# WHAT ROLE CAN DISTANCE AND BLENDED LEARNING PLAY IN HIGHER EDUCATION?

EMPLOYABILITY WORKSHOP, SOUTH AFRICA

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# OVERVIEW

- ODL and Blended Learning
- Trends in Online learning
- New educational model
- Skills requirements
- The student in 2035

# PROBLEM STATEMENT

- 60% of the population of the Commonwealth is under the age of 30.
- In 2013, 75 million youth were unemployed, accounting for over 12% of global unemployment. Greater demand for **knowledge and skills that can lead to sustainable livelihoods**.
- Disconnect between Higher education and the world of work, both in disciplines and Skills
- Skills mismatch `Africa pulse report of World Bank
- Africa GER in tertiary education an average of 9%;
- HEI not being able to provide access ; large gap between GER secondary and tertiary for African nations

| GER ( %) | Namibia | | Lesotho | | Botswana | | South Africa | |
|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F |
| Tertiary | 8 | 10 | 8 | 12 | 23 | 32 | 16 | 23 |
| Secondary | 60 | 70 | 46 | 62 | 79 | 83 | 84 | 100 |

Ref: UNESCO institute for statistics data center 2017

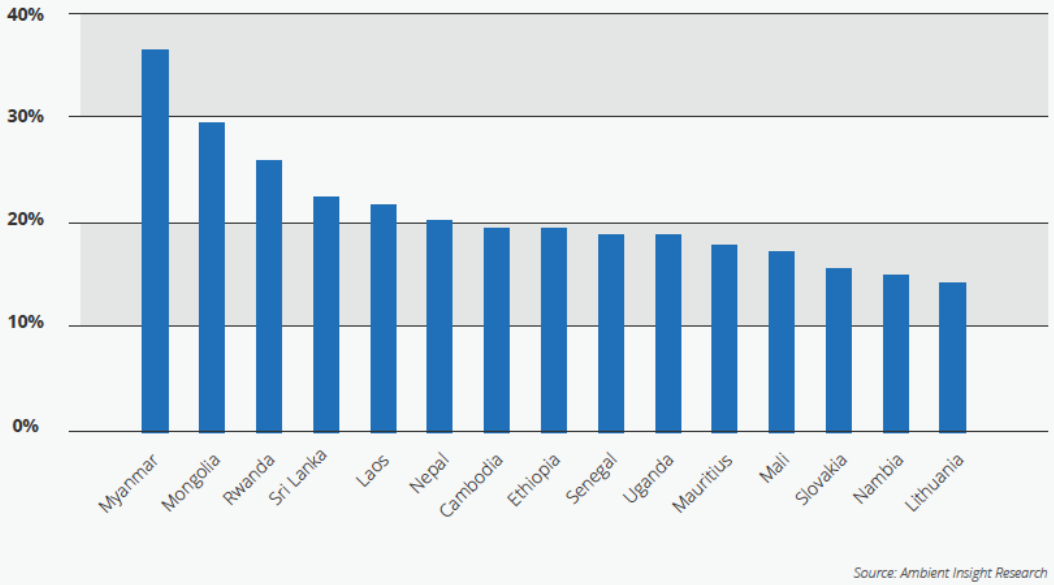
**Can Online and blended learning solve this?**

# BLENDED LEARNING - DEFINITION

Skinner Teaching machine- Pedagogy of Open learning (1960)
To count as teaching machines, devices must have the following properties:

- "*First, continuous active student response is required, providing explicit practice and testing of each step of what is to be learned.*
- *Second, a basis is provided for informing the student with minimal delay whether each response he makes is correct, leading him directly or indirectly to correction of his errors.*
- *Third, the* ***student proceeds on an individual basis at his own rate*** *—faster students romping through an instructional sequence very rapidly, slower students being tutored as slowly as necessary, with indefinite patience to meet their special needs.*"

# GROWTH RATE OF ELEARNING



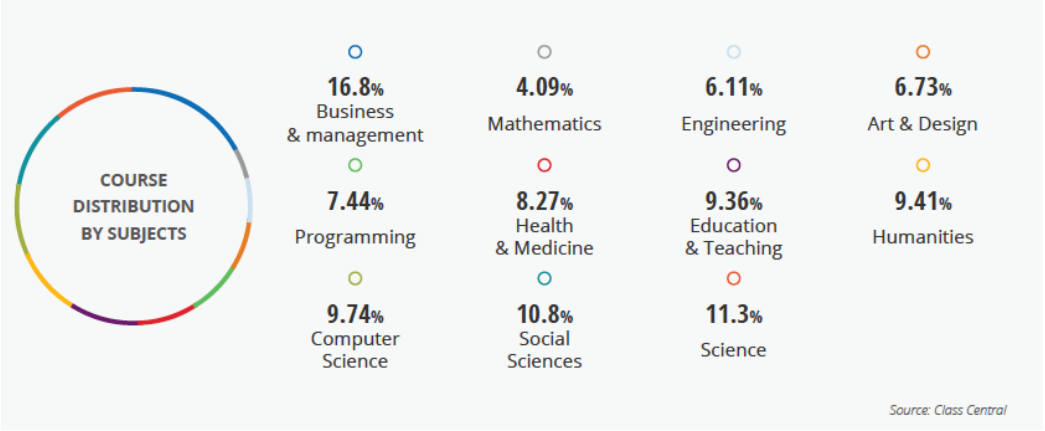


2016 WORLDWIDE REVENUE FOR SELF-PACED ELEARNING BY THREE PRODUCT CATEGORIES (IN US$ MILLIONS)

Reference: Ambient insight 2016 report

# TRENDS IN ODL

- Online enrolment increasing in the  past two decades in countries like Canada and the United States,
- On-campus institutions have become the largest providers of distance education in their countries by becoming providers of online education
- Growth of "dualmode" institutions is happening across the world. University of Namibia enrolled4000 learners and moving to LLB online
- 27 fully fledged Open Universities in the Commonwealth ( NOUN, OUM, OUT…)
- In 2013, the Open Campus of UWI served nearly 20,000 students from 17 Caribbean countries, 4000 of whom were studying online[
- In 2014, over 33.5 per cent of all US HE students were taking at least one online course. Latin America has nearly 15 per cent online enrolments, with Brazil and Colombia registering the highest growth.




Reference: Ambient insight 2016 report

# NEW EDUCATIONAL MODEL WITH TECHNOLOGY

- Intensified pressure for educational accessibility, affordability and quality.
- Lower barriers to student mobility across learning venues and mechanisms via technologies, credit transfer and third-party assessments.
- Integration of Technology in Learning – Learner centered approach with smart tools
- Continued focus on learning outcomes leading to the development of learning rubrics.
- Continued spread of skill and knowledge certification via assessment of prior knowledge, independent study, "boot camps" and micro credentials.
- Increased movement of service provision to large Cloud providers, resulting in a rising interdependence between the education and technology sectors.
- Increased accents on lifelong learning, degree completion and just-in time learning.

Reference : MAJOR DEVELOPMENTS,CHALLENGES, OPPORTUNITIES INONLINE AND DISTANCE EDUCATION, www.contactnorth.ca

# INNOVATIONS AND OPPORTUNITIES

- Coursera, EDX, Udacity, FutureLearn models,
- Credit transfer from MOOCs in Russia, recognition of MOOC in Malaysia
- 2015: Open Education Project by eight leading universities and 2 leading ones- 200 course in regular university programs. Certificates can be transferred into university credits
- Competency based education in US
- University of Wisconsin model – students work at their own pace, assessed on skills and competencies . When pass assessments, receive credit ad mode in to next courses. Tutors help them. Competence based eccuarion is used to complete certificates
- Open textbooks in Canada British Columbia created BC campus ( 136 open textbooks adapted. Moodle used ag Athabasca university
- Provide online students with scholarships – Penn state
- Public HE institutions partnering with private businesses
- South Africa open learning group partners with University of the North West

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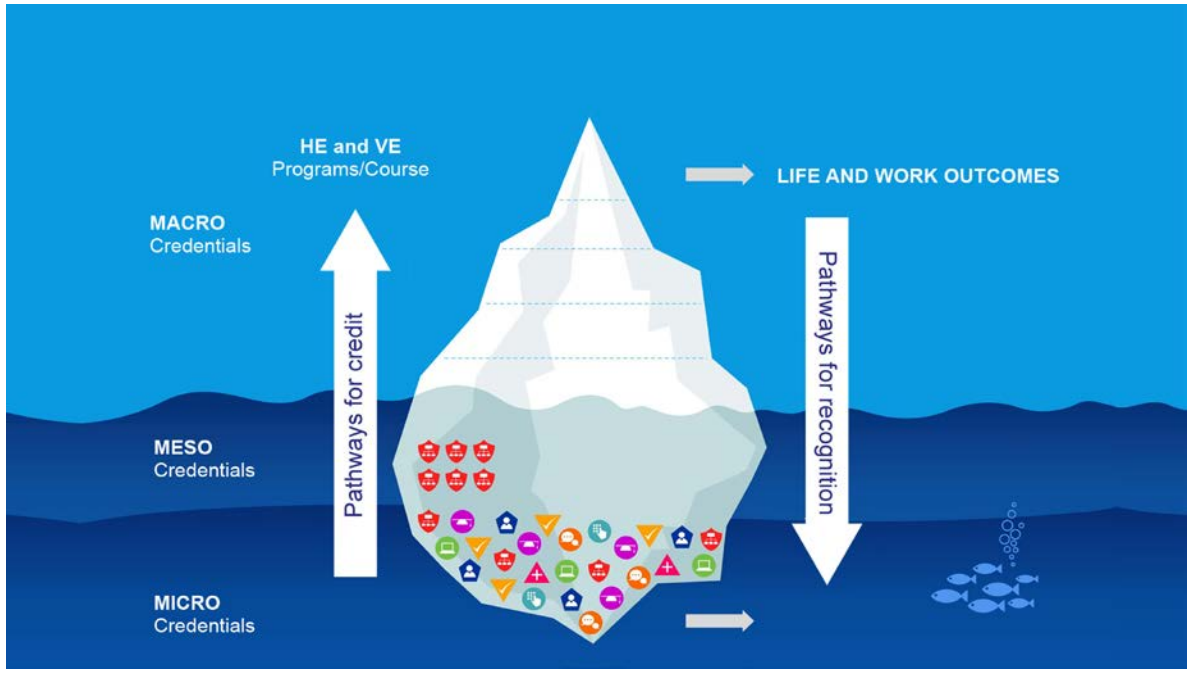
# GAME CHANGERS

- **Coursera's Global Skills Initiative**
  - Strong partnership between industry and education.
  - **to provide the world with high-demand, job-relevant skills that we value and prioritize here at Cisco,**
  - **merging the expertise of best-in-class academics and world-class industry professionals.**
- **MIT- EdX micromasters**
  - **Spending one semester full time at MIT**
- **Udacity- nanodegrees and graduates "promise" for Jobs**
- **Future Learn**
- **OERu**
  - **Certificate porgram built from OERs**




*Martin Bean- PCF8 presentation, Malaysia 2016*

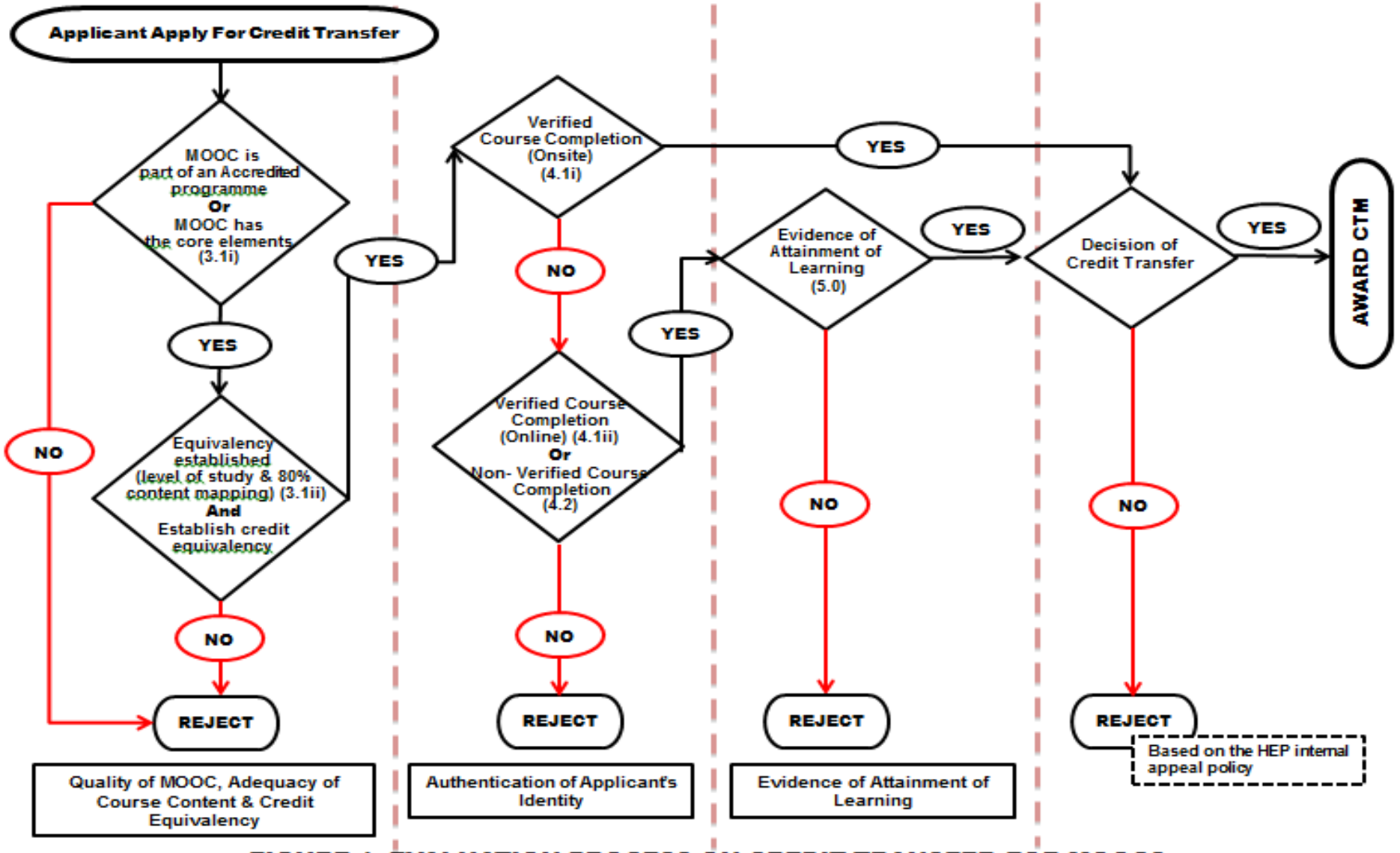


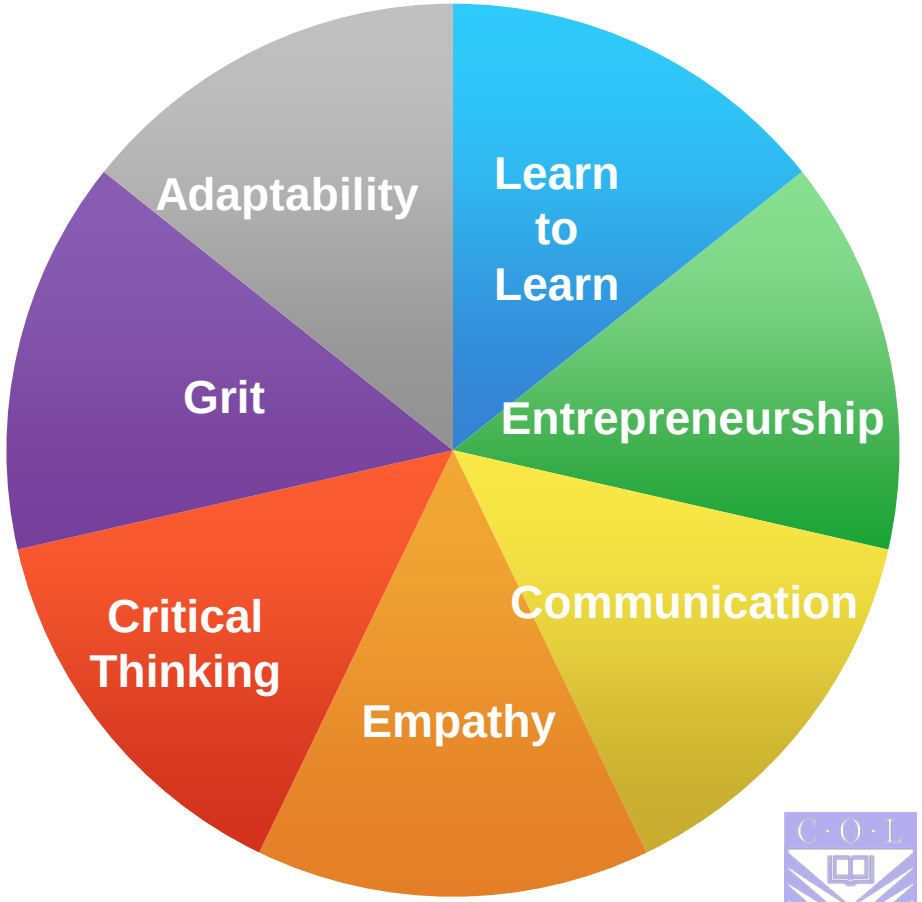

**FIGURE 1: EVALUATION PROCESS ON CREDIT TRANSFER FOR MOOCS**



Source: Prof. Dato' Dr. Mohamed Amin Embi (UKM)

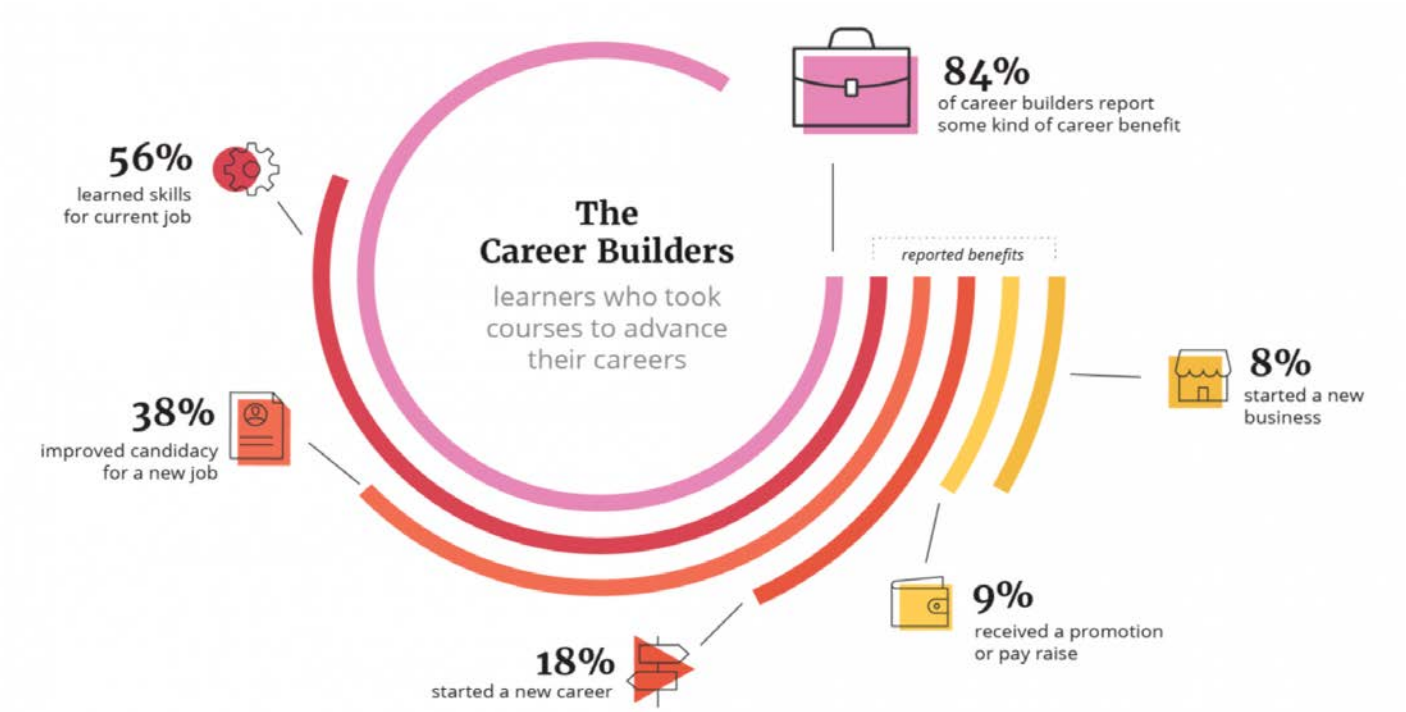
# WHAT EMPLOYERS THINK FOR SKILL DEVELOPMENT

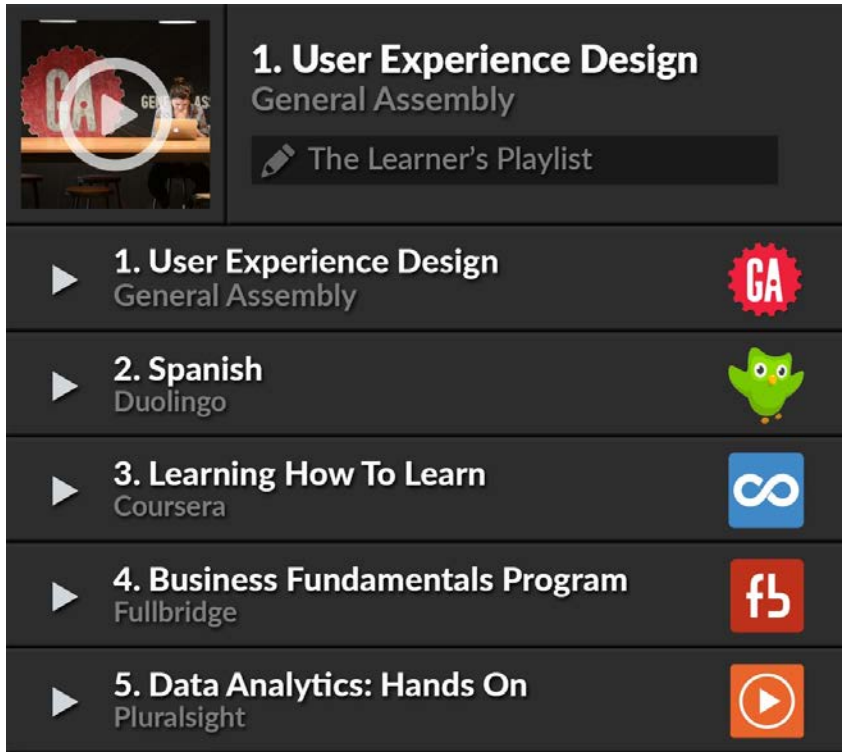
- Young people are less likely to prepare for a single career
- Next generation of jobs would require different set of skills
- Competencies will mean more than credentials
- Learn to Learn and Learn to Earn
- Validation in the form of portfolios, work experience (think internships) and industry-specific certificates.
- Most significant change : a shift from credentials to competencies but this is not being reflected yet in HE institutional policy and practice
- Education is perceived as a good in itself , for employment




*Martin Bean- PCF8 presentation, Malaysia 2016*

# BENEFITS OF ODL IN THE WORK PLACE




*Martin Bean- PCF8 presentation, Malaysia 2016*

Reference: https://elearninginfographics.com/people-globally-benefiting-from-online-learning-infographic/

# ANAYA IN 2035

- "**The blending of online and on-ground classes; group and solitary work; maker, doer and thinker classes provided just the right balance for her. Learning to Learn and they were right.**"
- "It would have all been overwhelming without Mr. Yip, **her Holographic Advisor Bot (HAB**). Mr. Yip helped her understand the Critical Thinking (Critical Thinking) and Design and Engineering Thinking (Year 2) learning goals and navigate the thousands of courses that would satisfy her plan. She now met the **rubric and certification standards**".
- "Thank goodness for the implants that made it possible for her to study and participate in many languages. Google's annual upgrades added new languages every year. Anaya was shocked and rather startled the first time she heard her voice clicking in Swahili in her Understanding Africa course."
- "After completing her 3-month Foundations immersion, Anaya took 6 **microclasses**, enough to satisfy a cohort requirement for the Chemistry concentration."
- "Didactic learning usually could be done at home or at the park via **Immers-A-Casts** from Apple, Google, Coursera or one of the other College and University Consortia (CUC) partners."
- "While your class might have only 25 students, **three mega-pixel walls linked up to 36 linked classrooms**. Student questions from nearly **1,000 students** could be sorted, matched or even filtered – in real time – and either answered "live" or on the comprehensive class summaries (CCS) posted soon after then end of class."

**Reference: BIG SHIFTS ARE COMING! LOOKING BACK FROM 2035 . www.contactnorth.ca**

# STUDENT IN 2035

- Division of Learning: "Maker, Doer, Thinker"
- Artificial Intelligence: Holographic Advisor Bot
- Advanced Communication: Language translation implants
- Micro-courses
- Learning at home: Immers-A-Casts
- Broadened classrooms & Blended courses: linking of multiple f-f classes via technology (mega-pixel walls)

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