2002 TO 2010

Online enrolments: Global

- Aggregate growth rate is 7.6%. The highest growth rate is in Asia at 17.3%, followed by Eastern Europe, Africa, and Latin America.

- The top ten countries with the highest eLearning growth rates are Vietnam, Malaysia, Romania, Azerbaijan, Thailand, Slovakia, the Philippines, Senegal, China, and Zambia.

*Ambient Insight Worldwide Report, January, 2013*
Tertiary Enrolment in Private Sector - Global

The Rise of Private Provision

D R Congo: 81.6%

Chile: 77.6%

South Korea: 80.1%

Source: PROPHE Private and Public Higher Education Shares for 117 countries (Nov 2010)
Internationalisation

The surge in internationally mobile students* reflects the rapid expansion of enrolment in higher education globally, which has grown by 78% in a decade.

Source: http://www.uis.unesco.org/education/Pages/international-student-flow-viz.aspx
Student Mobility

United States (19%), United Kingdom (11%), Australia (8%) top three host countries.

China, India and South Korea top three sending countries.

Students from China: one-half of this figure, or 17%

Source: http://www.uis.unesco.org/education/Pages/international-student-flow-viz.aspx
Rising Costs of Higher Education

Source: The Economist Dec 1st – 7th, 2012, Higher education, Not what it used to be.
Federal funding for HE: US

- 2000: $56 billion
- 2010: $153 billion
- Growth in enrolment: 33%

Stringent regulations?  More accountability?

(Baum and Payea, 2011, qtd in Terry Hartle, ‘Accreditation and the Public Interest’)
More accountability for HE

- University ratings system
- Earning power of the graduates

Rising costs + growing demand = more emphasis on quality

Arne Duncan

Photo: http://en.wikipedia.org/wiki/Arne_Duncan
A DECADE OF QA
World Declaration on Higher Education in the C21, 1998

- ‘enhancement and preservation of quality in teaching’
- ‘the enhancement of its quality and relevance....’

http://www.unesco.org/education/eduprog/wche/declaration_eng.htm#world declaration
2009 World Conference on Higher Education: Communique

- ‘Quality requires both establishing quality assurance systems and patterns of evaluation as well as promoting a quality culture within institutions’
Increase in QA systems

- 1990’s: 65 countries (GUNI, 2007)
- 2010’s: 117 countries (Eaton, 2012)
‘Western QA...dominated the spread of country-based efforts....’

‘the shape...of QA was strongly influenced by traditional HE....’

Judith Eaton
President, CHEA
Qualifications Frameworks in 71 countries
Higher Education Regional Harmonization

Africa harmonization Strategy

APEC–2012 priorities:
- trade and investment liberalization, regional economic integration
- establishing reliable supply chains
- intensive cooperation to foster innovative growth
- strengthening food security
Rankings: 50 countries, 10 international, some regional
Focus on Outcomes
Trends in the Quest for Quality

- More accountability and regulation
- Move towards regionalisation & internationalisation
- Focus on outcomes assessment: for institutions and students
- More QA tools than ever before
And yet...

- 36% of college graduates did not show any significant cognitive gains over 4 years

- Half the employers say they have trouble finding qualified graduates to hire
  *Chronicle of HE* and *Marketplace*
QA IN ODL
Trends:
1960’s 70’s: Standards

- Quality of study materials
- Interactivity through tutorials & assignments
- Usability of ODL for subject concerned
1990’s: QA in Developed Countries

- Australia
- UK
- New Zealand
- Canada
- Adaptation to India, Hong Kong etc
2000-10: Cultures of Quality

- Convergence of external & internal QA measures
- OUUK: QAA & Internal validation unit
International

- Open University of Malaysia: ISO Certification accreditation
The front gate of the University campus in New Delhi.

Open University of Sri Lanka
Resource-poor contexts

Kyambogo University, Uganda

Culture of quality = culture of care
COMMONWEALTH OF LEARNING

PERSPECTIVES ON DISTANCE EDUCATION

Towards a Culture of Quality

Badri N. Koul and Asha Kanwar, Editors
A culture of quality is an institutional culture that:

- Promotes an internal QA system where everyone takes ownership
- Values capacity building
- Stresses accountability to stakeholders
- Focuses on learning
A strange paradox

QA in Distance Education is booming

BUT

Quality still in doubt
Status of ODL

- No government employment for ODL graduates
- Distinguish between ODL and F2F on transcripts

Proposed Legislation:
‘(Academic diplomas and degrees) should make mention of the modality in which the studies were completed...’
August 26, 2010: Ministry of Education announces all distance education programmes in private and public institutions scrapped.

‘distance learning education is unnecessary at this stage in the development of the education sector’
CAN TECHNOLOGY HELP?
EMERGING ISSUES FOR QA
Open Education Resources (OER)
Issues in QA for OER

- Who is responsible for the quality of repurposed content?
- How do institutions ensure the integrity of content?
- What is the role of QA agencies?
Issues specific to OER

- Accessibility
- Localisation
- Technological barriers
- Discoverability
- Interoperability
Massive Open Online Courses: MOOCs
MOOCs are typically

- Free of charge
- Designed for large numbers
- Designed to encourage peer to peer learning
- Meant to award completion certificates rather than course credits

OBHE Report, 2012
Do you believe students who succeed in your MOOC deserve formal credit from your home institution?

- **YES**: 28%
- **NO**: 72%
Issues for QA in MOOCs

- Can one size fit all?
- Student verification and academic integrity
- Is a peer reviewed assessment acceptable?
- Is there a delinking of the institutions which teach and the institutions which credential?
Implications for QA

- Regulation to facilitation?
- Compliance to creativity?
- HE to Lifelong Learning?

Are we keeping pace with these developments?
CAN TECHNOLOGY HELP?
# Leave HE after 1 year: UK

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time</strong></td>
<td><strong>7.4 %</strong></td>
</tr>
<tr>
<td><strong>Part-time</strong></td>
<td><strong>35.1 %</strong></td>
</tr>
<tr>
<td><strong>OU</strong></td>
<td><strong>44.7 %</strong></td>
</tr>
</tbody>
</table>

HESA non-continuation rates Table 3A and Table 3E
Learning Analytics

- **Predictive Systems** can be developed
  - An Early Warning System: an upcoming drop out can be noticed

- **Recommender Systems** can be built
  - Tutor/Coach can observe frequent attempts and failures in a particular activity and recommend remedial activities
Khan Academy: Analytics to Improve Learner Performance
Advantages of Learning Analytics

• Creates wholly new personalization pathways for learning from masses of data
• Continuous feedback for ongoing improvement
• Improved outcomes
• Quality of learner experience enhanced
Loneliness of the distance learner: Online Social Networks

- Encourage peer to peer interaction
- Learner to content
- Wide participation in Facebook and use of YouTube have reduced threats of cultural gaps in online learning and socialising
Student forums: (IGNOU MCA)
Perceptions of EQA: Norway

- Institutional leadership & administrative staff: ‘positive’ on internal QA, governance, discussions of teaching-learning
- Academic staff: ‘positive’ on research and staff engagement
- Students: ‘don’t know’

What is Quality for online learners?

- Nature of new knowledge & skills acquired
- Value of credits gained
- Return on investment of money, time and energy (Barker, 2007 in Jung & Latchem, 2012)
How do we involve learners?

- User rating technology
- Social media
What kind of QA does ODL need?

- Open to emerging provision
- Moves beyond institutional perspectives to include stakeholder views
- Encourages institutions to be relevant to the needs of the 21st Century
Thank you
www.col.org