Open Courseware, Open Content, Open Practices, Open Learning: Where are the limits?

John Daniel
Asha Kanwar
Stamenka Uvalić-Trumbić
Taking OERS beyond the OER Community: Capacity Building for Developing Countries

Zeynep Varoglu

Trudi van Wyk
The Ernest Boyer Lecture
23 March 2011

Revolutions in higher education: how many dimensions of openness?

Sir John Daniel
Commonwealth of Learning
‘The University Open’
Paul Stacey – BC Campus
Open Educational Practices

Ulf-Daniel Ehlers

Grainne Conole
The Open Educational Resource University

New Zealand
23 February 2011
Taking OERS beyond the OER Community: Capacity Building for Developing Countries

Zeynep Varoglu

Trudi van Wyk
Taking the Open Educational Resources (OER) beyond the OER Community: Policy and Capacity
Objectives

• Ensure greater support for the use, repurposing and reuse of OER in both developing and developed countries by educational decision makers (governmental and institutional), and to

• Enhance the capacity of educational practitioners in developing countries to create, repurpose and use OER.
The World Conference on Higher Education
Paris - July 2009

Stamenka Uvalić-Trumbić
High demand for Higher Education
Workshops

Cape Town

Windhoek

Bamako

Kochi
Bamako, Mali
4 octobre 2010

Atelier sur le renforcement des capacités sur l’utilisation des ressources éducatives libres (REL) pour l’amélioration des la qualité de l’enseignement supérieur
Do they encourage neo-colonialism?
WCHE session on OERs

*Imperative to ensure that all – developed and developing countries - are enabled to contribute to OERs…*

Barney Pityana  
UNISA

Brenda Gourley  
UKOU
Kwame Nkrumah University of Science and Technology

The University of Science and Technology succeeded the Kumasi College of Technology which was established by a Government Ordinance on 6th October, 1961. Following the report of a University Commission which came out early 1961, Government decided to establish two independent Universities in Kumasi at Legon near Accra. The Kumasi College of Technology was thus transformed into a full-fledged University Kwame Nkrumah University of Science Technology by an Act of Parliament on 22nd August, 1961. By another act of Parliament, Act 559 of 1998, the University has been renamed Kwame Nkrumah University of Science and Technology, Kumasi.
Taking the Open Educational Resources (OER) beyond the OER Community: Policy and Capacity
Governments and HEIs should:

• have policies to support the development and re-use of OER in order to maximize the returns on their investments in higher education;

• develop policy tools to support increased access to quality materials;

• develop capacity in OER; and

• support the improvement of national ICT infrastructures.
ISSUES

• Economic
• Licensing
• Social
• Technical
ISSUES

• Economic
  - Cut costs
  - Reward Faculty
  - Embed OER creation
ISSUES

• Economic
• Licensing
  - Well traveled territory
ISSUES

• Economic
• Licensing
• Social
  - Collaboration: quality OER
ISSUES

- Economic
- Licensing
- Social
- Technical
  - Mobile friendly OER
International Guidelines for Open Educational Resources
Do they encourage neo-colonialism?
International Guidelines for Open Educational Resources
The
Open Educational Resource University

Can we:

Open up HE radically?

Cut costs dramatically?
‘The University Open’

Paul Stacey – BC Campus
Open Educational Practices

Ulf-Daniel Ehlers

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

Lord Walter Perry
Founding Vice-Chancellor
The Open University
“radical innovations in higher education must be accompanied by particularly robust frameworks of accreditation and credentialing”
UNESCO has invested much effort in the last ten years in helping students to feel secure about the accreditation status of institutions where they plan to study.
<table>
<thead>
<tr>
<th>Region</th>
<th>Secretariat</th>
<th>Adopted</th>
<th>Number of parties</th>
<th>SIDS / UCSIS</th>
<th>Last ratification</th>
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<td>IESALC Caracas</td>
<td>Mexico 1974</td>
<td>19</td>
<td>Cuba, Suriname, and Holy See</td>
<td>2007</td>
<td>Caracas, October 2006</td>
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<td>MED</td>
<td>UNESCO Paris</td>
<td>Nice 1976</td>
<td>12</td>
<td>Malta and Holy See</td>
<td>2007</td>
<td>Split 2005</td>
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<tr>
<td>Europe</td>
<td>UNESCO/ CEPES &amp; Council of Europe</td>
<td>Lisbon 1997</td>
<td>47</td>
<td>Malta and Holy See</td>
<td>2008</td>
<td>Bucharest, June 2007</td>
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</tbody>
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Guidelines for Quality Provision in Cross-border Higher Education

Lignes directrices pour des prestations de qualité dans l'enseignement supérieur transfrontalier

Directrices en materia de calidad de la educación superior a través de las fronteras

Руководящие принципы для обеспечения качества в трансграничном высшем образовании

مبادئ توجيهية بشأن جودة التعليم العالي الموفر عبر الحدود

保障跨国界高等教育办学质量的指导方针
Information Tools: UNESCO Portal on HEIs

- Provides students, employers & parents access to authoritative and up-to-date information on the status of HEIs and QA in participating countries
- Currently 50 countries are participating, incl. China
- Follow up to the UNESCO/OECD Guidelines on Cross-border Higher Education
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
The Open Educational Resource University

New Zealand
23 February 2011

Open Education Resource Foundation
OER is a sustainable and renewable resource
The OER university concept. Adapted from Taylor (2007)
University of London
External System

The People’s University

THE PEOPLE’S UNIVERSITY 1858-2008
The OER university concept. Adapted from Taylor (2007)
The Virtual University for Small States of the Commonwealth
11 million users

Interactive eBooks
300,000 downloads of the UKOU’s materials per week account for 10% of all iTunesU traffic
250 million viewers worldwide in 2010
“the task of universities today is to provide paths from their informal cloud of learning towards formal study for those who wish to take them”
GENTLER, MORE OPEN SLOPES

“Informal Learners”

Smaller milestones
Exploiting www resources
Accredited by mentors and the platform

Institutional Accreditation

Fixed granularity, standard, curriculum and price
“But you have to ask yourself, where do we have the talent? You can’t just turn around tomorrow and say ‘maybe we should start doing something different’ – you have to accumulate the talent first”

Harold Shapiro
BRITAIN’S TOP NINE UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2004

(Sunday Times University Guide 2004)

1. CAMBRIDGE 96%
2. LOUGHBOROUGH 95%
3. LONDON SCHOOL OF ECONOMICS 88%
3. YORK 88%
5. THE OPEN UNIVERSITY 87%
6. OXFORD 86%
7. IMPERIAL COLLEGE 82%
8. UNIVERSITY COLLEGE LONDON 77%
9. ESSEX 77%

…and tops for student satisfaction
GENTLER, MORE OPEN SLOPES

“Informal Learners”

- Smaller milestones
- Exploiting www resources
- Accredited by mentors and the platform

- Institutional Accreditation
- Fixed granularity, standard, curriculum and price

- Participating institutions grant credit for courses
- Students awarded credible degree or credential
- Open assessment from participating institutions
- Open student support via "Academic Volunteers International"
- Learners access courses based solely on OER
The OER university concept. Adapted from Taylor (2007)
Academic Volunteers
International
Open educational resources
The OER university concept. Adapted from Taylor (2007)
The Open Educational Resource University

‘not a stand-alone accredited institution, but rather an umbrella organization for a network of participating institutions with longstanding reputations and accreditation’
The
Open Educational Resource University

Can we:

Open up HE radically?

Cut costs dramatically?
University of Southern Queensland plan for free online university

Julie Hare | The Australian | February 16, 2011 12:00AM

THE University of Southern Queensland is leading a charge to establish an open source online university for all-comers, no matter where in the world they reside.

Under the plan, access to modules will be free, with students paying a fee only should they choose to be assessed for the subject.
The Open Educational Resource University
THANK YOU

John Daniel
Asha Kanwar
Stamenka Uvalić-Trumbić
THANK YOU

For text and slides:
www.col.org/speeches