





**July 25 - 28, 2005**

Nashville Convention Center  
Nashville, Tennessee



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## Welcome to the 5th Annual MERLOT International Conference Hosted by the Tennessee Board of Regents

July 25 – 28, 2005  
Nashville Convention Center  
Nashville, Tennessee

***"Engaging the Global Community - Looking Over the Horizon"***

### Welcome

Join us for the 5th Annual MERLOT Conference to celebrate our accomplishments in creating and bringing together our global community of educators. This year, the **Tennessee Board of Regents** hosts the conference. Tennessee is the land of many innovations; it is here that Sequoyah devised the Cherokee alphabet in 1809. That innovative alphabet led to the literacy of the Cherokee Nation and expanded its world. This year, through our theme, Engaging the Global Community – Looking Over the horizon, we too will expand our understanding of the global world of online teaching and learning.

Our goal is to engage you in preparing for what lies beyond the horizon with the globalization of digital teaching and learning through pre-conference workshops, concurrent sessions, round tables, hands-on workshops, panel sessions in addition to our thought-provoking keynote addresses by world renowned leaders in higher education and technology.

### News & Announcements

[Attendees List](#)

[Printable Program](#)

### Coming Soon

**Macromedia supports the remote viewing of Conference Plenary Sessions**  
Watch here for more information and the URL coming soon!

# The Long-Awaited Breakthrough?

MERLOT Conference 2005

Nashville, Tennessee

26 July 2005

# The Long-Awaited Breakthrough?

MERLOT Conference 2005



**John  
Daniel**

COL



**Susan  
D'Antoni**

IIEP-UNESCO



**Stamenka  
Uvalić-Trumbić**

UNESCO



**Paul  
West**

COL

Development

through

learning

1. Making HE available to all

1. Making HE available to all
2. Can eLearning help?

1. Making HE available to all
2. Can eLearning help?
3. Barriers to eLearning

1. Making HE available to all
2. Can eLearning help?
3. Barriers to eLearning
4. Partners for a better future

# The major trend

Growth in demand

- World Conference on HE (1998)

“the most radical renewal of PSE ever required”

- WCHE + 5 (2003)

# The Challenge

## 1. Demography:

7-8 billion (50% young) in  
developing world by 2025

# The Challenge

## 1. Demography:

7-8 billion (50% young) in  
developing world by 2025

## 2. Discrepancy:

Developed = APR 40% plus

Developing = APR 10% minus

*“...at no time in human history did the welfare (or poverty) of nations depend in such a direct manner on the quality and outreach of higher education systems and institutions” (UNESCO, 2003).*

- Proliferation of new providers
- Cross-border offerings

- Proliferation of new providers
- Cross-border offerings

BUT

“cross-border post-secondary education is, for the moment at least, a negligible phenomenon in developing countries”

Daniel, Kanwar & Uvalić-Trumbić (2005)

# BUT

“cross-border post-secondary education is, for the moment at least, a negligible phenomenon in developing countries”

Daniel, Kanwar & Uvalić-Trumbić (2005)

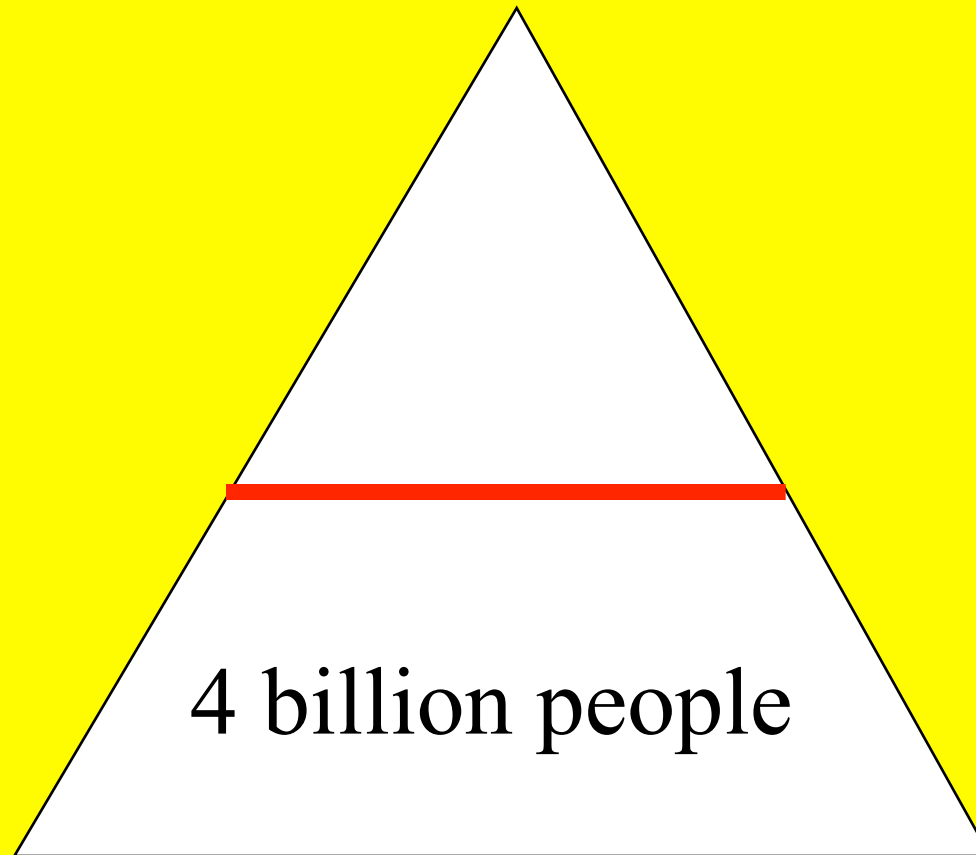
# THEREFORE

the developing world needs home-grown solutions – is eLearning one of them?

1. Making HE available to all
2. Can eLearning help?

# *The Fortune at the Bottom of the Pyramid*

C. K. Prahalad



# C.K.Prahalad

## *The Fortune at the Bottom of the Pyramid*

‘for companies with the resources and persistence to compete at the bottom of the world economic pyramid, the prospective rewards include growth, profits and incalculable contributions to humankind’

C.K.Prahalad

*The Fortune at the Bottom of the Pyramid*

**An APR of 35% within this group would yield 150 million additional post-secondary students, far more than total current enrolments worldwide.**

# C.K.Prahalad

*The Fortune at the Bottom of the Pyramid*

‘radical innovations in technology and  
business models’

‘an ideal of highly distributed small scale  
operations married to world-scale  
capabilities’

# C.K.Prahalad

## *The Fortune at the Bottom of the Pyramid*

‘helping people improve their lives by producing and distributing products and services in culturally sensitive, environmentally sustainable and economically profitable ways’

Can eLearning  
respond to the  
challenge?

# TECHNOLOGY ✓ ✓

(Internet connections)

*Communication links are altering dramatically the way that poor villages in the developing world function.*

BUT

Can we take advantage  
of the opportunity???

The most promising innovation

OPEN EDUCATIONAL  
RESOURCES (OERs)

=

open course content, open  
source software and tools

The most promising innovation

OPEN EDUCATIONAL  
RESOURCES (OERs)

**apply to teaching and learning  
the basic principle of sharing  
that underpins academic  
research**

# Barriers to sharing courseware:

- ‘Not invented here’
- Copyright
- Non-digital formats

Working towards a  
culture of equality  
in  
sharing and adapting  
OERs

# eLearning - 4 questions:

- Accessible?

1. Connectivity?

# eLearning - 4 questions:

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1. Connectivity?

2. OERs available?

# eLearning - 4 questions:

- Accessible?

1. Connectivity?

2. OERs available?

e.g. MERLOT

# Availability of OERs

-OECD/UNESCO

mapping OER initiatives

- UNESCO-IIEP

International Community of Interest – FOSS

New Forum on OERs and open content

# Availability of OERs

## -OECD/UNESCO

mapping OER initiatives

## - UNESCO-IIEP

International Community of Interest – FOSS

New Forum on OERs and open content

## - COL

Access to multiple LORs

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

Software

=

*eRIB (Canarie)*

+

*pakXchange*

**THE COMMONWEALTH OF LEARNING**

News & Features | Programmes & Services | Knowledge Resources | About COL & the Commonwealth

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### Knowledge services and databases

## COL Learning Object Repository

[more links...](#)

**COL's Learning Object Repository Software**

An online database of learning content that provides software to Commonwealth countries free of charge. Institutions or governments can establish a shared repository by accessing free open source software from COL's LOR.

[SEARCH for Open Education Resources](#) | [Technical and download information](#)

A number of online databases of learning content – or Learning Object Repositories – have been created around the world including CAREO, MERLOT and EdNA. COL has worked with eduSource and CANARIE (a not-for-profit corporation for advanced Internet development supported by its members, project partners and the Canadian Government) to develop the necessary tools, standards and protocols. The partners invested more than CDN \$8 million in this venture. The software produced by this consortium has been made available in COL's Learning Object Repository under a free open source software license.

Vancouver-based 3waynet Inc. developed complementary open source software that, when used together, could provide a fully functioning repository. In co-operation with COL, 3waynet created all the programming “connective tissue” to make these systems work together and provide an easy-to-use webpage to access content.

The system includes the ability to add information about the learning material (“learning objects”) with “meta tags”. These are IMS-compatible (IMS Schema 1.2.2) and the system is able to “federate-search” other repositories when the user is looking for learning materials. Installed on a local or shared server, this will enable course developers to locate learning materials along with the necessary copyright information from multiple continents.

COL is hosting the software and is collaborating with the African Virtual University, headquartered in Nairobi, Kenya, that will upload and make

# eLearning - 4 questions:

- Accessible?
- Appropriate?

# Appropriateness of eLearning

## Copyright:

“you can give away or sell what you own, but do not give away things you do not own”

# Appropriateness of eLearning

## Copyright:

“you can give away or sell what you own, but do not give away things you do not own”

## COL:

Synthesised information on copyright to governments, institutions, WIPO in order to:

- encourage compliance
- overcome barriers to educational use

# eLearning - 4 questions:

- Accessible?
- Appropriate?
- Accredited?

# eLearning:

- Does it require new QA criteria?

# eLearning:

- Does it require new QA criteria?
- How to promote trust and confidence?

# eLearning:

- Does it require new QA criteria?
- How to promote trust and confidence?

*UNESCO/OECD Guidelines on Quality  
Provision in Cross-Border Higher Education:*

Six stakeholders:

Governments; institutions; QA agencies; student associations; professional bodies; qualification recognition agencies

UNESCO | Education - UNESCO/OECD guidelines on "Quality provision in cross-border higher education" - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address [http://portal.unesco.org/education/en/ev.php-URL\\_ID=29228&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=29228&URL_DO=DO_TOPIC&URL_SECTION=201.html) Go Links

WELCOME About UNESCO UNESCO Media Services Programmes Documentary Resources UNESCO Worldwide

United Nations Educational, Scientific and Cultural Organization

## EDUCATION University Quality and Mobility

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### GLOBAL FORUM

- Objectives
- Background
- Action Plan
- Meetings

### QUALITY ASSURANCE

- Activities
- Cross-Border Providers of Higher Education

### LEGAL INSTRUMENTS

- Conventions
- Recommendations
- Good Practice

### INFORMATION TOOLS

- Study Abroad
- Trade in Higher Education
- Basics
- Open & Distance Learning

### UNESCO/OECD guidelines on "Quality provision in cross-border higher education"

In the context of increasing and new forms of cross-border provision of higher education, there is a need for new international initiatives to enhance quality provision in cross-border higher education at a global level by further strengthening quality assurance, accreditation and recognition of qualifications schemes at both national and international levels. UNESCO and OECD have been asked by their respective constituencies to work on the development of non-binding guidelines on "Quality provision in cross-border higher education".

Such guidelines would not supersede individual countries' authority to regulate the quality assurance and accreditation of their own higher education system. The endeavour will involve the collaboration of both sending and receiving countries of education services and will have global reach.


UNESCO and OECD have been asked by their respective constituencies to work on the development of such guidelines according to the resolution of the 32nd session of the General Conference of UNESCO, October 2003, and to the decisions taken at the OECD/CERI Governing Board meeting, October 2003.

There are four main policy objectives for the guidelines:

- 'Students/learners protection' from the risks of misinformation, low-quality provision and qualifications of limited validity.
- Qualifications should be readable and transparent in order to increase their international validity and portability. Reliable and user-friendly information sources should facilitate this.
- Recognition procedures should be transparent, coherent, fair and reliable and impose as little burden as possible to mobile professionals.
- National quality assurance and accreditation agencies need to intensify their international cooperation in order to increase mutual understanding.

### Public Consultation on the draft text of the Guidelines on Quality Provision in Cross-border Higher Education

### REGIONAL MAP



Africa | Arab States | Asia & the Pacific | Europe & North America | Latin America & the Caribbean | Inter-Regional

### RELATED RESOURCES

- Publications

### HIGHLIGHTS

- News
- Calendar
- Archives

Internet

# eLearning:

- Does it require new QA criteria?
- How to promote trust and confidence?
- Build QA capacity

UNESCO

*HE ODL Knowledge Base*

[www.unesco.org/odl](http://www.unesco.org/odl)



United Nations Educational,  
Scientific and Cultural Organization



## EDUCATION University Quality and Mobility

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### GLOBAL FORUM

- [Objectives](#)
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- [Good Practice](#)

### INFORMATION TOOLS

- [Study Abroad](#)
- [Trade in Higher Education Basics](#)
- [Open & Distance Learning](#)

### Higher Education Open and Distance Learning Knowledge Base

The Open and Distance Learning (ODL) Knowledge Base project was set up to support decision makers and practitioners with ready access to information and tools that will assist them in more effective policy planning, development and management of ODL in higher education programmes. This cross-regional project focuses on quality provision of ODL in higher education and involves:

#### Regional Knowledge Base Resources

Web-based knowledge base regional resources provide storehouses of information dealing with various aspects of ODL, tailored to specific regional needs. The three regions covered are:

**Africa** (<http://www.africaodl.org>) - selected readings, reports of good practice, and other information tools. A key task will be to build up the Knowledge Base with resources from Sub-Saharan Africa, as these are often difficult to locate on the Internet

**Asia and the Pacific** (<http://asiapacific-odl.oum.edu.my>) - electronic documents, synthesized information and links on: legislation, policies and management, academic programmes, technology and delivery systems, international collaboration, quality assurance, and funding and loans.

**CIS/Baltic countries** (<http://www.iite-unesco.org>) detailed information is under development on areas such as the market demand of educational profiles and levels, consumer conditions, preferences and requirements for ODL, and languages of instruction.

#### Search the Regional Resources

[Search the Regional Resources](#) with the Commonwealth of Learning Knowledge Finder. This service provides an advanced search query builder and knowledge management tools to prepare, present and save results. This resource is incorporated in this project thanks to links with COL.

#### Other Resources

An Inter-Regional Decision Support Tool

- to assist decision makers to make first-level assessments about the viability and quality of distance education programmes, current or planned. The tool provides a simple, speedy mechanism which can later be connected to the regional online Knowledge Bases, to allow decision makers access to more detailed information and support based on the results of the preliminary decision-making processes.

Virtual Advisory Group & Mailing Lists

- A web-based Community of Practice is being created, stimulating community building, providing advice and contributing towards the enrichment and expansion of the ODL Knowledge Bases.

Databases

- offer both primary and secondary information sources on topics such as standard-setting instruments/normative instruments (legislation, conventions, decrees); policies; institutions and programmes; quality assurance frameworks; research; experts; and institutional e-readiness

Capacity Building

- through workshops to present and enrich the prototype knowledge bases and promote inter-regional collaboration between policy makers

### REGIONAL MAP



[Africa](#) | [Arab States](#) | [Asia & the Pacific](#) | [Europe & North America](#) | [Latin America & the Caribbean](#) | [Inter-Regional](#)

### RELATED RESOURCES

#### FEATURED ITEMS

[Regional Knowledge Base Resources](#)

### HIGHLIGHTS

- [News](#)
- [Calendar](#)
- [Archives](#)

[www.unesco.org/odl](http://www.unesco.org/odl)

# eLearning - 4 questions:

- Accessible?
- Appropriate?
- Accredited?
- Affordable?

# eLearning - 4 questions:

Answers vital because:

- Some holdouts against eLearning
- Developing countries interested



www.col.org/  
virtualu/

## The Virtual University for Small States of The Commonwealth

### Invitation to participate

NOVEMBER 2004

 [PRINTER FRIENDLY PDF VERSION](#) (122kb download)

[About Downloading PDF files](#)

#### Purpose & Summary

The Commonwealth of Learning (COL) invites the Small States<sup>1</sup> of the Commonwealth, through their Ministers of Education, to indicate whether they wish to participate in the creation of the Virtual University for Small States of the Commonwealth (VUSSC) and, if so, what outcomes and results they seek to achieve for their country through this initiative.

This guide gives the background to the initiative, explains the purpose of the VUSSC, describes how it will be created, details the conditions of participation, and clarifies the role of COL.

#### Background

Commonwealth Education Ministers conceived the idea of the Virtual University for Small States of the Commonwealth at their meeting in Halifax, Canada, in 2000. The dotcom frenzy was then at its peak and Ministers from the Small States were worried that, unless they took collective action, the new world of eLearning would pass their countries by.

Following the Halifax meeting, COL chaired a technical advisory committee and helped draft a proposal for the VUSSC. A small group of Ministers, meeting in the Seychelles in March 2003, reviewed the proposal<sup>2</sup> and recommended it to the Edinburgh Conference of Commonwealth Education Ministers (CCEM) in October 2003.

Following endorsement by the CCEM, COL reviewed developments in eLearning since 2000 and explored potential sources of financial support for the VUSSC<sup>3</sup>. It came to two conclusions.

First, in the years since 2000 eLearning has expanded in a gradual and evolutionary way rather than provoking the rapid revolution in education that some predicted. This means that the Small States have ample time to integrate eLearning in a systematic way with their existing use of media and technology in education and training.

# The Fourth Pan-Commonwealth Forum on Open Learning

Ocho Rios, Jamaica

30 October to 3 November 2006

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

1. Making HE available to all
2. Can eLearning help?
- 3. Barriers to eLearning**

# Interests of governments in eLearning?

- Efficiency
- Effectiveness
- Economy

# Interests of governments in eLearning?

- Efficiency
- Effectiveness
- Economy

by combining technology with new forms of organisation...

eLearning can extend further the open university revolution

# Interests of governments in eLearning?

- Efficiency
- Effectiveness
- Economy

and supports campus teaching as well as distance learning

# Roles of governments in eLearning?

**DON'T**

operate (except gov't functions)

**DO**

create the right context and  
frameworks

# Context and Frameworks

- Centralised infrastructure:
  - K – 12 curriculum
  - facilitate creation of LORs
  - advise on LMSs
  - accurate information on copyright

# Barriers to eLearning

Issues of bandwidth:

- Telecoms legislation and monopolies
- Little joint buying
- Poor policy and management
- Little affordable Internet access off campus

# Barriers to eLearning

Issues of bandwidth:

- Telecoms legislation and monopolies

*“developing country institutions can pay over 100 times more for Internet access than in the industrialised world.”*

# Barriers to eLearning

Issues of bandwidth:

- Telecoms legislation and monopolies

*Expensive connectivity  
handicaps institutions  
and countries.*

# Barriers to eLearning

Issues of bandwidth:

2. Little joint buying:

*Institutions should club  
together to buy bandwidth*

# Barriers to eLearning

Issues of bandwidth:

3. Poor policy and management:

- *Define acceptable use*

# Barriers to eLearning

Issues of bandwidth:

3. Poor policy and management:

- *Define acceptable use*

- *Maximise benefits day and night*

# Barriers to eLearning

Issues of bandwidth:

3. Poor policy and management:

- *Define acceptable use*
- *Maximise benefits day and night*
- *Extended hours of access*

# Barriers to eLearning

## NON-TECHNICAL ISSUES



THE **VIRTUAL**  
**UNIVERSITY**  
and e-learning

SUSAN D'ANTONI



UNESCO Publishing  
International Institute for Educational Planning

- [→ Web Publication](#)
- [→ Forums](#)
- [→ Links](#)

# Barriers to eLearning

## NON-TECHNICAL ISSUES

- Institutional development and organisation
  - General policy on eLearning
  - Policy on OERs

# Barriers to eLearning

## NON-TECHNICAL ISSUES

### 2. Management

- New structure?
- Existing structure?
- Distinct entity?
- Training

# Barriers to eLearning

## NON-TECHNICAL ISSUES

### 2. Management

- Training (e.g. LMSs)

[www.col.org/Consultancies/04LMSEvaluation.htm](http://www.col.org/Consultancies/04LMSEvaluation.htm)



## Consultant's report

### LMS Evaluation Tool User Guide

This document is a written guide to start using the software tool for **evaluating Learning Management Systems (LMS's)**.

This guide is written for the persons who will be actually using the tool to evaluate the LMS software. It assumes that you have a basic understanding of spreadsheets, and some working knowledge of either Microsoft Excel or OpenOffice.org. It is not a reference for either of these spreadsheet products. Commissioned by the Commonwealth of Learning from 3waynet Inc.

August 2004

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[Evaluation Tool User Guide](#) (35 pages, 232 Kb. Acrobat/PDF download)

[LMSReportCard](#) (Excel/XLS download)

[About downloading PDF files](#)

#### INTRODUCTION

We have written this guide to help you start using a software tool for evaluating Learning Management Systems (LMS's). This evaluation tool was created and designed by 3Waynet and licensed to Commonwealth of Learning. The tool is in the format of a spreadsheet. This guide is written for the persons who will be actually using the tool to evaluate the LMS software. It assumes that you have a basic understanding of spreadsheets, and some working knowledge of either Microsoft Excel or OpenOffice.org. It is not a reference for either of these spreadsheet products.

We encourage you to open the spreadsheet and follow along as you go through this user guide. The first sections of this guide provide an overview of the tool. The concluding sections provide instruction on how to use the tool as it is. It does not provide instructions for modification.

# Barriers to eLearning

## NON-TECHNICAL ISSUES

### 3. Academic issues

- Choice of programme

# Barriers to eLearning

## NON-TECHNICAL ISSUES

### 3. Academic issues

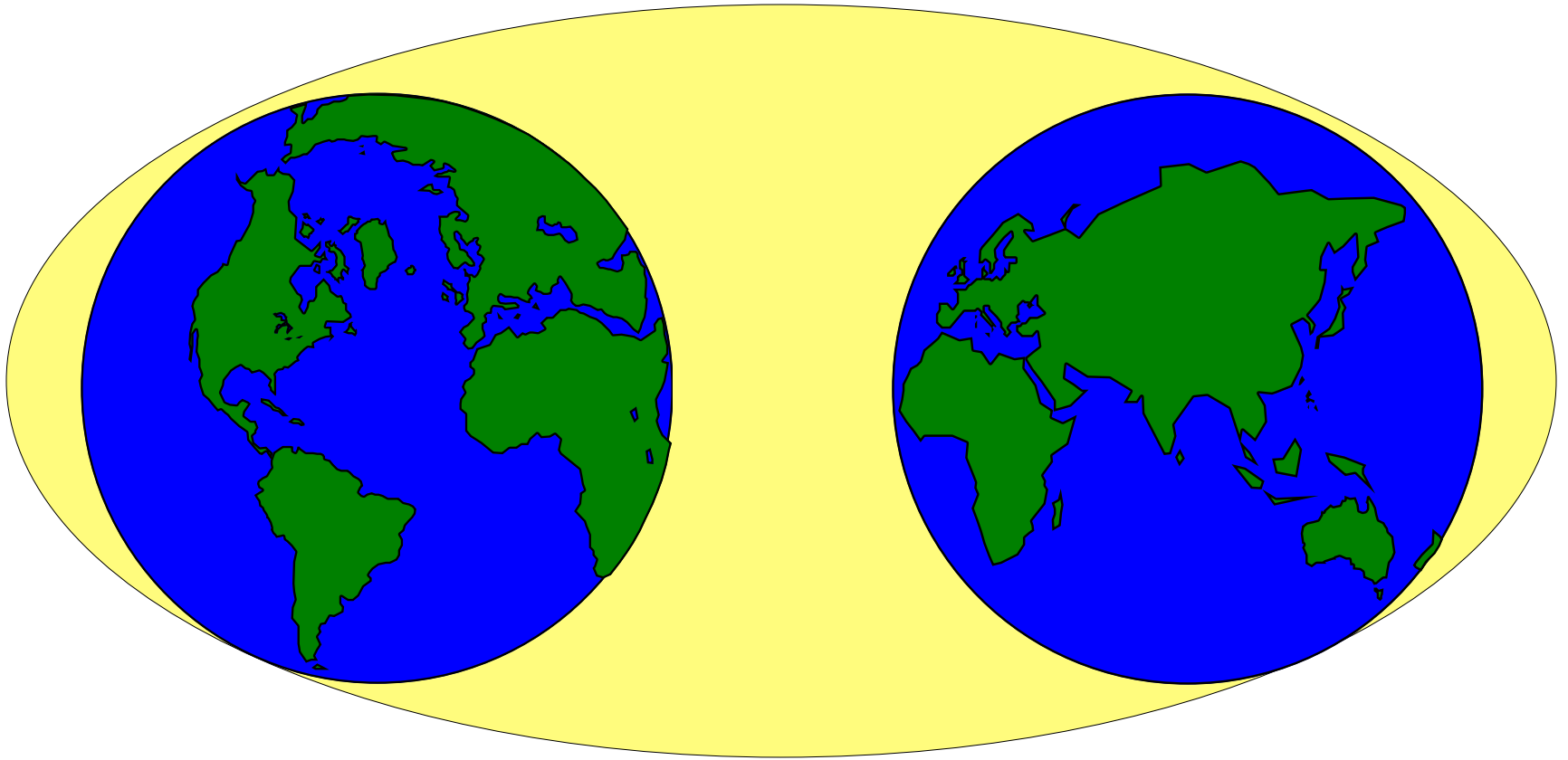
- Choice of programme
- Being student-centred

# Barriers to eLearning

## NON-TECHNICAL ISSUES

4. National and international environment
  - Partnerships and cooperation to avoid dependence on others

# Can partnerships and collaboration

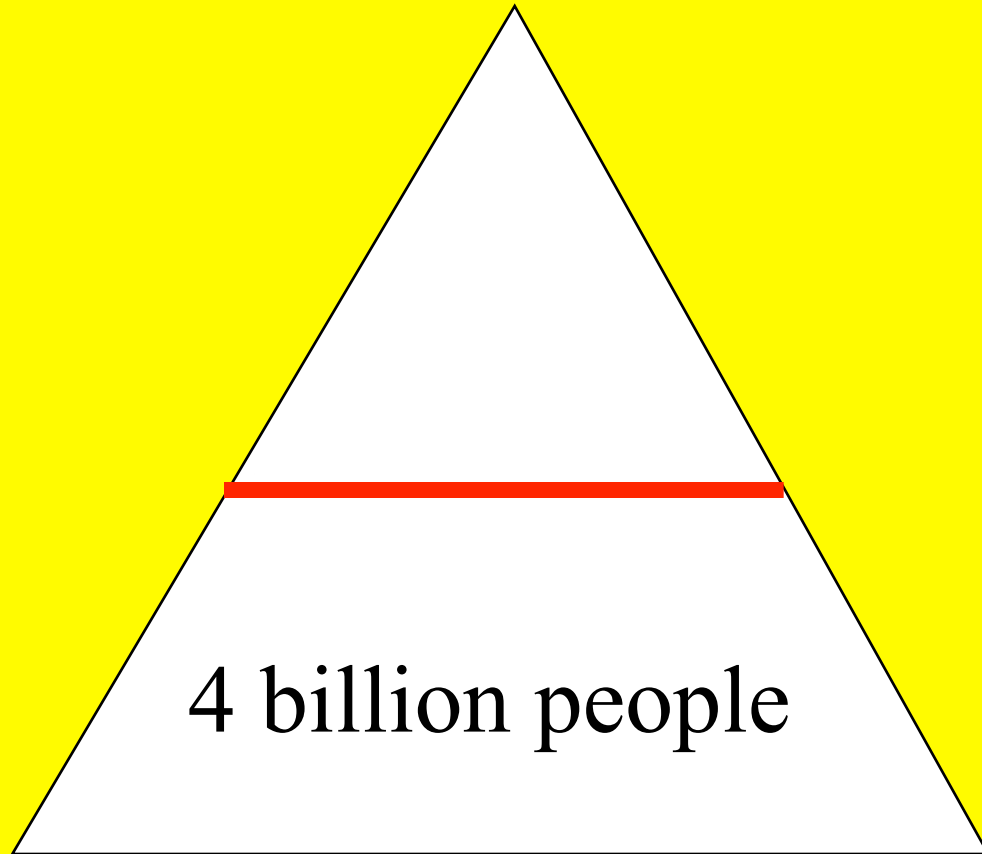


help developing countries develop their HE systems?

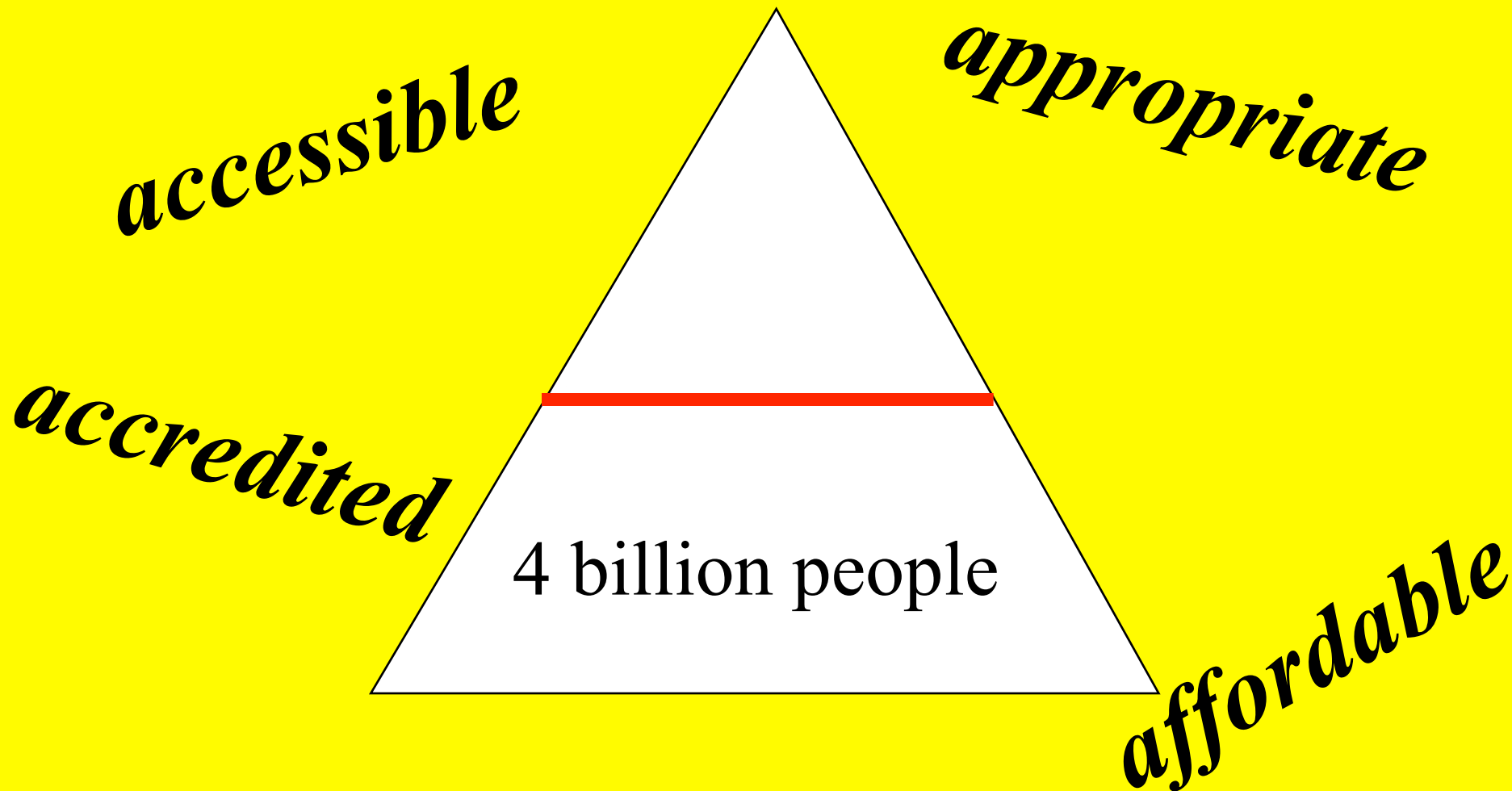
# CHALLENGES FOR US

1. How to enhance collaboration?
2. What can we do?

How can we bring post-secondary education to the bottom of the pyramid?



How can we bring post-secondary education to the bottom of the pyramid?



# Mechanisms for collaboration

- Virtual Forums (e.g. UNESCO-IIEP)

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- Virtual Forums (e.g. UNESCO-IIEP)
- Funding collaboration (e.g. Hewlett)

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- Virtual Forums (e.g. UNESCO-IIEP)
- Funding collaboration (e.g. Hewlett)
- Linking LORs (learning = common wealth)
- Training in policy and practice
- International collaboration (UNESCO/OECD)

“our aim must be to combine connectivity with open educational resources so as to create a global intellectual commons accessible to the whole of humankind”

# Thank you



**John  
Daniel**

COL



**Susan  
D'Antoni**

IIEP-UNESCO



**Stamenka  
Uvalić-Trumbić**

UNESCO



**Paul  
West**

COL

