



COMMONWEALTH *of* LEARNING





CCME Annual Symposium 2012 at Orlando

Salute to Possibilities:
Paving the Way for Our Military Community

Higher Education in a Decade of Disruption

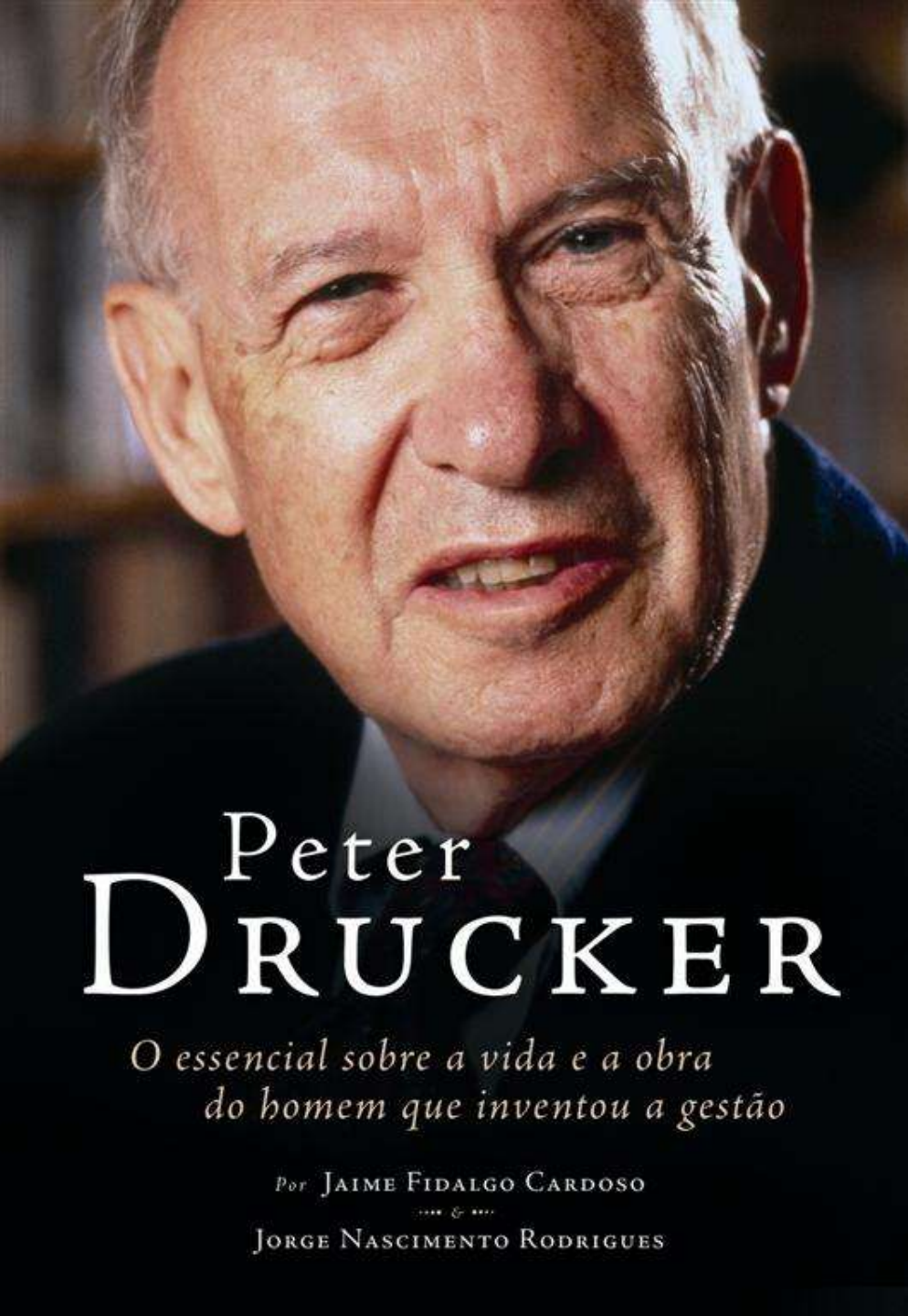


Sir John Daniel
Commonwealth of Learning



Taking, as a starting point, 1530, when the Lutheran Church was founded, some 66 institutions that existed then still exist today in the Western World in recognizable form: the Catholic Church, the Lutheran Church, the parliaments of Iceland and the Isle of Man, and 62 universities.... They have experienced wars, revolutions, depressions, and industrial transformations, and have come out less changed than almost any other segment of their societies

(Carnegie Commission on Higher Education, 1968)



Peter
DRUCKER

*O essencial sobre a vida e a obra
do homem que inventou a gestão*

Por JAIME FIDALGO CARDOSO

... & ...

JORGE NASCIMENTO RODRIGUES

1997

“In 30 years
the big
university
campuses will
be relics”

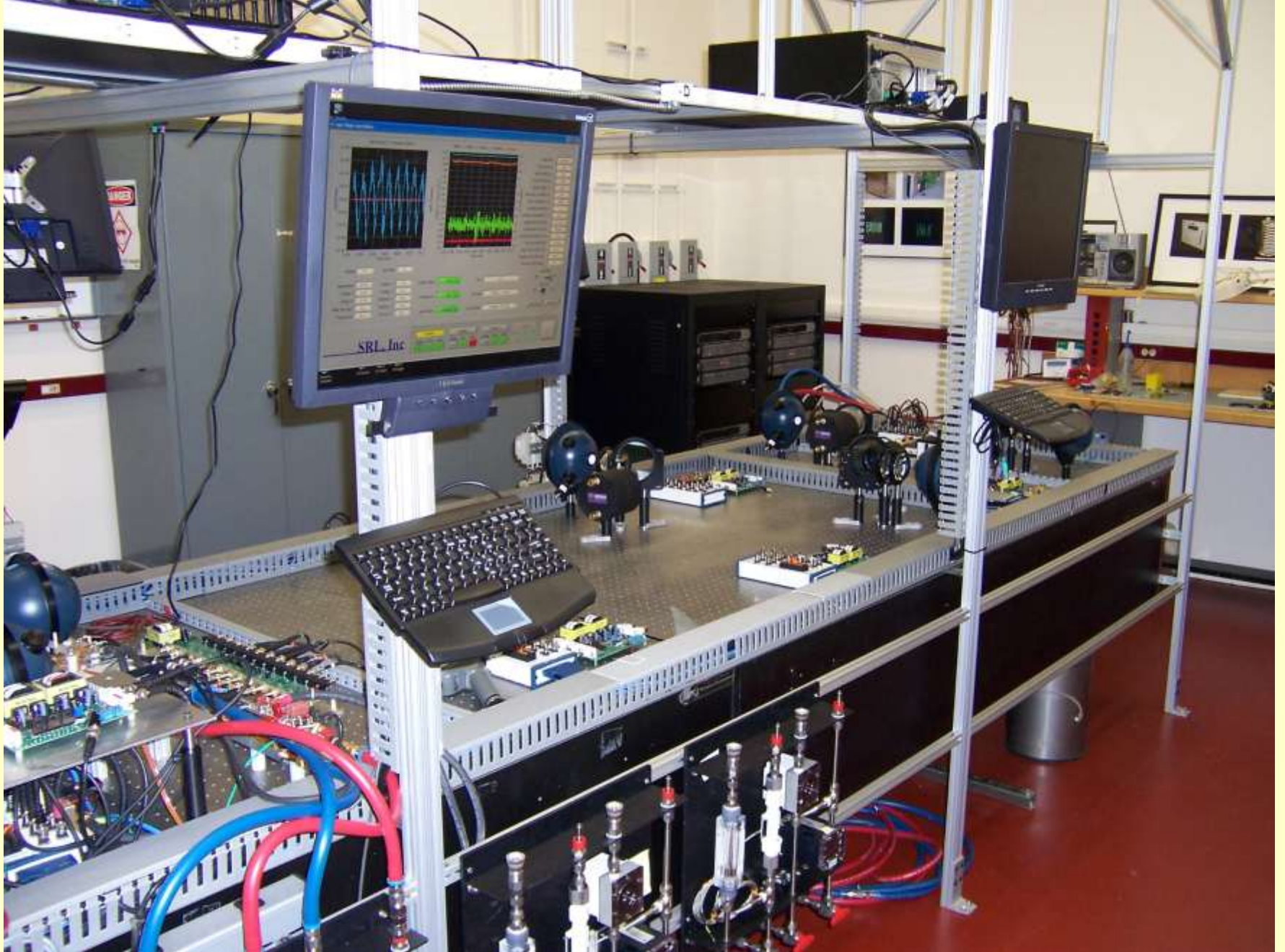
- Enrolment growth underestimated:
80 million more by 2025

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- Digital natives versus
digital immigrants



All education online?



Restrict research?

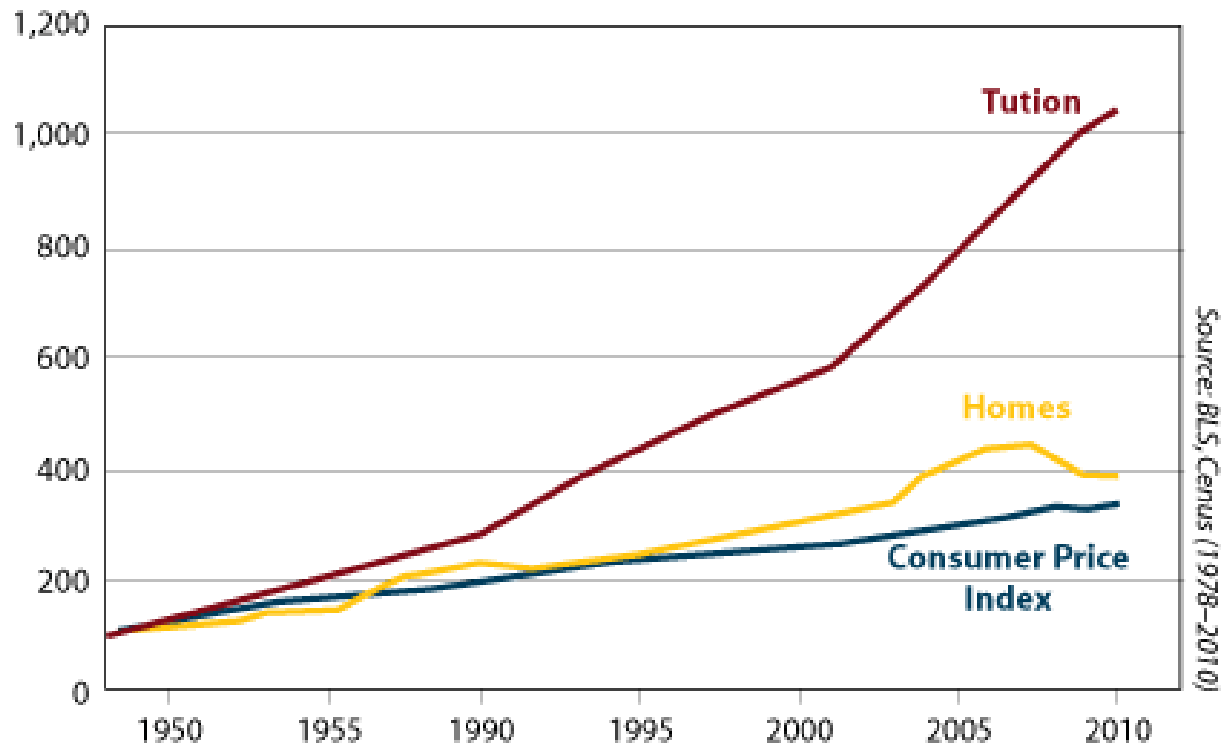
Drivers of Change



Drivers of Change

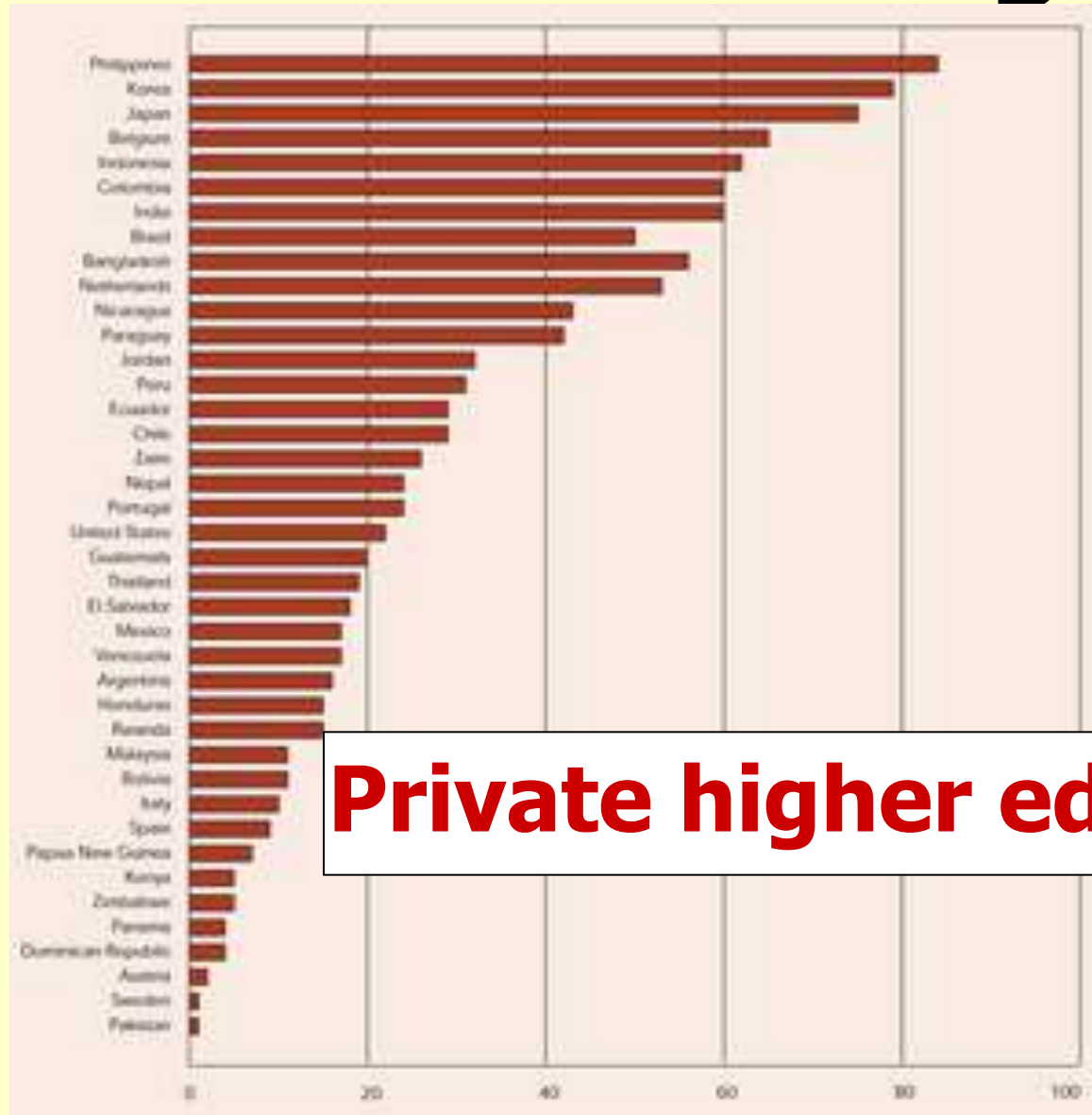
The Other Learning Curve

College tuition CPI vs. U.S. Home Prices vs. CPI.



Tuition inflation

Drivers of Change



Private higher education

Drivers of Change



Xuanzang 603-664



Erasmus 1466-1536

Internationalization



Paris, May 1968

Cross-Border Higher Education



Nottingham University, Ningbo, China



COMMONWEALTH of LEARNING

"Our long term aim is that any learner, anywhere in the Commonwealth, shall be able to study any distance teaching programme available from any bona fide college or university in the Commonwealth".

The Open Educational Resource University

New Zealand
23 February 2011



Wayne
Mackintosh

Open Education Resource Foundation

OER is a sustainable and renewable resource



Drivers of Change

- Internet
- Tuition inflation
- Private sector
- Internationalization



Professor Tony Bates
"2011 Outlook for Online Learning and
Distance Education"

(www.contactnorth.ca)



United States

Enrolments in eLearning courses increased by 21% between 2009 and 2010 compared to 2% for campus enrolments.

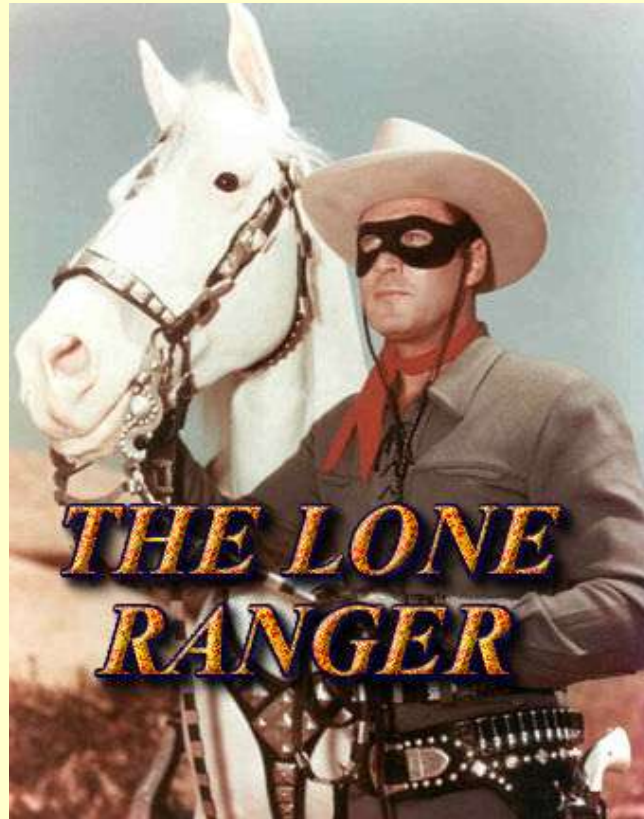
BUT...

- goals for eLearning are unambitious
- costs are rising
- no evidence of better learning outcomes
- failure to meet quality standards



United States

the for-profit sector has a much higher proportion of the total online market (32%) compared to its share of the overall higher education market (7%).



Better to work in
teams!



United States

2014

80% of students online

2009

44% of students online



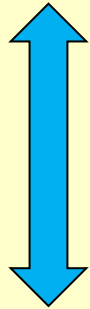
Tony Bates

"If public institutions do not step up to the plate, then the corporate for-profit sector will".

Will higher education split over the coming years into a public sector focused on research and a for-profit sector doing most of the teaching?

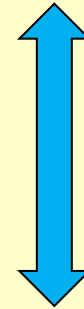
Higher Education: a Great Divide?

Teaching



Private

Research



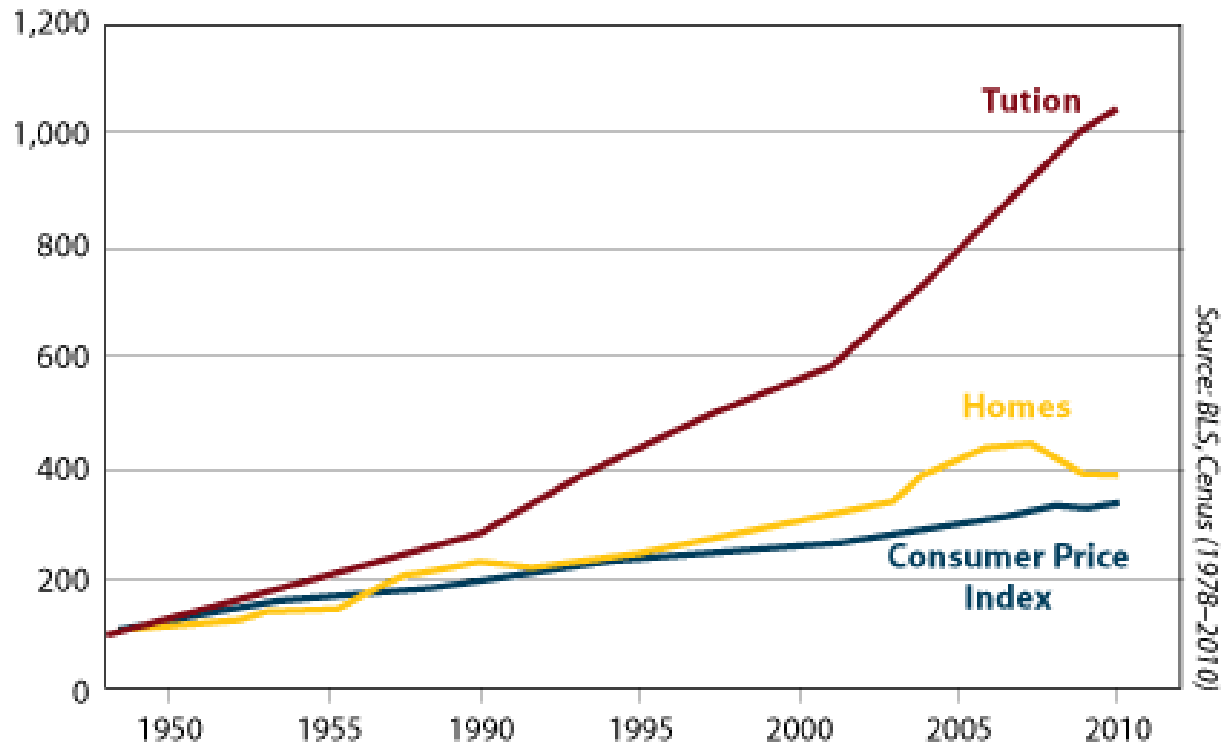
Public



Drivers of Change

The Other Learning Curve

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Tuition inflation

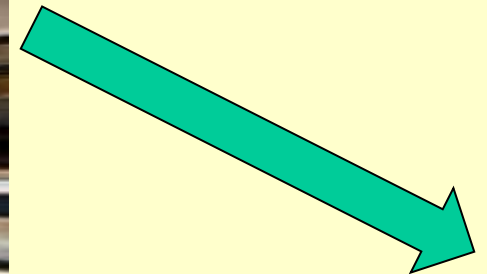
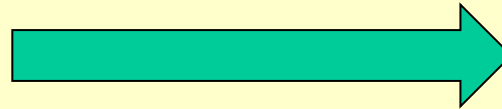
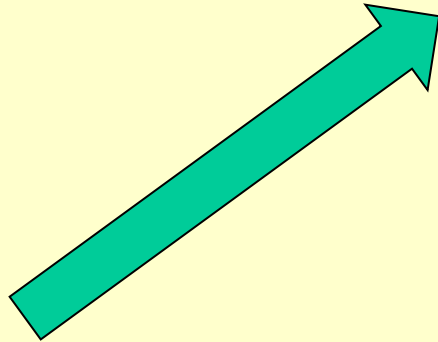
WHY DOES COLLEGE



COST SO MUCH?

ROBERT B. ARCHIBALD AND DAVID H. FELDMAN

Prices over 50 years





The Cost Disease

(Baumol and Bowen)

“salaries in such areas are pushed up, even if productivity remains static, by productivity-linked salary increases in other sectors of the economy”

UNLOCKING THE GATES

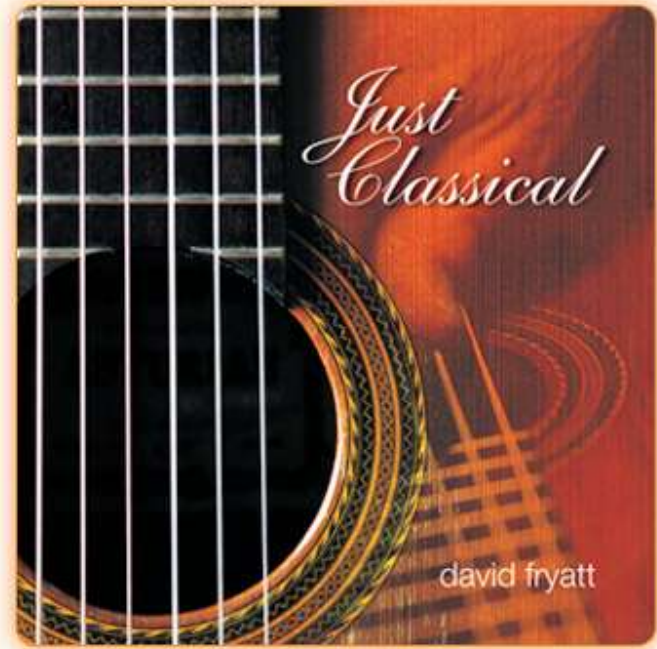
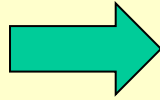
*How and Why Leading Universities Are
Opening Up Access to Their Courses*

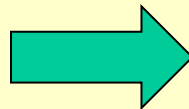
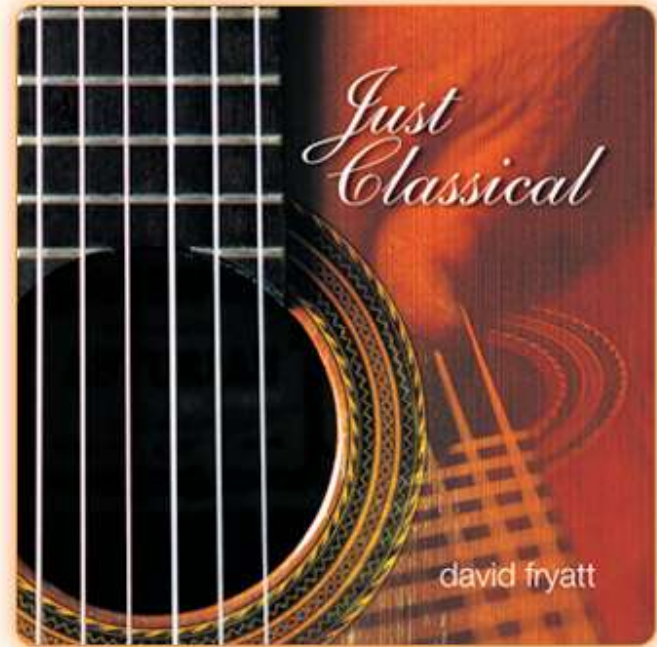
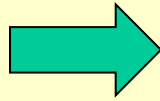


TAYLOR WALSH

Foreword by William Bowen:

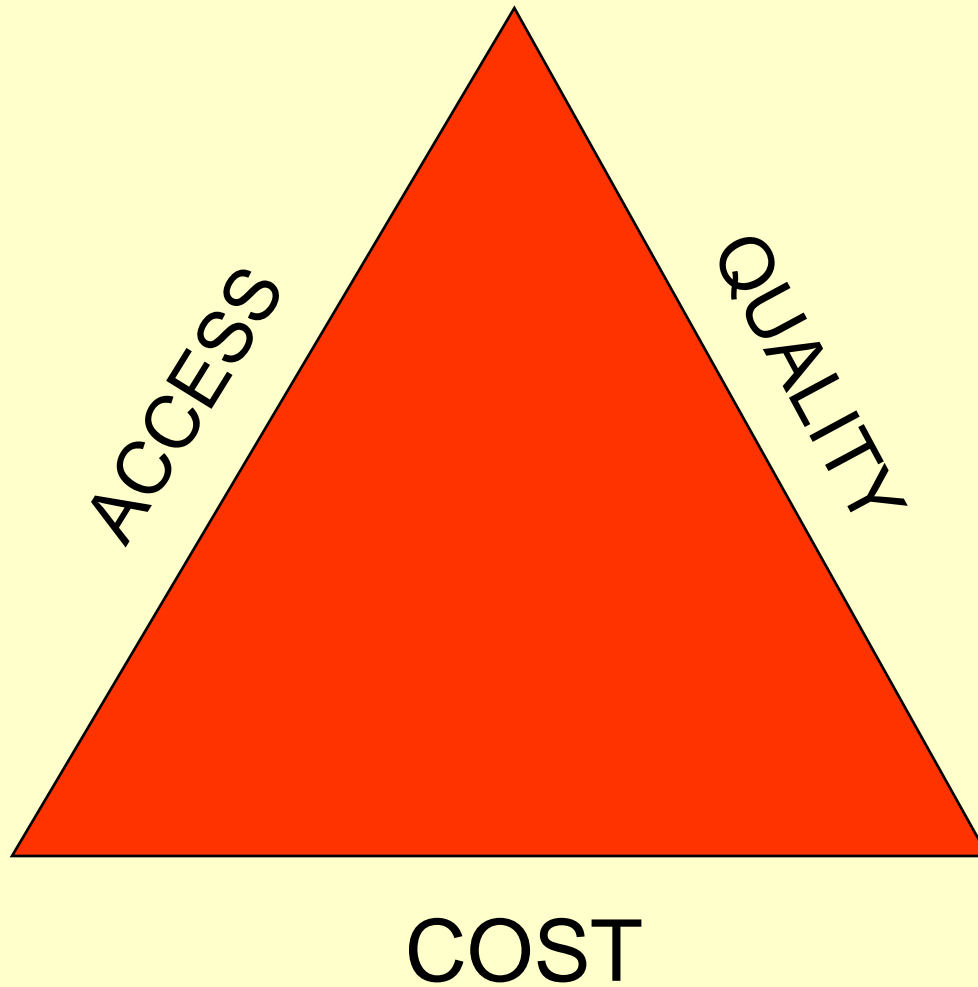
“rethinking my skepticism about the potential of new technologies to improve productivity in higher education”



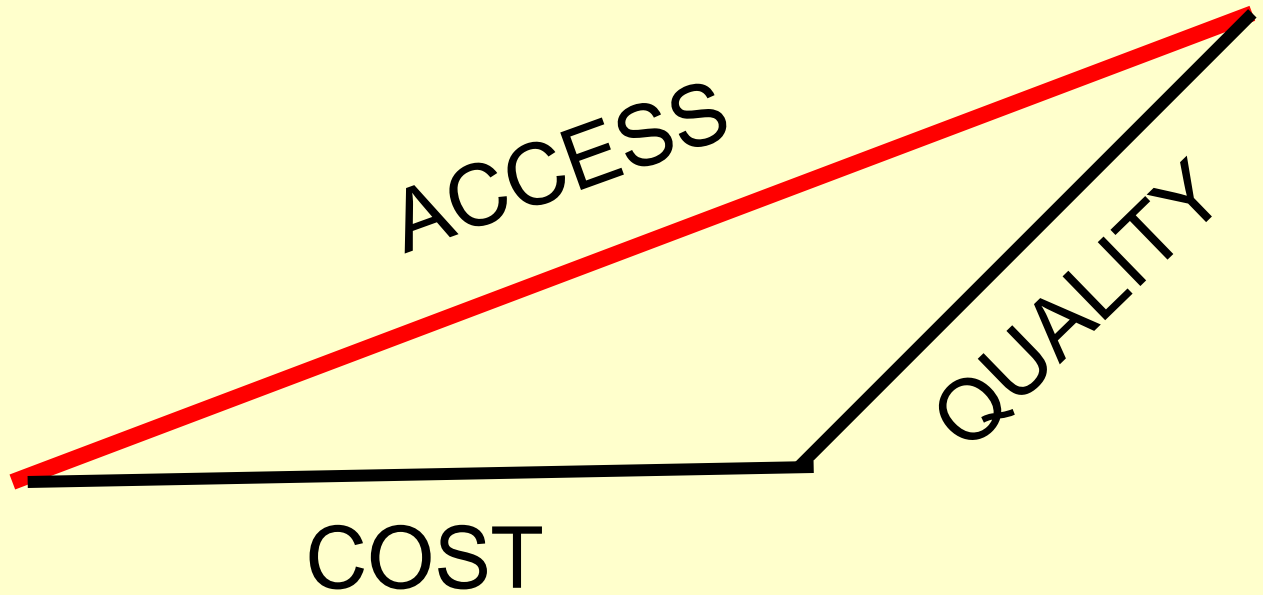




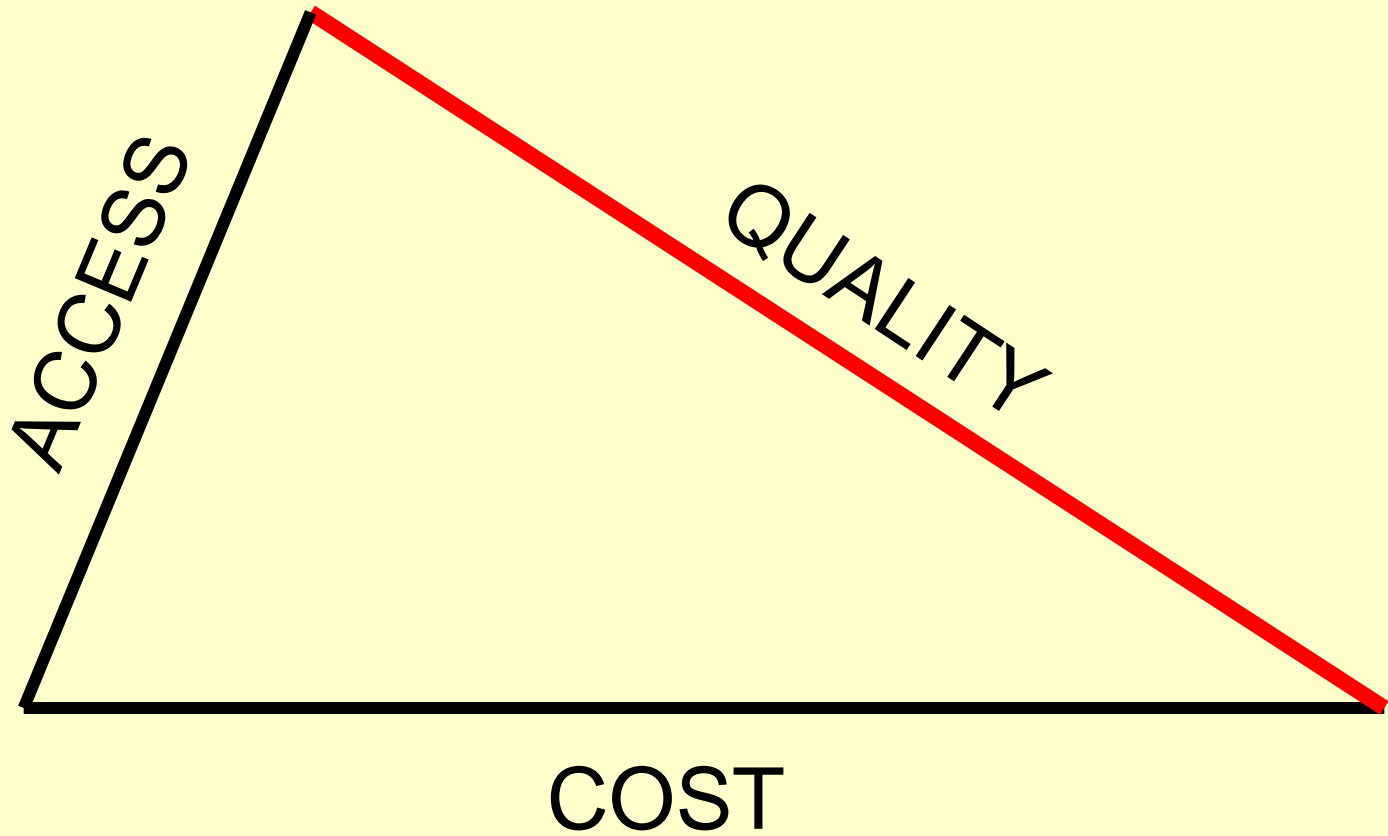
The Iron Triangle



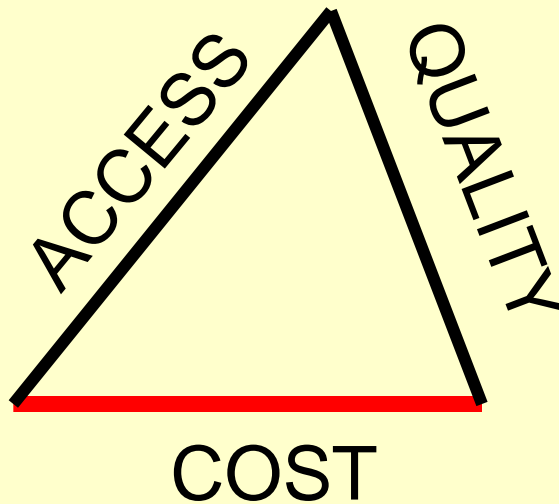
The Iron Triangle



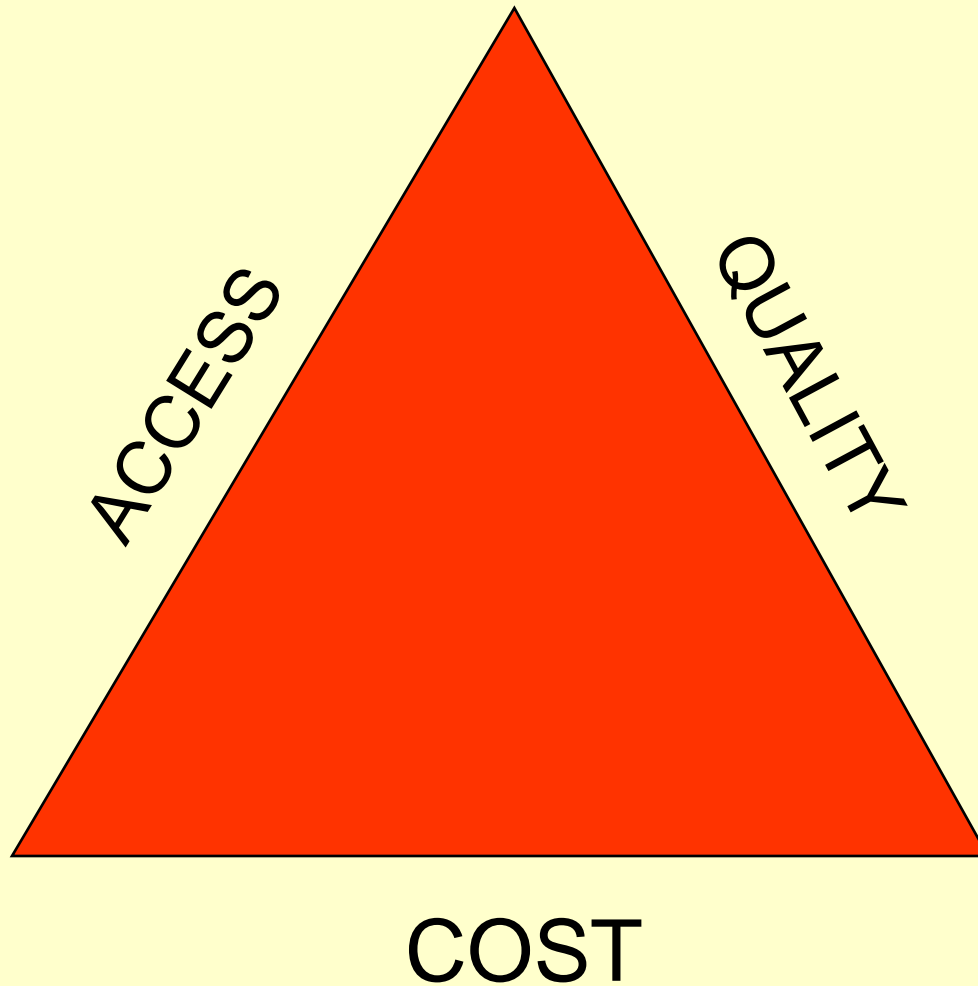
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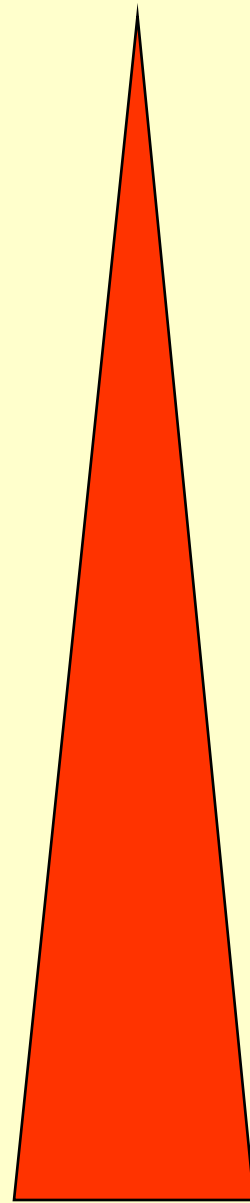


**“an insidious link between
quality and exclusivity”**



ACCESS

QUALITY



COST



260,000 students
of which
>60,000 ex UK

Open as to:

- People
- Places
- Methods
- Ideas

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	<u>THE OPEN UNIVERSITY</u>	87%
6	OXFORD	86%
7	IMPERIAL COLLEGE	82%
8	UNIVERSITY COLLEGE LONDON	77%
9	ESSEX	77%

...and tops for student satisfaction

Principles of Technology

- Division of labour
- Specialisation
- Economies of scale
- Machines and ICTs



Adam Smith
1723-1790

DIGITAL TECHNOLOGY

“networked individualism”

“participating, collaborating and producing as part of a community”

“connectivism”

Digital
Technology

=

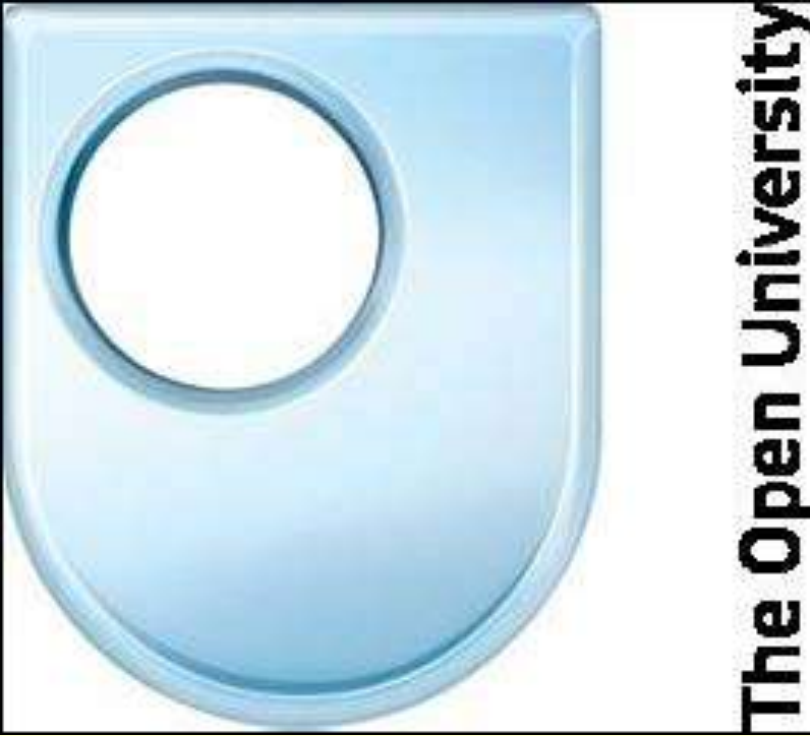
Generation Gap

Digital
Technology

=

WRONG

Generation Gap



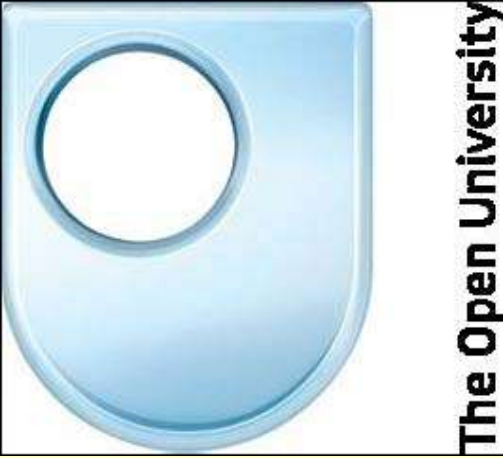
“no evidence of a clear break between two separate populations”



Sample

7,000
students aged
between
21 and 100

Ages	Number of Students	Response rate
20-29	1,000	31% (46% online)
30-39	1,000	
40-49	1,000	(average for all groups 58%)
50-59	1,000	
60-69	2,000	
70 and over	1,000	81% (60+% online)



“Those students who had more positive attitudes to technology were more likely to adopt a deep approach to studying, more likely to adopt a strategic approach to studying and less likely to adopt a surface approach to studying.”

Impact of the for-profit sector...

a less costly business model?

Impact of the for-profit sector...

a less costly business model?

How are surpluses spent?

Impact of the for-profit sector...

a less costly business model?

How are surpluses spent?

All providers are private...
when they work overseas.

Impact of the for-profit sector...

a less costly business model?

Can private higher education be
combined with equity of provision?

Impact of the for-profit sector...

a less costly business model?

Can private higher education be
combined with equity of provision?

Can governments regulate private
higher education without strangling it?

BEWARE



DEGREE MILLS & BOGUS COLLEGES



the main plea is for a level playing field

The Open Educational Resource University

New Zealand
23 February 2011



Wayne
Mackintosh

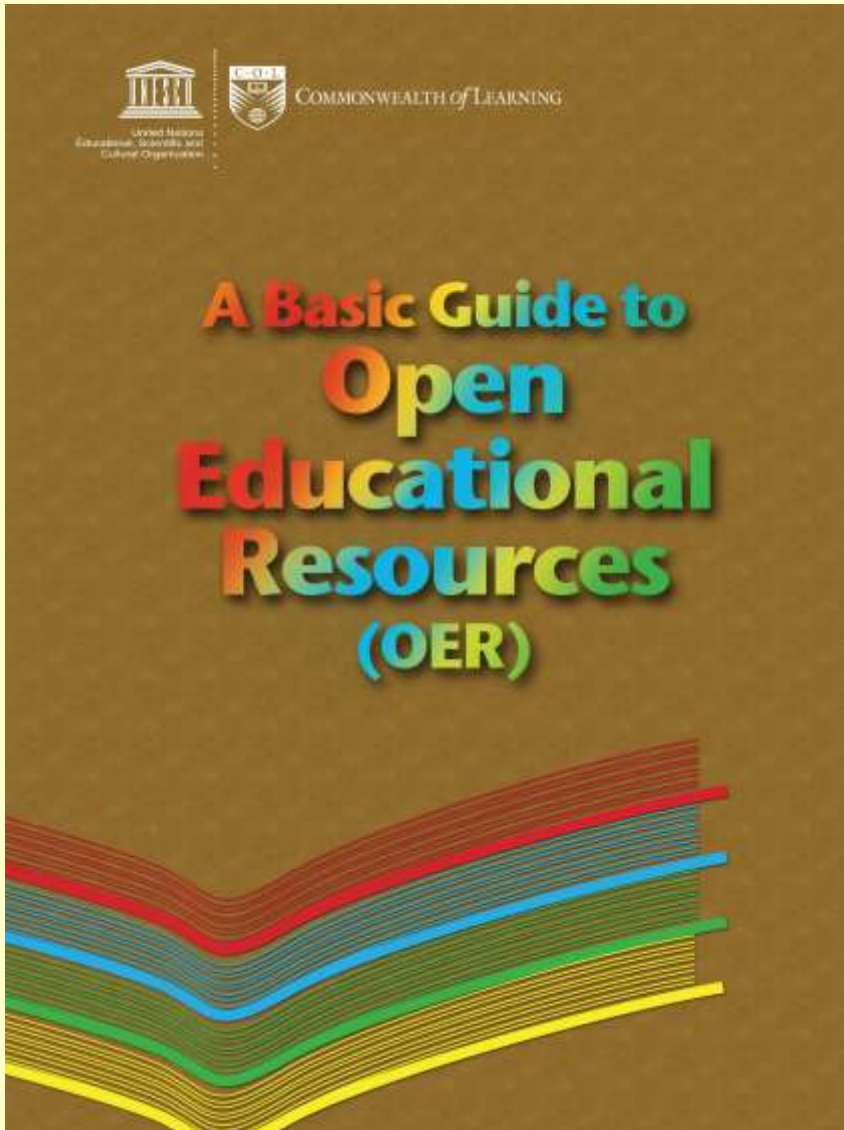
Open Education Resource Foundation

OER is a sustainable and renewable resource



OPEN EDUCATIONAL RESOURCES (OER)

educational materials
that may be freely
accessed, reused,
modified and shared.



Neil Butcher



Stamenka
Uvalić-
Trumbić



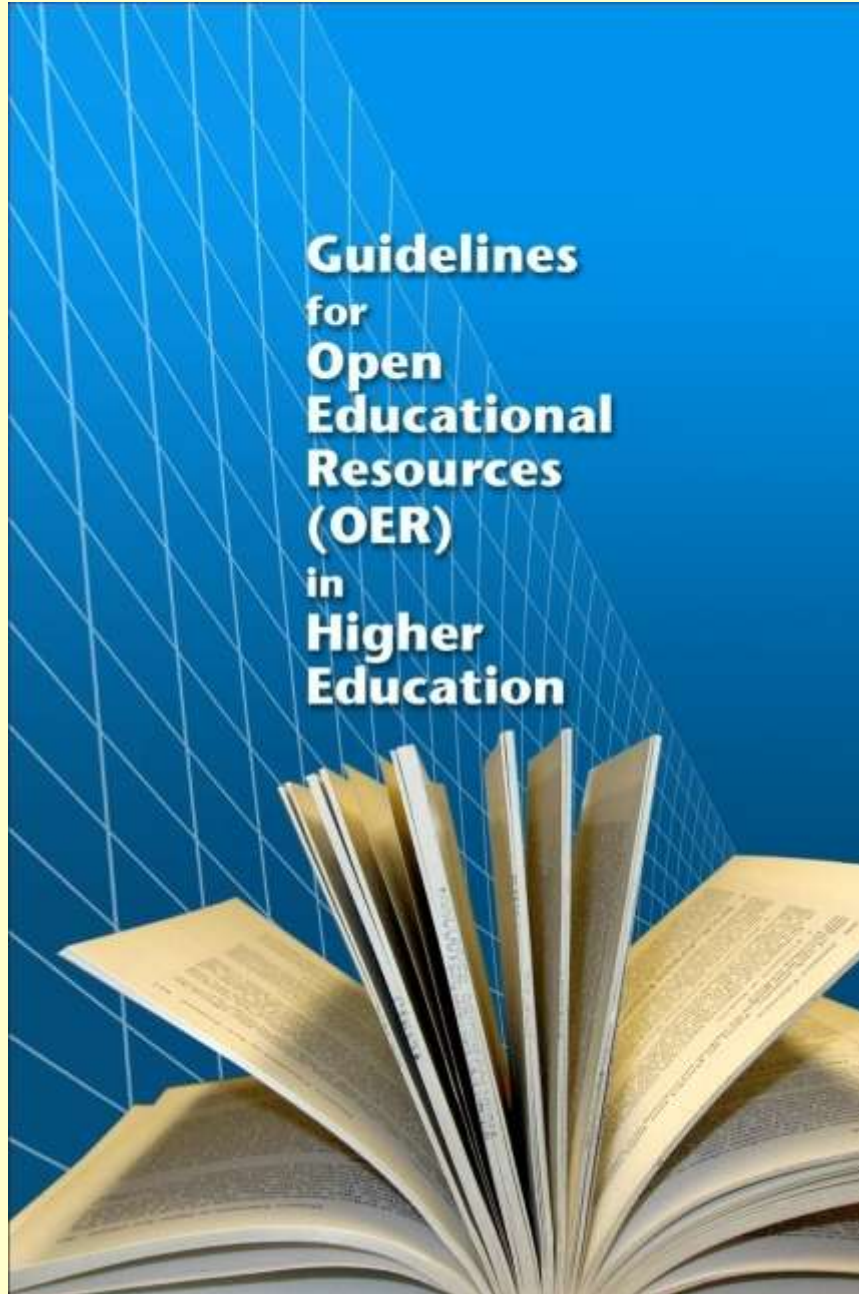
Asha
Kanwar



United Nations
Educational, Scientific and
Cultural Organization



Zeynep
Varoglu



Trudi
van Wyk



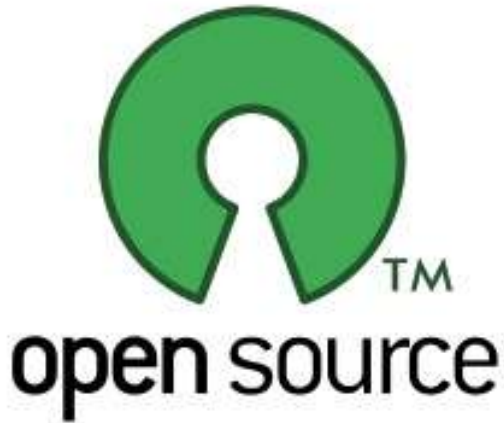
Athabasca University 

Canada's  Open University™



'The University Open'

Paul Stacey – BC Campus



OGW British Columbia
November 10th, 2010 at 7:30 AM

University of Victoria
University of Victoria - Student Union Building - Michele Pujol Room - Victoria, British Columbia V8P 5C2 - Canada

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The Open Educational Resource University

New Zealand
23 February 2011



Wayne
Mackintosh

Open Education Resource Foundation

OER is a sustainable and renewable resource





James Taylor



Students awarded credible degree or credential



Participating institutions grant credit for courses



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)

UNIVERSITY OF LONDON
External System

150 YEARS OF INTERNATIONAL
ACADEMIC EXCELLENCE AND INNOVATION



THE PEOPLE'S UNIVERSITY 1858-2008



University of London
External System

The
People's
University



The Virtual
University
for
Small States
of the
Commonwealth





The Open University

OpenLearn

Making educational resources freely available

11 million users

Interactive eBooks




The Open University

World class learning, anywhere

Warning! Content may transform your life


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Arts and Humanities



Childhood and Youth



Computing and ICT

Links

300,000 downloads of the UKOU's materials per week account for 10% of all iTunesU traffic



The Open University



250 million viewers worldwide in 2010



Martin Bean
Vice-Chancellor
Open University

“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”

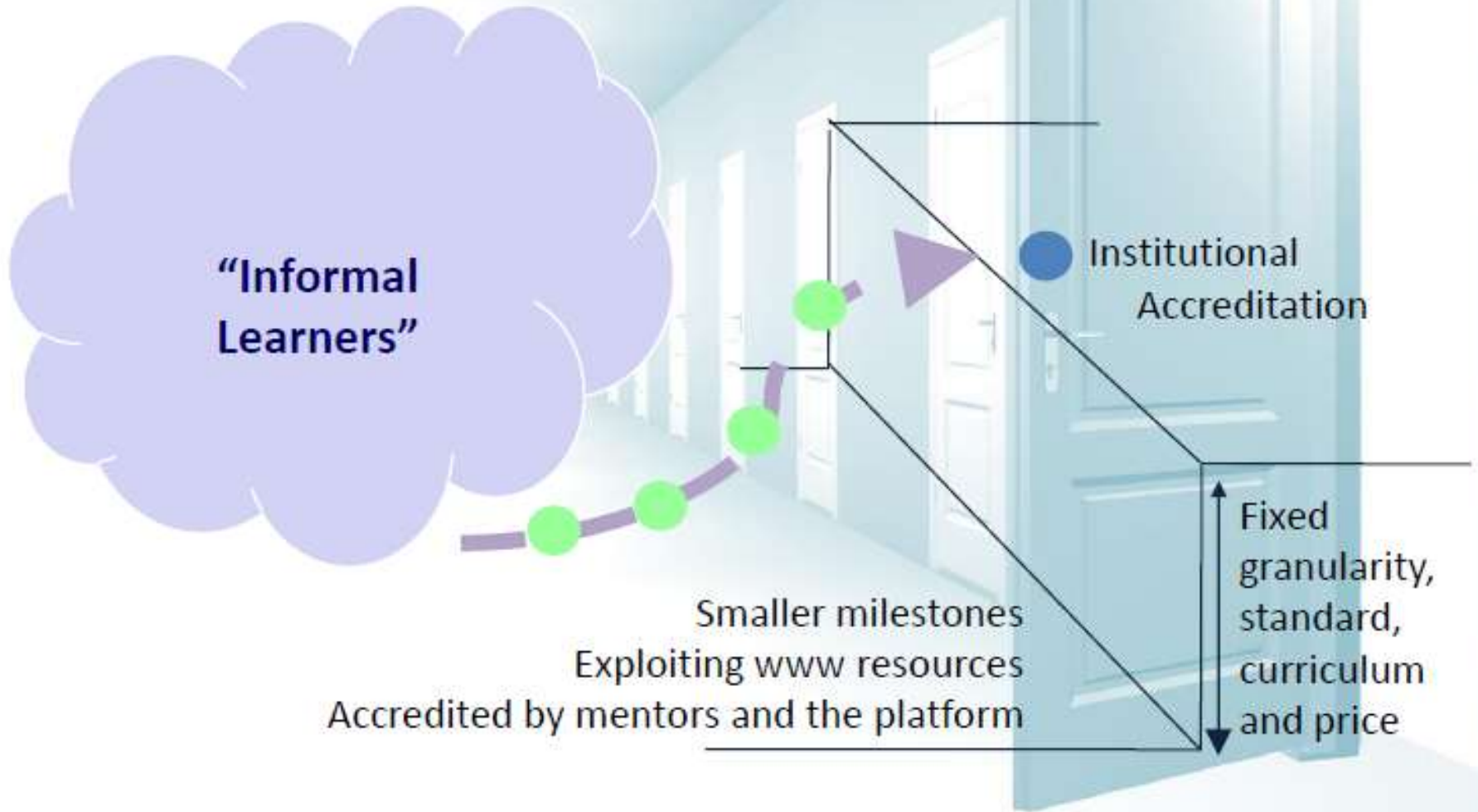
GENTLER, MORE OPEN SLOPES

“Informal Learners”

Smaller milestones
Exploiting www resources
Accredited by mentors and the platform

Institutional Accreditation

Fixed granularity, standard, curriculum and price





Students awarded credible degree or credential



Participating institutions grant credit for courses



Open assessment from participating institutions



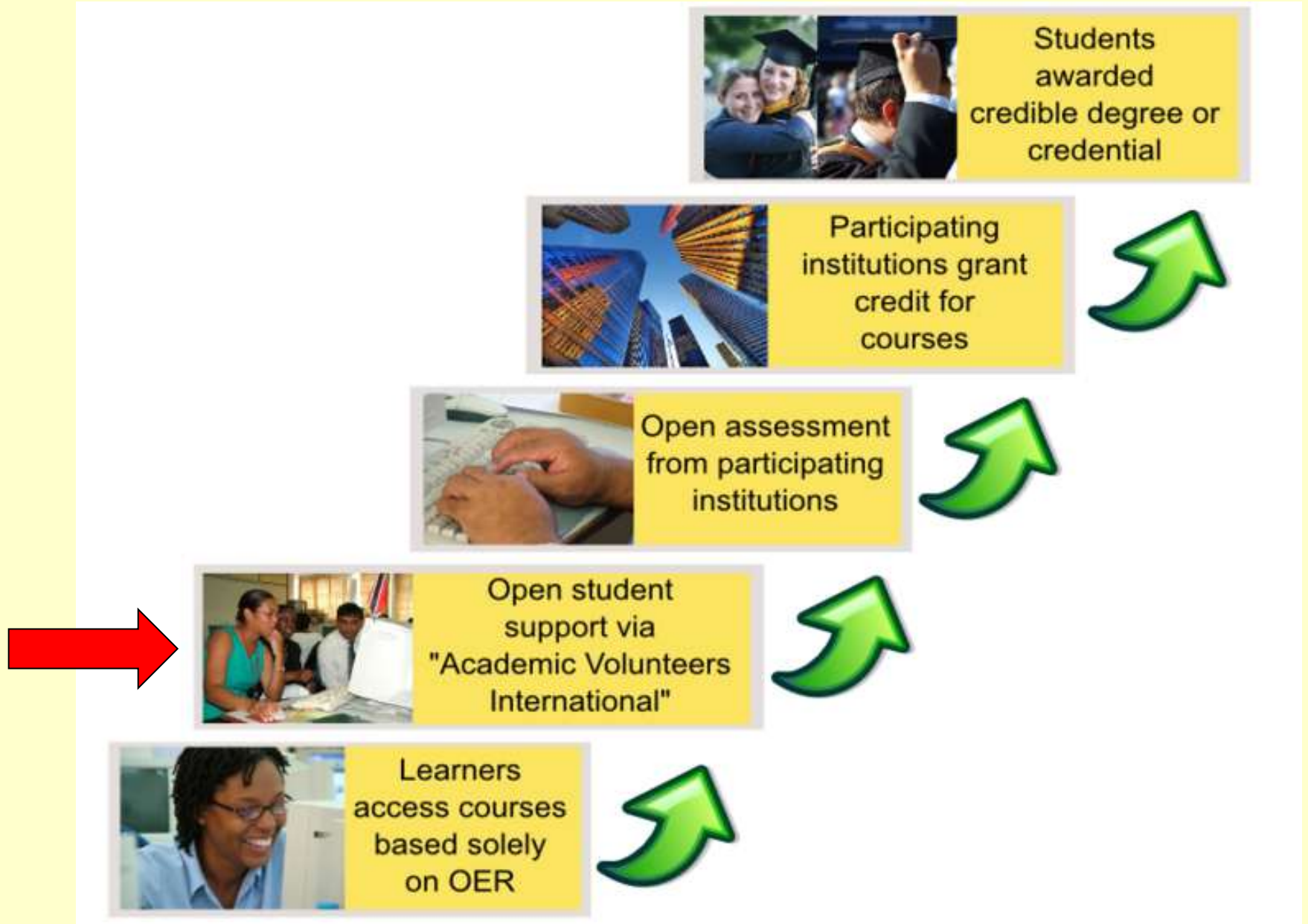
Open student support via "Academic Volunteers International"



Learners access courses based solely on OER



The OER university concept. Adapted from Taylor (2007)



The OER university concept. Adapted from Taylor (2007)



Academic Volunteers International



The Open University

OpenLearn

Making educational resources freely available

Open
educational
resources



OpenLearn

LearningSpace



Students awarded credible degree or credential



Participating institutions grant credit for courses



Open assessment from participating institutions



Open student support via "Academic Volunteers International"



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The OER university concept. Adapted from Taylor (2007)



The Open Educational Resource University

“an umbrella organization for a network
of participating institutions”

CONCLUSIONS

Evolution not revolution!

BUT...

CONCLUSIONS

Evolution not revolution!

BUT...

Online learning will disrupt current practices:

- academic work
- corporate structures
- low cost, high quality options



“to bring higher education to the billions at the bottom of the pyramid”



CCME Annual Symposium 2012 at Orlando

Salute to Possibilities:
Paving the Way for Our Military Community

Higher Education in a Decade of Disruption



Thank you



For text and slides

www.col.org/speeches