



COMMONWEALTH of LEARNING

# Three Generations of Open Education: Future Implications



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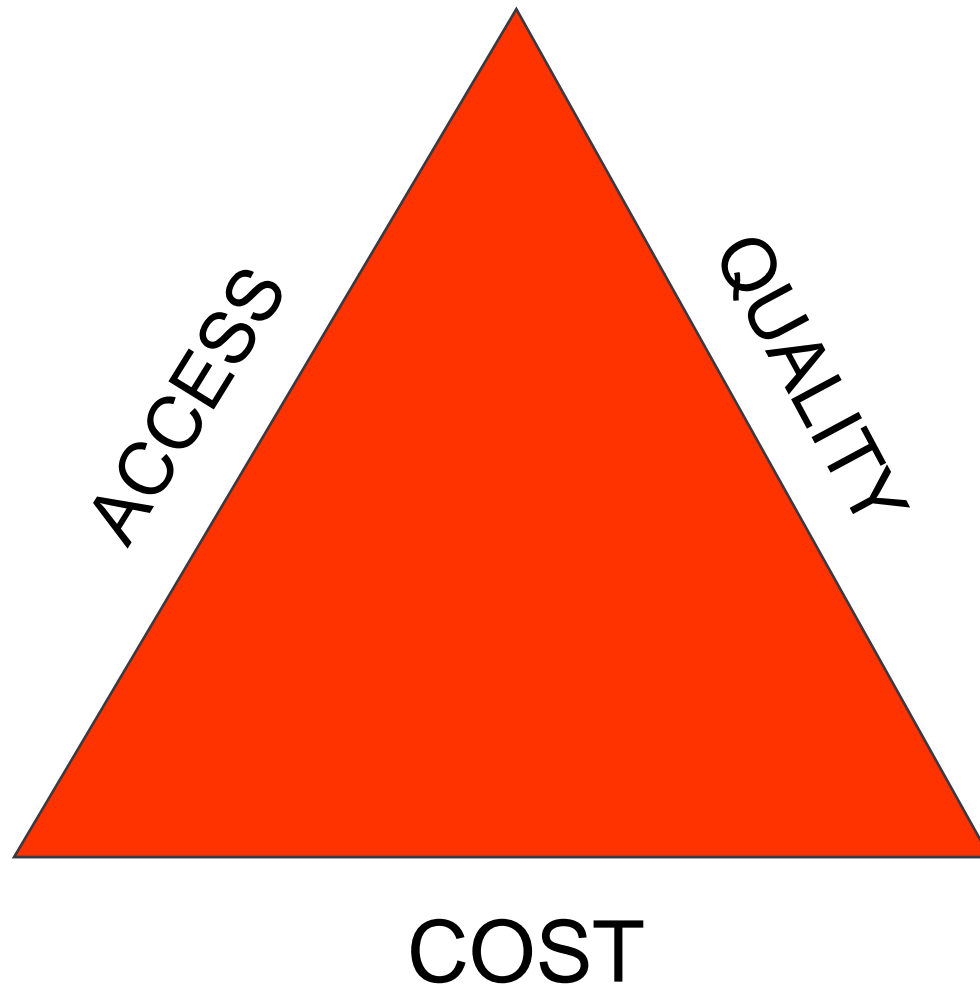
Venkataraman Balaji

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# Plan

- Three generations of Open Education
- Open Education Resource (OER) model:  
COL
- Future implications: learner; pedagogy;  
higher education?

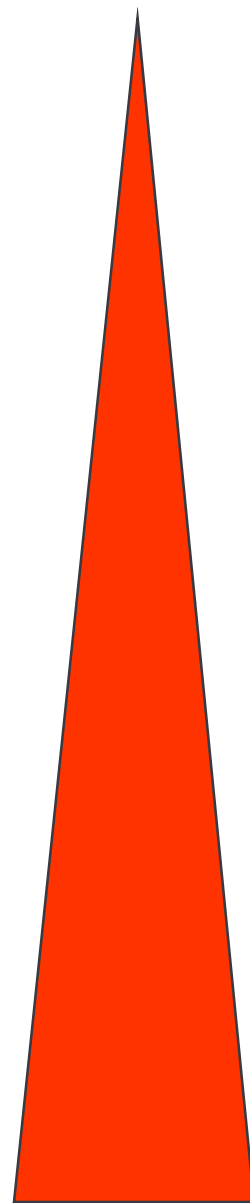
# The Iron Triangle





**ACCESS**

**QUALITY**



**COST**

# The rise of open universities: first generation

- Starting with the Launch of the UK OU in 1969



The Open University



# The 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-ness' in practice

- No entry qualifications
- Credit banking
- Cafeteria approach for courses:
- **Pedagogy:** behaviorist and constructivist
- Principal technologies
  - print and post
  - radio/TV broadcasts
  - teleconferencing



# Key developments in the second generation

- 1984: first online courses
- 1989: Internet
- 1992: www
- 1994: first online MBA (Athabasca)
- 1996: first web-based course delivery
- 1999: learning objects; LMS's



# Open Education: Second Generation

- Wider Use of Web and Online Technologies
- **Interactivity:** Key Aspect
- Much higher level of personalisation through technology mediation
- Blended & flexible approaches to learning

# Third Generation: OER

A screenshot of the NPTEL (National Programme on Technology Enhanced Learning) website. The header is blue with the NPTEL logo and name. Below the header is a navigation menu with links for Home, Courses, About NPTEL, and Contact Us. The main content area has a red background with white text. It includes an introduction to the NPTEL program, stating its objective to enhance engineering education through video and web courses. It also mentions that the program is a joint venture of seven IITs and IISc. At the bottom, there are logos for the participating institutions: IIT Bombay, IIT Delhi, IIT Guwahati, IIT Kanpur, IIT Kharagpur, IIT Madras, IISc Bangalore, and IIT Roorkee.

**National Programme on Technology Enhanced Learning (NPTEL)**  
Funded by Ministry of Human Resource Development (MHRD), Government of India

Home Courses About NPTEL Contact Us

Joint Venture by seven Indian Institute of Technology (IITs) and Indian Institute of Science (IISc)

This is updated from the previous version. You are **NO LONGER REQUIRED TO REGISTER/LOGIN** to access course contents.

Please proceed directly to course contents by clicking on Courses link above

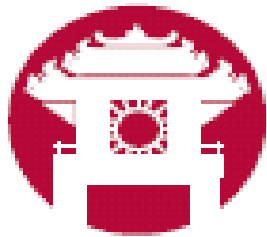
Introduction

The main objective of NPTEL program is to enhance the quality of engineering education in the country by developing curriculum based video and web courses. This is being carried out by IITs (Seven), IISc Bangalore and other premier institutions as a collaborative project. At IIT Madras, the project is evolving and it is our intent to provide learning materials, digitally taped classroom lectures, supplementary materials and links to state-of-the-art research materials in every subject possible. Currently samples from approximately 70 courses offered by faculty in various departments and to students at all levels (B.Tech, M.Tech, M.S., M.Sc., Ph.D.) are given here. Approximately 140 courses are in various stages of preparation and distribution through internet.

All the faculty members are personally involved in the making of their respective courses in the electronic form. Our purpose is to supplement classroom lectures. The latter are compulsory for students and IIT Madras stipulates that students attend 75 percent of lectures to qualify for their examinations.

IIT Bombay IIT Delhi IIT Guwahati IIT Kanpur IIT Kharagpur IIT Madras IISc Bangalore IIT Roorkee





THE VIETNAM FOUNDATION



China Open Resources for Education

**JOCW**  
JAPAN OCW CONSORTIUM



**LIPHEA** The Leadership Initiative  
for Public Health in East Africa



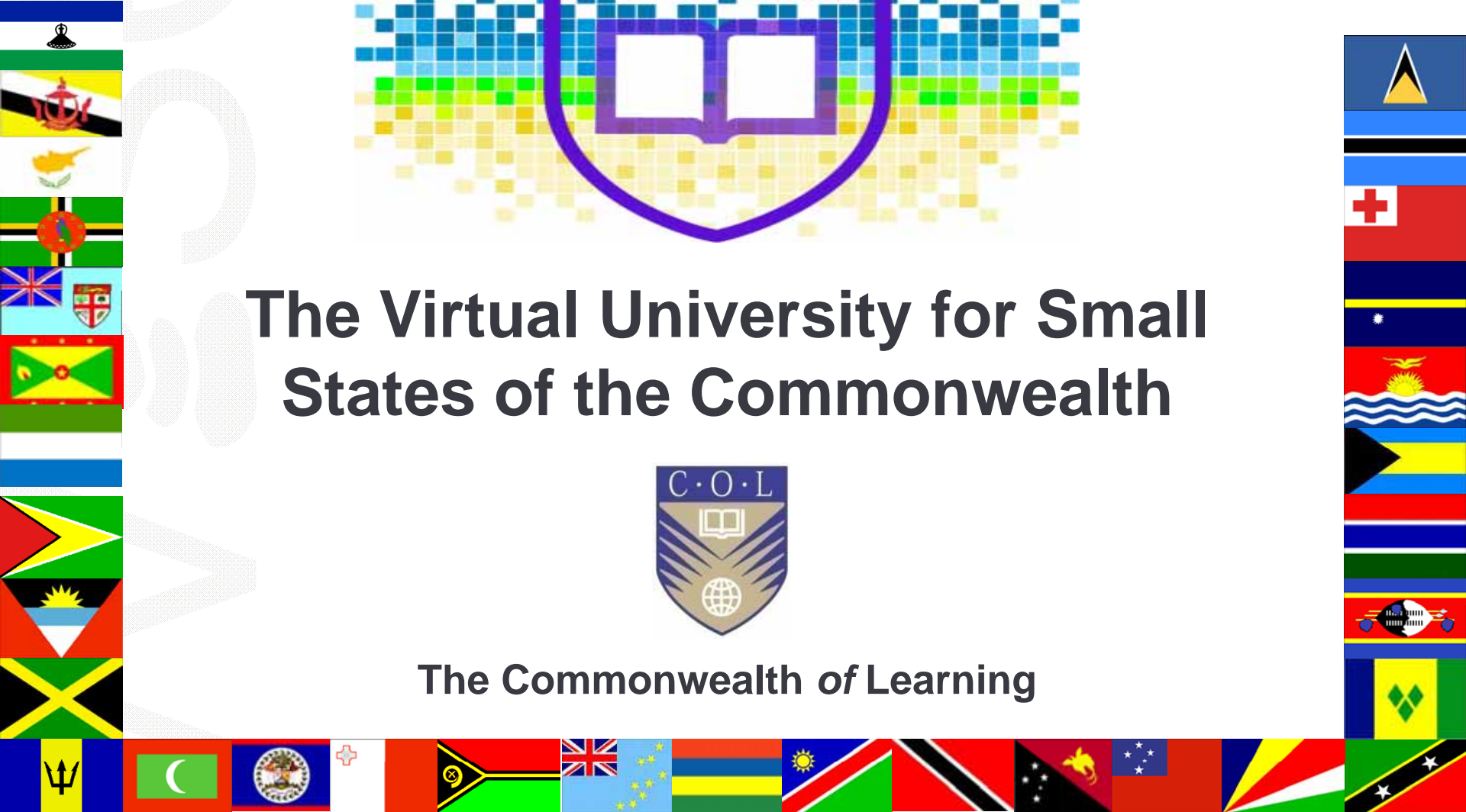
**OER Africa**



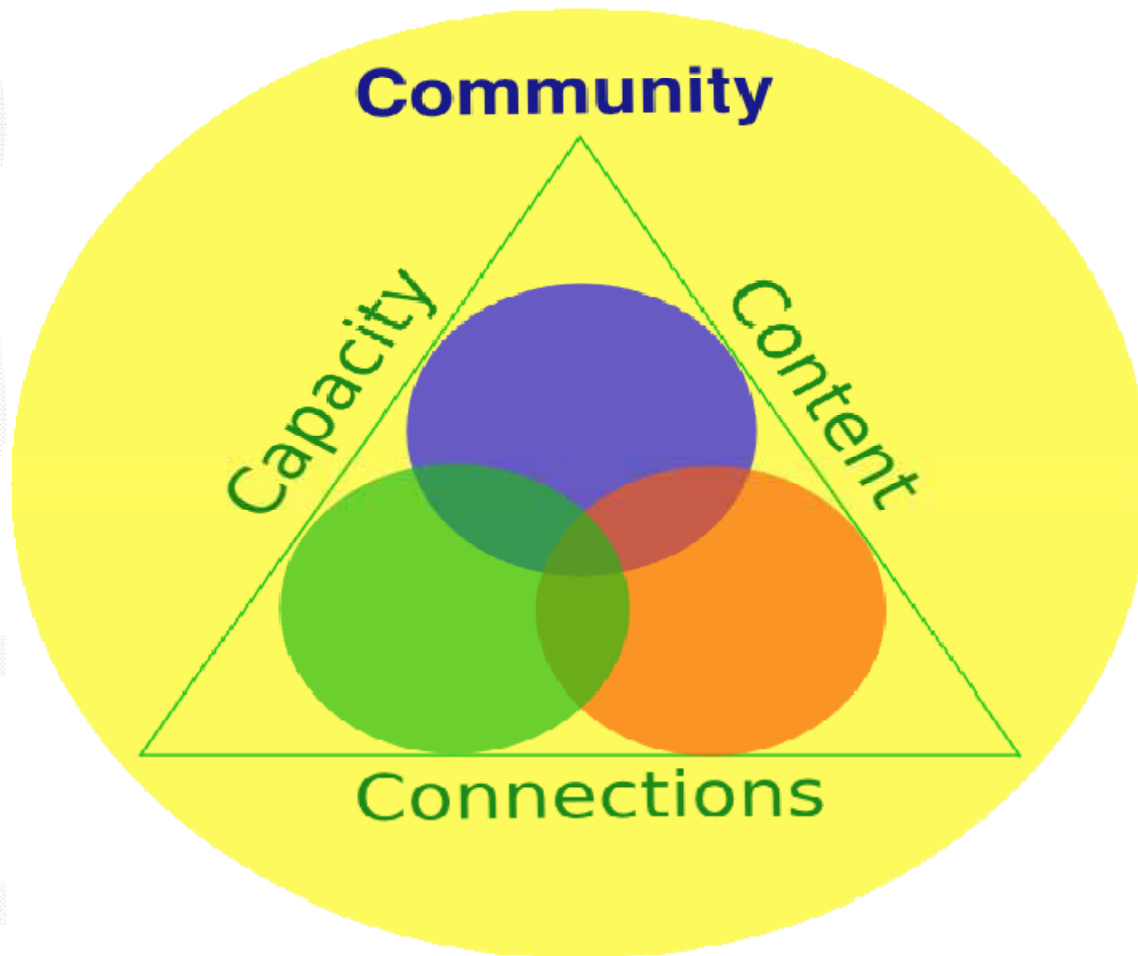
# The Virtual University for Small States of the Commonwealth



The Commonwealth of Learning



# THE COL APPROACH TO OER



# Implications for the learner

- New learner of the 1980's
- Digital native
- **Ultimate learner**
- *consumer as producer?*
- *self-directed learning?*
- *what type of learner support?*

# Implications for Pedagogy

*(Meta-analysis by Bernard et al.)*

Student <> Content # 1

Student <> Student # 2

Student <> Teacher # 3

# Implications for Pedagogy

- Behaviorist: Teacher-Student
- Constructivist: Student-Student
- Connectivist: Student-Content

-Terry Anderson 2010

- *A mix of all three approaches?*
- *The role of the teacher?*
- *What types of assessment?*



# Implications for Higher Education

- Social entrepreneurship in education on the rise
- Ground-up developments can impact institutionalised, top-down processes
- New incentives necessary for established players
  - *The Rise of Degree Granting/Assessment Bodies?*
  - *New qualifications?*
  - *What of quality?*



**Thank you**

[www.col.org](http://www.col.org)