



COL'S 7TH PAN-COMMONWEALTH FORUM



COMMONWEALTH OF LEARNING

PCF7 NEWS FLASH

A Daily Publication of PCF7 Media Unit

Friday, December 6, 2013

PCF7 Advocates Mass Education Through ODL

**as Conference coincides
with COL's 25th Anniversary**

Promoting Open Education Resources

Jenny Glennie



Open Education Resources has come as a rescue for some notable challenges in the global education context. This was the view of Dr. Jennie Glennie, one of the keynote speakers at the 7th Pan-Commonwealth Conference taking place in Abuja, Nigeria.

Dr. Glennie identified some of the global challenges as

- Moving from elite to mass provision
- EFA: Moving to achieving participation target but with attendant quality concern
- Increasing impact of the internet on the developing world, and
- Shift towards the global knowledge economy which demands higher order cognitive skills.

Apart from these challenges, the speaker opined that experience has shown time and again that when the internet comes along and disrupts all industry, it doesn't go away. From music to books, newspapers, the internet changes how we work, how we think and how we see the world.

Speaking further, Dr. Glennie listed the Tony Wagner's seven survival skills for college and career readiness in the 21st century which includes:

- Critical thinking
- Collaboration
- Effective oral and written communication
- Agility and adaptability
- Initiative and entrepreneurialism
- Accessing and analyzing information and
- Curiosity and imagination.

In curiosity and imagination, skills are embedded in the ways of thinking (creativity, critical thinking, problem solving, decision making and self directed learning); ways of working (Communication and Collaboration); tools of working (Information and Communication Technology ICT, and Information Literacy); and Skills for living in the world (Citizenship, life career, personal and social responsibility).

Glennie also hinted that educators face an underlying challenge in a changing world, which borders primarily in increasing access and success to hundreds of thousands of learners to help create the inspired generation so desperately needed by our countries. Educators need to create citizens who have, and seize, the opportunity to learn and re-learn throughout their lives. This is because the nations of the world need citizens, who are ready and able to take their knowledge of the best that has been thought and said and done, and apply them to the problems of the present and the future.

It is the view of Dr. Glennie that millions of citizens of the world need knowledge and skill to function properly in the present world, and the conventional face to face are not meeting with increasing demand for knowledge. This is where the open education delivery is imperative, and the new paradigm shift to meet these demands. One of the tools for achieving mass education is the Open Education Resources (OER). She asked the

question OER: What is it? She provides the answer rhetorically. She said that sharing learning materials is not new, but the licensing and technologies to support the sharing are new.

Open Education Resources according to the keynote speaker are therefore:

- Any educational materials that are in the public domain or have an open license.
- Are freely available for use by educators and learners without an accompanying need to pay royalties or license fees.

The Commonest misconception about OER is that when 'Openly licensed' content is in the public domain and that the author gives up all of his or her rights for this material. This, the speaker said is erroneous.

The next important question thrown by the speaker is what does the OER concept imply? The speaker in answer to the question said, as an author, if you locate a useful OER (depending on the license) you can:

- Re-use it i.e. use the work verbatim, just as you see it
- Re-work it- Alter, or transform the work so that it better meets your needs
- Re-mix it- Combine the (Verbatim or altered) work with other works to better meet your needs
- Re-distribute it- Share the verbatim work, the reworked work or the remixed work with others
- Create your own educational resources
- Share your material as an OER, keeping the copyright but licensing others to use it, ideally to adapt and share it again.

The speaker also said that OER is not synonymous with online learning or e-learning and that within a developing concept, it is anticipated that many of the resources produced-while shareable in a digital format (both online via offline formats such as CD-ROM) will be printable.

She, however, warned that it is not a free market. OERs are under licenses which include attribution (cc-by) share alike, attribution share alike, no derivative works and non commercial. In all cases the copyright of the author is still guaranteed.

The keynote speaker then gave some examples of wonder examples of adoptions of the concepts of OER in Africa which includes:

- TESSA- Teacher Education for Sub-Saharan Africa
- AVU Maths and Science Teachers Materials
- OER Africa
- Health OER
- Agshare
- Siyavula textbooks in Maths and Science
- Open UCT

Glennie also pointed out that there are two principles on which OERs are anchored.

Public Universities have a responsibility to share the knowledge and resources they create with the public they serve. We are dedicated to increasing knowledge dissemination across the higher education community through encouraging a culture of sharing.

Some Universities in Africa have keyed into the OER movement. They include:

- Kwame Nkrumah University of Science and Technology, Ghana
- Kamuzu College of Nursing, Malawi
- University of Pretoria, South Africa

According to the keynote speaker, OER has seen an exponential rise over the years as shown below:

- Only 11 years ago, UNESCO launched the term
- Cape Town Declaration in 2006
- 2009 UNESCO world conference on Higher Education
- UNESCO 2012 Declaration
- Hewlett Foundation

Dr. Glennie paused to ask another pertinent question: Why all the fuss about OER? In tackling the question, she stated that there are some overstatement, for example "OER will save the educational world"

She, however, suggested that OER can be used as

- Supplementary materials
- Core component in the traditional mode like textbooks, storybooks
- Outside the traditional face to face mode including ODL like full courses, full programme.

"For example," she said, "as supplementary materials, 40% of teachers in California use OER. Facilities of health in Sub-Saharan Africa use the resources of the Health OER initiative."

The speaker also stated that OER can be used in textbook as open textbooks which are free, online, open access textbooks. Used as such, the content of the open textbook is licensed to allow anyone to use, download, customize or print without expressed permission from the author.

Having seen the various aspects of OER, our hope is that the digital availability of a range of African stories for early reading and the facility to version/translate these stories into familiar versions at no cost will contribute to increased reading by children, teachers, parents and other community members.

Outside of the traditional mode the OER is changing the face of the face to face education, for example from distributed learning to blended learning to hybrid, and to fully online learning. The question facing educators now are:

- What can the university or college offer that will make the morning commute for students worthwhile?
- How can institutions leverage more fully the benefits of the campus when the students can do much of their learning more conveniently and often more effectively online or remotely?

Education according to the speaker is moving from purely face to face tuition through to education purely at a distance.

Face to face===== Distance

As we move forward according to the speaker, ODL practitioners will

- Select- Whichever will be possible – excellence OER rather than developing from scratch
- Adapt and integrate them into well designed course
- Be able to pay greater attention to proper engagement with the students. In so doing OER will become necessary too for
- Curriculum design
- Programme and course design

The faculty members are expected to have the following necessary skills:

- Searching, evaluating and selecting OER, checking on their licenses
- Adapting OER for purpose and context
- Knitting together the educational resources into a coherent course

According to Glennie, the OER agenda include:

- Discovery – ability
- Awareness
- Policy
- Diverse community
- Curriculum and course design
- Research

Concluding and drawing from all that has been said, the speaker stated that OER is not an end in itself but a wonderful tool.

To ensure we have 'citizens who are ready and able to take their knowledge of the best that has been thought and said and done; and apply it to the problems of the present and the future and that we advance the capabilities of all to exercise real time in being and doing.



Earlier Mr. Lutz Ziob, while presenting a plenary address on *Promoting Open Education Resources*, had said that Microsoft is a reliable ally in the promotion of Open and Distance Learning.

Highlighting the importance of Open Education Resources (OER), Mr. Ziob said that intellectually kids used to grow in the dark and the school plays the role of enlightening them. Today however, kids grow up in the light, thus making the schools to become the place that de-enlightens them.

Children, he said, are going from current focus on learning content to learning tools and the skills to become content producers.

The Microsoft approaches in the use of OER are Access, Capacity, Outcomes, education policy and then technology in education. In access, application content and devices are all designed for learning. In capacity, there is world class professional development for teachers and school leaders. The outcome of these is that students and youth are prepared for 21st century life and the world.

Mr. Ziob also hinted the Microsoft tools include Windows 8, Skype, Sky Drive, outlook.com, Windows Phone and Bing among others.

As part of Microsoft's continued focus on promoting digital literacy in education, the Bing for Schools programme offers daily lesson plans designed to teach search skills etc.

Presently, Mr. Ziob said that over 73,990 teachers are using Skype in the classroom. All these are aimed, according to Mr. Ziob at producing 21st century skills and employability.

In recognition of the International Youth Day, and to promote its noble ideas, on August 12, 2013, Microsoft introduced the 4Africa Scholarship programme, through which the company will provide mentorship leadership and technical training, certification, university level education and employment opportunities for promising African Students.



Learning that Matters Needs to Begin by Identifying the Objectives and Technologies - Tim Unwin



Professor Tim Unwin, while giving a keynote address during Thursday night plenary session of the 7th Pan-Commonwealth Forum, identified 10 Mike Trucan's worst practices in e-learning which he explained were indication that all is not well in this field of learning. In his views about world's e-learning worst practices, he explained that learning that matters needs to begin by identifying the objectives and technologies, stressing that teachers should understand technology. He said that teachers can inspire resource allocation.

Professor Unwin explained that sustainability is often an afterthought. Technology is never designed to be sustainable. He raised questions on how often we replace our phones. In his views, technology is never designed to be sustainable. There should be increased load on electricity. There should be need to have a sustainable business infrastructure connectivity for effective learning. He further explained that appropriate content

should be developed in Africa. He explained that there must be equality of access of technology to all learners. There is need to begin with the most disadvantaged country/people.

Appropriate monitoring and evaluation, according to him, will improve self-learning and self-improving organizations and also combining quantitative and qualitative method. He explained that proper maintenances will ensure a usable technology. He explained that using equipment 24-7 requires maximum usage, stressing that the cost of maintenance is high. There is need to overcome security fears.

Professor Unwin opined that good practices should be followed. He said we must abandon the notion of worst practices, as understanding local context is important. He explained that technology is not followed; we did not truly use them to deliver to the society. He is of the opinion that ICT increases inequality.

At the plenary, Prof. Unwin identified challenges of the ODL and OER in Africa as lack of skills, lack of internet access, technology divide, among others. He posited that ICT increased in equality; explaining that it is possible to develop simple learning content for traditional/future phones, but what you can do with a smart phone connected to the internet is categorically different.

Professor Unwin explained that in developing countries the gap is getting bigger, there is facebook inequality. "Inequality increases unless we take specific actions to reduce it." He said.

He, however, explained that inequality increases unless we take specific actions to reduce it. In his words "we have to focus on the interest of the most marginalized" and added that technology that are affordable should be developed to ensure universal broad band connectivity. To him,

clear interest underlies the use of ICT in education.

He warned that all softwares are not educational. "It makes huge sense for companies to seek to increase sales and profits but most hardware is not specifically designed with education in mind." While education content are being commercialized, content imperialism must not be ignored. Poor countries are offered fine content from North America and Europe. He outlined the following as implications for innovations:

- Content Replication
- Memory
- Language and Literacy
- Personalised Searching
- Privacy, etc.

In his words "ICTs have the potentials to enable new kinds of per based communal learning but the reality is usually based on learning accepted truths.

He opined that our brain is changing as digital technology knows far more as we do. We learn to access digital memory.

Professor Unwin raised the following questions:

- In the area of privacy and failure do we not learn most from our mistakes?
- How public do we have to make them?
- What is the future?

While explaining that the wise need to reclaim learning; wise governments need to take the lead. Governments should serve all of their people. "We cannot let the private sector make the rules." He said.

He explained that technological innovations in education are not cheap; we still have a long way to go to reclaim learning and innovation.

PCF7 EXCHANGE



NF: Sir, please tell us about yourself and tell us what this PCF7 Exchange Forum is all about.

Prof. Salawu: My name is Prof. Ibrahim Salawu, Dean School of Education; National Open University of Nigeria. As you can see, it is an opportunity for delegates of different nationalities to interact, get to know one another, share and gain ideas on issues that relate to Open and Distance Learning. It is a forum that helps delegates to network, exchange contacts, email addresses and so on, to help them establish and build relationship.

NF: Let me congratulate you on your appointment as Deputy Vice Chancellor (Academic). How will this PCF7 Exchange impact on the NOUN?

Prof. Patrick Eya: Thank you Joel. I am Prof. Patrick Eke Eya, Deputy Vice Chancellor (Academic), National Open University of Nigeria. The PCF7 Exchange forum is all about learning. It affords people the opportunity to learn and acquire knowledge. Knowledge so acquired cannot be hid, it has to be shared. That is what you are seeing now. This exchange will impact on NOUN positively because the experiences we gather here will help NOUN to improve upon its programmes.

NF: Please Sir, may we know you, the organization you represent, and the services you are marketing here?

Dr. Kele Anyanwu: My name is Dr. Kele Anyanwu from University of Wisconsin, USA. I am the only delegate from the USA because Nigeria is my home country. Learning has become technology-centered. One of the tools for the present day education is the smart phones and tablets. The PC is almost a thing of the past. There are about 6.8 billion smart phones and the tablets and the world's population is 7 billion. You can see that we now have these gadgets in a ratio of one to one. The traditional teacher education programme does not adequately prepare the teacher for the challenges of modern day learning environment. Teachers don't have the knowledge to bring their materials into smart phones and tablets. The University of Wisconsin the Massachusetts Institutes of Technology MIT and Kodo University have developed these gadgets targeted at enhancing education. The gadgets which can plan in android and apple systems are meant to store educational materials. Once loaded into these gadgets, students will have access without a need for internet. What the government of Osun State has done is very commendable. They have stored most of the prescribed

textbooks into an electronic notebook. This enables students to access these materials when without internet connectivity. This is the same thing my University is promoting.

NF: May we know you and what you have to offer in this exchange?

Terry: I am Terry Neal from the Open Polytechnic, New Zealand. We have educational materials which target second chance learners. Our materials help users to read, write and acquire skills for employment. Our materials are very useful in New Zealand, how useful it would be at other places depending on how they used.

NF: Hello, may we know you; and the products you are promoting?

Kehinde: My name is Adewumi Kehinde, of Kenny G Ltd. Our products are called Kenny G Afric. We are into using African fabrics to do a lot of things. We blend African with western things to achieve a fusion of the two. The products are made by our students who learn through ODL. Our products are accessible on the web and you can do all these in the comfort of your home.

NF: Please let us get to know you and the products you are promoting.

Joane Kolima: I am Joane Kolima. I am showcasing technical education in Beauty Therapy. These include manicure, pedicure and care for the human body and along with it is a learner's handbook to enable learners set up the service through Open Distance learning. It is a formal education programme at different levels; Foundation and Certificate levels. It costs just 200 USD to enroll for a year.

PHOTOS FROM THE 7TH PAN-COMMONWEALTH FORUM (PCF7)



Cross Section of delegates



Cross Section of delegates



Presentation of award



Presentation of award



Hon. Burchell Whiteman sharing a moment of glory



COL President with Burchell Whiteman



Cultural dancers



Dancing time



NOUN Theatre



Troupe with NOUN VC



PHOTOS FROM THE 7TH PAN-COMMONWEALTH FORUM (PCF7)



Cross section of delegates



Prof. Peters with NOUN VC



Cross section of delegates



Prof. Peter Okebukola
Director of Ceremonies



PCF7 LOC secretariat staff



Ministry of Education delegates



Ian Pringle showcasing
PCF7 News Flash



PCF7 Exchange market



CEO/COL President at PCF7 Book Launch



Cross section of delegates at PCF7 Book Launch



Excellence Award

An award of excellence in Distance Education (EDEA) was yesterday presented at the forum. This is a highly prized and prestigious recognition of achievements by institutions, organizations and individuals around the Commonwealth. The Commonwealth of Learning is maintaining the tradition of recognizing and honoring excellence in Open Distance and Technology enhanced education through these awards.

These awards have become a high point of the Pan-Commonwealth forum. There are four categories of awards, which are designed to recognize excellence. Commonwealth of Learning introduced a new award this period for Open Education Resources (OER) that have been developed, used and re-used by institutions and organizations. The awards, at the institution level, are in recognition of development of learning materials for a lifetime achievement and contribution to Open and Distance learning; while that of the individual level are in recognition of students' accomplishment.

The following are the four categories of awards and their recipients:

Award of Excellence for Institutional Achievement

1. Wawasan Open University, Malaysia
Received by Assistant Vice Chancellor, Professor Mohammed Mana.
2. Krishna Kant Handiqui State Open University, North East India.
Received by the Vice Chancellor, Professor V. Venkaiah

Award of Excellence for Distance Education Materials

1. The Open Polytechnic of New Zealand
2. Athabasca University, Canada.
3. University of South Africa (UNISA)

Award of Excellence for Distance Education Material

1. Wawasan Open University, Malaysia.

Award of Excellence for Distance Learning Experience (e-learning) in Difficult Circumstances

1. Ms Dania Al Yamani, United Nations High Commission for Refugees (UNHCR), Syria.



PCF7 GALA DINNER



A GREAT NIGHT OF FUN



Parallel Session

Parallel sessions continued on Thursday, December 5, 2013, with the presentation of the following papers:

- Empowering an Open Distance Learning Dual Mode regional blended Lifelong Learning Management System Through Community Colleges in Supporting the Transformation of Village Societal Development and Human Capital
- Use of Mobiles for Breastfeeding Counseling
- Gender Sensitive ICT Strategy for Open School
- A PILOT Initiative to Innovate and Research Social and Technology Strategies to Put ICTs in the Hands of the Poor.
- Development of Computer-Aided Interactive E-Learning Platform on Kinematics of Machines
- Moodle-LMS as an Innovative and Cost Effective E-Learning Tool for Open and Distance Learning
- The Electronic Examination in Nigerian Universities (A case Study of NOUN)
- Designing an Effective E-Learning Course: Experiences From an Open Polytechnic of New Zealand Course of 2013
- Utilizing ODL Technology in Case Based Teaching and Learning- A Look at OUM's BBPS4103
- Collapsing Classroom Walls for Increased Access and Success
- Design, Implementation and Management of E-Learning Projects for TVET
- E-Learning Readiness at KTTC
- Using Open Educational Resources in Online Welfare Communities: Facebook as an arena for Open Scholarship Across the Commonwealth
- Field Testing Experiences of OER4s project
- The Journal of Learning for Development
- Research Trends in Open Educational Resources OER



PCF7 Media Crew

The NOUN PCF7 Media Team, created and directed by Dr. (Mrs) Ronke Ogunmakin, Head, Media & Information Unit - NOUN, is the power behind the daily Newspaper - **PCF7 NEWS FLASH**.

The Editorial team headed by Dr. Clifford Amini also included Miss Mabel Madu and Joel Nkanta.

The photographers - Noah, Kehinde and Aliu are very sharp in their lens handling. All these blend well with Seyi Akinnusoye who handles graphic designs. Bidemi and Biodun handles the typesetting; together they produce the wonders of **PCF7 NEWS FLASH**.



Day 4 of PCF7 began with an OER-focused plenary, highlighting some of the ways in which OER can make a difference in a development context. If you've been involved in an OER project where the impact of OER was evaluated the OER Research Hub (www.oerresearchhub.org),

based at The Open University, UK, would love to hear from you. The OER Research Hub is represented at PCF7 by Dr Leigh-Anne Perryman and is exploring the impact of OER on teaching and learning. The OER Research Hub has just launched its 'evidence hub' (<http://chaos.open.ac.uk>) and really need your data to build a truly global picture of the impact of OER. The OER Research Hub are committed to an open data policy and so all data shared will be of value to the open education community as a whole. To share your research findings (or to find out more about the project) contact us at oer-research-hub@open.ac.uk or fill in the form at <http://tinyurl.com/oerevidencehub>.

Announcement

Delegate Evaluation Survey

Please go to:
www.col.org/pcf7

Thank you

Dave Wilson

radio(inter)active

Follow our updates via:
 Twitter: @pcf7radio
 Facebook page: pcf7radio
 Blog: bit.ly/pcf7gist

bit.ly/pcf7gist

Take a stand – Friday at 11h in the main hall

Join the debate and take stand on key issues at PC7. Take a Stand is a fun, interactive format to explore issues. Join NOUN, Microsoft, COL, IMESO and the OU-UK in the main hall after the health break on Friday and take a stand on the following two issues:

- “Community media is a better technology than elearning for citizens to learn for development.”
- “The massive numbers of learners in MOOCs easily outweighs low average completion rates, i.e. breadth trumps depth.”

PARTICIPANTS HAVE FUN TRYING OUT TECHNIQUES AT THE RADIO (INTER)ACTIVE STUDIO

During the course of the PCF7 conference, the radio interactive team has been demonstrating new techniques for better interactive radio broadcast. The great thing about these demonstrations is that participants not only get to watch them but also get to try out the techniques themselves.

One of the participants, Angela, got to try her hand for the first time at interviewing a guest in the radio interactive studio. Even though it was her first time, for the rest of the radio interactive team, it felt like Angela has been doing it forever.

According to Angela’s guest, Dania Al Yamani, who happens to be one of the recipients of the COL 'Excellence in DL under difficult circumstances' award, the radio interactive studio is a 'fun place'.

For the complete list of awardees, visit www.col.org/EDEA



Yesterday's Polls

This SMS poll was conducted with conference participants:

“What the biggest thing driving OER (Open Educational Resources)?”

50 Responses

- A – It’s open (9) 18%
- B – It saves money (6) 12%
- C – Its transforming education (18) 36%
- D – It improves access (17) 34%

This Flash2Vote poll was conducted with Campus Radio stations

“Do you think radio can be a useful tool for teaching and learning?”

121 responses



Results still coming in as of 1:30pm on Thursday

EXCITING PODCASTS ON THE RADIO INTERACTIVE BLOG (PCF7 GIST)

To listen to participants' interviews, simply visit the radio(inter)active blog at bit.ly/pcf7gist



[PODCAST] Interviews from the PCF7

December 4, 2013 | Uncategorized