



COMMONWEALTH of LEARNING

Emerging QA Issues in Online and Distance Education

Professor Asha Kanwar
*President & CEO,
Commonwealth of Learning*

November 1, 2012

CAN QATE.

Caribbean Area Network for
Quality Assurance in Tertiary Education





COMMONWEALTH of LEARNING



Learning for Development



COMMONWEALTH *of* LEARNING

WHAT IS IT FOR?

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

Plan

- The context
- Trends in QA in ODE
- Emerging Issues for QA
- The COL Approach

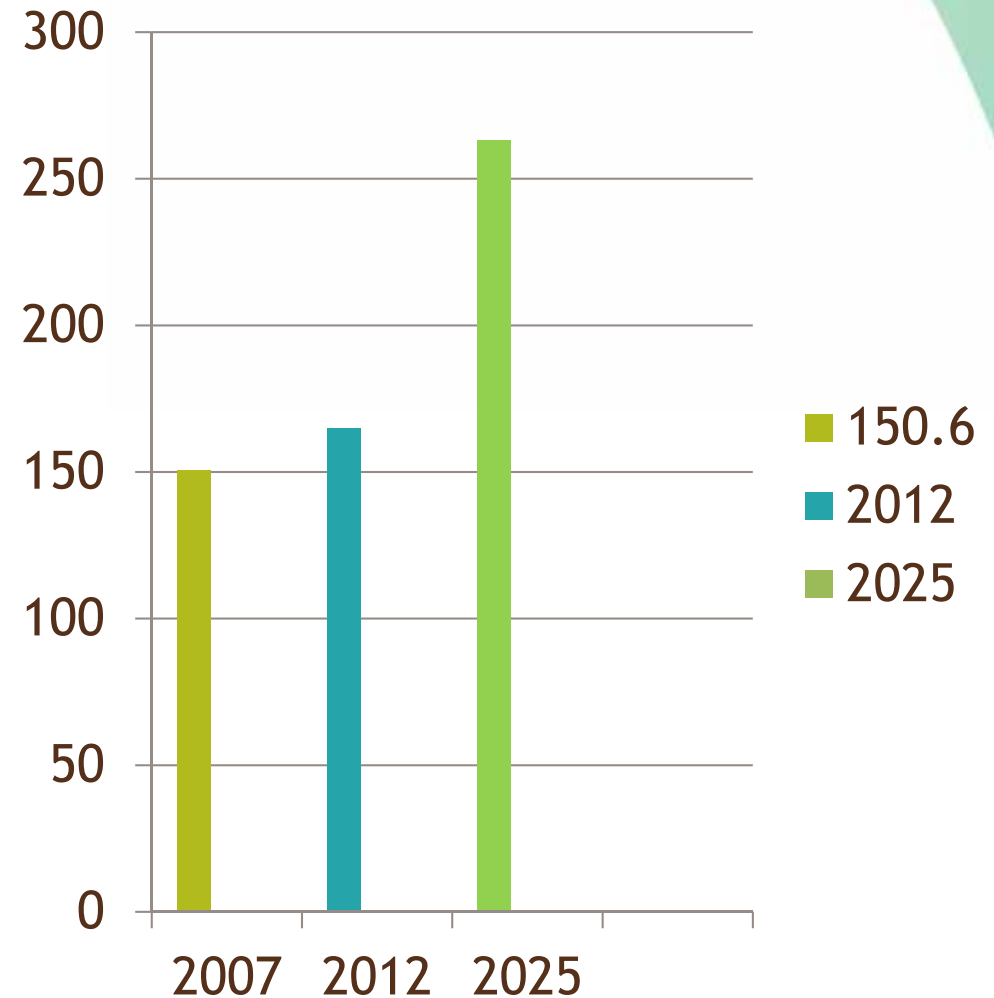


CONTEXT



Exploding demand for HE

- 2007: 150.6 million tertiary students globally
- 2012: 165 million
- 2025: 263 million



Huge demand:



University of Dhaka
10,000 of 80,000

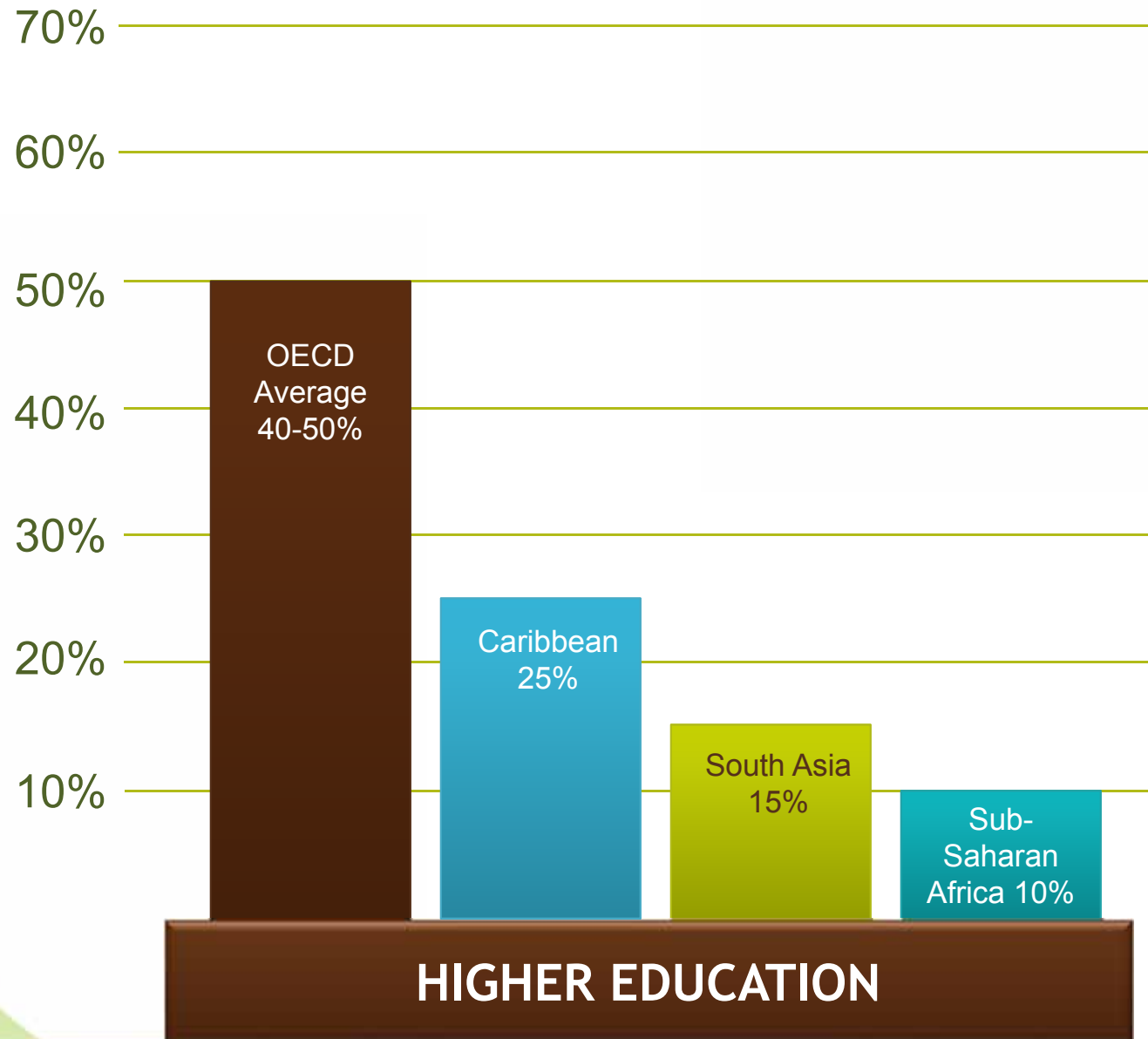


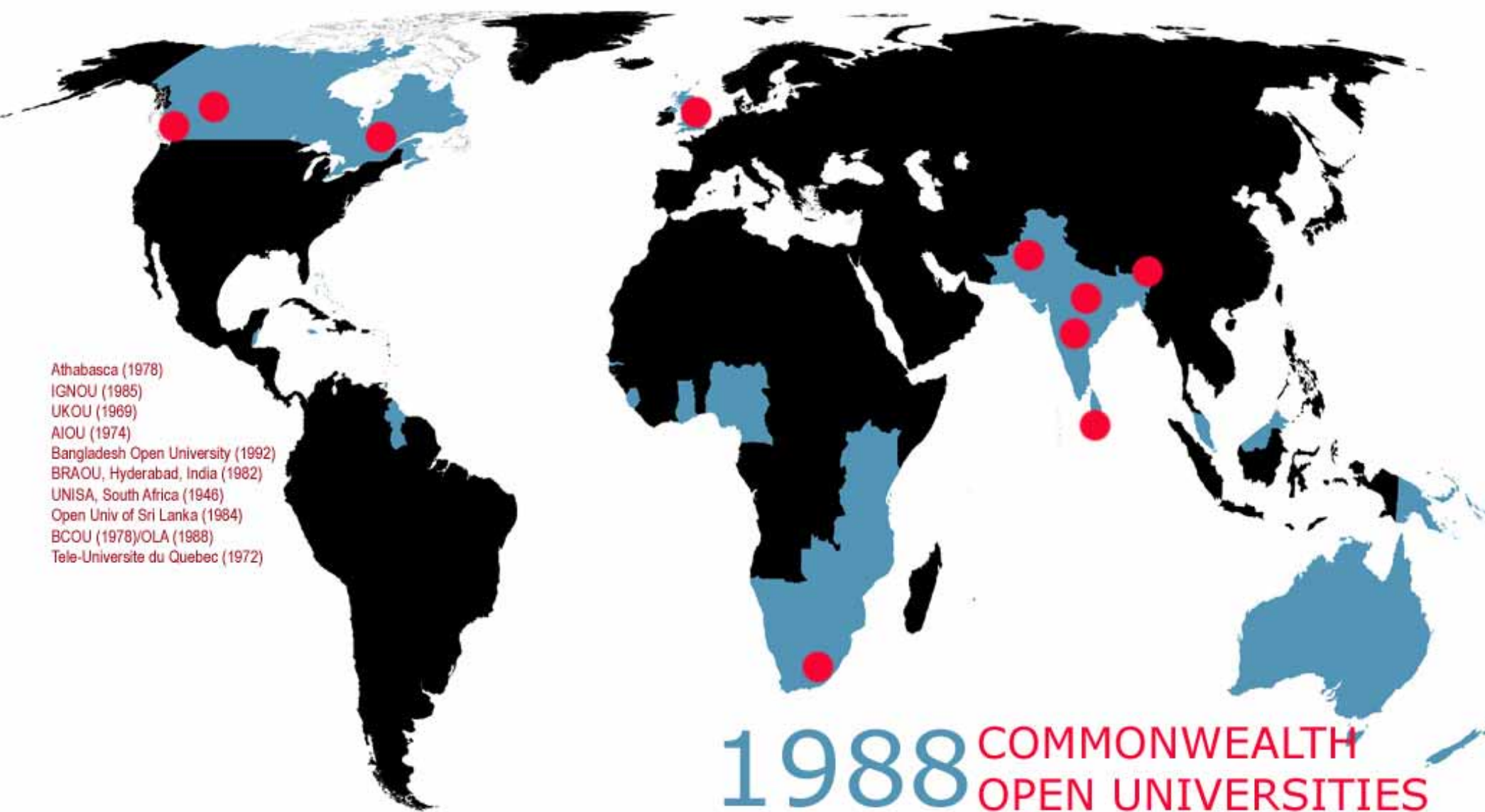
800 universities by 2020



Public universities
9,000 out of 40,000

Access to Higher Education





- 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
- Open University of Mauritius

2012 COMMONWEALTH OPEN UNIVERSITIES

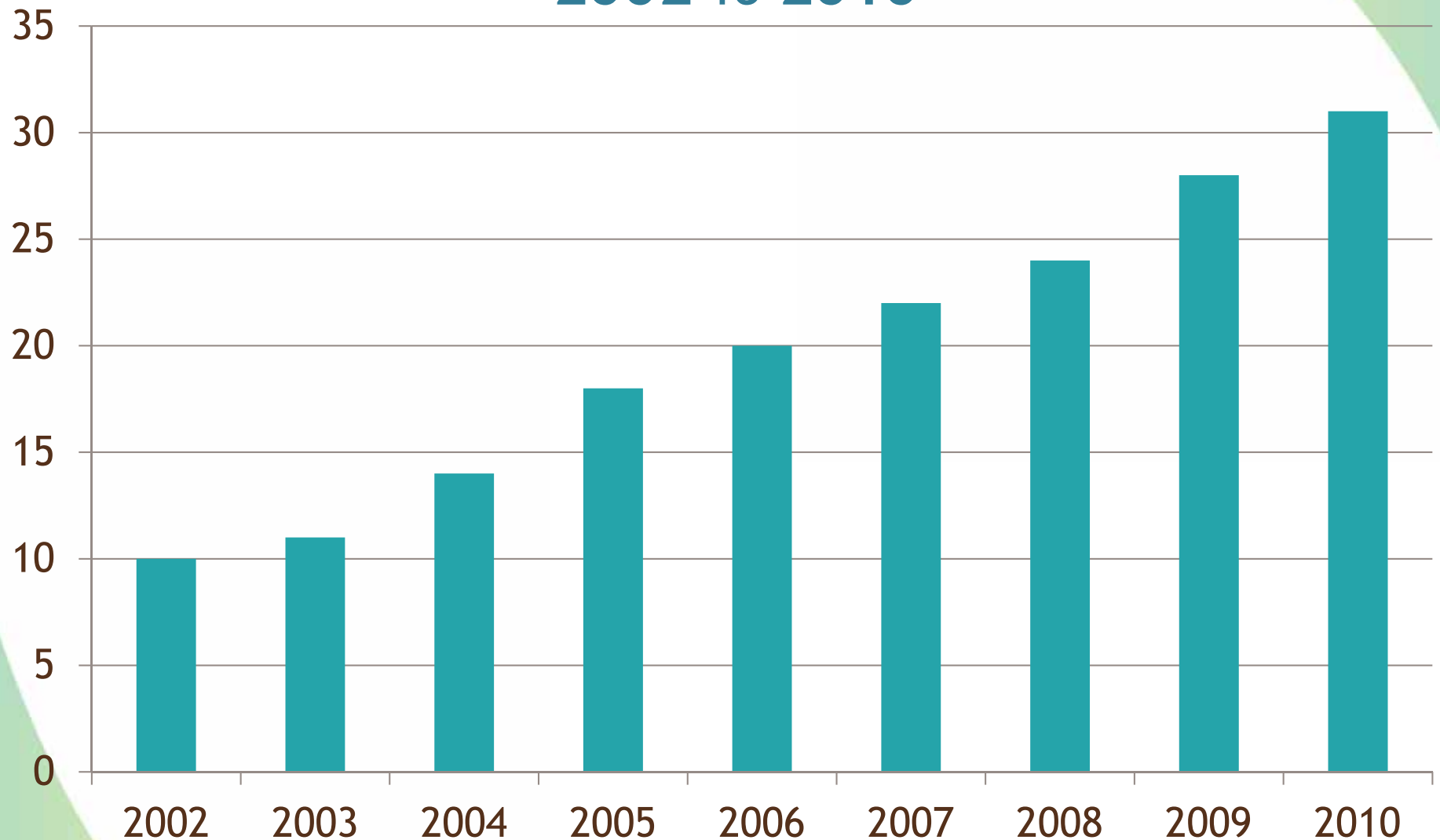


Online enrolment in the US

- 6.1 million taking at least 1 online course in 2010
- 31% of US HE students take at least 1 online course

Babson Survey Group, 2011

ONLINE ENROLLMENT AS A % OF TOTAL ENROLLMENT 2002 TO 2010



Going the Distance – Online Education in the United States, 2011, I.E. Allen and J. Seaman.



A strange paradox

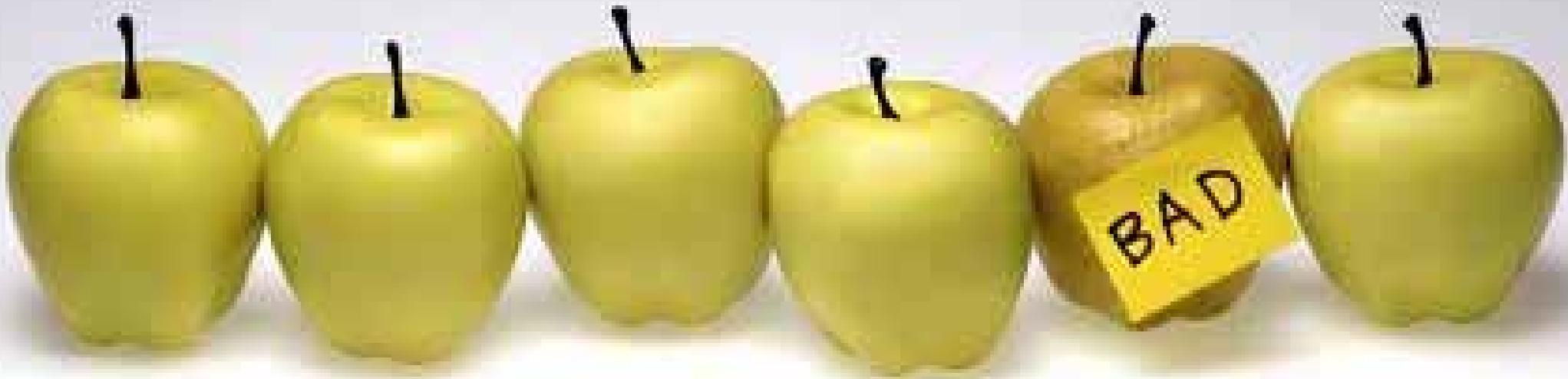
Distance education is
expanding

BUT

faces a crisis of credibility

One bad apple spoils the bunch

Need for rigorous QA



QA & Accreditation: Commonwealth

- 44 countries have
 - QA Authorities
 - HE Councils
 - National Accreditation Boards
 - Tertiary Councils
 - National Commissions/University Commissions

TRENDS IN QA IN DE



Trends:

1960's 70's: Standards

- Quality of study materials
- Interactivity through tutorials & assignments
- Usability of ODL for subject concerned

1990's: QA in Developed Countries

- Australia
- UK
- New Zealand
- Canada
- Adaptation to India, Hong Kong etc



2000-10: Cultures of Quality

- Convergence of external & internal QA measures
- OUUK: QAA & Internal validation unit



**The Open
University**

International

- Open University of Malaysia: ISO Certification accreditation



OPEN UNIVERSITY
UNIVERSITI TERBUKA
MALAYSIA





The front gate of the University campus in New Delhi.

Open University of Sri Lanka



Resource-poor contexts



Kyambogo University, Uganda

Culture of quality = culture of care

A culture of quality is an institutional culture that:

- Promotes an internal QA system where everyone takes ownership
- Values capacity building
- Stresses accountability to stakeholders
- Focuses on learning

EMERGING ISSUES IN QA



1. Open Education Resources (OER)



MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

 **MERLOT**

Multimedia Educational Resource
for Learning and Online Teaching



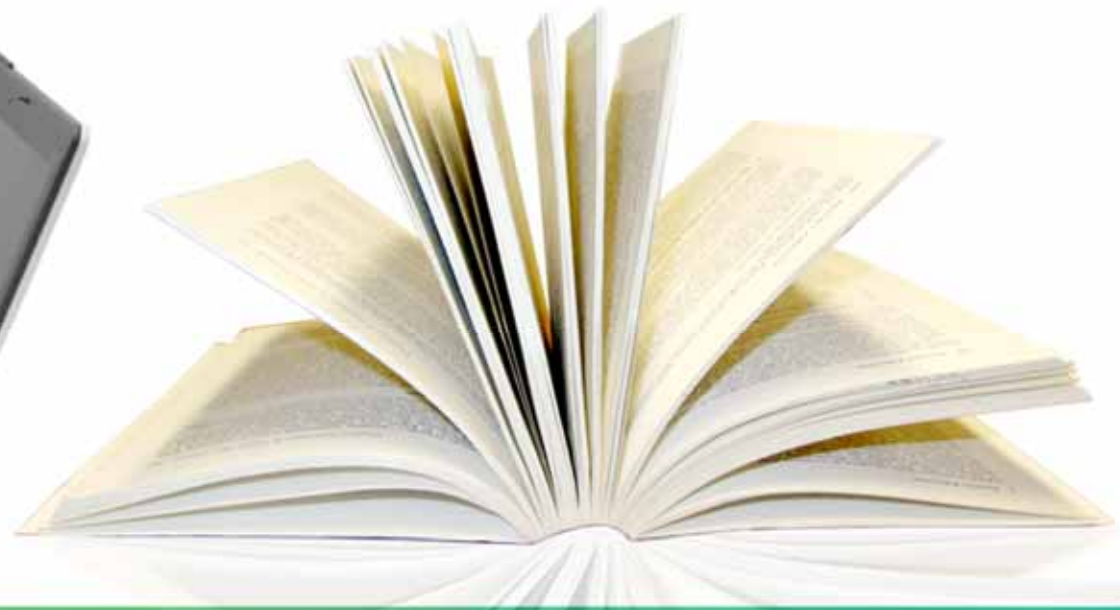
 **COMMONS**
OPEN EDUCATIONAL RESOURCES



What are Open Education Resources (OERs)?

Materials that are

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



this document:



PROGRAMME



United Nations
Educational, Scientific and
Cultural Organization



2012 World
Open Educational Resources
Congress Paris
20-22 June
UNESCO Headquarters
Paris, France

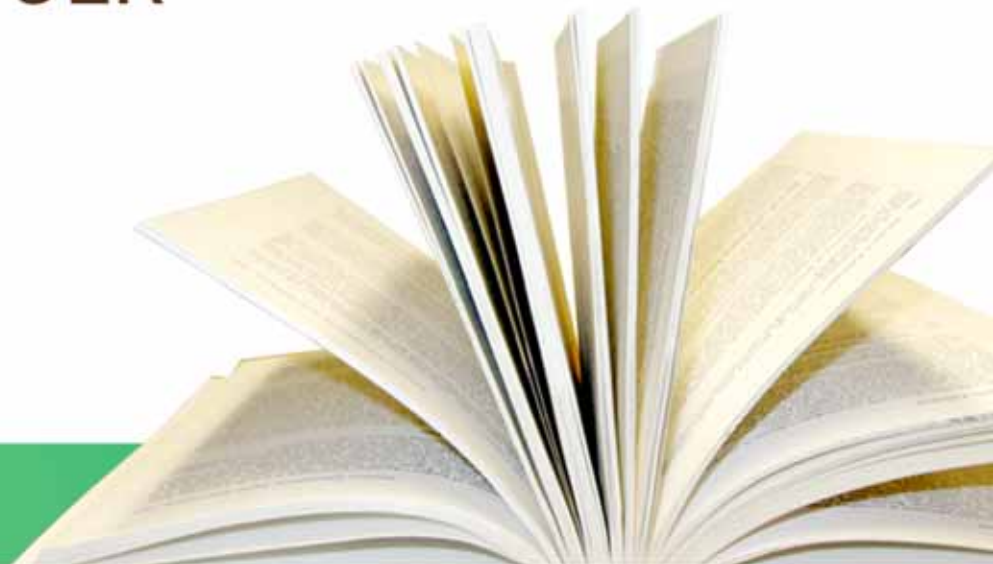
World Congress on
Open Educational Resources
Paris – June 20-22 – 2012



Paris Declaration

Paris Declaration

- Foster awareness and use of OER
- Foster strategic alliances for OER
- Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- Encourage research on OER



18th CCEM Communique

Ministers emphasized the need

- *‘to set up a common platform for OER materials for...ease of access’*
- *‘for the development and use of OER in providing quality teaching and learning for all’.*

18 CCEM
M A U R I T I U S
28 - 31 August 2012



Can OER contribute to Quality?



■ 611 institutions in India

- KSS Women's Engineering College, Andhra Pradesh
- Maya Devi Educational Foundation, Uttarakhand
- Bhilai Institute of Technology, Chattisgarh

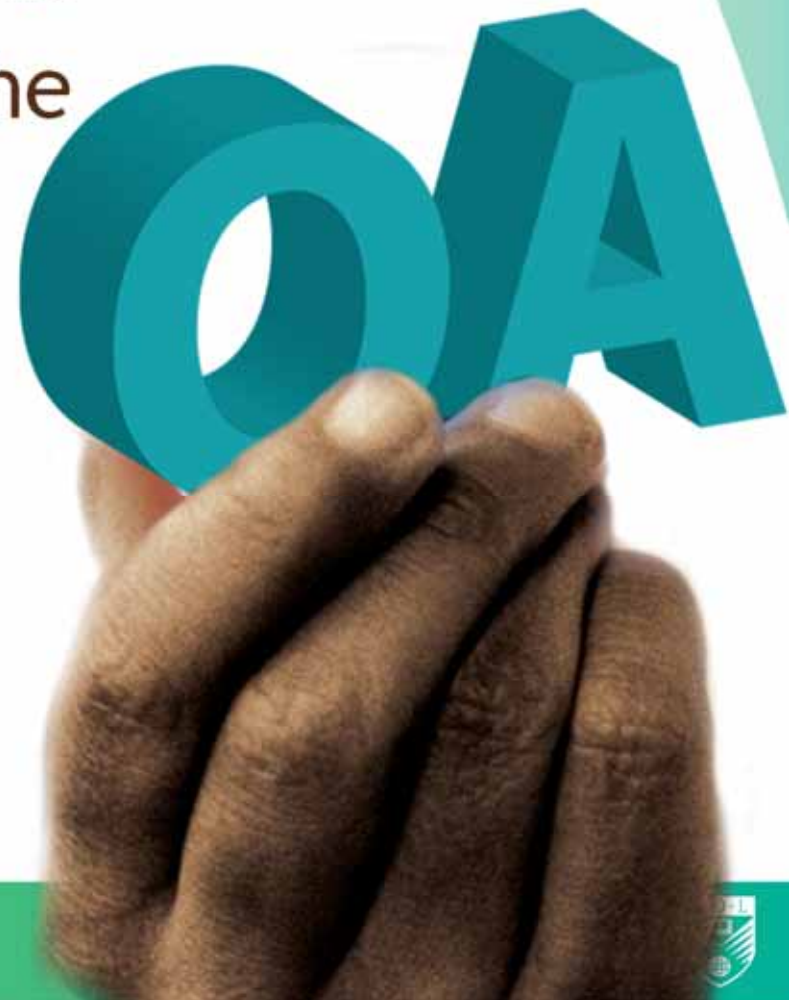


OER: Advantages for ODE

- Access to OER can improve quality
- Availability of OER can release faculty time for more research
- Diversify provision from full services to services that the learner can choose, reducing costs and increasing flexibility

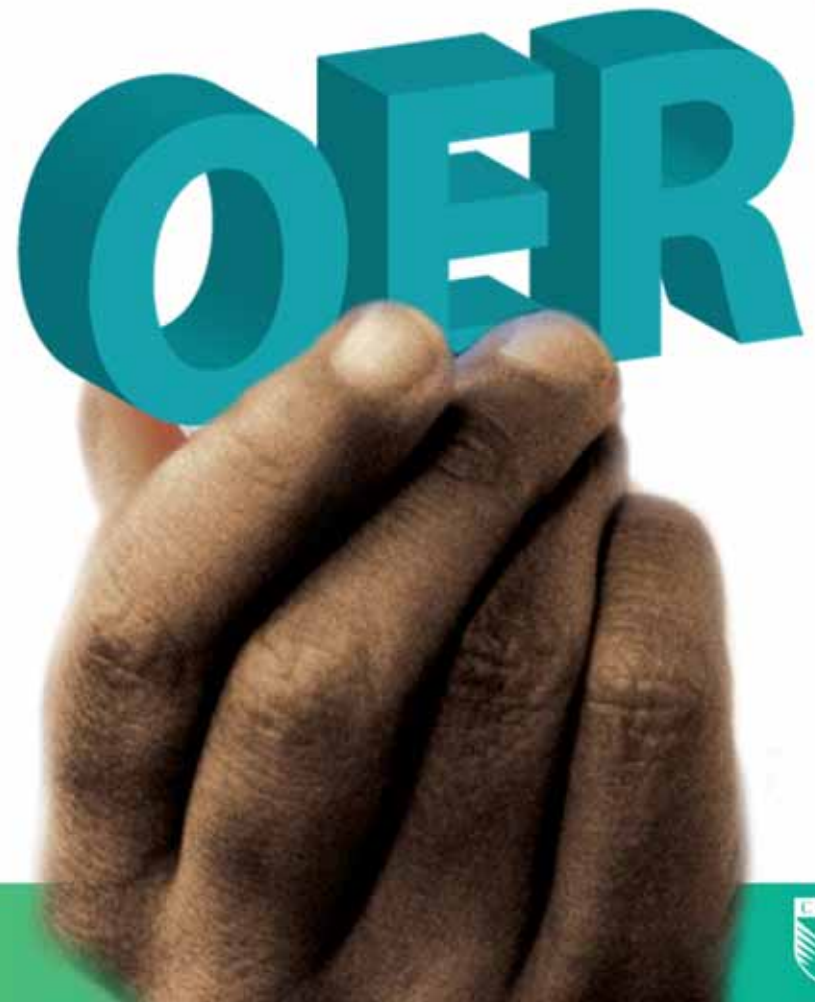
Issues in QA for OER

- Who is responsible for the quality of repurposed content?
- How do institutions ensure the integrity of content?
- What is the role of QA agencies?



Issues specific to OER

- Accessibility
- Localisation
- Technological barriers
- Discoverability
- Interoperability



2. Massive Open Online Courses: MOOCs

... a MOOC is a type of online course aimed at large scale participation and open access via the web. MOOCs are a recent development in the area of distance education, and a progression of the kind of open education ideals suggested by OER

Wikipedia, 20/09/12



Stanford 2011

- Artificial Intelligence course
- 160,000 registered
- 23,000 completed
- All countries except North Korea

STANFORD
UNIVERSITY



Oct. 10 - DEC. 16, 2011



INTRODUCTION TO

Artificial Intelligence

In partnership with the Stanford University School of Engineering.
You can join this online worldwide class this fall.



Sebastian Thrun

Sebastian Thrun is a Research Professor of Computer Science at Stanford University, a Google Fellow, a member of the National Academy of Engineering and the German Academy of Sciences. Thrun is best known for his research in robotics and machine learning.

Fast Company Magazine selected him as the 19th most creative person in business, the UK Telegraph included him in their list of 100 living geniuses, and Popular Science included him in their list of Brilliant 10s. His self-driving car was

Signup is temporarily unavailable. Please check back in a few hours.

[Follow](#) [Courses](#)

Over 135,000 have signed up!

We're setting up the official registration page right now.

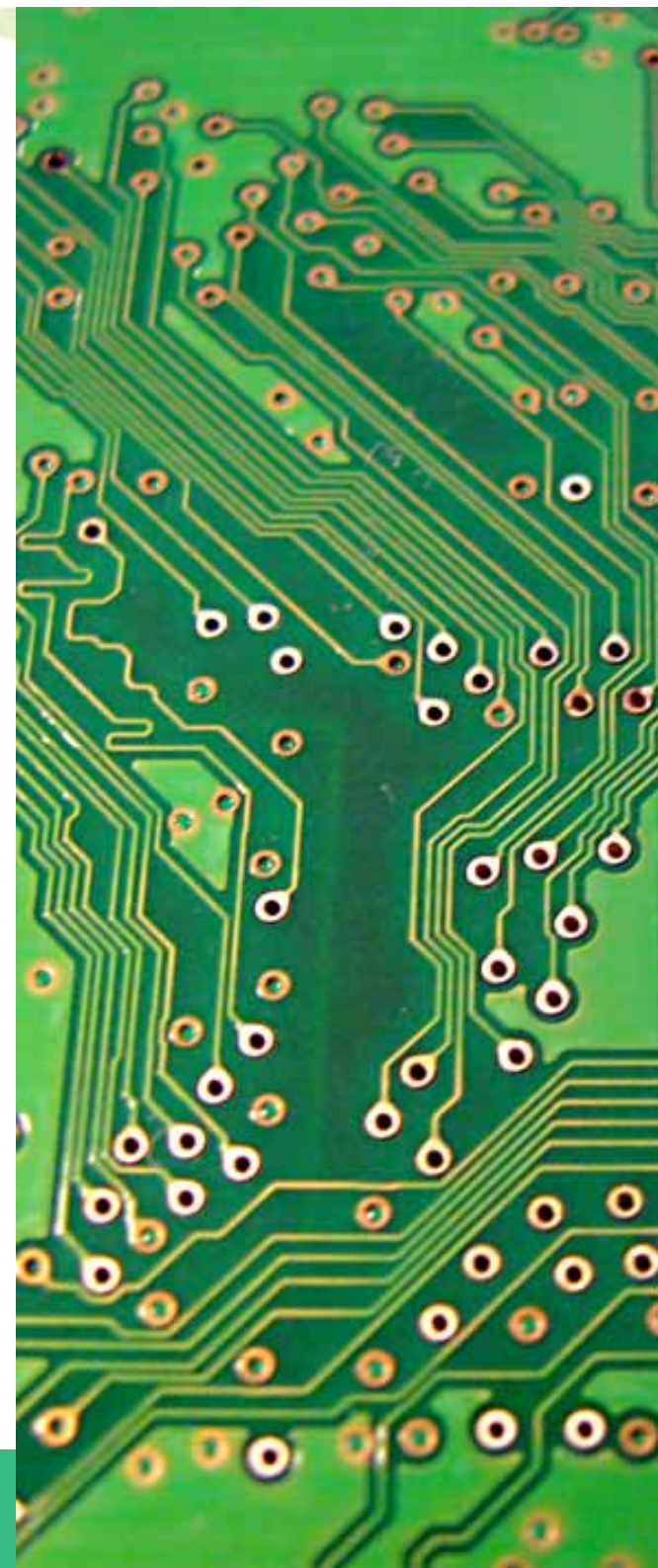
graphixshare.com

Stanford's [Introduction to Databases](#) and [Introduction to Machine Learning](#) are also available online this fall!



MITx 2012

- Circuits and electronics
- 155,000 registered
- 7157 passed the course
- 160 countries



Comparison of Coursera, edX and Udacity, August 2012

	Coursera	edX	Udacity
For-profit?	Yes	No	Yes
Number of Students	1,100,000+	155,000+ (MITx only)	739,000
Fees	None yet	\$100 for completion certificate after autumn 2012 cohort	\$80 for Pearson test (optional)
Funding	\$16m venture capital; \$6m from partners	\$30m each from MIT & Harvard; \$1m from Gates Fdn; more from private partners	Charles River Ventures, Sebastian Thrun (amounts unknown)



MOOCs are typically

- Free of charge
- Designed for large numbers
- Designed to encourage peer to peer learning
- Meant to award completion certificates rather than course credits

OBHE Report,
2012

Implications for QA: Will MOOCs

- Improve the quality of teaching?
- Encourage global mobility of students?
- Encourage the development of flexible frameworks for credit transfers, and recognition of qualifications?

Issues for QA in MOOCs

- Can one size fit all?
- Student verification and academic integrity
- Is a peer reviewed assessment acceptable?
- Is there a delinking of the institutions which teach and the institutions which credential?
- Will we see the rise of DGBs?
- What will be the role of QA agencies?

The Rise of Private Provision

- India and Malaysia: 52%; 54%,
- Brazil and Indonesia: 60%.
- Japan and South Korea: 73%; 60%
- Caribbean: 150 institutions: 60% public; 30% private; 10%, some govt support

A New Dynamic: Private Higher Education , UNESCO, World Conference on Higher Education;

<http://www.albany.edu/dept/eaps/prophe/data/international.html>

UNESCO Global Education Digest, 2010

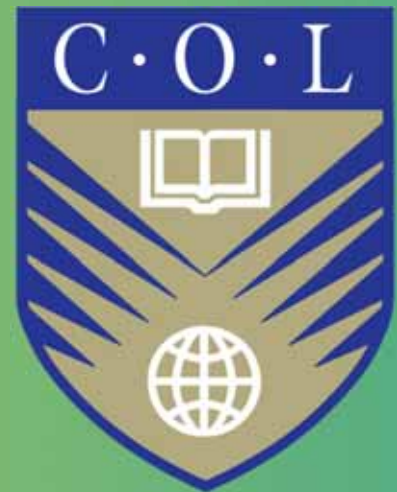


Issues in QA

- Who regulates?
- Where do students complain in the case of deficient services/content?
- What are the standards of curriculum, learner support, assessment and certification?
- What of faculty quality?



THE COL APPROACH



Same Regulations for ODL & F2F

- Quality Assurance Agency, UK: assesses both campus and distance universities



From: www.qaa.ac.uk/Pages/default.aspx



Focus on Outcomes



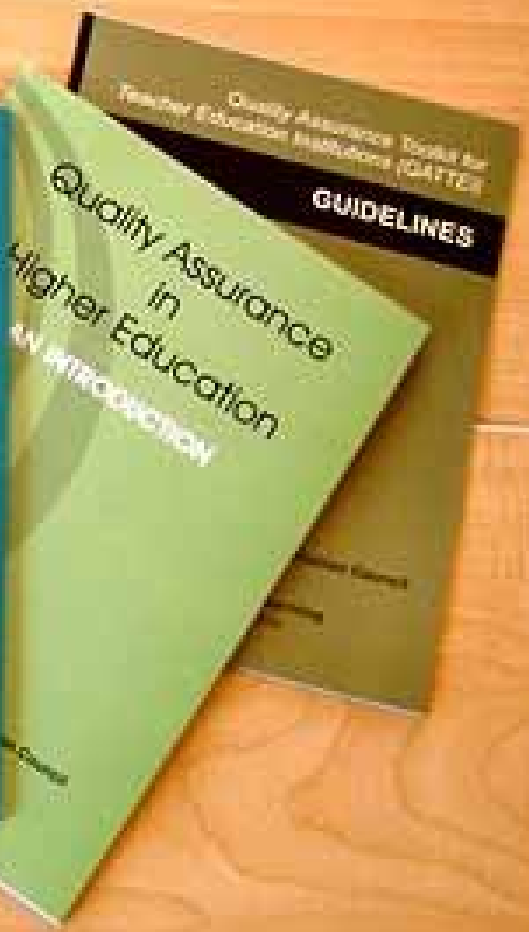
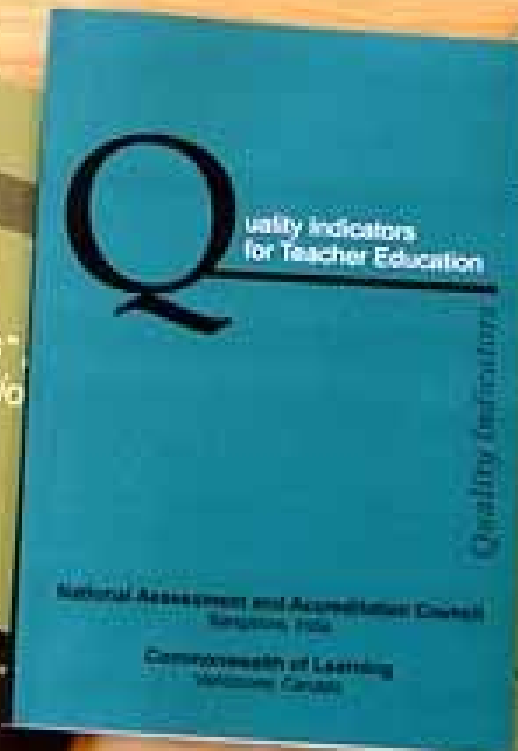
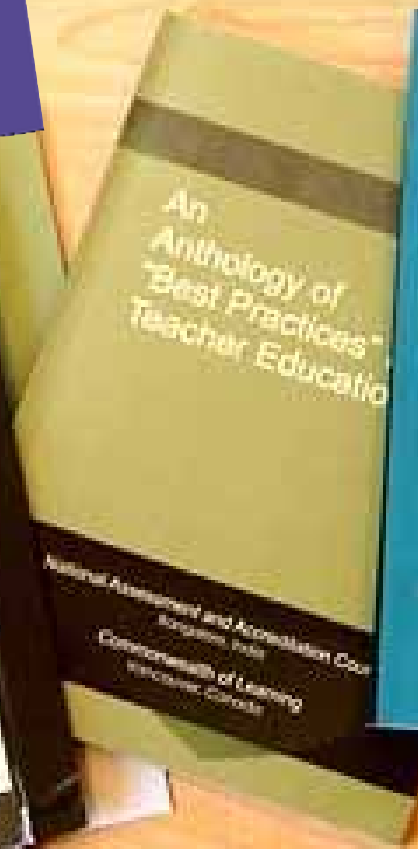
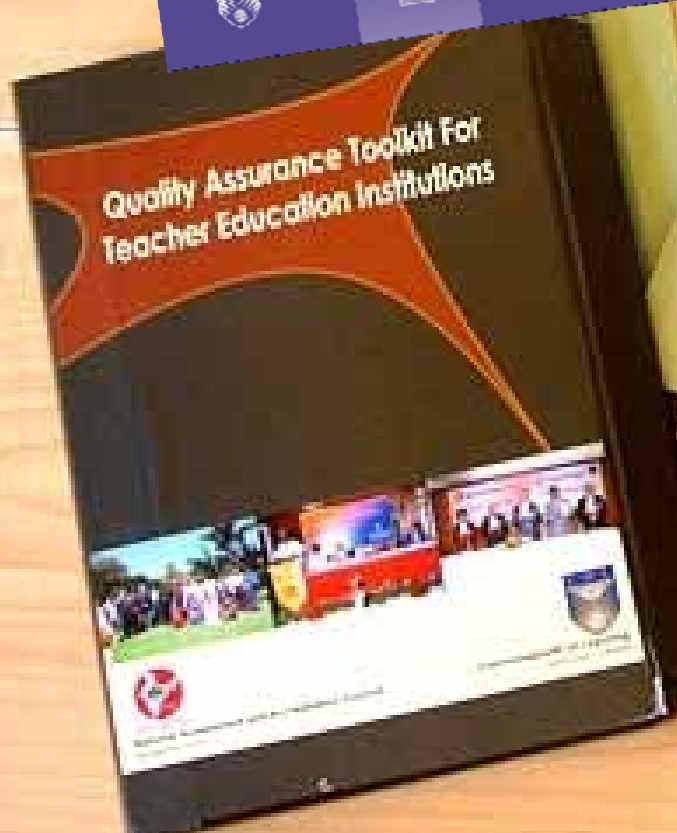
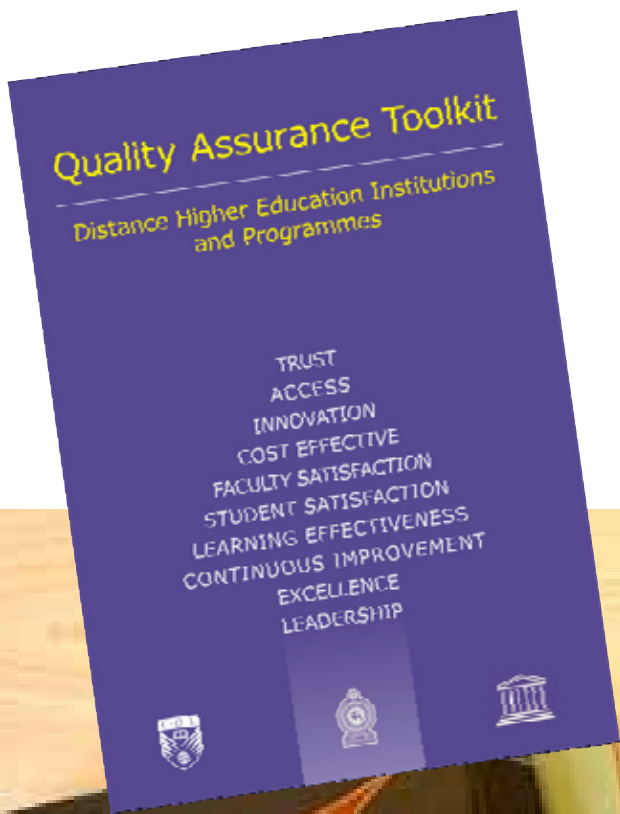
COMMONWEALTH *of* LEARNING

PERSPECTIVES ON
DISTANCE EDUCATION

Towards a
Culture of Quality

Badri N. Koul and Asba Kanwar, Editors

QA Toolkits



Mutual recognition & accreditation of qualifications



Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth

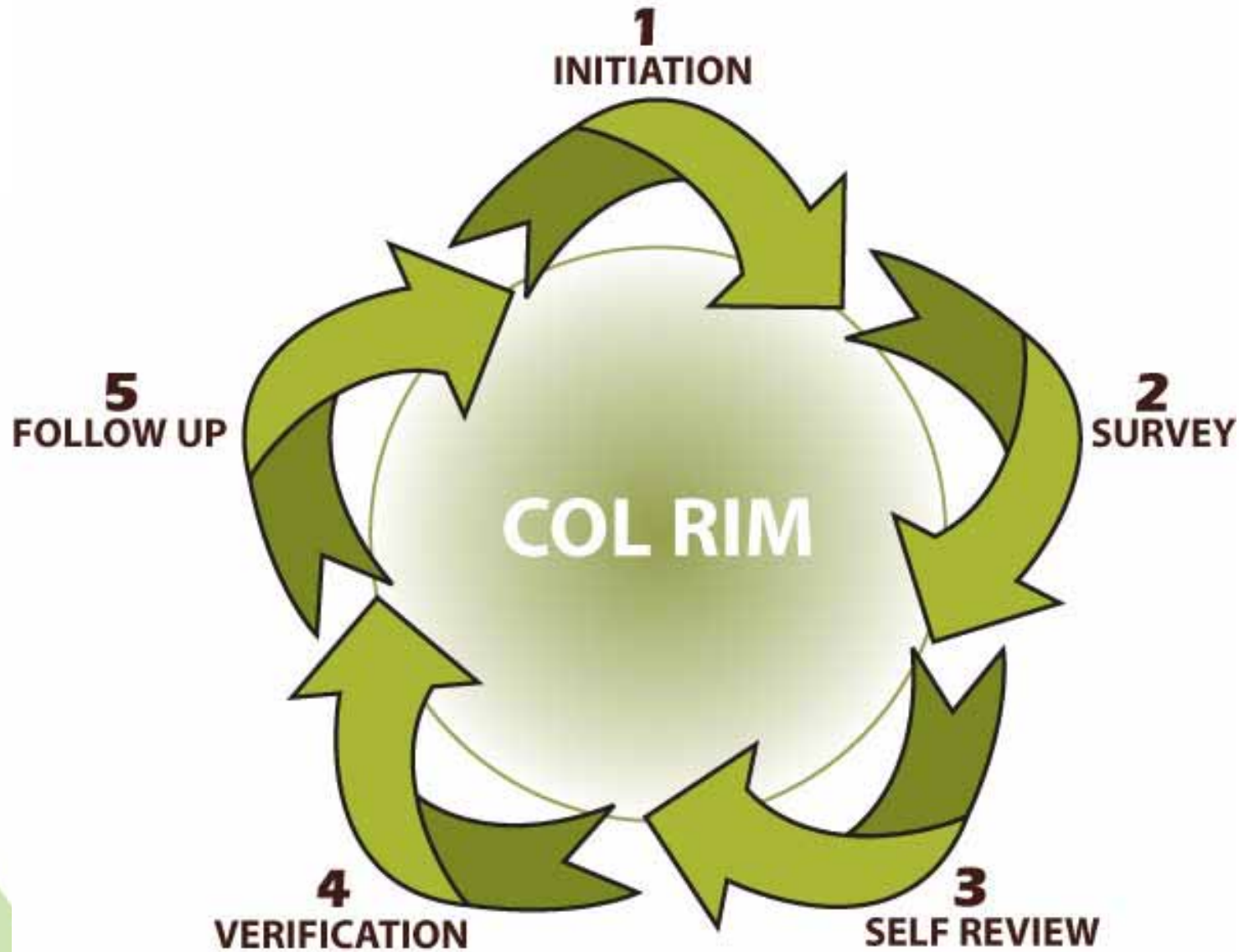
April 2010



COMMONWEALTH of LEARNING
Learning for Development



Self-improvement: COL RIM Steps



In summary COL RIM:

- A low-cost ‘do-it-yourself’ model
- Does not require a panel of external experts
- Develops systemic thinking and organizational learning
- Focuses on capacity building



What do agencies/institutions need to do?

- Be open to emerging provision
- Measure degree to which new developments facilitate student learning
- Encourage institutions to be relevant to the needs of the 21st Century





THANK YOU
www.col.org