Rethinking Openness: Experiences from the Commonwealth

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Vancouver, 1987
To help Commonwealth governments and institutions use technologies to improve and expand access to education and training
ECONOMIC GROWTH

SOCIAL INCLUSION

ENVIRONMENTAL CONSERVATION

Learning for Sustainable Development
Leveraging New & Existing Technologies
Overview

- Context
- Evolution of ODL
- ODL in the Commonwealth
- Rethinking openness in Distance Education
Context
Access to education

• 258 million children out of school
• More than 50% of young people in 58 out of 133 countries have not completed upper secondary school

Source: http://data.uis.unesco.org/
Tertiary enrollment rate

Source: https://data.worldbank.org/indicator/se.ter.enrr
Access to ICTs

Global ICT developments, 2001-2018*

- Mobile-cellular telephone subscriptions
- Individuals using the Internet
- Fixed-telephone subscriptions
- Active mobile-broadband subscriptions
- Fixed-broadband subscriptions

Note: * Estimate
Source: ITU World Telecommunication /ICT Indicators database
Access to learning resources

• 1 reading textbook for 12 students and only 1 mathematics textbook for 14 students in grade 2 in Cameroon. (UNESCO GEMR Policy Paper 23)

• 3 students for every reading textbook, compared with 8 students for every mathematics textbook in Togo. (UNESCO GEMR Policy Paper 23)

• Average higher education students in Bangladesh spend BDT 1850 per year on books and supplies. (COL, 2017)

• In Malaysia 76.4% learners decide not to buy textbooks due to high costs (COL, 2017)
Cost of tertiary education

Cost as % of income in 2015

- Japan: 61.3%
- South Korea: 95.5%
- China: 99.5%
- Indonesia: 346.8%
- India: 503.1%

Source: https://www.eiuperspectives.economist.com/sites/default/files/EIU_Yidan%20prize%20forecast_Education%20to%202030.pdf
Skills shortage

• 45% of employers can’t find skilled individuals to recruit\(^1\)
• Digitalisation is transforming the way many jobs are carried out.\(^2\) There is a skills shift happening towards digital.
• By 2020 there will be a global shortfall of 85 million high- and middle-skilled workers\(^3\)

Youth unemployment

12.80%  37.10%  41.40%  44.20%  44.40%  45.20%  52.90%

World  Botswana  St. Vincent and the Grenadines  Eswatini  Namibia  St. Lucia  South Africa

Source: https://data.worldbank.org/indicator/SL.UEM.1524.ZS?most_recent_value_desc=false
Global educational Challenges

• Access
• Quality
• Gender inequality
• Unemployment
• Lifelong and life-wide learning
Evolution of ODL
business as usual continues...
Models of universities

Knowledge-for-itself

(a) ivory tower
OXBRIDGE TYPE

(b) the ‘professionalised university’
DISCIPLINE BASED UNIVERSITY

Knowledge-in-itself

(c) the ‘entrepreneurial university’
PRIVATE/ CORPORATE UNIVERSITIES

Knowledge-in-the-world

(d) the ‘developmental university’
OPEN UNIVERSITIES/ VIRTUAL UNIVERSITIES

Knowledge-for-the-world

Innovations in teaching and learning

- Boston Gazette 1728
- Pitman’s Shorthand 1840
- UNISA as the first distance teaching university in 1946
- UK Open University in 1969
ODL Over the Five Stages

- Correspondence model
- Multi-media model
- Tele-learning model
- Flexible learning model
- Intelligent flexible learning model

Gen 1  Gen 2  Gen 3  Gen 4  Gen 5
Industrial Model

- Division of labour
- Mass production
- Planning and organisation

Otto Peters, 1967

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Models of Open Universities

- **Single-Mode Open University**: AIOU, BOU, IGNOU, OUSL
- **Dual-Mode University**: University of Delhi
- **Consortium Model**: Most universities in North America, VUSSC, OERu, Open Universities Australia
- **Virtual University Model**: Open University Malaysia, Virtual University Pakistan, African Virtual University
- **Multi-Modal Institutions**: The Open University
Single Mode Open Universities

- **Content**: Self-learning materials in multiple media
- **Delivery**: Use technology and study centres
- **Recognition**: Formal credentials
- **Flexibility**: Anytime, anywhere learning possible
- **Openness**: Limited to certain programmes
Dual-Mode Universities (Multimedia/Blended/Online)

**CONTENT:** Self-learning materials in print and digital formats

**DELIVERY:** Use campus-based face-to-face contact and use of online technologies

**RECOGNITION:** Formal credentials

**FLEXIBILITY:** Programmes replicate face-to-face mode

**OPENNESS:** Limited
Consortium Model

- **Content**: Digital learning materials
- **Delivery**: Use of learning management system and other technologies
- **Recognition**: Credentials through collaborative institutions
- **Flexibility**: Anytime, anywhere learning possible
- **Openness**: Mostly supported by open content and technologies for course development and delivery
Virtual Universities

- **Content**: Digital learning materials
- **Delivery**: Use of learning management system and other technologies
- **Recognition**: Formal credentials
- **Flexibility**: Anytime, anywhere learning possible
- **Openness**: Supported by technology and open content
Multi-modal Universities

- **Content**: Digital learning materials
- **Delivery**: Use of learning management system, MOOCs
- **Recognition**: Formal credentials; often recognizing MOOCs
- **Flexibility**: Anytime, anywhere learning possible
- **Openness**: Use of open content and technologies for course development and delivery
Open Online Flexible and Technology-enhanced Models

Source: https://oofat.oerhub.net/OOFAT/
ODL in the Commonwealth
10 COMMONWEALTH OPEN UNIVERSITIES
(1988)
Open Universities at a Glance
Open Universities at a Glance

**Levels**
Levels of education offered*

- (higher secondary) **Level 3**
- (post-secondary, non-tertiary) **Level 4**
- (associate degree, technical diploma) **Level 5**
- (bachelor’s or equivalent) **Level 6**
- (master’s or equivalent) **Level 7**
- (doctoral degree or equivalent) **Level 8**

*Based on the International System for Classification of Education (ISCED)

**Four universities offer programmes at all six ISCED levels**

**Modes**
Modes of teaching

- **27** Open and distance learning
- **14** Online learning
- **5** Face to face

All of the OUs offer teaching through open and distance learning.
Open Universities at a Glance

**Gender**

Gender equity distribution

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>Full-time</td>
</tr>
<tr>
<td>2,359,141</td>
<td>3,569</td>
</tr>
<tr>
<td>Qualifications awarded</td>
<td>Part-time</td>
</tr>
<tr>
<td>687,457</td>
<td>99,638</td>
</tr>
<tr>
<td>2,105,162</td>
<td>3,807</td>
</tr>
<tr>
<td>681,519</td>
<td>87,225</td>
</tr>
</tbody>
</table>

**Technical Staff**

- 1,452
- 408

**Administrative Staff**

- 7,891
- 5,664

The OUs studied depend largely on part-time teachers.
Open Universities at a Glance

Output

Low output rates* suggest many OUs struggle with attrition

Amongst the OUs surveyed, the UK Open University has the highest output rate.

*Output rate indicates the percentage of learners leaving with a qualification.
Challenges for Universities

• Emergence of new educational delivery models
• Changes in management and accountability
• Demands for knowledge creation
• Demands from the learner community (digital natives) to change and adapt ICTs
• More social responsibilities, including improving employability of graduates
• Teaching and learning framework that supports lifelong self-paced learning
• National enrollment growth through pathways, credential completion and non-credit courses
• Data informed student service
• Agile course development using open educational resources
• Focus on digital strategy, innovation, research and collaboration

Source: http://imagine.athabascau.ca/
The Open University, UK

- Increased enrollment and student satisfaction
- Extending reach through FutureLearn
- Enhancing use of multiple media channels such as iTunes and YouTube
- Extending global foot-prints through partnership with international development agencies
- Upgrade and improve student support systems and processes
• Ensure every student has suitable access to the internet.
• Promoting a paperless environment ensuring every student having access to an electronic device (PC or tablet).
• Increasing implementation of e-books and online learning including the use of e-tutors and e-mentors.
• Supporting an open licensing regime to provide students with access to a wide range of study materials

Source: https://www.unisa.ac.za/sites/corporate/default/About/Who-we-are/Our-future
Other Examples

• Supporting learners with disabilities to improve access and equity (Open University of Tanzania)
• Using Technology-Enabled Learning to increase participation rate (National Open University of Nigeria)
• Increasing collaboration and reaching out to other African countries (Open University of Mauritius)
Key Strategies

• Use of technology to enhance access and reach
• Using openly licences resources to reduce costs
• Building partnerships to expand and optimise resources
• Strengthening learner support for success
• Using data to drive innovation and research
Rethinking Openness in Distance Education
Distance Learning

• Separation of teacher and learner
• Institutional accreditation
• Use of mixed media courseware
• Two-way communication
• Possibility of face-to-face meeting of learners
• Industrial process of operation

(Keegan, 1996)
Philosophy of Open-ness

- Open as to people,
- Open as to places,
- Open as to methods, and, finally,
- Open as to ideas

Lord Crowther
Open learning in practice

• Open entry
• Study anywhere
• Start and study anytime
• Flexible choice of courses

(Kember, 2007)
Emerging areas of openness

• Open source software
• Open access to scientific information
• Open educational resources
• Open science
Ecosystem approach to open education

(Mulder, 2013)
Access-Learning-Scholarship

- **Open access** which is inclusive and equal access to educational opportunities without barriers such as entry qualifications and ability to pay.

- **Open learning** which is the ability to study and learn at anytime, anywhere and at any pace, and

- **Open scholarship** which comprises releasing educational resources under an open license that permits no-cost access, use, adaptation and redistribution by others.

(Naidu, 2016)
European opening-up education framework

### How open is our distance education?

<table>
<thead>
<tr>
<th>Exclusive entry</th>
<th>1 2 3 4 5</th>
<th>Entry</th>
<th>6 7 8 9 10</th>
<th>Anyone can join</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only from one location</td>
<td>1 2 3 4 5</td>
<td>Space</td>
<td>6 7 8 9 10</td>
<td>Anywhere</td>
</tr>
<tr>
<td>Specific schedule</td>
<td>1 2 3 4 5</td>
<td>Time</td>
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<tr>
<td>Fixed courses</td>
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<td>A la carte</td>
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<tr>
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<td>Pedagogy</td>
<td>6 7 8 9 10</td>
<td>Highly collaborative</td>
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<td>1 2 3 4 5</td>
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<td>Open tools; more options</td>
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<tr>
<td>less options</td>
<td></td>
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<td>6 7 8 9 10</td>
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<td>fixed</td>
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<td>Zero; low</td>
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Score of a hypothetical DE institution: 57
Three Foundations of Openness

Fairness  Flexibility  Freedom
Thank you

www.col.org