



COMMONWEALTH of LEARNING



The Centre for Educational Communications

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SEMINAR

20 September 2006

**Technology Enabled Blended Higher Educations:
Visioning of University of 21st Century**

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Technology Enabled Blended Higher Educations: Visioning of University of 21st Century

- *What vision for the university?*
- *What role for technology?*
- *Focus on the teaching function*

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**Technology Enabled Blended Higher Educations:
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*Technology in Higher Education: How
to avoid failure and achieve success*

The fundamental fact about the university of the 21st century is that it will be largely defined by countries like yours

the profile of higher education will be defined by its growth in the developing world – India and China in particular

120 million by 2020

120 million by 2010

“Special Secretary in the Commerce Ministry G. K. Pillai said the country is likely to face a shortfall of qualified people in the coming years”

Zeenews 7 September 2006



Mauritius – a 3rd university

Age Participation Rates (APRs)

~50% in richer countries

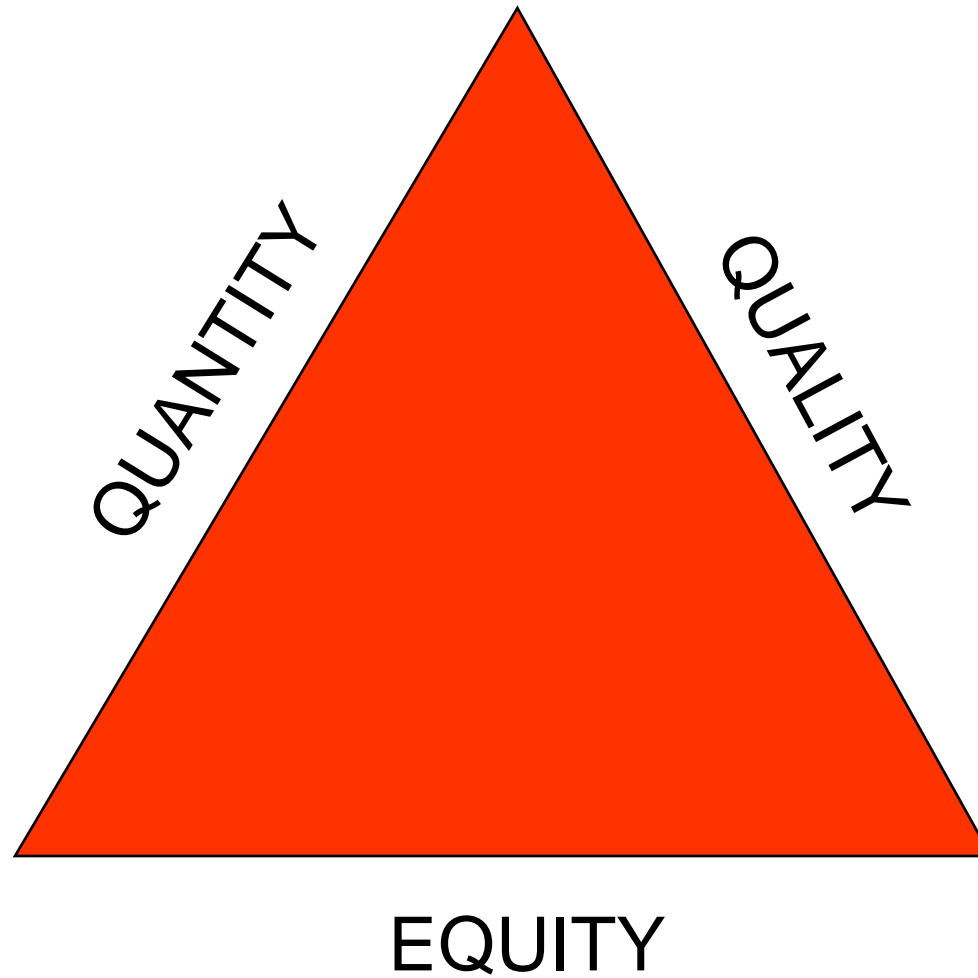
<10% in poorer countries

Age Participation Rates (APRs)

Imagine taking India from

10% to 40% APR

The Iron Triangle

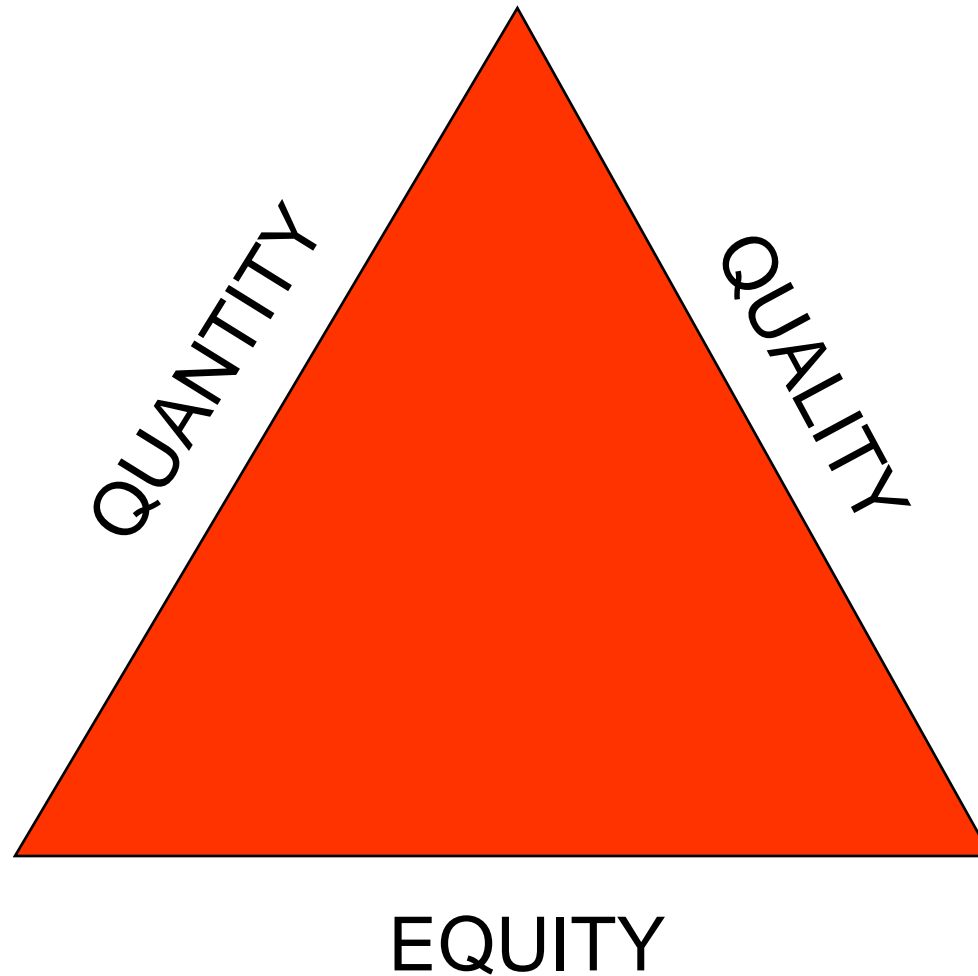


QUALITY

fitness for purpose

*at minimum cost to
society*

The Iron Triangle



a simple form of
instruction where
someone stands in
front of a group of
people and talks to
them

5 STEPS

- Plan lesson
- Prepare materials
- Lecture
- Assess
- Review

5 STEPS

- one great virtue
- one mixed virtue
- one great vice

5 STEPS

- one great virtue

FLEXIBLE

- one mixed virtue

- one great vice

5 STEPS

- one great virtue

FLEXIBLE

- one mixed virtue

INDIVIDUAL

- one great vice

5 STEPS

- one great virtue

FLEXIBLE

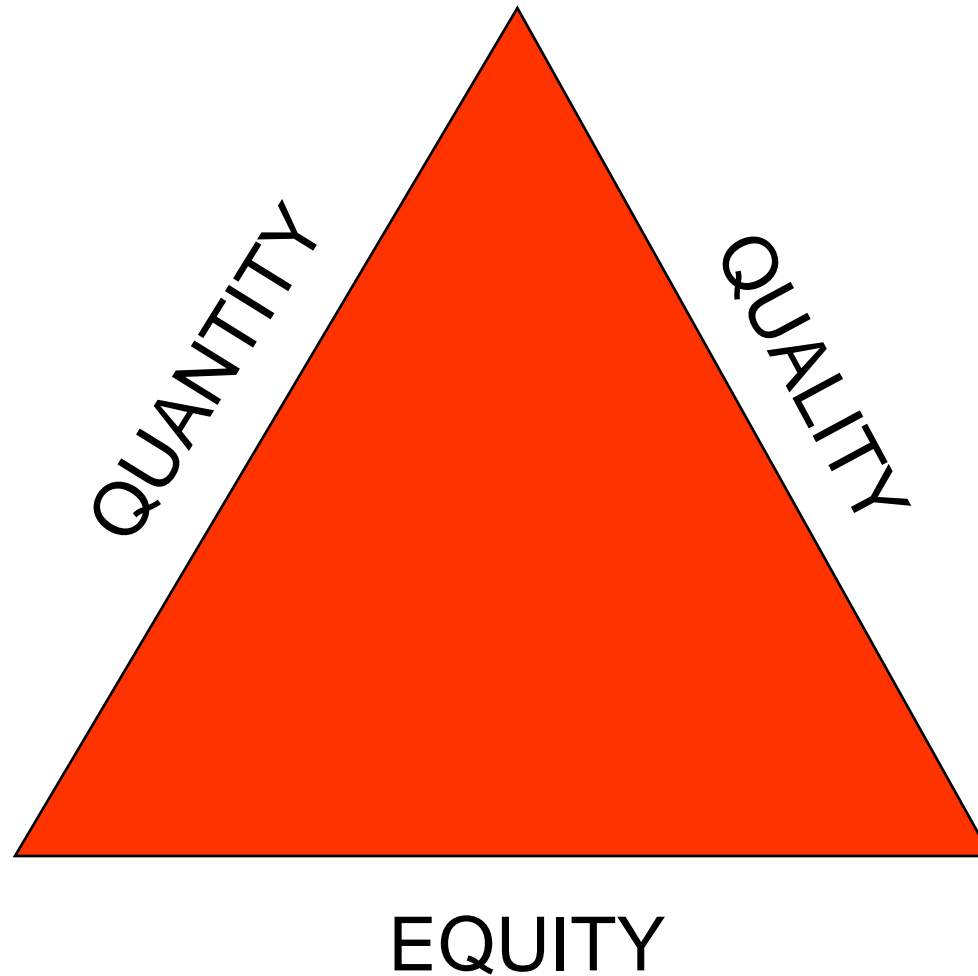
- one mixed virtue

INDIVIDUAL

- one great vice

NOT SCALEABLE

The Iron Triangle



“it has created in all our
minds a link
– **an insidious link** –
between quality and
exclusivity”

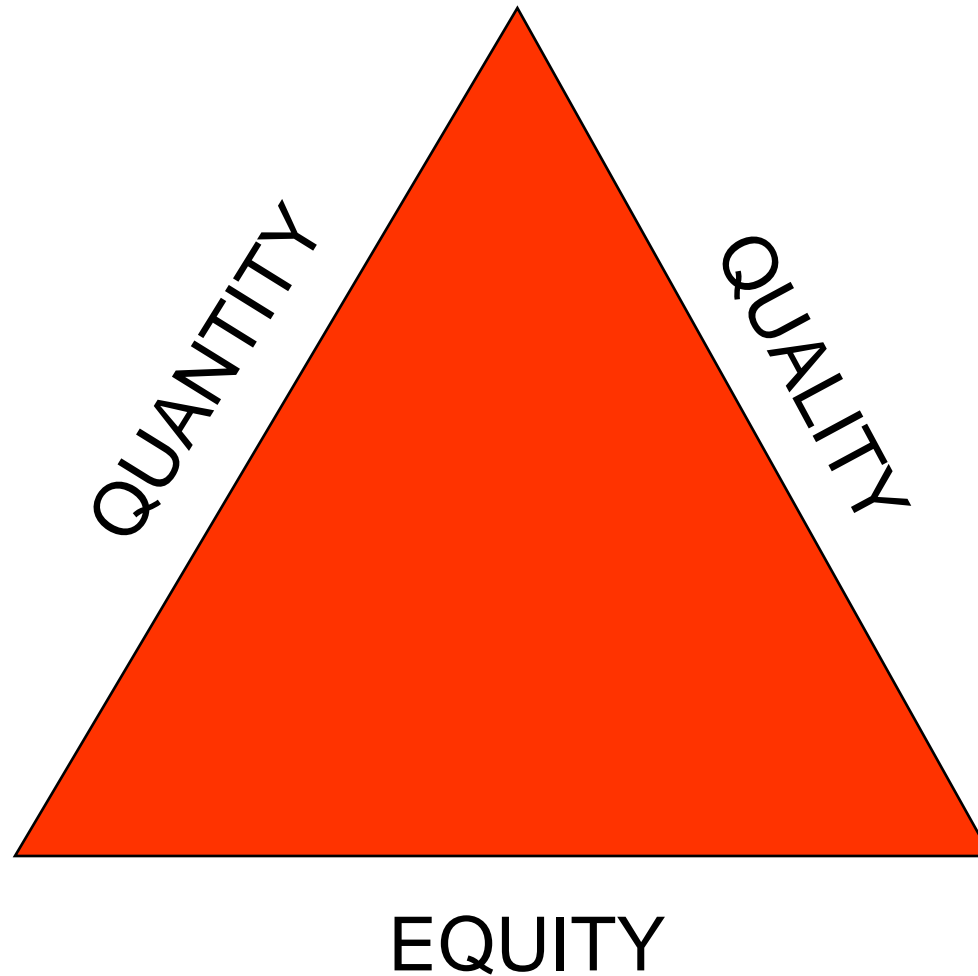
The Essence of Technology

- Division of labour
- Specialisation

=

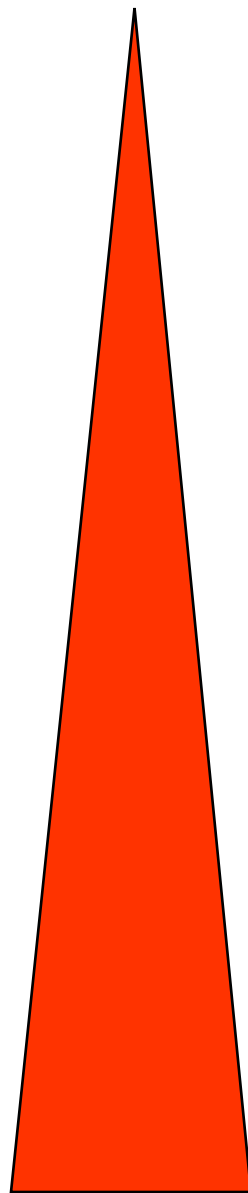
Economies of scale

The Iron Triangle



ACCESS

QUALITY



COST

Key Developments in Higher Education

- Private, for-profit provision
- Distance learning, eLearning, etc.
- Cross-Border Higher Education

Is the private sector or the public sector is better equipped to innovate successfully in applying technology to higher education?

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public sector is better
equipped to innovate
successfully in applying
technology to higher
education?

...and Cross-Border...?

Institutional characteristics

Private, not for profit

Private, for profit

Public at home but private overseas

**ARE THESE REALLY
DIFFERENT?**

Technology in Education

The X^* generations

* how many is X ?

There is no
magic medium
and never will
be



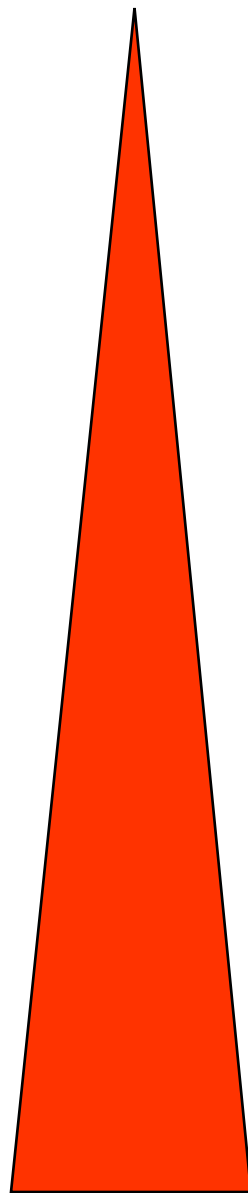
The Book

Choosing technology

- Depends on context
- Many interchangeable

ACCESS

QUALITY



COST

Each generation of
technology/media
generates increasing
economies of scale

INDEPENDENT

+

INTERACTIVE

Interaction

=

getting a response
that is specific to
me



The Open University

- 200,000 students
- Costs 60- 80% of conventional

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 top for student satisfaction

The Big-Small Paradox

- *Big* institutions gain economies of scale but may be poorly organised.
- *Small* institutions are good at interaction but lack the economies of scale to produce good materials

Sharing Materials

For example:

The Commonwealth Executive MBA

The Commonwealth Executive MPA

developed by the 4 national open
universities of South Asia

Sharing Materials

But:

- “not invented here...”
- hard to adapt non-digital formats



WIKIPEDIA



The latest miracle

Open educational resources

“sharing and adaptation are now easy because everything is held electronically”

Development of OERs

- MIT – Lecture notes
- CEC – Digital learning objects
- UKOU – Open content initiative
- COL - VUSSC

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The Virtual University for Small States of the Commonwealth



The Commonwealth

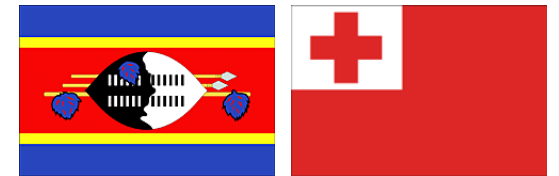
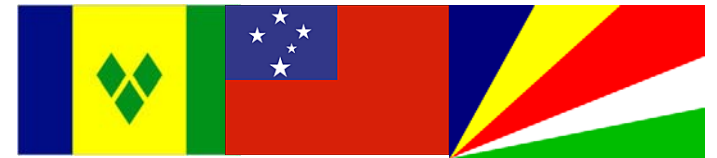


The Small States





VUSSC Boot Camp Mauritius



Virtual University for Small States of the Commonwealth

First learning materials:

Tourism

Entrepreneurship



Criss-Cross-Border Higher Education

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MATERIAL AVAILABLE AS:

Open Educational Resources
Creative Commons (BY & SA)

<http://www.col.org/colweb/site/pid/4051>

criss-cross border HE
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2. Incompatible with other free content and mixing (e.g. with Wikipedia material)



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SUMMARY

1. Focus on education not technology
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2. Independence and interaction
work hard at the interaction!

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1. Focus on education not technology
there is no magic medium
2. Independence and interaction
work hard at the interaction!
3. Open content – focus on support
adopt and adapt content

As the world's largest democracy India will play a huge role in higher education in this century and will likely become the major cross-border provider...

I urge you to take that responsibility seriously by keeping the learner always in mind and supporting the open content movement as the CEC is already doing so well.

The Centre for Educational Communications

Thank you



COMMONWEALTH of LEARNING

