



COMMONWEALTH of LEARNING

Professor Asha Kanwar
Vice President
Commonwealth of Learning
Vancouver, Canada



ICeL 2011
Bandung*Indonesia

The 3rd
International
Conference on e-Learning

23-24 NOVEMBER 2011

**"Optimizing
and
Empowering
Online
Education"**

In Conjunction With
ITB Digital Festival
2011



COMMONWEALTH of LEARNING

Learning for Development

The Commonwealth



THE COMMONWEALTH COMPRISES 54 DEVELOPED AND DEVELOPING NATIONS AROUND THE WORLD

Map Published by the Communications and Public Affairs Division, Commonwealth Secretariat, 2010.

The Commonwealth of Learning

What is it for?

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





COMMONWEALTH *of* LEARNING

Democratising Education through OER: the Commonwealth Experience

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Plan

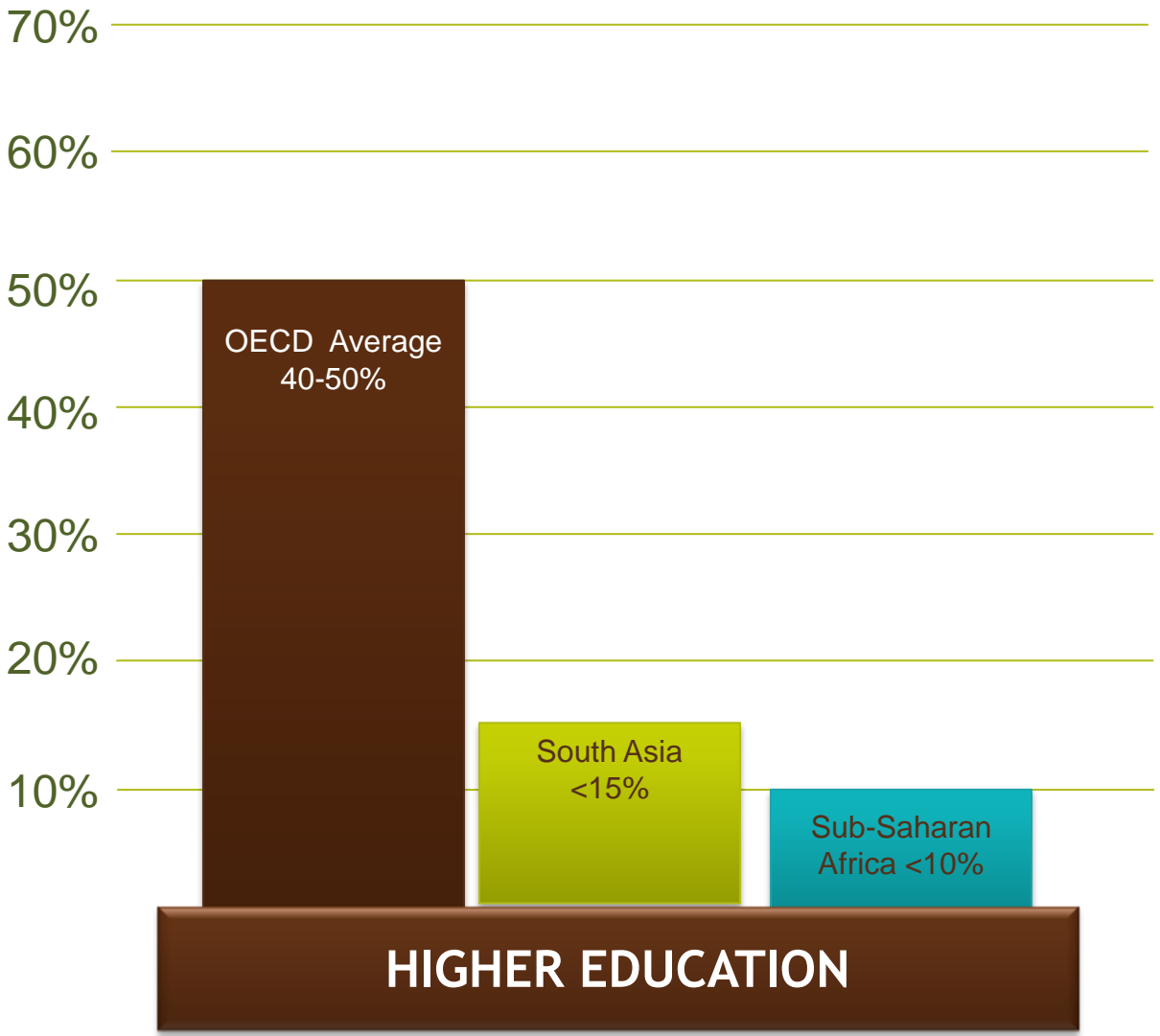
- The context
- Promise & potential of OER
- Challenges
- Democratising Education



THE CONTEXT



Access to Higher Education



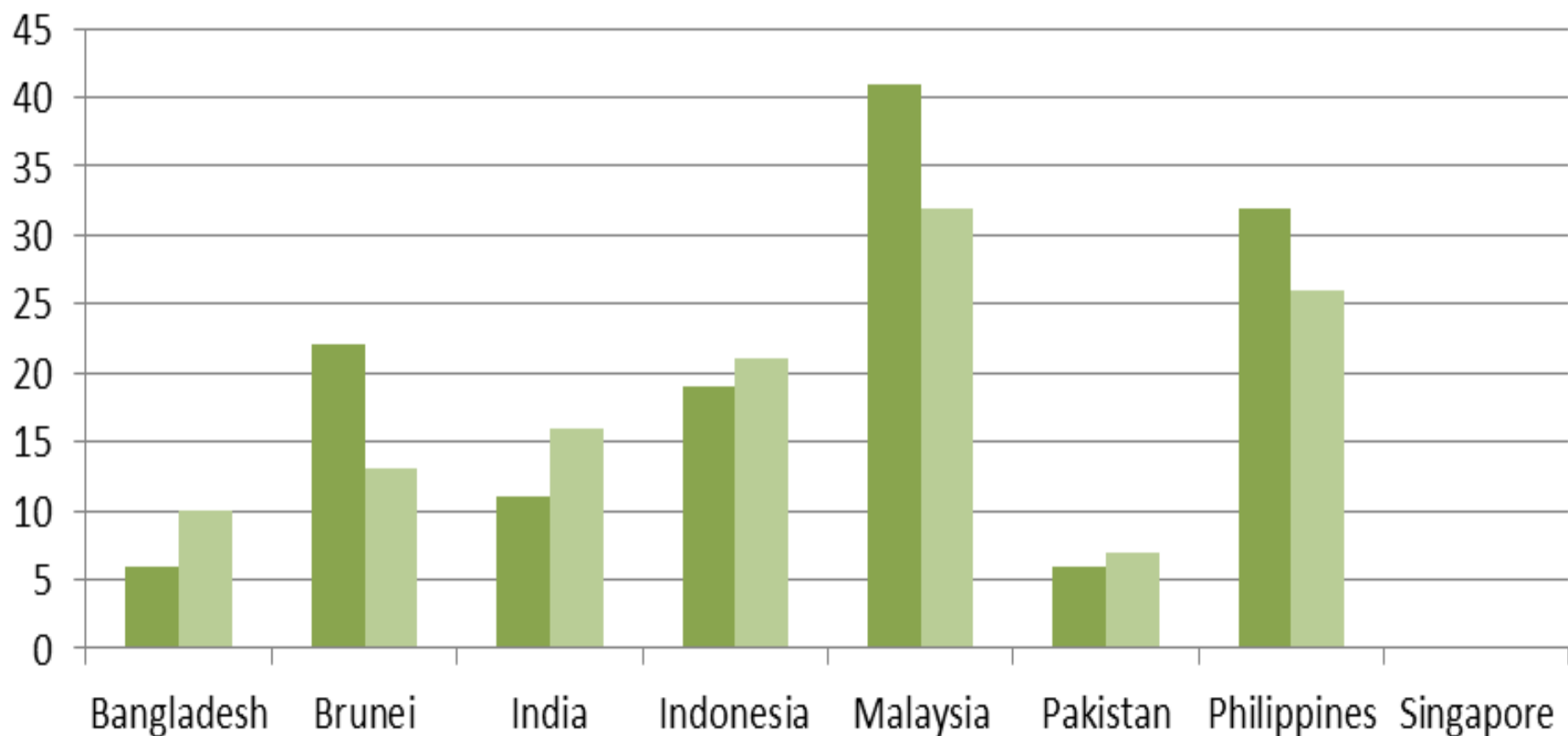
Massification

- Globally, age participation rates grown from 19% in 2000 to 26% in 2007
- Low income countries: from 5% in 2000 to 7% in 2007

S Uvalic Trumbic, UNESCO, 2010

- Asia: 28.6 million in 1970 to 152.7 million in 2007, an annual increase of 4.6 %

Global Trends in Tertiary Edn, UIS, 2009



■ Female Gross Enrolment Ratio (GER) - Tertiary Education as a % for School year ending 2008

■ Male Gross Enrolment Ratio (GER) - Tertiary Education as a % for School year ending 2008



The Rise of Open Universities: First Generation



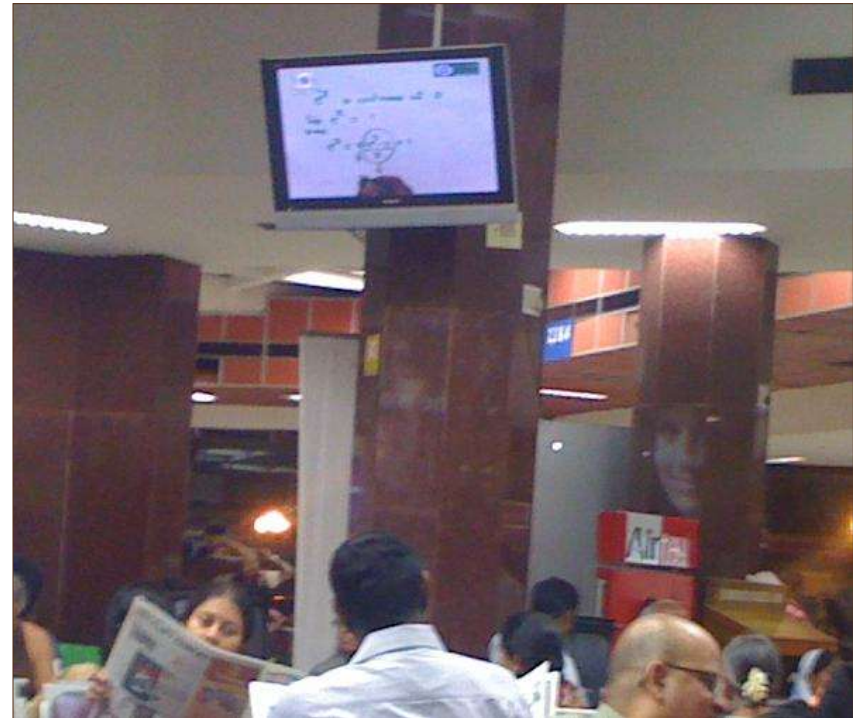
The Philosophy of ‘Open-ness’

- 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:



Key Developments in the 2nd Generation

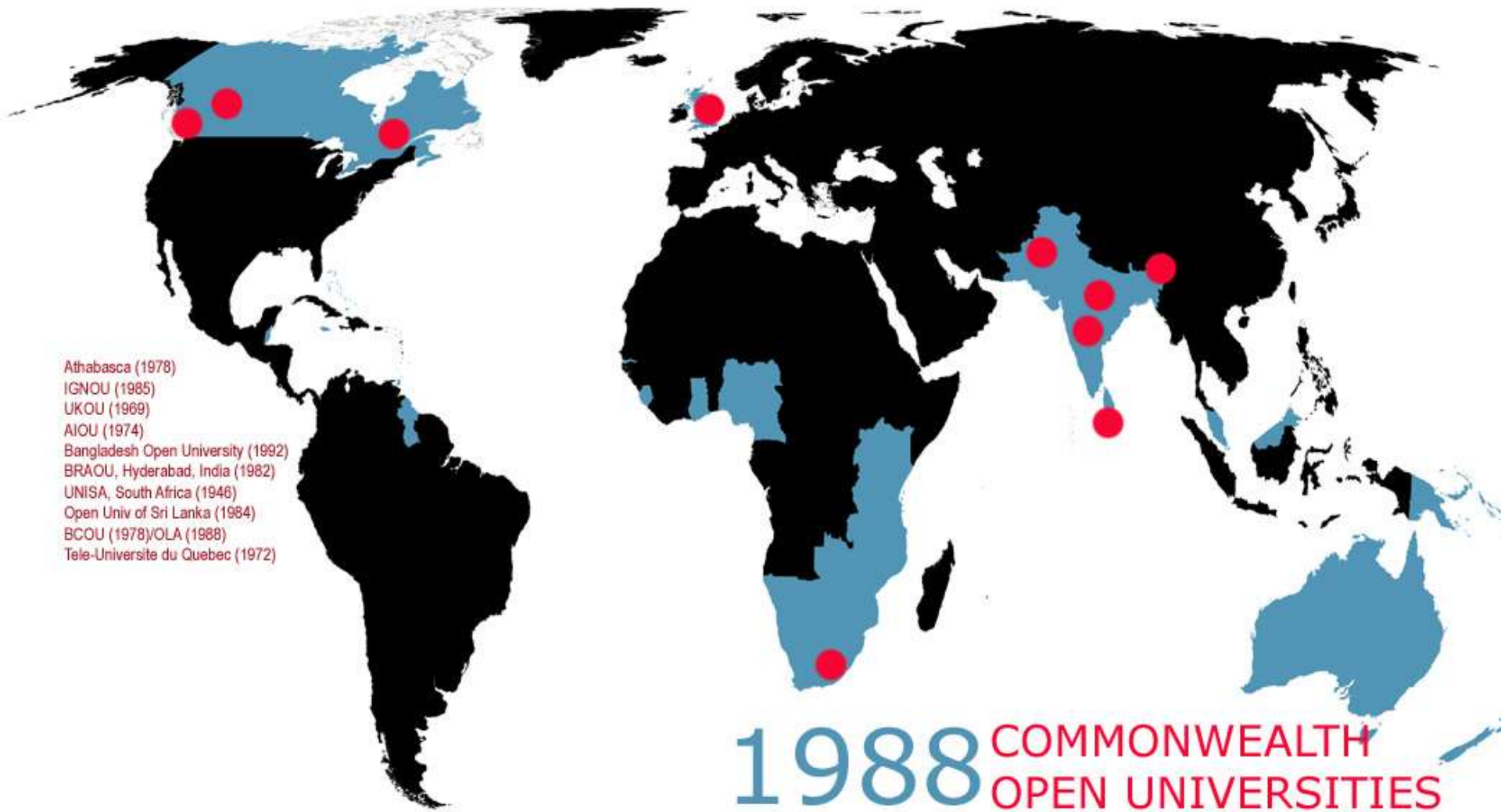
- 1984: first electronic courses
- 1989: Internet
- 1991: WWW
- 1994: first online MBA (Athabasca)
- 1996: first web-based course delivery
- 1999: learning objects; LMS's



Open Education: Second Generation



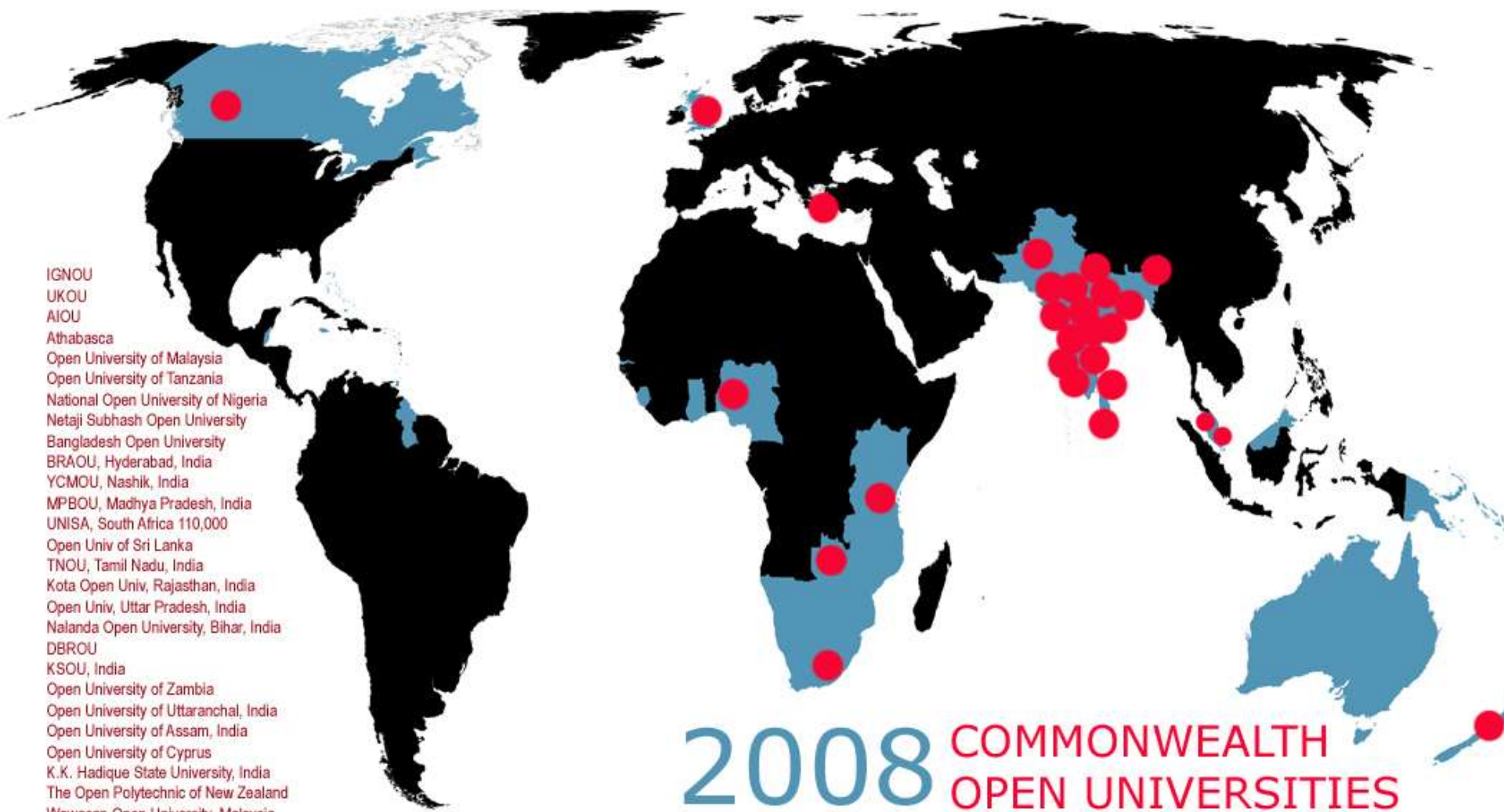
- Wider Use of Web and Online Technologies
- Interactivity: Key Aspect
- Much higher level of personalization through technology mediation
- Learning Objects



- 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



Asia has the largest number of adult ODL learners in the world, over 70 open universities, 13 of which are mega-universities!

India alone has a growing network of 14 open universities, 14 open schools and nearly 150 dual-mode institutions which collectively cater to over 7 million learners.



Third Generation: OER



NPTEL NATIONAL PROGRAMME ON
TECHNOLOGY ENHANCED LEARNING
A JOINT INITIATIVE OF IITs & IISc

FUNDED BY
MHRD, GOVERNMENT OF INDIA
UNDER NMEICT



IIT BOMBAY



IIT DELHI



IIT GUWAHATI



IIT KANPUR



IIT KHARAGPUR



IIT MADRAS



IIT ROORKEE



IISc BANGALORE



MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

[NMEICT - SAKSHAT](#)

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[NPTEL Courses](#)

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 seven IITs and IISc Bangalore as a collaborative project. In the first phase of the project, supplementary content for 129 web courses in engineering/science and humanities have been developed. Each course contains materials that can be covered in depth in 40 or more lecture hours. In addition, 110 courses have been developed in video format, with each course comprising of approximately 40 or more one-hour lectures. In the next phase other premier institutions are also likely to participate in content creation.

The NPTEL project, receives its funding support through the National Mission on Education through Information and Communication Technology (NMEICT) since the year 2009. For the NMEICT Website please click here : [NMEICT, The Sakshat Mission.](#)

[ur feedback on NPTEL](#) [give your feedb](#)

Whats New

- 11 June 2010 - [Launching NPTEL Phase 2](#)
[View the titles and syllabus of courses proposed.](#)
- 16-Dec-2010 - Video Course on [Electromagnetic Fields](#) Updated 2 videos added.
- 26-Nov-2010 - Video Course on [Computer Aided Design and Manufacturing](#) Updated 12 videos added.
- 11-Nov-2010 - Video Course on [Power System Dynamics](#) Updated 14 videos added.
- [FAQ - How do Institutions & Individuals access NPTEL contents?](#)

© Copyright | [Disclaimer](#)

| Branch | Web | Video |
|---|------------|------------|
| Basic Courses (Sem I & II) | 16 | 20 |
| Civil Engineering | 24 | 19 |
| Computer Science & Engineering | 22 | 19 |
| Electrical Engineering | 16 | 25 |
| Electronics & Communication Engineering | 20 | 22 |
| Mechanical Engineering | 27 | 23 |
| Ocean Engineering | | 3 |
| Biotechnology | | 2 |
| Mining | | 1 |
| Metallurgy | | 1 |
| Total | 125 | 135 |



NPTEL Official Partners

YouTube

Classle

vidonlin



ing for Development



Open Educational Resources (OER)

- *OER are teaching, learning and research materials in any medium that reside in the public domain or have been released under an open license that permits their free use and in some instances, re-purposing by others*

Atkins, Brown & Hammond, 2007



What are Open Educational Resources (OER)?

Materials that are

- Free and freely available
- Suitable for all levels of education
- Reusable
- Digital or any medium

PROMISE & POTENTIAL OF OER



1. Availability: Malawi

- Bunda College of Agriculture
 - 102 page Communications Skills textbook
 - 75% OER
 - Adapted by adding contextually relevant materials, activities, assignments



1 Availability: translation

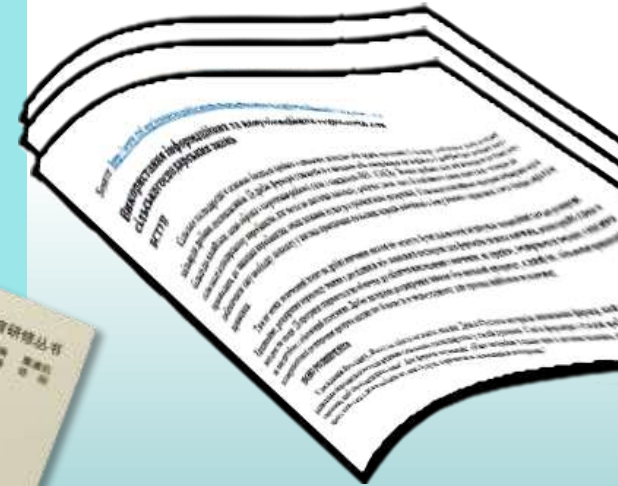
CORE



COL ID template
translated and adapted by
Open University of China



COL materials in
Ukrainian



2. Quality



- 509 institutions in India
 - KSS Women’s Engineering College, Andhra Pradesh
 - Maya Devi Educational Foundation, Uttarakhand
 - Bhilai Institute of Technology, Chattisgarh



Maya Devi
Educational Foundation



NPTEL

NATIONAL PROGRAMME ON
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UNDER NMEICT



3. Costs: TESSA

- 20 teacher education programmes in 12 countries
- Materials available in 4 languages
- In 2010, 320,000 teachers benefited



4. Fostering Collaboration



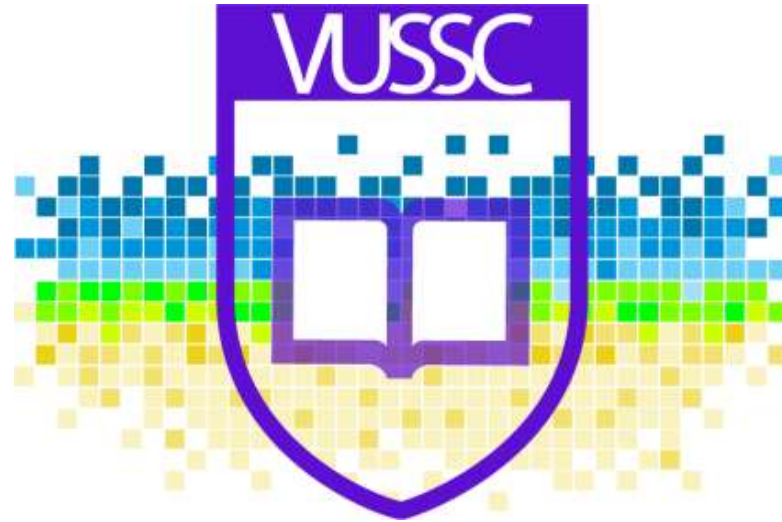
Ministries
of Education

Schools

Teachers

Consultants

5. Capacity



The Virtual University for Small States of the Commonwealth



The Commonwealth *of Learning*



6. Global exchange

University of Ghana



The Balme Library of the University of Ghana

Kwame Nkrumah
University
of Science and Technology



7. Increasing Access: OERU

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland






James Taylor




Students awarded credible degree or credential



Participating Institutions grant credit for courses




Open assessment from participating institutions



Open student support via "Academic Volunteers International"



Learners access courses based solely on OER

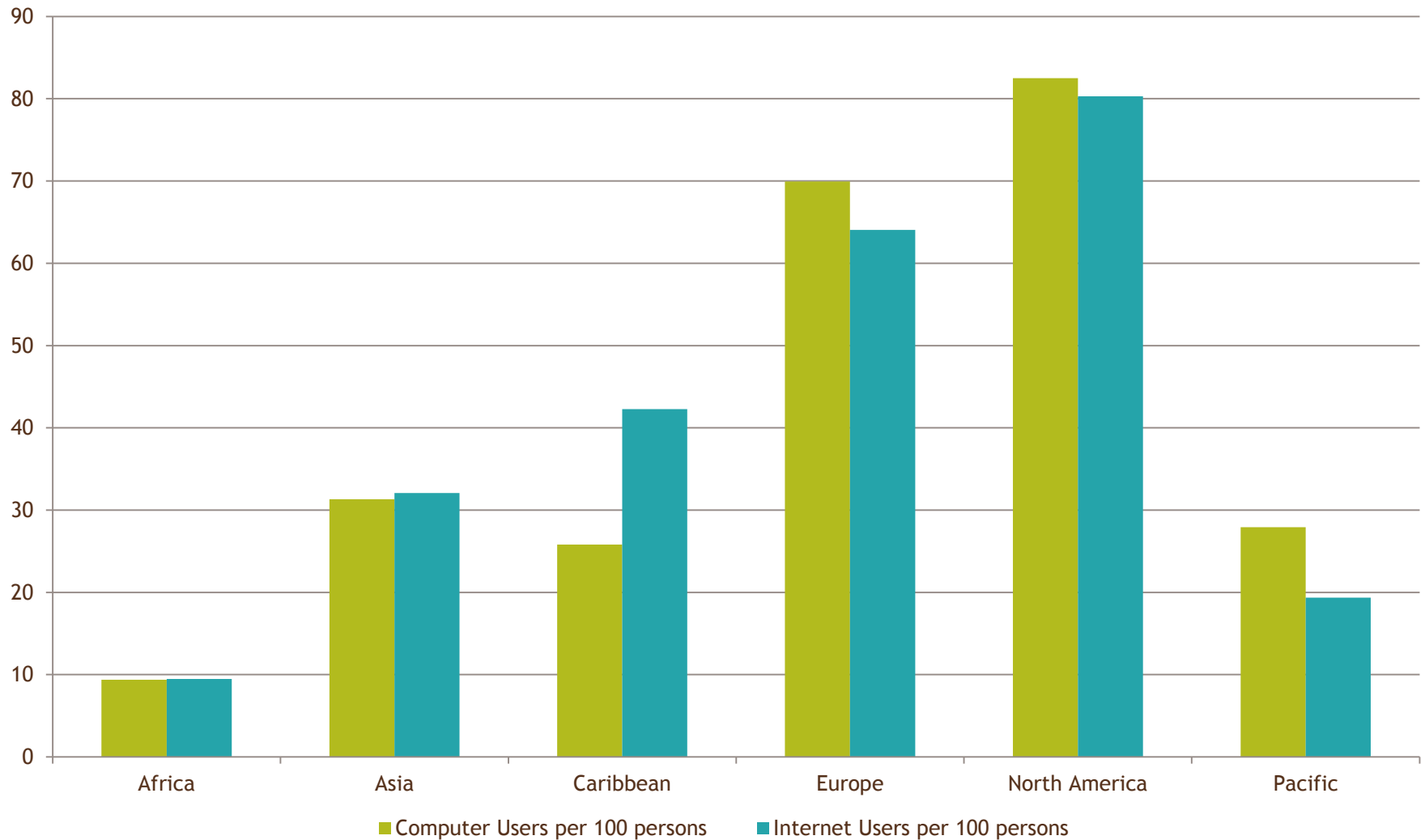


The OER university concept. Adapted from Taylor (2007)

CHALLENGES



The Digital Divide in Commonwealth Countries



Source: International Telecommunications Union
<http://www.itu.int/ITU-D/ICTEYE/Default.aspx>

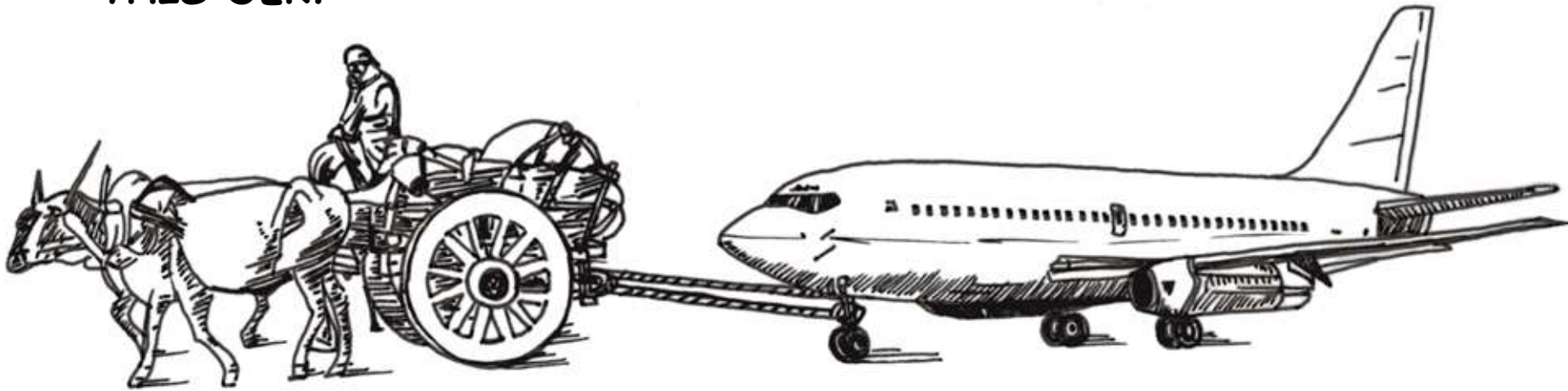


the network society...to include everything in the global while excluding the devalued local.... is a major source of the structuration of power relationships.

- Manuel Castells

Can Open Educational Resources thrive in closed educational settings?

WHAT IS THIS OER?



OER Survey, Asia, 2011 (WOU, IDRC)

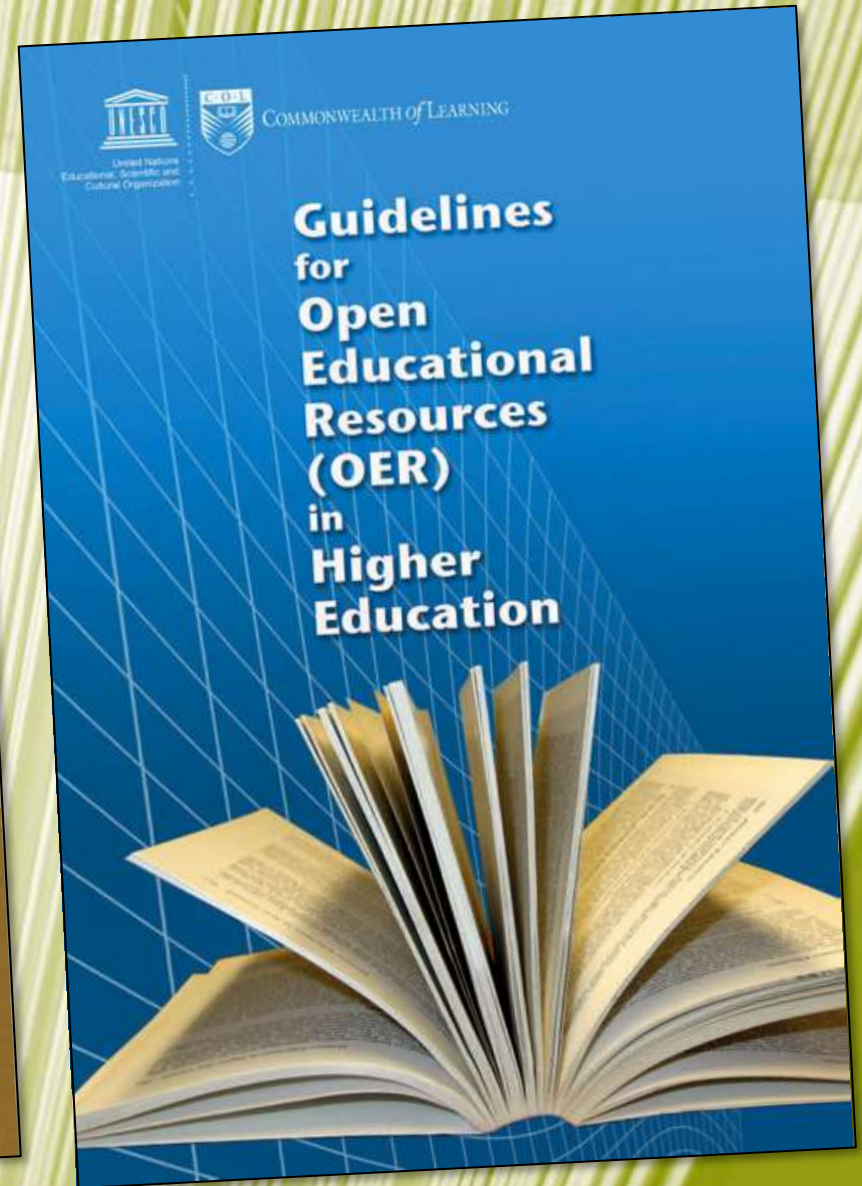
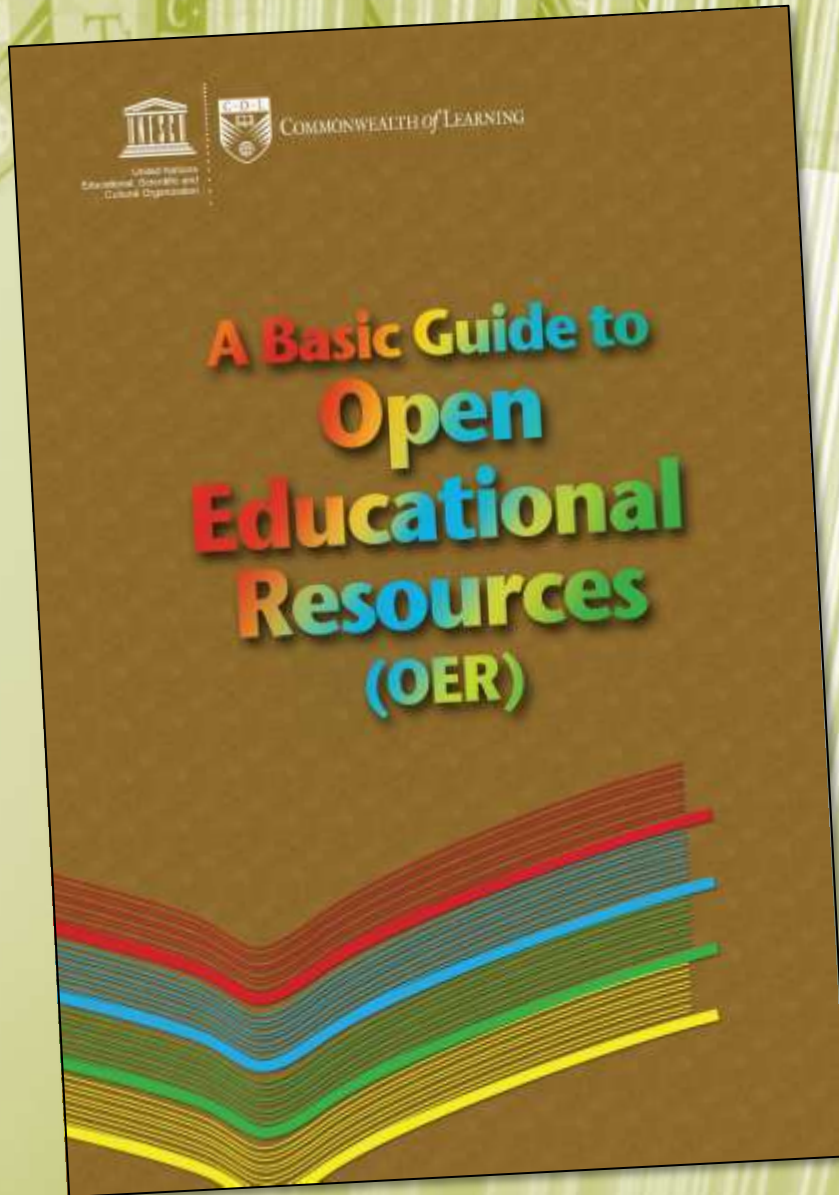
- **Teachers:** difficult to locate, adapt, and re-purpose OER material relevant to their work.
- **Learners:** OER should be more open and multi-modal.
- **Technical support:** lack of standard practices in the packaging and re-use of OER.
- **Management:** concerns regarding intellectual property; copyright issues and competition



DEMOCRATISING EDUCATION



COL Resources



Localisation: principles

- Involve locals
- A community of practice bolsters localisation
- Must be done in appropriate formats
- Understand local contexts

Localization of Open Educational Resources
(OER) in Nepal: Strategies of Himalayan
Knowledge-Workers

Tiffany Zenith Ivins
March 2011

<http://gradworks.umi.com/3450142.pdf>



Financial viability



TESSA model



- From donors to partners

Connexions model



- For-profit and non-profit consortium

NPTEL model



- State funding

Domestication of OER

| | Phases | Characteristics |
|---|----------------------|---|
| 1 | <i>Appropriation</i> | ability of every stakeholder to have access to the tools of OER. This would not only include the availability of infrastructure, but also the social access to every stakeholder irrespective of class, gender and ethnicity |
| 2 | <i>Localization</i> | reflects the meaning, position and physical space given to OERs vis-à-vis social, political and cultural values. |
| 3 | <i>Incorporation</i> | Every stakeholder should have the ability to interact with OER and use them for strengthening the educational goals of the community. |
| 4 | <i>Conversion</i> | The stakeholder is encouraged to look beyond the community and enter into a relationship with the global community. In addition, the stakeholder is also influencing the structure and functions of OER. |

Trends: Addressing core needs

- Need for Qualifications rather than value addition
- Emphasis on a range of technologies rather than only on computers
- State supported rather than driven by philanthropy





COMMONWEALTH of LEARNING
learning for development

Towards Sustainable OER: a developing world perspective, AJDE, 2010



Asha Kanwar



K. Balasubramaniam



Abdurrahman Umar



Re-defining OER

- *The phenomenon of OER is an empowerment process, facilitated by technology in which various types of stakeholders are able to interact, collaborate, create and use materials and pedagogic practices, that are freely available, for enhancing access, reducing costs and improving the quality of education and learning at all levels*

A Kanwar, K Balasubramanian, A Umar, AJDE, 2010



The OER movement can democratise education by

- Involving different stakeholders to participate, collaborate, create and share;
- Encouraging consumers to become the producers of knowledge;
- Enabling us to harness the wealth of tacit knowledge across the globe to address the great development challenges of our time.