



# TOWARDS OPEN UNIVERSITY OF KENYA: MODELS AND LESSONS FROM THE COMMONWEALTH

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# THE PLAN



A Brief History



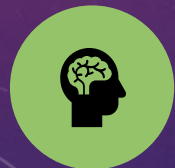
Pedagogical  
affordances



Models of Open  
Universities



Quality  
Assurance



Human  
Resources



Funding





# A BRIEF HISTORY OF DISTANCE EDUCATION

# 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



**PITMAN'S SHORTHAND**  
THE SYSTEM THAT STANDS THE STRAIN.

UNIVERSALLY USED. **YOU** can learn the System thoroughly and quickly by making use of the latest textbook, entitled **PITMAN'S SHORTHAND RAPID COURSE** It consists of twenty simple Lessons, with the principles grouped in a new order.

EASY TO LEARN.

AN ABSORBING HOBBY. **3/6** AN ASSET IN BUSINESS.

"I have frequently expressed my admiration for Pitman's Shorthand, and my belief in its usefulness, and I have pleasure in doing so again." Arnold Bennett.  
"Pitman's is, for practical purposes, the only system of Shorthand." Sir W. Robertson Nicoll.

Write at once for Prospectus M to  
**SIR ISAAC PITMAN & SONS, Ltd., 1, Amen Corner, E.C.4.**

## DRIVING FORCES

- Access to education, irrespective of race, colour or creed.
- Second chance education to working population.

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

- Lord Crowther

# DEFINING DISTANCE EDUCATION

- ▶ 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)

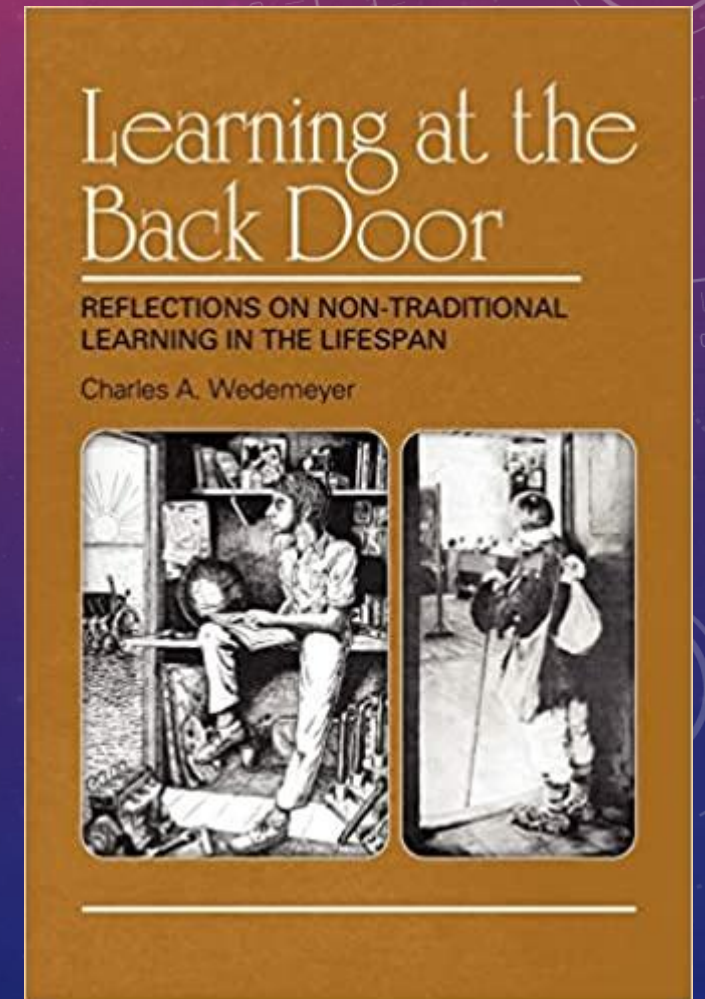
# TERMINOLOGIES USED

Independent learning	Open learning	Flexible learning	Distance learning	Online learning
United State of America	India, United Kingdom	Australia, New Zealand	More widely used	New age DE

# 'OPEN-NESS' IN PRACTICE

- Open admission (no entry qualifications)
- Multiple open channels (radio, TV, etc.)
- Open curriculum
- Open access (Anytime, anywhere)
- Open participation
- Open accreditation

(Wedemeyer, 1973)



# Open learning in practice



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

(Kember, 2007)

# GENERATIONS OF DISTANCE EDUCATION

1. Correspondence model (printed-text)
2. Multi-media model (Radio, TV)
3. Tele-learning model (Interactive television)
4. Flexible learning model (WWW)
5. Intelligent flexible learning model (WWW+)



Gen 1

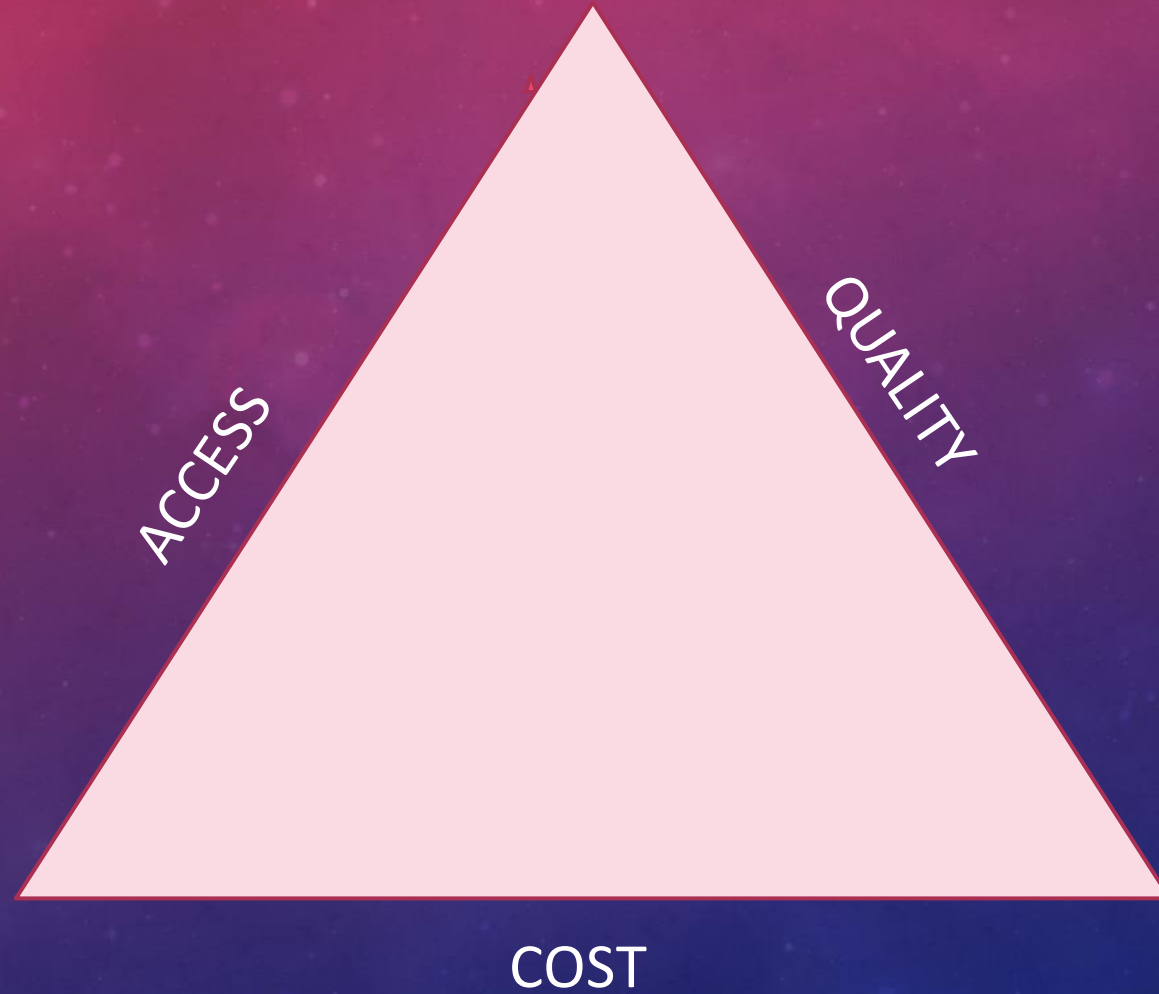
Gen 2

Gen 3

Gen 4

Gen 5

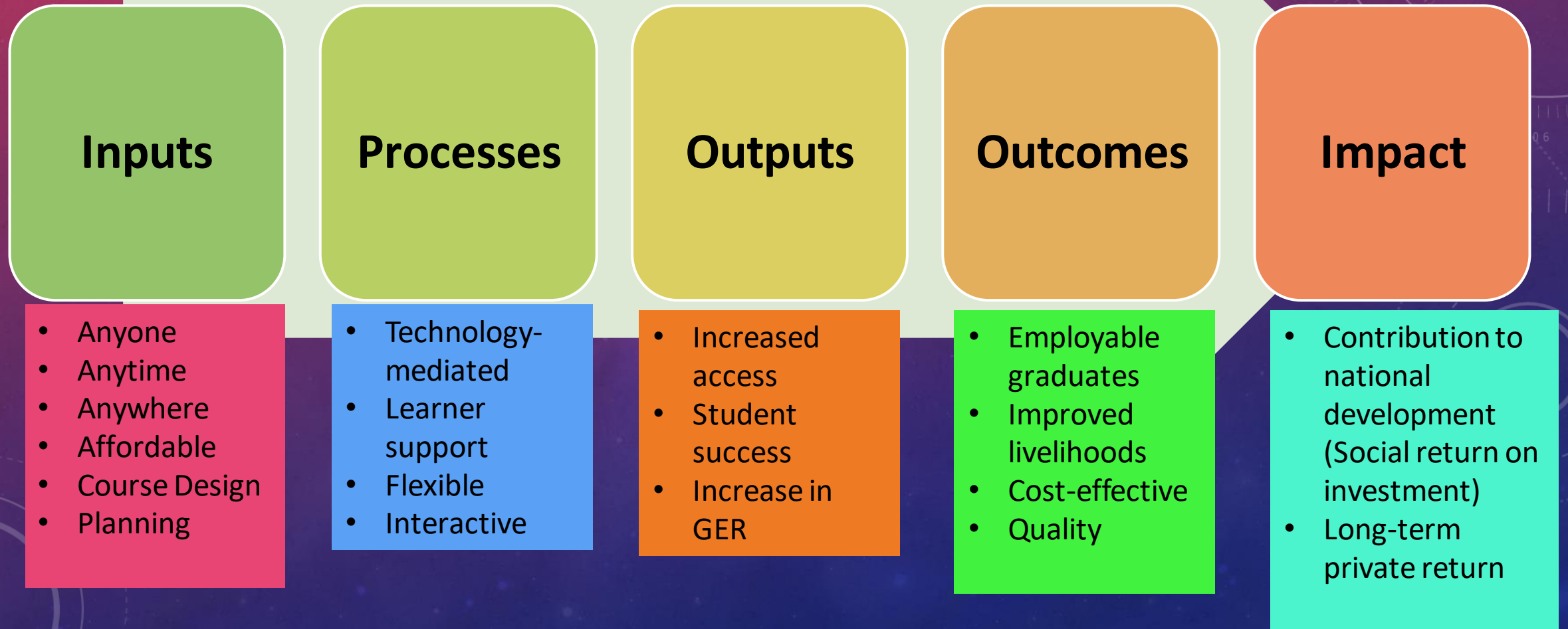
# IRON TRIANGLE



# FOUNDATIONS OF DISTANCE EDUCATION



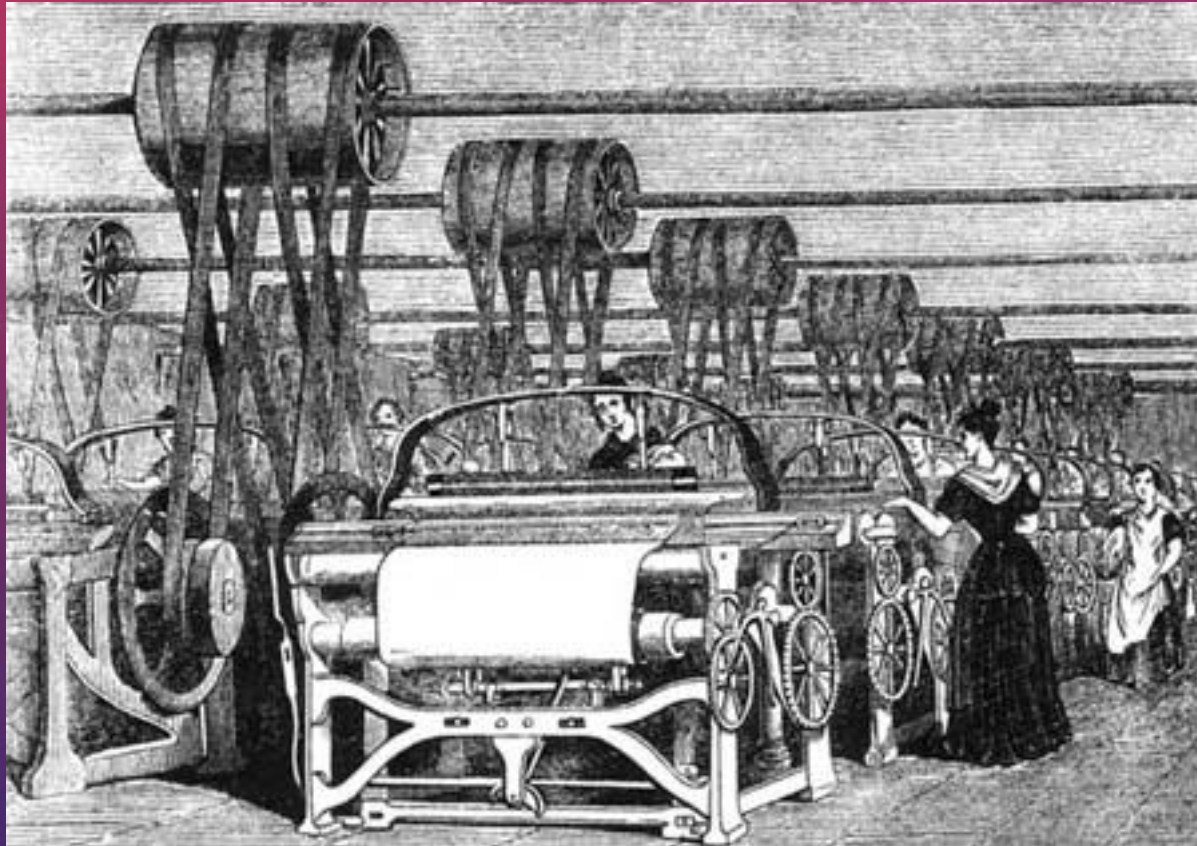
# THEORY OF CHANGE





# MODELS OF OPEN UNIVERSITIES

# INDUSTRIAL MODEL

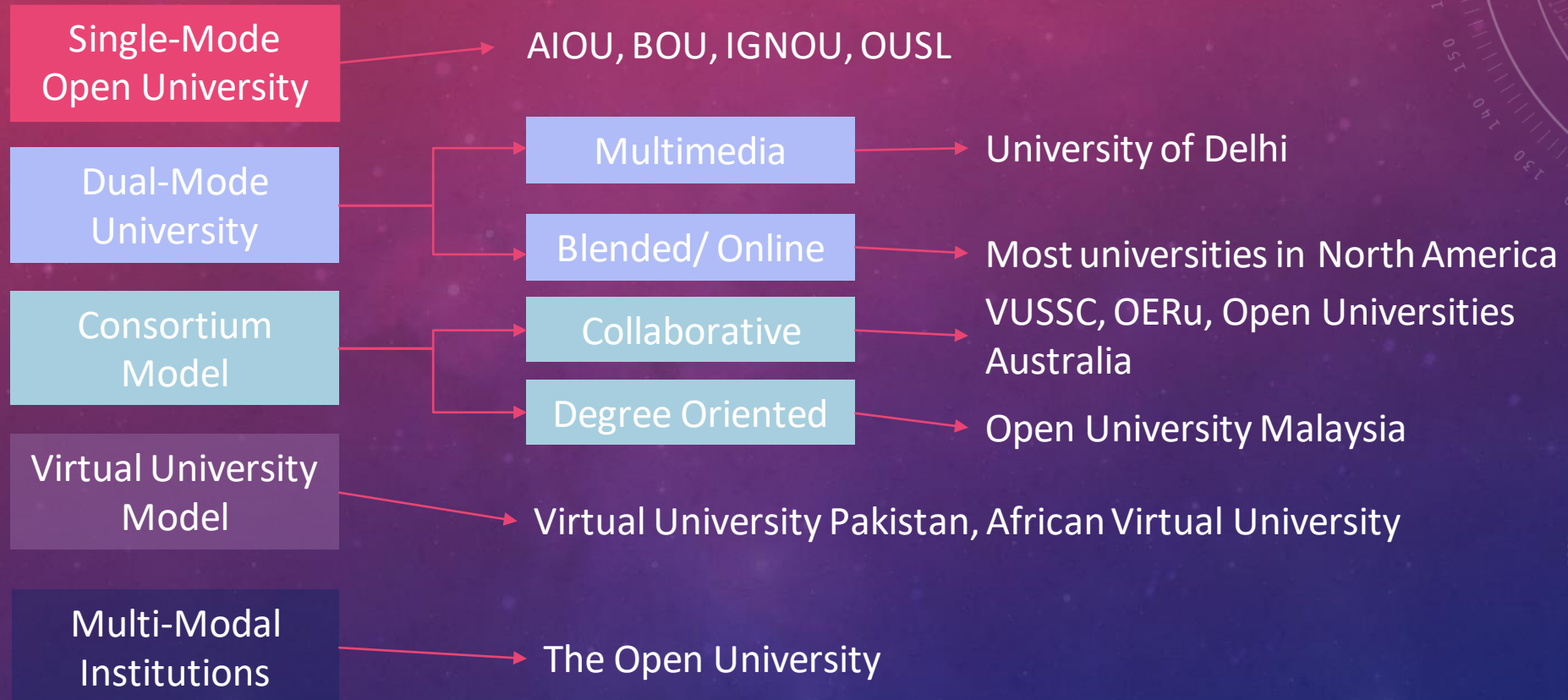


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- Division of labour
- Mass production
- Planning and organisation

Otto Peters, 1967

# MODELS OF OPEN UNIVERSITIES



# 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)



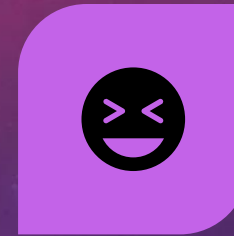
**CONTENT:** SELF-  
LEARNING  
MATERIALS IN  
PRINT AND  
DIGITAL FORMATS



**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



AFRICAN VIRTUAL UNIVERSITY  
UNIVERSITE VIRTUELLE AFRICAINE  
UNIVERSIDADE VIRTUAL AFRICANA

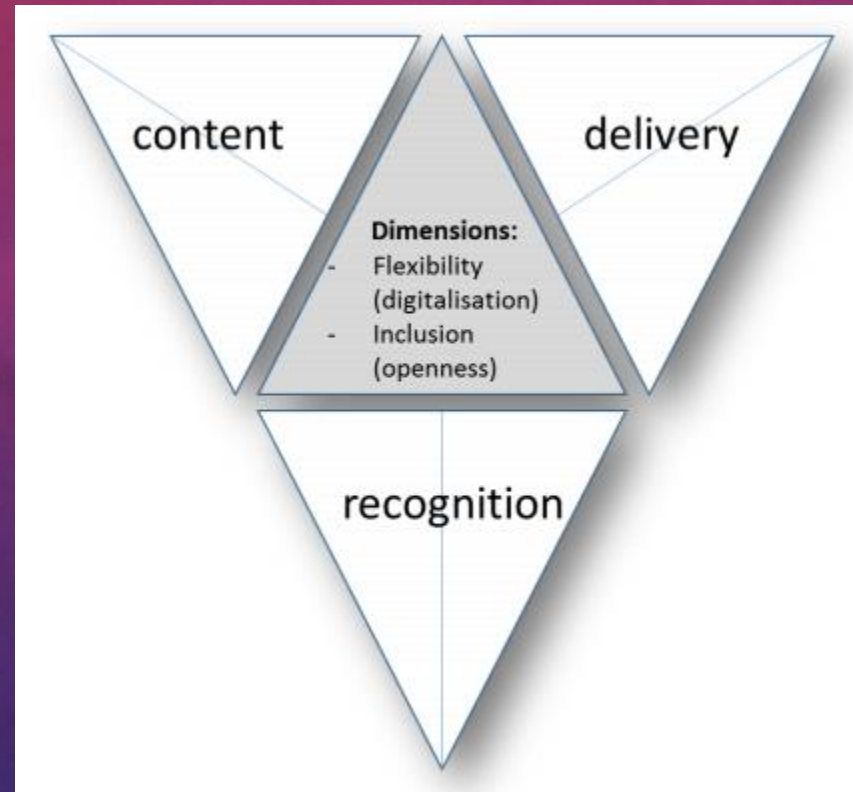




# MULTI-MODAL UNIVERSITIES

- **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/>

# PEDAGOGICAL AFFORDANCES



# OPEN UNIVERSITIES AT A GLANCE

## At a Glance

Open Universities in the Commonwealth



28  
Universities



2,745  
Programmes



24,505  
Courses



3,463,369  
Students

## Modes of Teaching

28

Open &  
Distance  
Learning



17

Online  
Learning



13

Face to  
Face



2

Blended  
Learning

## Levels of Education Offered

OUs often offer programmes ranging from higher secondary to technical diploma to doctoral degrees.

(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**



(doctor's degree or equivalent)

**Level 8**



Two universities  
offer programmes  
at all six ISCED  
levels

- Technology-mediated
- Resource-based
- Learner support
- Range of assessment methods

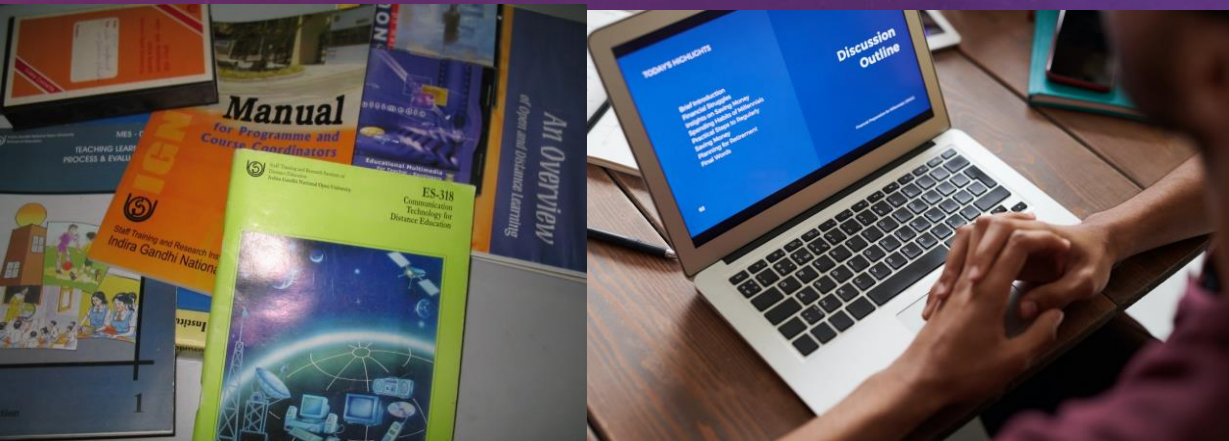
# TECHNOLOGY-MEDIATED TEACHING AND LEARNING

## Synchronous Activities

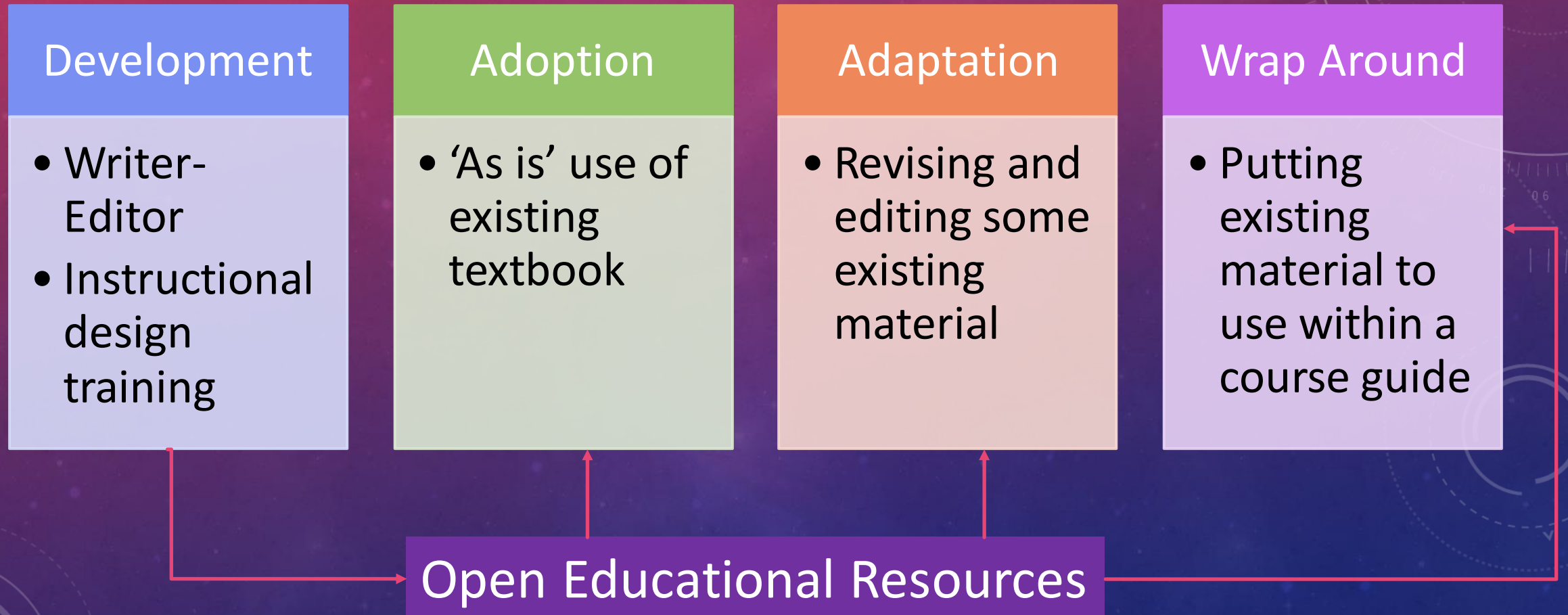
- Video conference
- Online chat
- Live podcast (Radio)
- Live Television
- Polling, Presentations, etc.

## Asynchronous Activities

- Printed textbooks/ Self-learning materials
- Discussion Forum
- Online reading
- Watching a video
- Listening to a recorded podcast
- Working on assignments
- Online quizzes
- Email



# MODELS OF COURSE PREPARATION



# LEARNER SUPPORT



Academic  
support

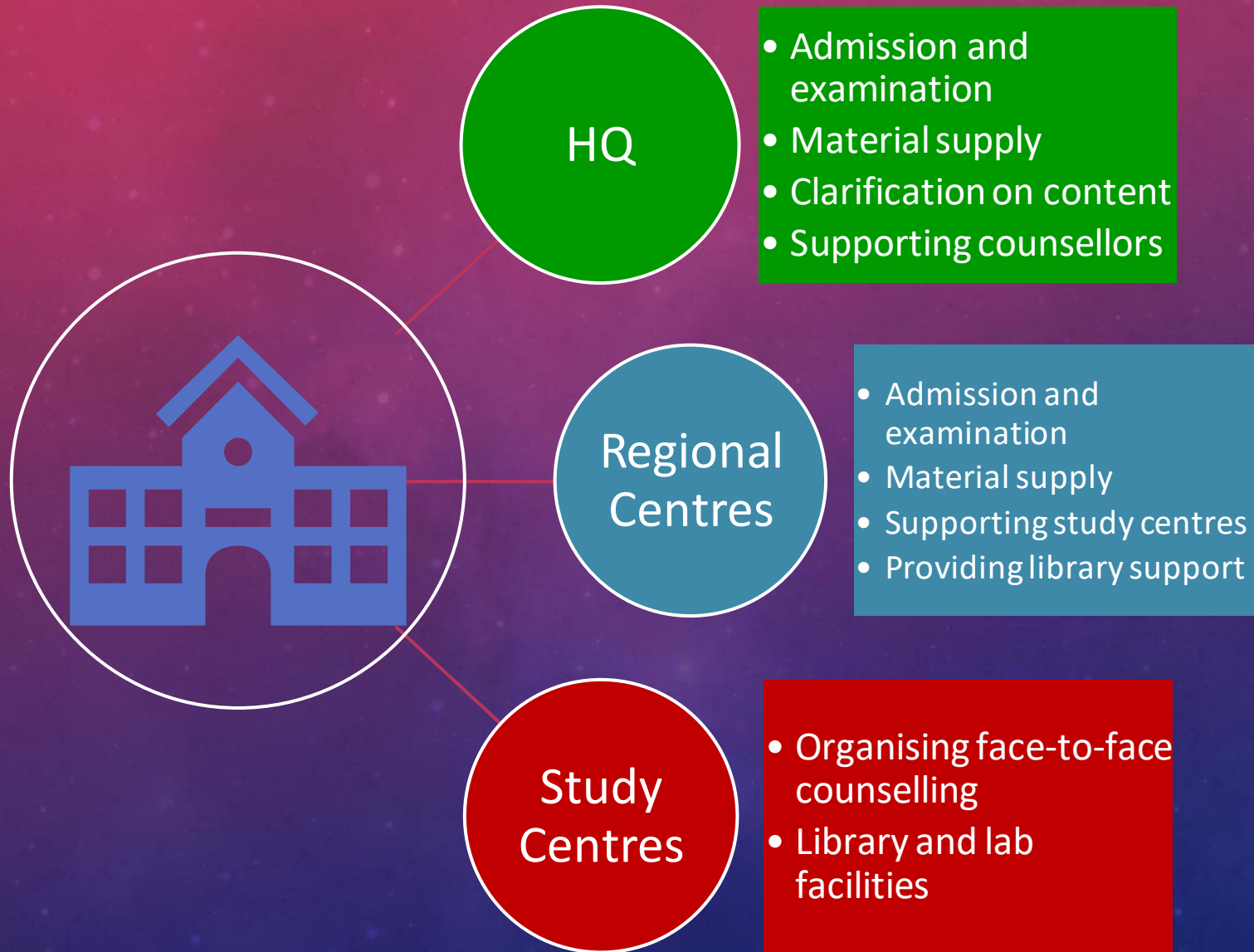
- Explaining
- Assessing
- Chasing progress
- Developing skills

Via different media

Non-  
academic  
support

- Advising
- Counselling
- Administration
- Inspiring

# THREE-TIER MODEL OF LEARNER SUPPORT



# TYPES OF ASSESSMENTS

## Essay type

- Long answer (1000-1200 words)
- Short answer (150-500 words)

## Continuous assessment

- Home assignments (open book)
- Tests within LMS

## Objective type

- Single/Multiple choice
- Matching
- Fill-in-the-blanks
- True-False

## Final Examination

- Online tests (proctorial)
- Tests within LMS
- Laboratory (skills-based) tests

# ALTERNATIVE ASSESSMENTS

## Online

- Participation in discussion forum
- Peer assessment
- Synchronous online seminar presentations
- Online projects (e.g., coding)
- E-Portfolio
- Reflective Journal
- Blogs contribution
- Wiki Collaboration
- Audio and video assignments
- Online objective type questions

## Offline

- Project-based (as term-end exam)
- Term Paper (as term-end exam)
- Portfolio
- Evidence-based approaches (Recognition of Prior Learning)

Rubrics-based assessment

# TECHNOLOGIES FOR ASSESSMENT

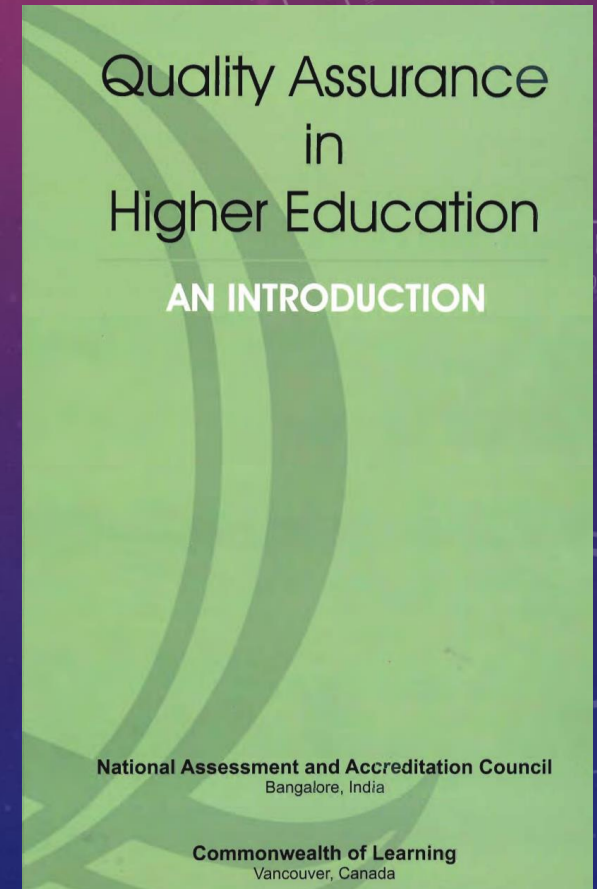
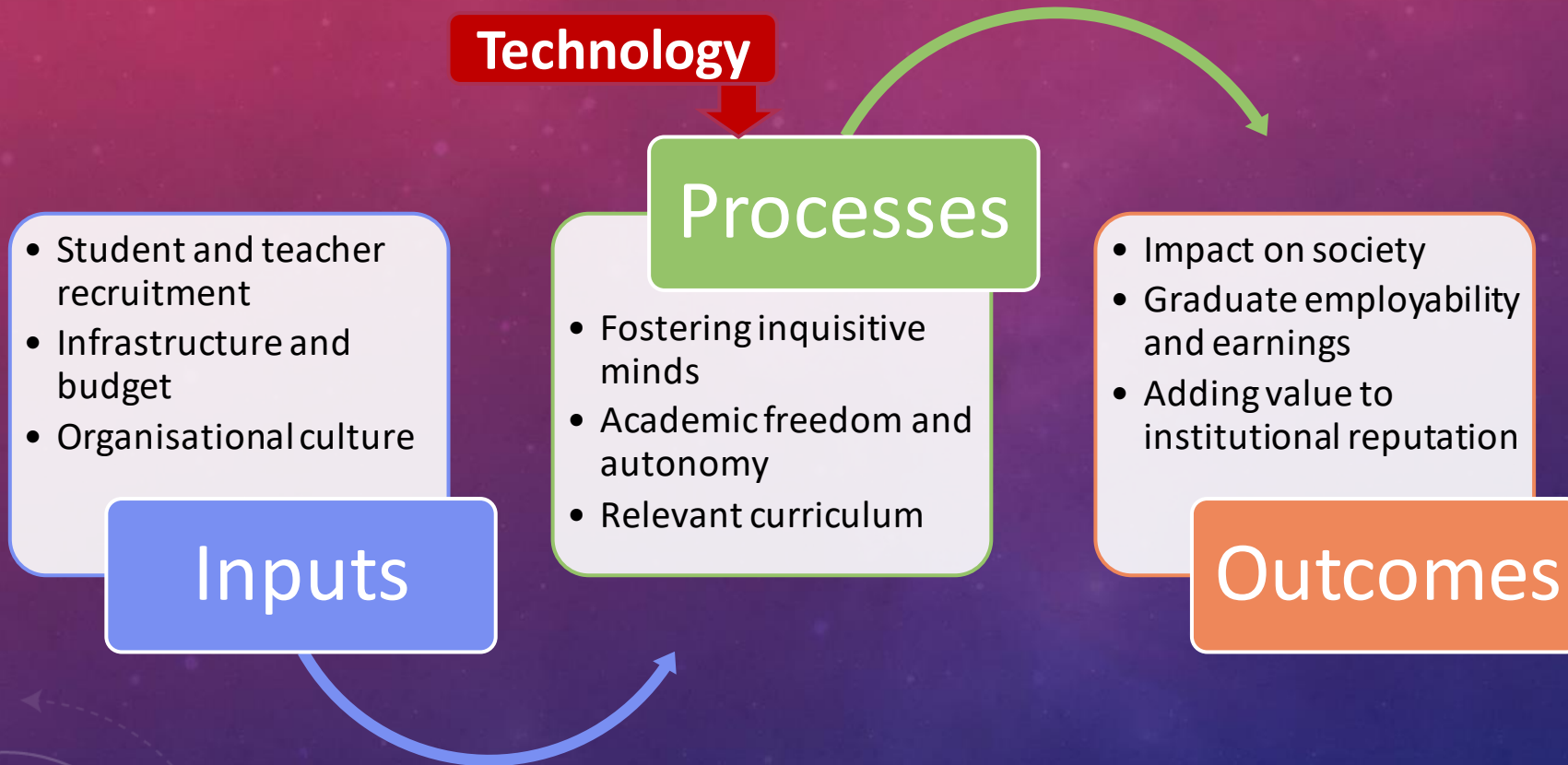
- Online Exam: **TCEexam**  
(<https://tcexam.org/>)
- LMS for Exam: **e-Exam**  
(<http://www.transformingexams.com/guides.html>)
- Lockdown Browser: **Safe Exam Browser**  
(<https://safeexambrowser.org>)
- You can design your turnkey system



# QUALITY ASSURANCE

The background features a vertical gradient from dark blue at the bottom to deep red at the top. It is overlaid with faint, semi-transparent technical diagrams. On the right side, there is a large circular gauge with a scale from 80 to 220 and a needle pointing towards 180. Below it is a circular flow diagram with arrows. On the left side, there is a circular diagram with a dashed arrow pointing left. The overall aesthetic is clean and professional, typical of a corporate presentation.

# QUALITY AS CONTINUOUS IMPROVEMENT



# INTERNATIONAL QUALITY PRINCIPLES

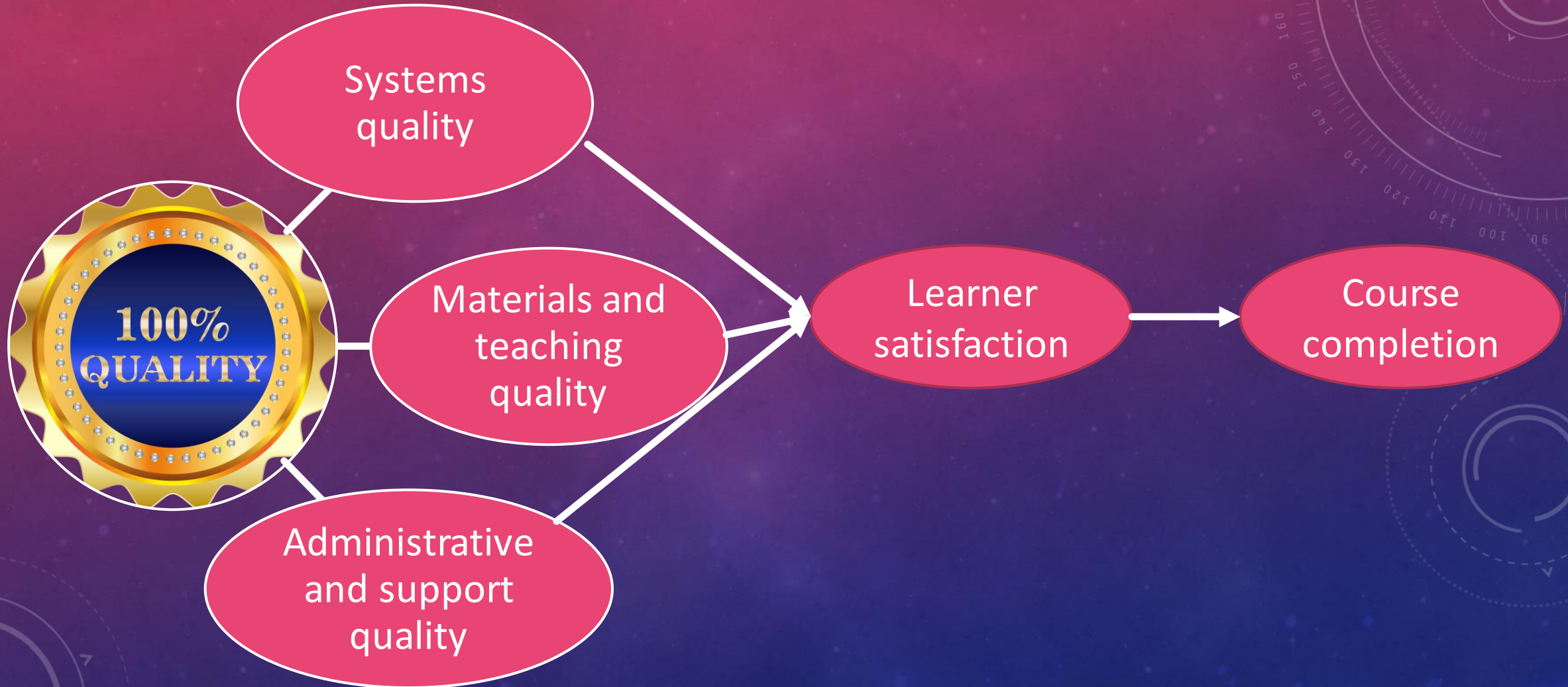
- Quality in higher education is the responsibility of the providers and its staff
- Quality is judged by how it meets the needs of the society and sustain public trust
- Governments play a critical role in supporting quality
- Higher education providers and accreditation agencies must be accountable and provide evidence of quality
- Accreditation agencies are responsible for ensuring the implementation of quality processes and standards
- Quality higher education must be flexible, creative and innovative to meet the needs of the stakeholders



# NATIONAL PRACTICES ON QUALITY ASSURANCE IN DISTANCE EDUCATION

- The Open University, **United Kingdom** follows the Guidelines of Quality Assurance Agency for Higher Education (Quality code is same for all institutions)
- The **Malaysian** Qualifications Agency has Code of Practice for accreditation of Open and Distance Learning Programmes
- The National Assessment and Accreditation Council (**India**) assesses ODL institutions for quality, and are regulated by the University Grants Commissions' Regulations on distance and online learning

# SERVICE QUALITY IN OPEN UNIVERSITIES



# HUMAN RESOURCES

The background features a vertical gradient from dark blue at the bottom to deep red at the top. It is decorated with faint, semi-transparent circular patterns and a large, detailed circular gauge on the right side. The gauge has concentric circles and numerical markings from 0 to 200. The overall aesthetic is modern and technical.

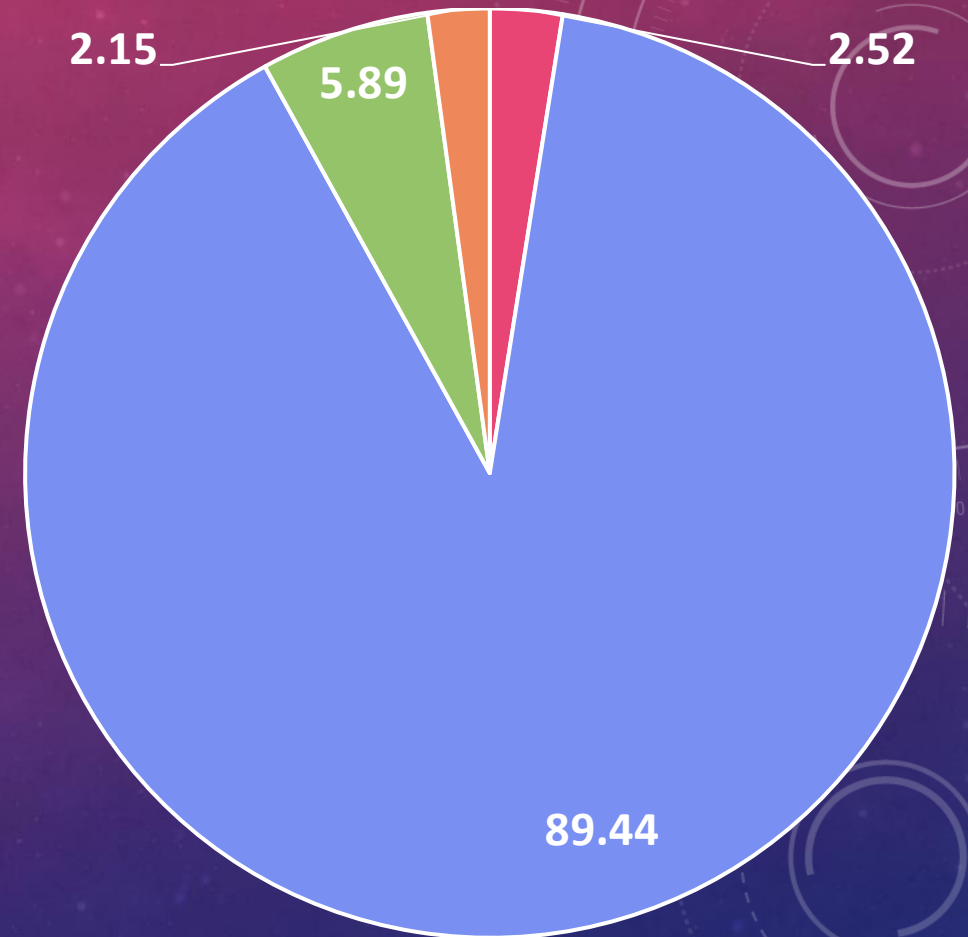
# ROLE OF TEACHERS

- **Curriculum design and development**
- **Managing the course development and production process**
- **Lesson preparation and curation in multiple media**
- **Scripting and delivery of lessons via audio/video**
- **Management of online courses (LMS-based)**
- **Preparing assignments and term-end examination**
- **Assessing answer scripts**
- **Providing tutor-comments/feedback on assignments**
- **Facilitating tutoring sessions at study centres as well as online**



# PART-TIME TEACHERS ARE KEY

- Ratio of full-time teachers vs part-time tutors
- Administrative and technical support staff
- Parity in recruitment and compensation



■ Full-Time Teachers      ■ Part-time Teachers  
■ Administration and Support Staff      ■ Technical Staff

# FUNDING

The background features a vertical gradient from dark blue at the bottom to bright red at the top. On the right side, there is a large, semi-transparent circular gauge or dial with numerical markings from 0 to 200. Several faint, light-colored circular patterns and arrows are scattered across the background, some appearing as dashed lines and others as solid outlines.



# TOWARDS A REGULATORY FRAMEWORK

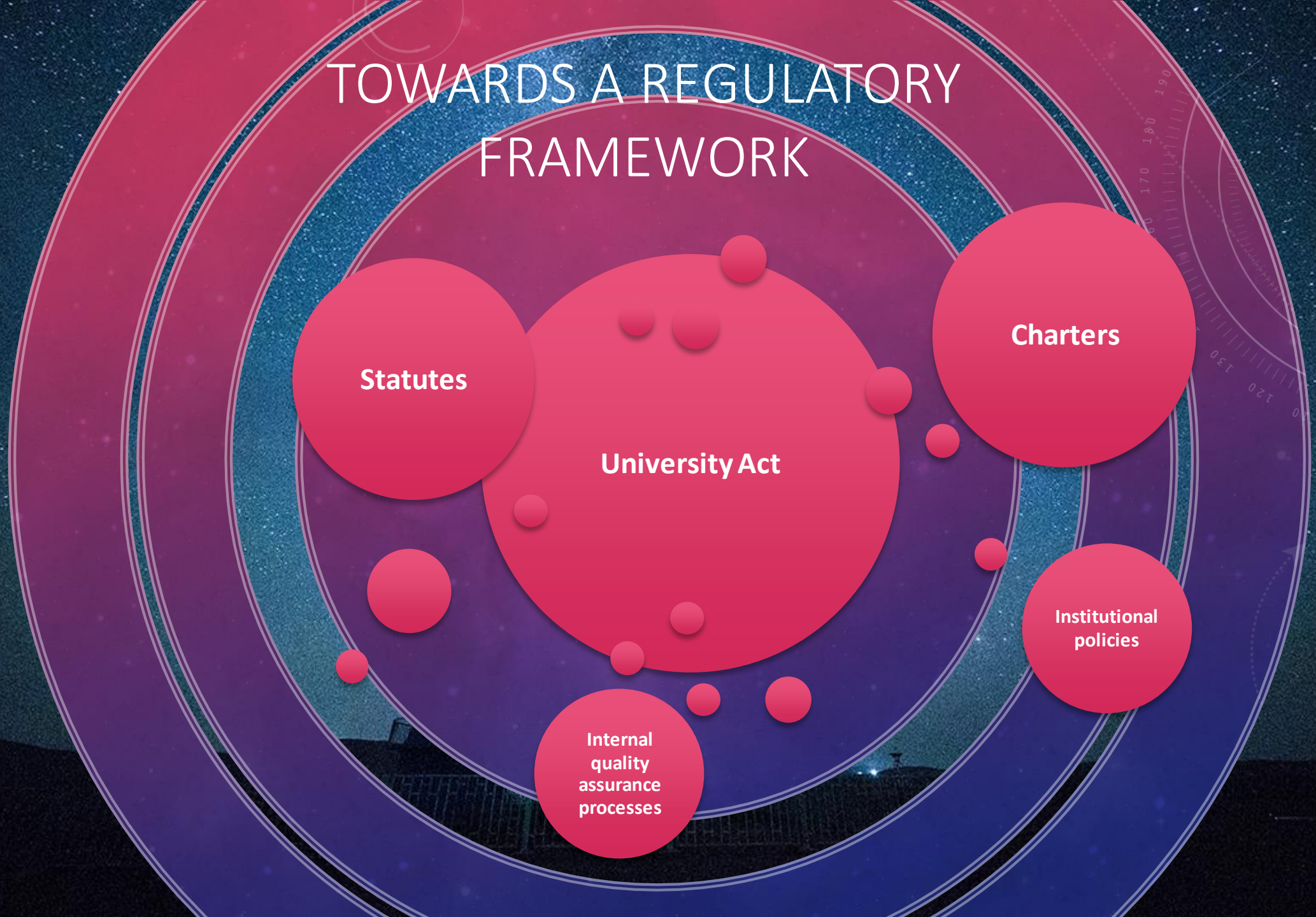
**Statutes**

**University Act**

**Charters**

**Institutional  
policies**

**Internal  
quality  
assurance  
processes**



# 33 Commonwealth Open Universities

(2023)

**CANADA**  
Athabasca University

**CANADA**  
Université TÉLUQ

**CYPRUS**  
Open University of Cyprus

**UNITED KINGDOM**  
The Open University

**BOTSWANA**  
Botswana Open University  
**MAURITIUS**  
Open University Mauritius  
**NIGERIA**  
National Open University of Nigeria  
**SOUTH AFRICA**  
University of South Africa  
**TANZANIA**  
Open University of Tanzania  
**ZAMBIA**  
Zambian Open University

## BANGLADESH

Bangladesh Open University

## INDIA

Dr. Babasaheb Ambedkar Open University  
Dr. B.R. Ambedkar Open University  
Indira Gandhi National Open University  
Jagat Guru Nanak Dev Punjab State Open University  
Jharkhand State Open University  
Karnataka State Open University  
Krishna Kanta Handiqui State Open University  
Madhya Pradesh Bhoj (Open) University  
Malanda Open University  
Netaji Subhas Open University  
Odisha State Open University  
Pandit Sundarlal Sharma (Open) University  
Sreenarayanaguru Open University  
Tamil Nadu Open University  
Uttarakhand Open University  
Uttar Pradesh Rajarshi Tandon Open University  
Vardhman Mahaveer Open University  
Yashwantrao Chavan Maharashtra Open University

## MALAYSIA

Open University Malaysia  
Wawasan Open University

## PAKISTAN

Allama Iqbal Open University

## SRI LANKA

Open University of Sri Lanka



# Thank you



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*of* LEARNING

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