

ICT in Higher Education: Who Stands to Gain?

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The Commonwealth of Learning (COL)

Learning for Development



The Commonwealth of Learning

WHAT IS IT FOR?

To help Commonwealth governments and institutions use various technologies to improve and expand learning for development



COL's Geographical outreach

The Commonwealth



...and all over the Commonwealth!

PLAN

- Governments
- Institutions
- Teachers
- Learners
- Who Stands to Gain?



GOVERNMENTS





The World Bank says:

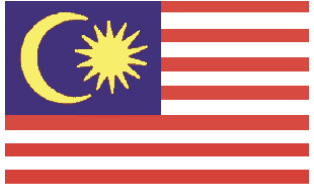
Age Participation Rates (APRs) of 40-50% for sustainable economic development

But

APRs less than 10% in much of Africa



APR ambitions:



40% by 2010



30% by 2015



15% by 2012



HUGE DEMAND:



University of Dhaka
10,000 of 80,000



Public universities
9,000 out of 40,000



The Open University



The Open University



The Open University



中央广播电视大学

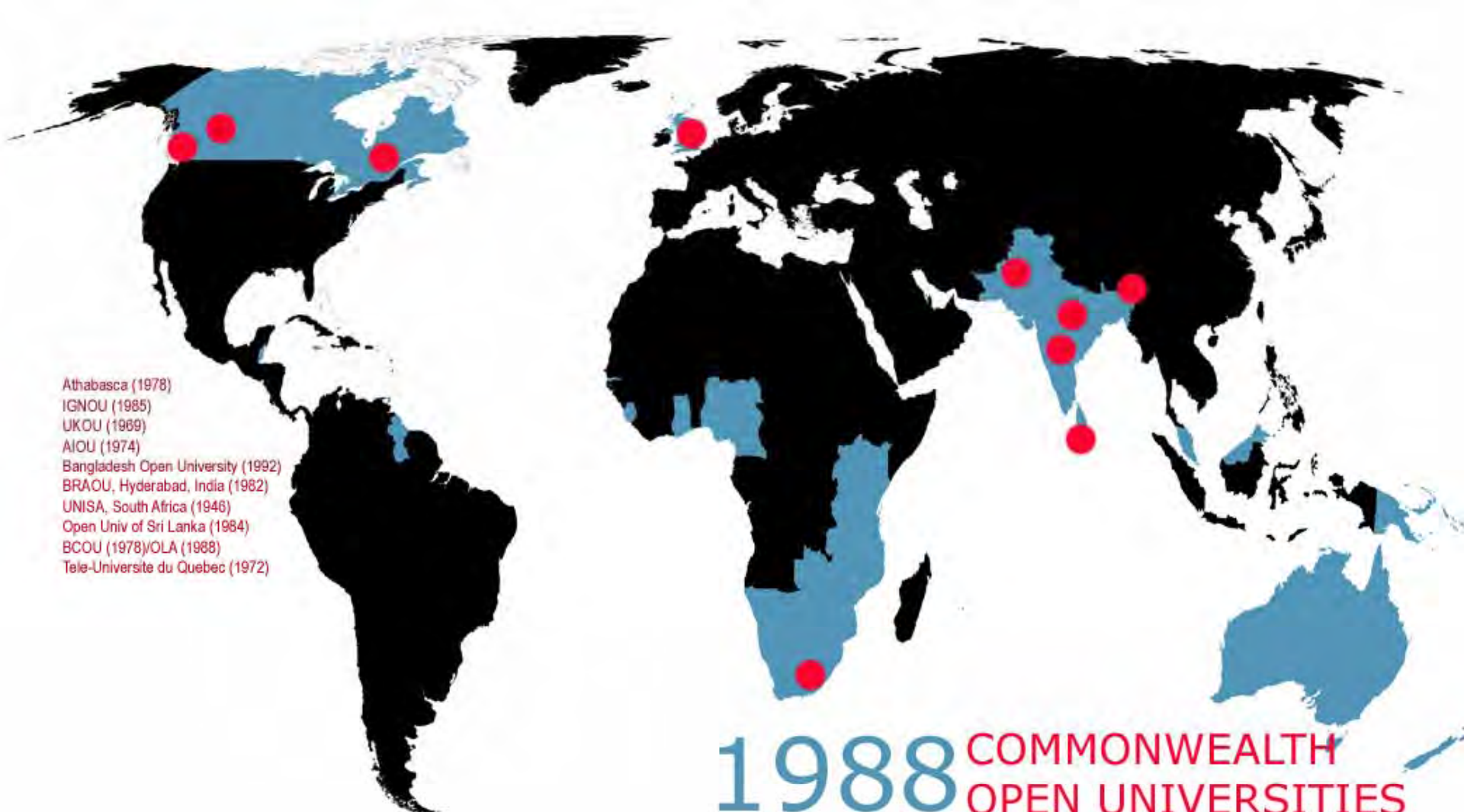
China Central Radio and TV University



MEGA-UNIVERSITIES

- 1994: 11 with 3 million
- 2008: 23 with 9 million

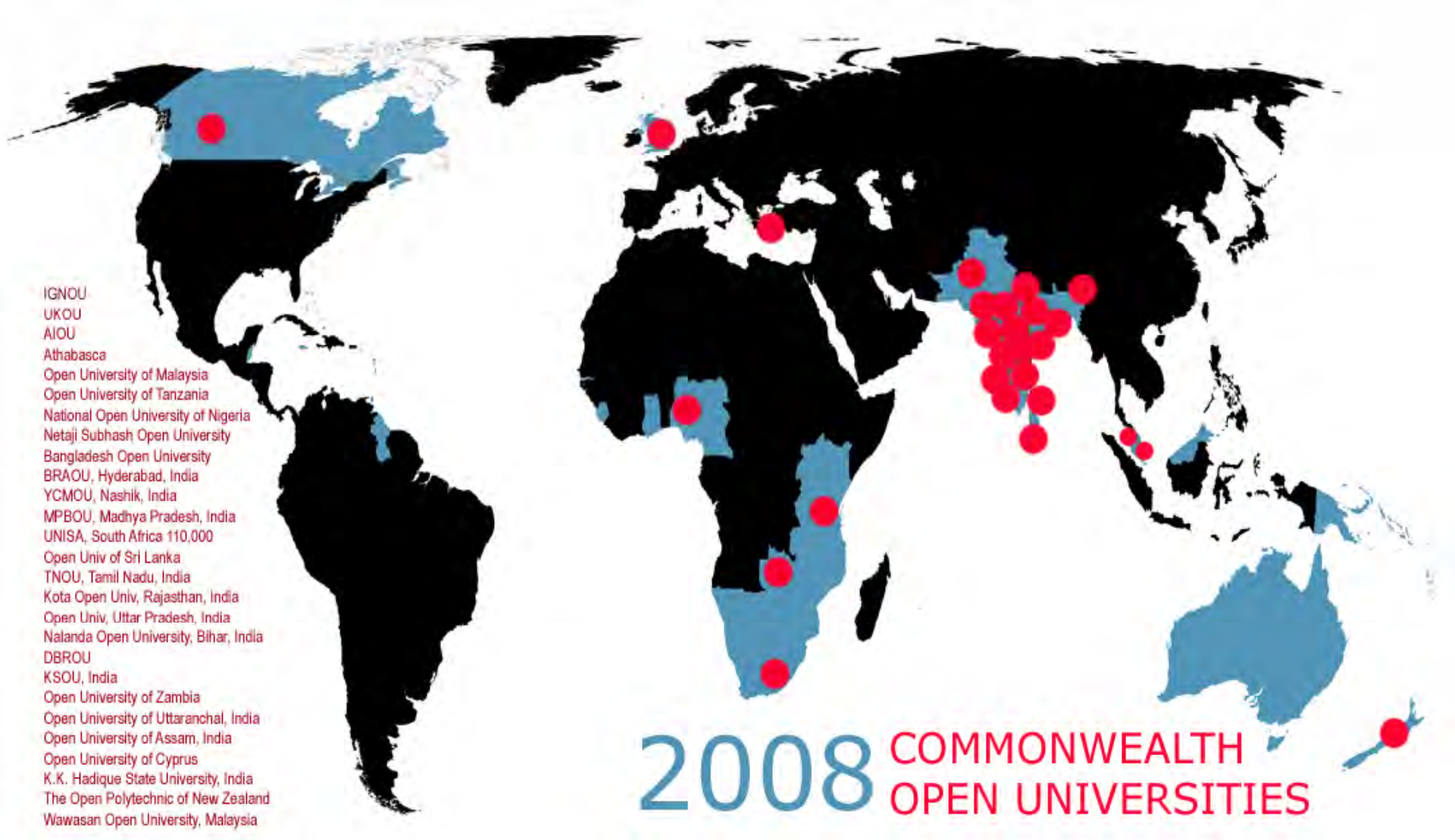




- Athabasca (1978)
- IGNOU (1985)
- UKOU (1969)
- AIOU (1974)
- Bangladesh Open University (1992)
- BRAOU, Hyderabad, India (1982)
- UNISA, South Africa (1946)
- Open Univ of Sri Lanka (1984)
- BCOU (1978)/OLA (1988)
- Tele-Universite du Quebec (1972)

1988 COMMONWEALTH OPEN UNIVERSITIES



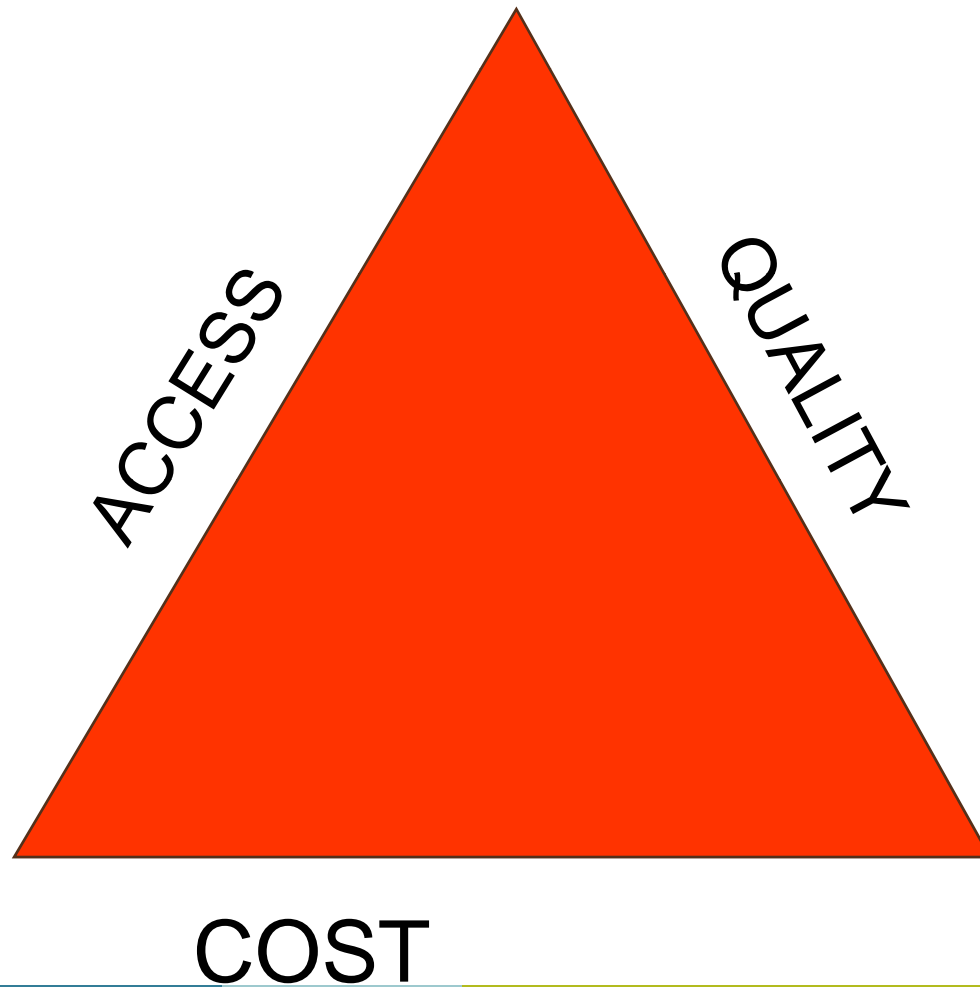


- IGNOU
- UKOU
- AIOU
- Athabasca
- Open University of Malaysia
- Open University of Tanzania
- National Open University of Nigeria
- Netaji Subhash Open University
- Bangladesh Open University
- BRAOU, Hyderabad, India
- YCMOU, Nashik, India
- MPBOU, Madhya Pradesh, India
- UNISA, South Africa 110,000
- Open Univ of Sri Lanka
- TNOU, Tamil Nadu, India
- Kota Open Univ, Rajasthan, India
- Open Univ, Uttar Pradesh, India
- Nalanda Open University, Bihar, India
- DBROU
- KSOU, India
- Open University of Zambia
- Open University of Uttaranchal, India
- Open University of Assam, India
- Open University of Cyprus
- K.K. Hadique State University, India
- The Open Polytechnic of New Zealand
- Wawasan Open University, Malaysia

2008 COMMONWEALTH OPEN UNIVERSITIES



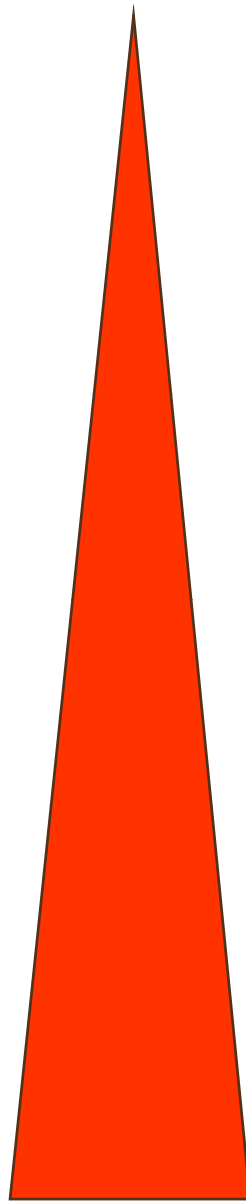
The Iron Triangle



ACCESS

QUALITY

COST



Governments can

- elaborate enabling policy frameworks for ICTs in Education
- implement rigorous quality assurance measures so that the qualifications attained through alternative means such as distance learning are recognised
- invest in appropriate technologies and infrastructure.



INSTITUTIONS



Four principal uses of ICT

- institutional PR to attract more students through the internet;
- management, administration and funding;
- research using digital libraries;
- teaching and learning using learning management systems.



Interactions in learning

(Meta-analysis by Bernard et al.2009)

Student <> Content

Student <> Student

Student <> Teacher



Interactions in learning

(Meta-analysis by Bernard et al.)

Student <> Content # 1

Student <> Student # 2

Student <> Teacher # 3





MIT OPEN COURSEWARE

MASSACHUSETTS INSTITUTE OF TECHNOLOGY



The Open University

OpenLearn

Making educational resources freely available

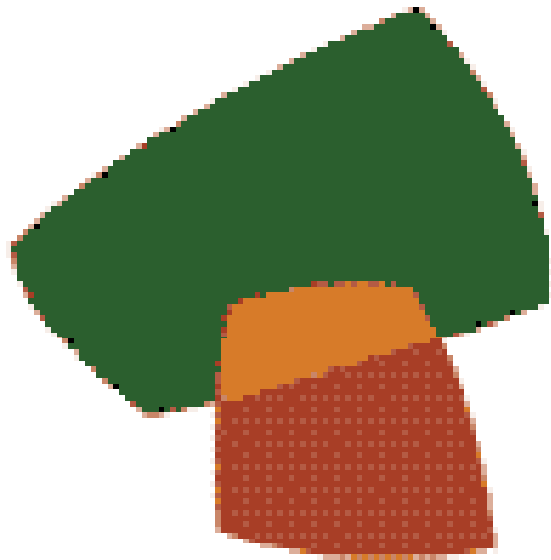
The Virtual University for Small States of the Commonwealth



*this courseware is mine to this courseware is
for (open) mining*

1. MIT: Open Courseware
sharing knowledge
2. UKOU: Open Content Initiative
sharing learning
3. VUSSC: Collaborative content
sharing learning and teaching





TESSA

Teacher Education in Sub-Saharan Africa

Advantages of using OERs

- Saves time and money
- Fosters global knowledge exchange
- Supports capacity development
- Raise the quality of education



Why is this content not being used?

- Lack of awareness about the content and its benefits
- No ownership
- Limited capacity



Institutions can

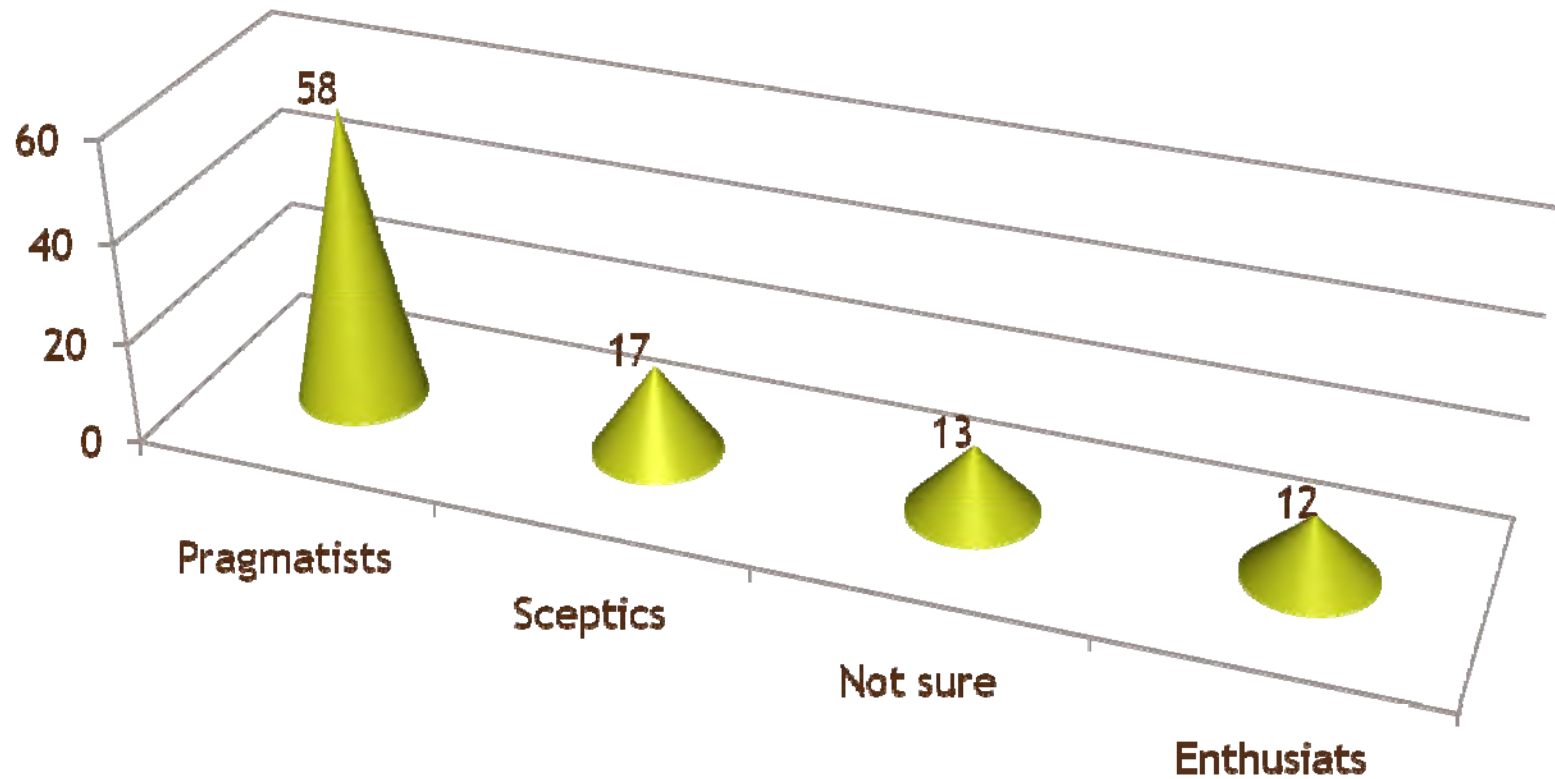
- develop an institutional policy on use of OERs
- provide incentives to faculty
- define copyright policies



TEACHERS



European university teachers view of technology (%)



Digital Natives, Digital Immigrants

- Digital Natives: immersed in use of technology—the young learners
- Digital Migrants: Teachers who took to technology late in life



What are teachers using technology for?

- Research
- Still do not use wikis, blogs etc
- Replicate old pedagogies with new tools



Use of ICTs in HEI's in Kenya (2007)

- Not ready for elearning
- ICT not a strategic priority for HEI's



Teachers

- Focus on innovative pedagogic practice;
- collaborative research on how to craft this pedagogic practice
- continuous professional development in the educational uses of technology.



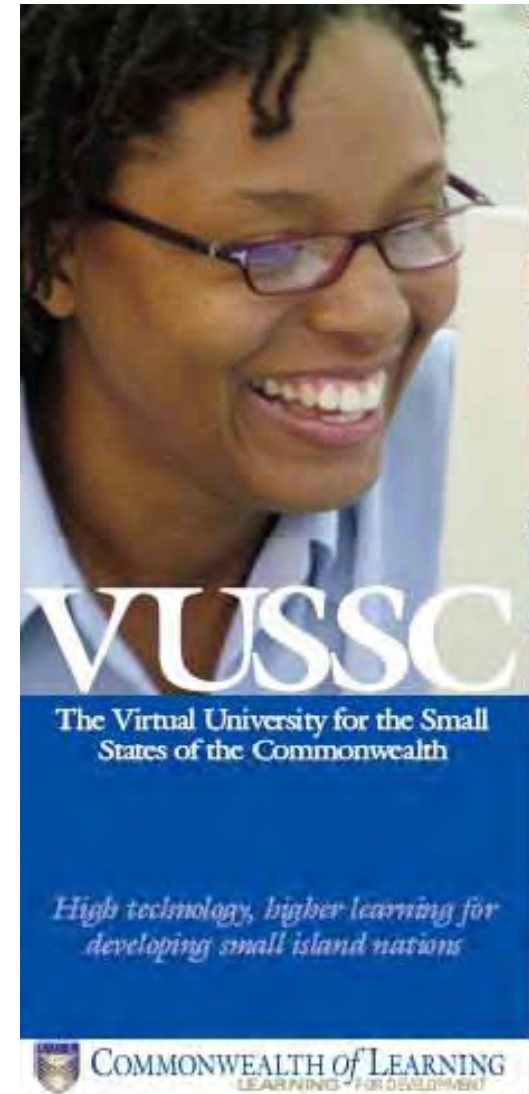


VUSSC

Virtual University for Small States of the Commonwealth

OER Network

- 32 Commonwealth countries
- Collaborating online using WikiEducator
- Building capacity through regional boot camps (Mauritius, Singapore and Trinidad and Tobago, Samoa)



Mauritius VUSSC Boot Camp – August 2006



“negotiated collaborative contents”



- Navigation
- Main Page
- Current events
- Recent changes
- Random page
- Help
- Practice editing
- Donations

- Community
- Community portal
- Web chat
- Mailing list

Search

Go Search

- Index
- What links here
- Related changes
- Upload file
- Special pages
- Printable version
- Permanent link
- Print as PDF

[article](#) [discussion](#) [edit](#) [history](#)

Please join the [WikiEducator mailing list](#) to coordinate the development of WikiEducator content, structure, and technology.

Virtual University for Small States of the Commonwealth

(Redirected from Vussc)



VUSSC Node

small nations - big project

Working together on free content

An initiative of the Virtual University for Small States of the Commonwealth

- VUSSC Free content
- Discussion forum
- Other Community Networks
- Mauritius Bootcamp
- Singapore Bootcamp
- Climate Change
- Trinidad & Tobago Boot Camp

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 - 3 VUSSC coordination nodes
 - 4 VUSSC OER Planning and Development
 - 5 VUSCC Bootcamps

About VUSSC

[\[edit\]](#)

The Commonwealth Education Ministers conceived the idea of the [Virtual University for Small States of the Commonwealth](#) (VUSSC) at their meeting in Halifax, Canada, in 2000. The [Commonwealth of Learning](#) extended a formal [invitation](#) to the Education Ministers of the small states to participate in this initiative aimed at expanding access to education enabled by appropriate ICTs. VUSSC member countries met in Singapore on two occasions signing a [Letter of Intent](#) as well as the [Singapore Statement](#).

The VUSSC is a network committed to the collaborative development of free content resources for education.

News Releases

[\[edit\]](#)

- Online community creates learning content for small states -August 06

VUSSC coordination nodes

[\[edit\]](#)

Learning for Content L4C

- 2 week free online training
- Donate one free lesson in return



LEARNERS

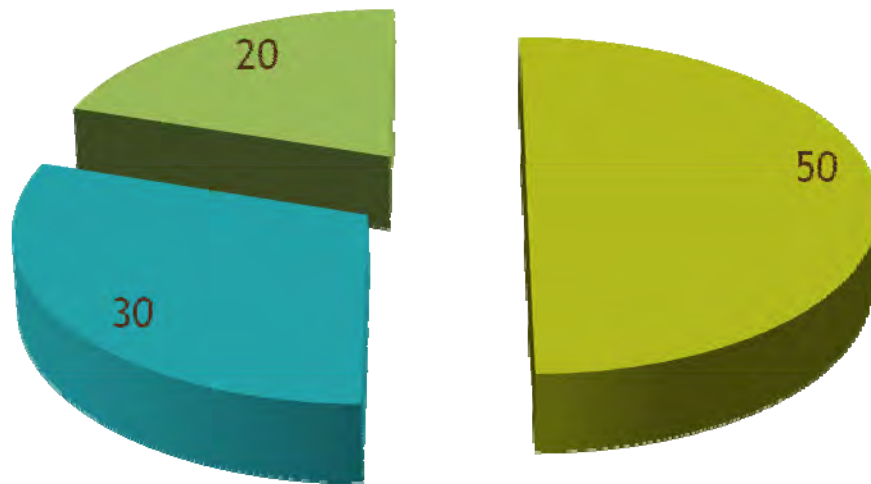


Twenty first century learners

- Young learners
- More women

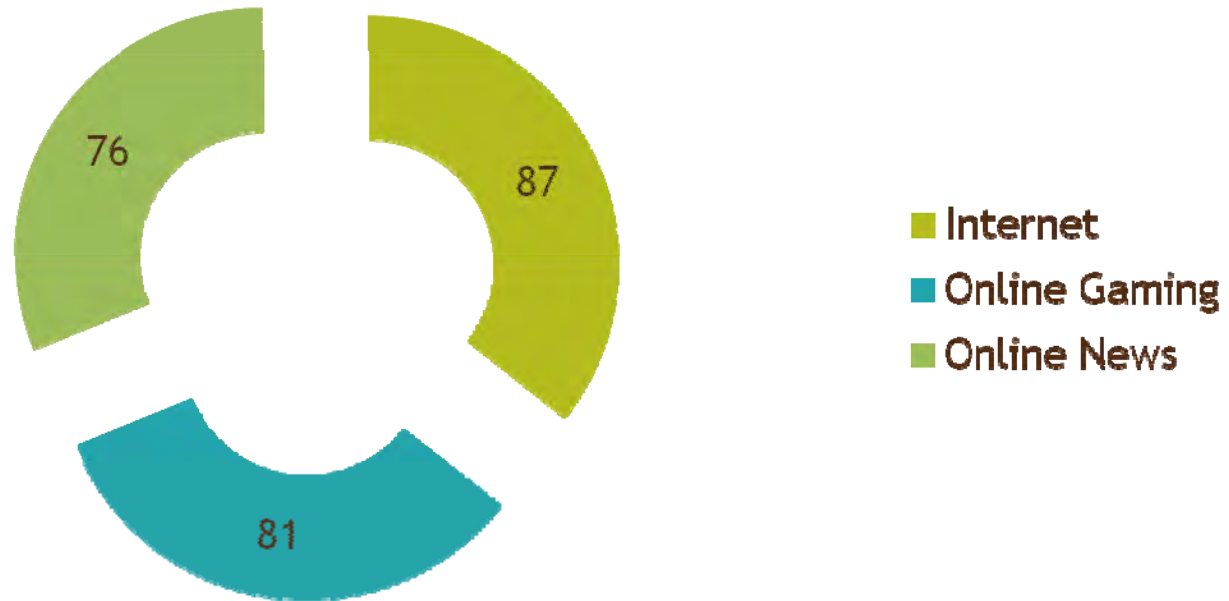


Profile of learners in the use of the Internet



- Digital mass (heavy Internet use but do not produce content)
- Inter-activated (heavy Internet use and frequent producers of content)
- Neo-analogical (produce some content but use less Internet than the Digital Mass)

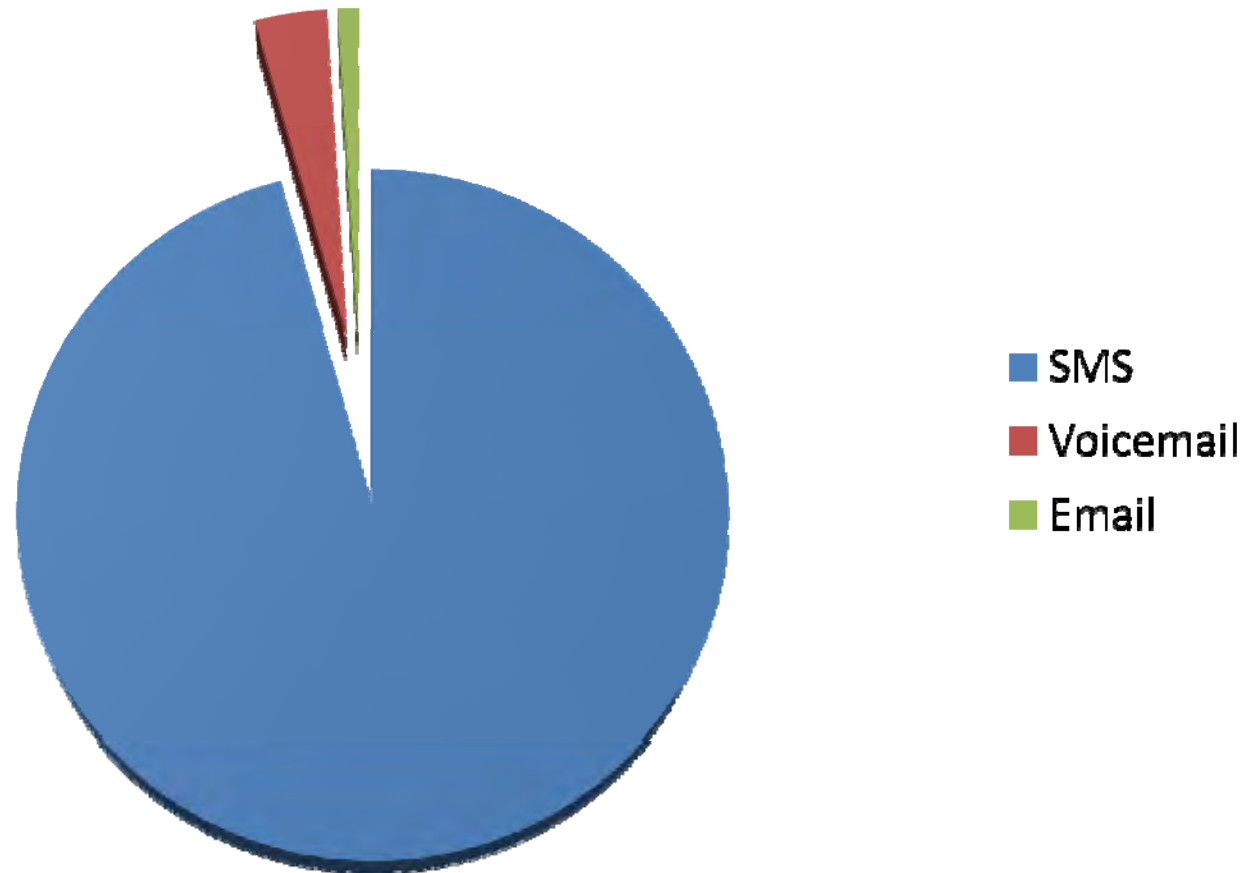
% of 8-18 year olds in the USA using various online content



| Region | Computers per 1000 persons | Internet Users per 1000 persons |
|----------------|----------------------------|---------------------------------|
| South Asia | 18.00 | 31.0 |
| Africa | 32.41 | 39.0 |
| Latin America | 84.58 | 185.83 |
| Western Europe | 522.67 | 552.67 |
| USA | 760.0 | 690.0 |



ICT use per week at one Japanese university



DE Unit, Univ of Pretoria

- 14,000 teachers
- 1% internet; 99% phones
- Administrative
- Academic





Kakamega, Kenya

L3F Initiatives in:

**Jamaica
Papua New Guinea
Kenya
Uganda
Mauritius
India
Sri Lanka**



Lifelong Learners



COMMONWEALTH of LEARNING

LEARNING FOR DEVELOPMENT



LIVES

Learning through Interactive Voice Educational System

Goal: to provide communities with a learning tool based on voice mails using mobile phones

Overview of The System

- Students register
- LIVES detects newly uploaded **lectures/quizzes** and calls the students at their preferred time
- The user **progress tracking** by user-profile database



Reaching the Unreached

- LIVES has a strong feedback and performance tracking system.
- A comprehensive data base on learning materials in various languages
- Reach more than 1000 learners at a time



WHO STANDS TO GAIN?



The New Learner

- 'New Learner': adult learner who looked for new education, training and/or skills for personal development, promotion, change in career, and/or enhanced job requirements



Digital Native

- 'Digital Native': technology-savvy learners, usually young school-leavers



The Emerging Ultimate Learner

- Has the means to learn
- The mindset and motivation
- Lifelong learner
- Multidisciplinary, analytical, ethical, innovative, disciplined, respectful, collaborative



THANK YOU

