



COMMONWEALTH of LEARNING  
*learning for development*

UNISA |   
university  
of south africa

# ODL Occasional Lecture Series

2 March 2011

**Professor Asha Kanwar, Vice President**  
*Commonwealth of Learning*  
Vancouver, Canada



# UNISA

- Distance education 1946
- Model for the OU UK
- First OU in the world
- Mega-university





COMMONWEALTH *of* LEARNING



**Learning for Development**

# Where is it?



**Vancouver**  
(Headquarters)



**New Delhi**  
(CEMCA)

# Who Pays?

Major donors:

Canada

India

New Zealand

Nigeria

**South Africa**

United Kingdom





Jenny Glennie



Trudi Van Wyk

# OPEN EDUCATION MODELS: PAST PRESENT FUTURE



# Plan

- How it all began
- Three generations of open education
- Examples from COL
- Future: learner, pedagogy, teacher, higher education



# I. HOW IT ALL BEGAN



# How it all began....



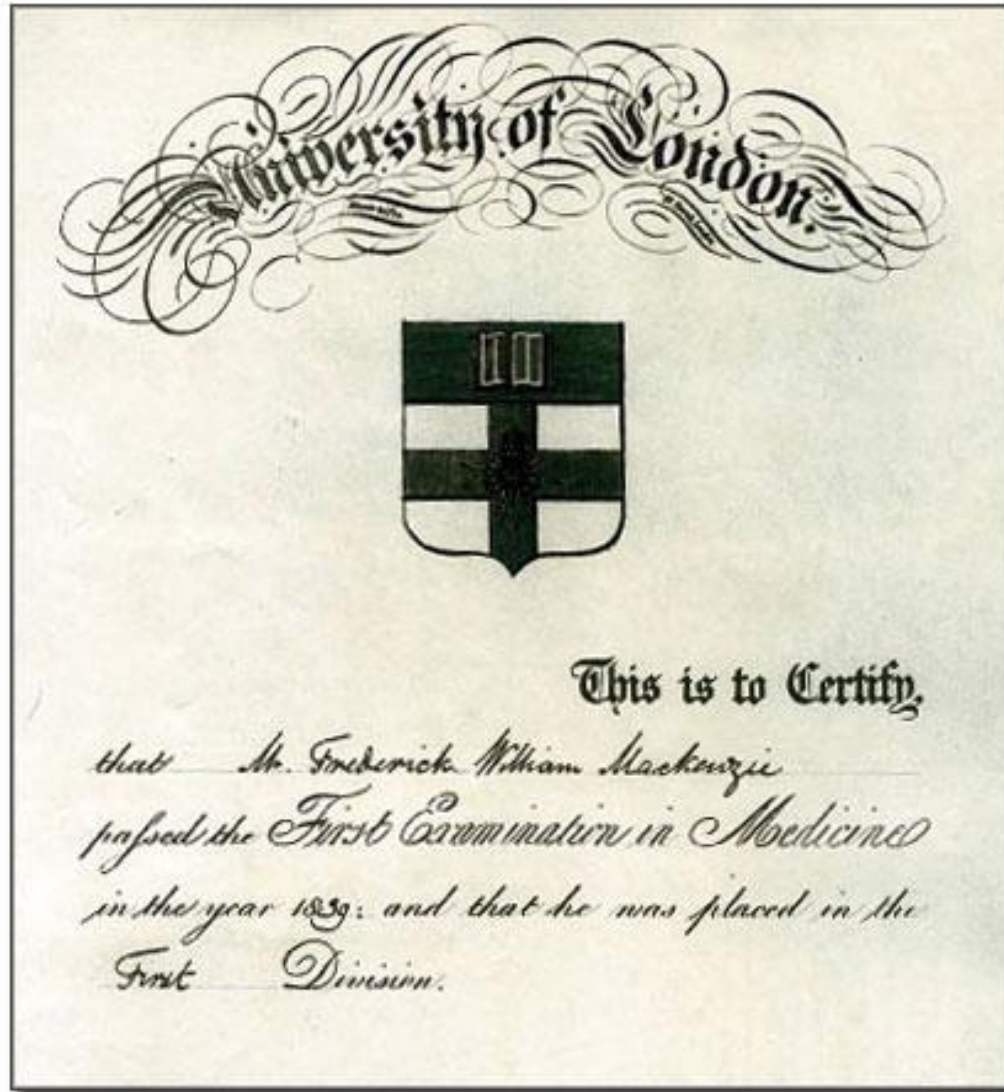
University of London:

*The People's University*

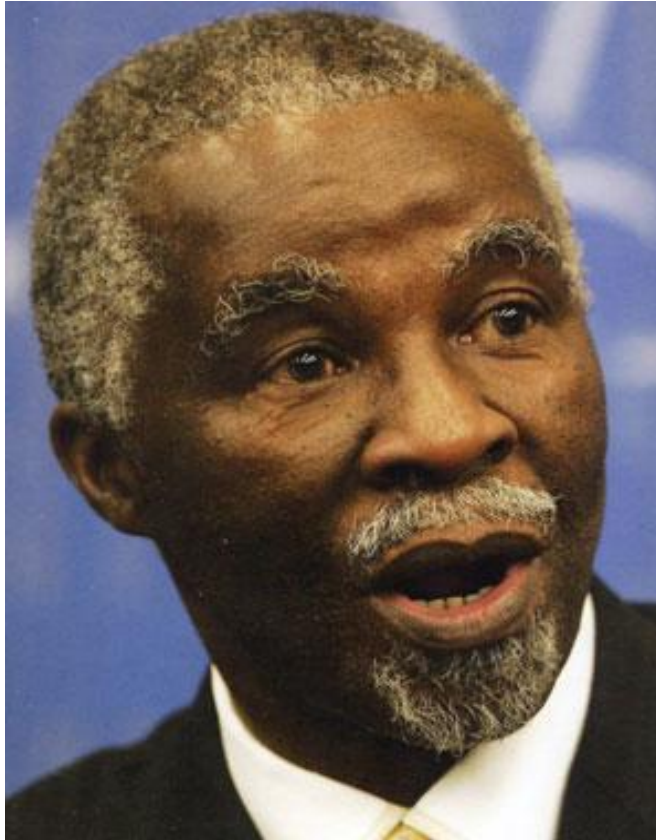


“reaching the shoemaker in his garret...”

# Emergence of the External Degree



# External Students: University of London



# Correspondence Colleges

- INTEC, Cape Town (ICS) (1906)
- Lyceum College (Union College) (1917)
- Rapid Results College (1928)
- Success College (1940)
- Damelin Correspondence College (1948)
- Turret Correspondence College (1970)



# Association of DE Colleges (ADEC)

*‘value and excellence’*

- Association of Correspondence Colleges of South Africa (1949)
- 53 member colleges (20 professional institutes)
- 200,000 students
- Secondary and tertiary levels
- Vocational courses

# II. THREE GENERATIONS OF OPEN EDUCATION



# 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:



# Increased Use of Technology Mediation



Gyan Darshan Broadcast in Session

# Key Developments in the 2<sup>nd</sup> Generation

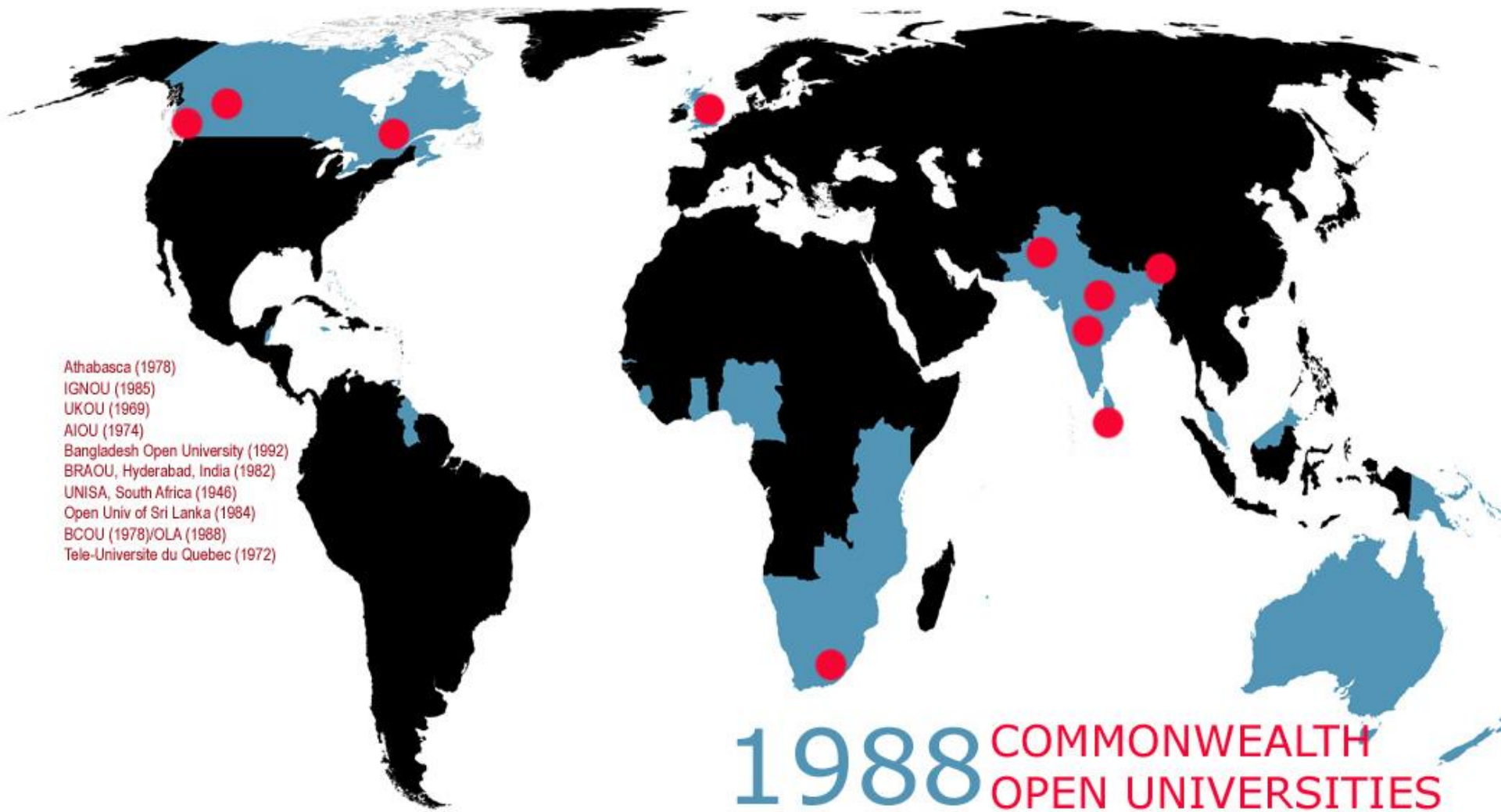
- 1984: first electronic courses
- 1989: Internet
- 1991: WWW
- 1994: first online MBA (Athabasca)
- 1996: first web-based course delivery
- 1999: learning objects; LMS's



# 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

# 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

[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
<b>Total</b>	<b>125</b>	<b>135</b>

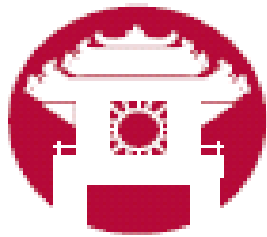


NPTEL Official Partners





Africa  
generates  
only 0.4% of  
the global  
online  
content

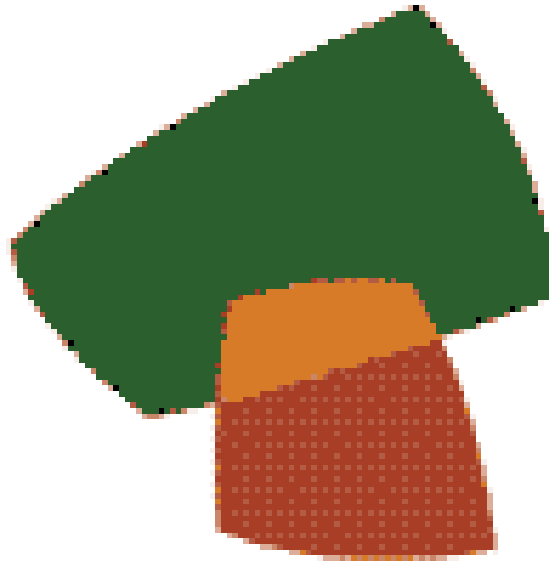


THE VIETNAM FOUNDATION



**JOCW**  
JAPAN OCW CONSORTIUM





TESSA

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**Teacher Education in Sub-Saharan Africa**

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*Health OER  
Inter-Institutional  
Project*



HEALTH OER PROJECT

## Kwame Nkrumah University of Science and Technology

The University of Science and Technology succeeded the Kumasi College of Technology which was established by a Government Ordinance on 6th October, 1961. Following the report of a University Commission which came out early 1961, Government decided to establish two independent Universities in Kumasi at Legon near Accra. The Kumasi College of Technology was thus transformed into a full-fledged University Kwame Nkrumah University of Science Technology by an Act of Parliament on 22nd August, 1961. By another act of Parliament, Act 559 of 1998, the University has been renamed Kwame Nkrumah University of Science and Technology, Kumasi.

# WCHE (2009) session on OERs



*Imperative to ensure that all – developed and developing countries - are enabled to contribute to OERs...*



# What are Open Education Resources (OERs)?

Materials that are

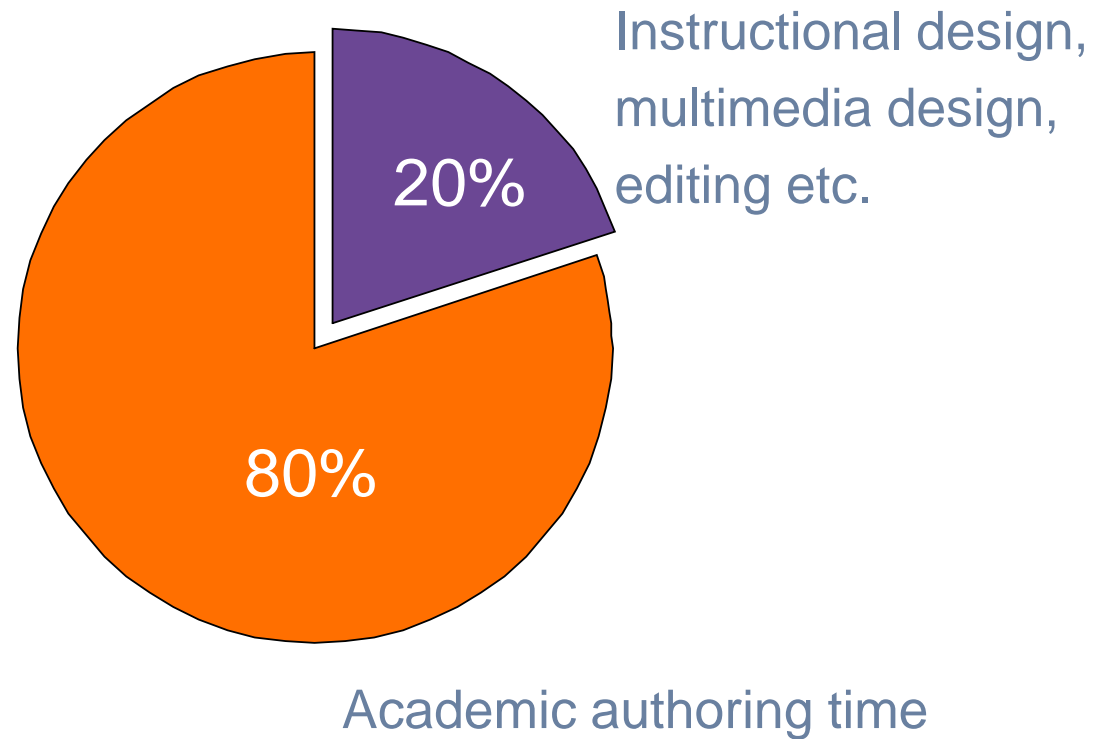
- Free and freely available
- Suitable for all levels of education
- Reusable
- Digital

# Potential advantages of using OERs

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

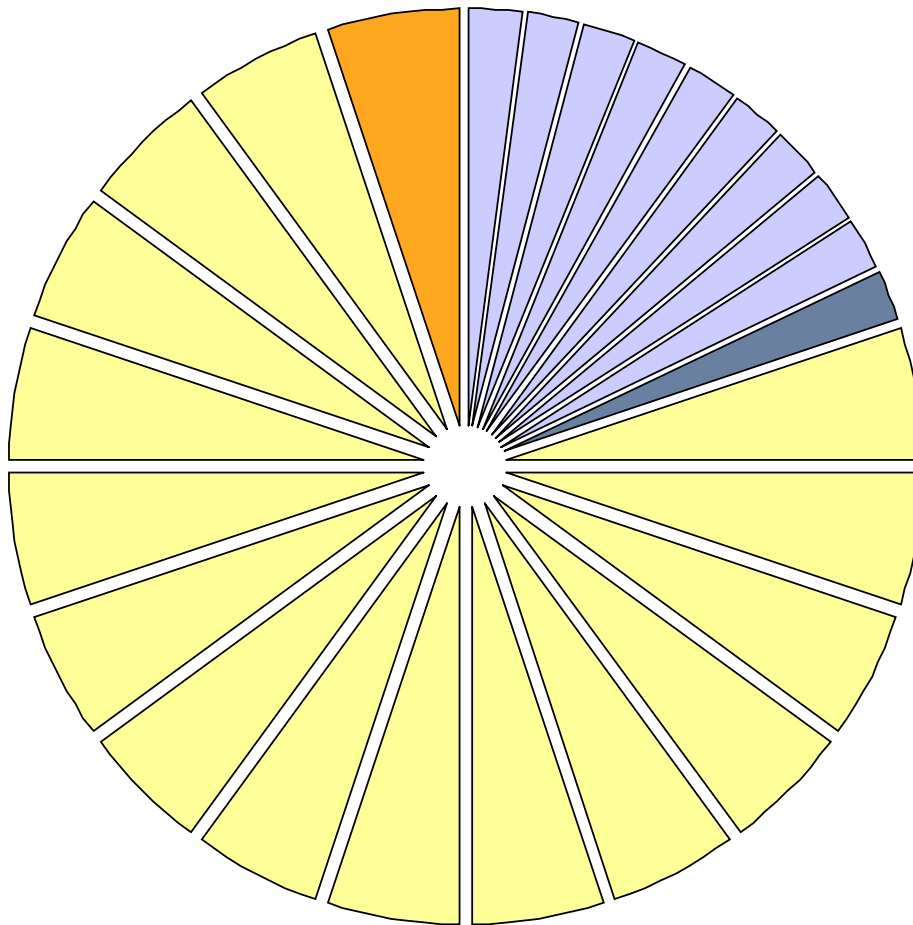


# Development of DE resources





# Development of OERs



Authoring shared  
among participating  
institutions/  
individuals

Mackintosh

# Developing free textbooks

- Vietnam
- Textbook developed in 3 months using OER
- Introduction and Conclusion written



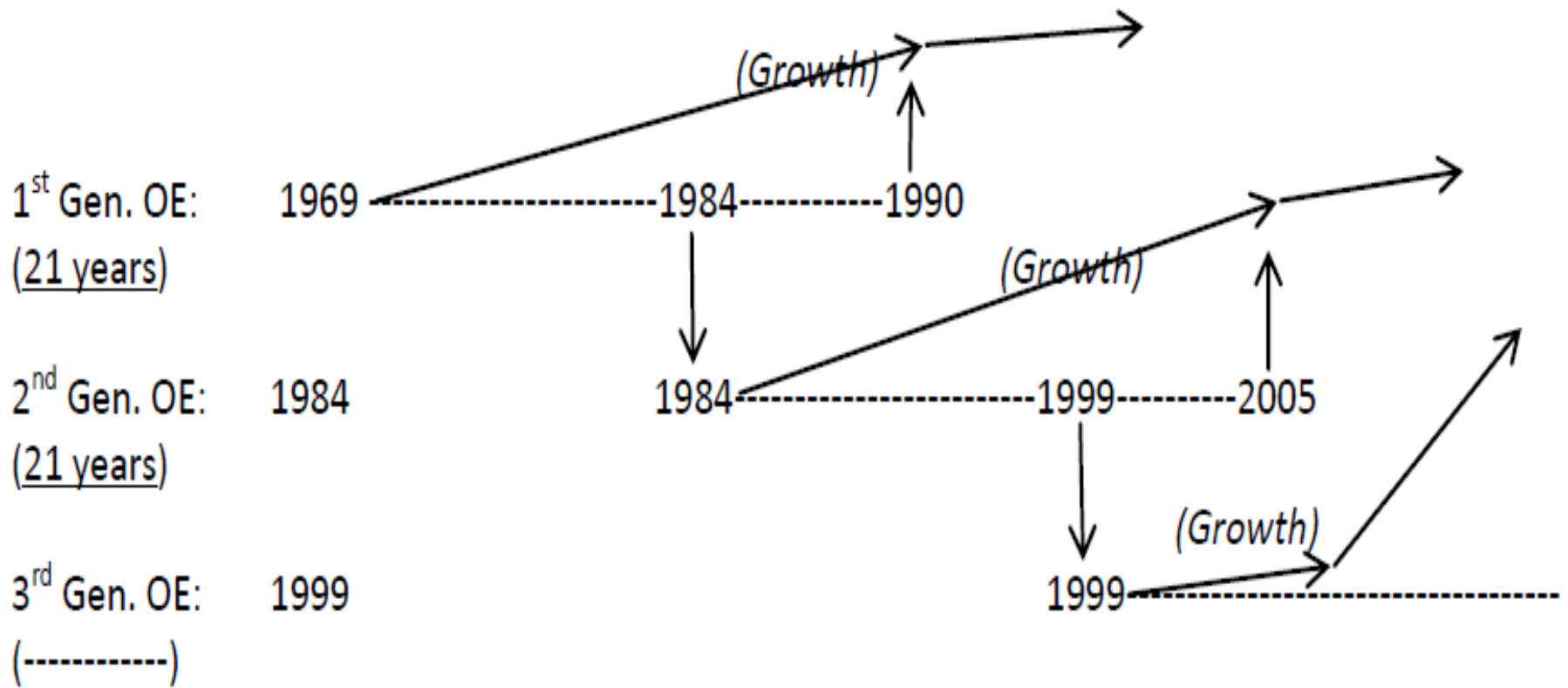
## Who uses the MIT OER?

- 54% of MIT OCW traffic is non-US;
- 43% of the visitors are self-learners;
- 35% of the freshmen are aware of MIT's OCW before attending the university and
- 17% of educators using the site have re-used the content'

# Third Generation: the Freedom Culture

- Freedom to use
- Freedom to study
- Freedom to redistribute
- Freedom to modify and reshape

- *Richard Stallman*

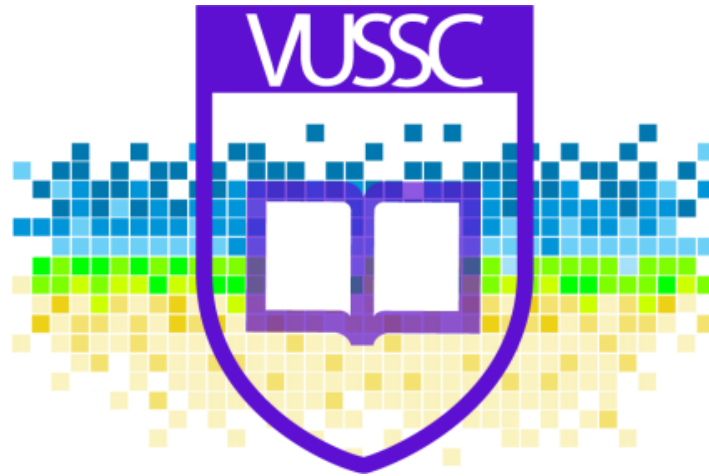


B.N. Koul



# III. OER EXAMPLES FROM COL





# The Virtual University for Small States of the Commonwealth



The Commonwealth *of Learning*



# Fostering Collaboration



Ministries  
of Education

Schools

Teachers

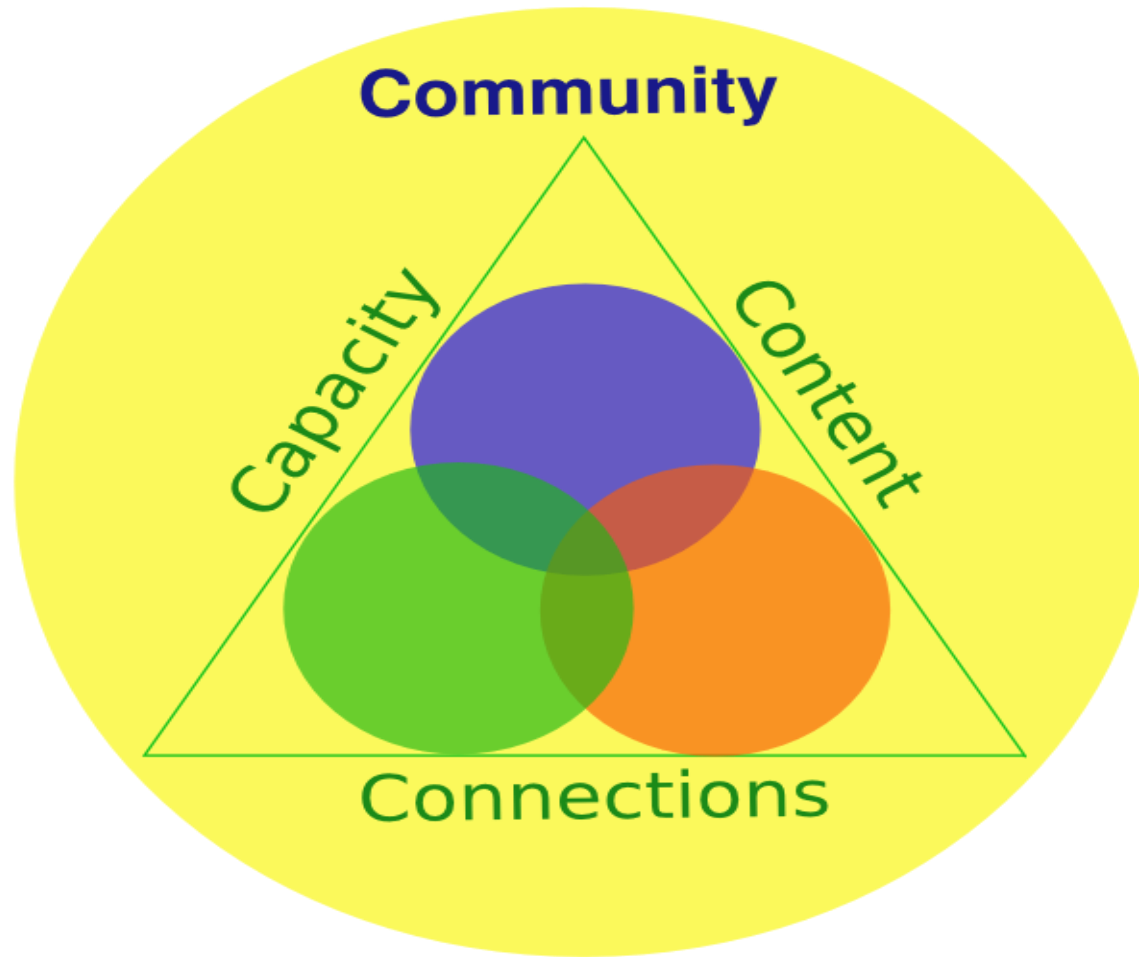
Consultants

# Learning for Content

- Two weeks online training on course development
- Open to all
- Content created is Openly Licensed OER



# The COL Approach to OER



# IV. FUTURE IMPLICATIONS





# Massification

- Globally, age participation rates grown from 19% in 2000 to 26% in 2007
- 150.6 million tertiary students globally in 2007, 53% increase over 2000
- Low income countries: from 5% in 2000 to 7% in 2007

*S Uvalic Trumbic, UNESCO, 2010*

# Implications for the Learner

- New learner of the 1980's
- Digital native
- **Ultimate learner**

*-consumer as producer?*  
*-self-directed learning?*  
*-lifelong learning?*





# What Students Want



- Do not want to be lectured to
- Want to work with their peers
- Cooperate and compete
- Real education rather than 'relevant'

*Prensky, 2010*

# Implications for the Pedagogy

(Meta-analysis by Bernard et al.2009)

Student <> Content

Student <> Student

Student <> Teacher

# Implications for Pedagogy

(Meta-analysis by Bernard et al.)

Student <> Content # 1

Student <> Student # 2

Student <> Teacher # 3

# Implications for Pedagogy

- Behaviorist: Teacher-Student
- Constructivist: Student-Student
- Connectivist: Student-Content

-Terry Anderson 2010

- *A mix of all three approaches?*
- *How will we assess new ways of learning?*

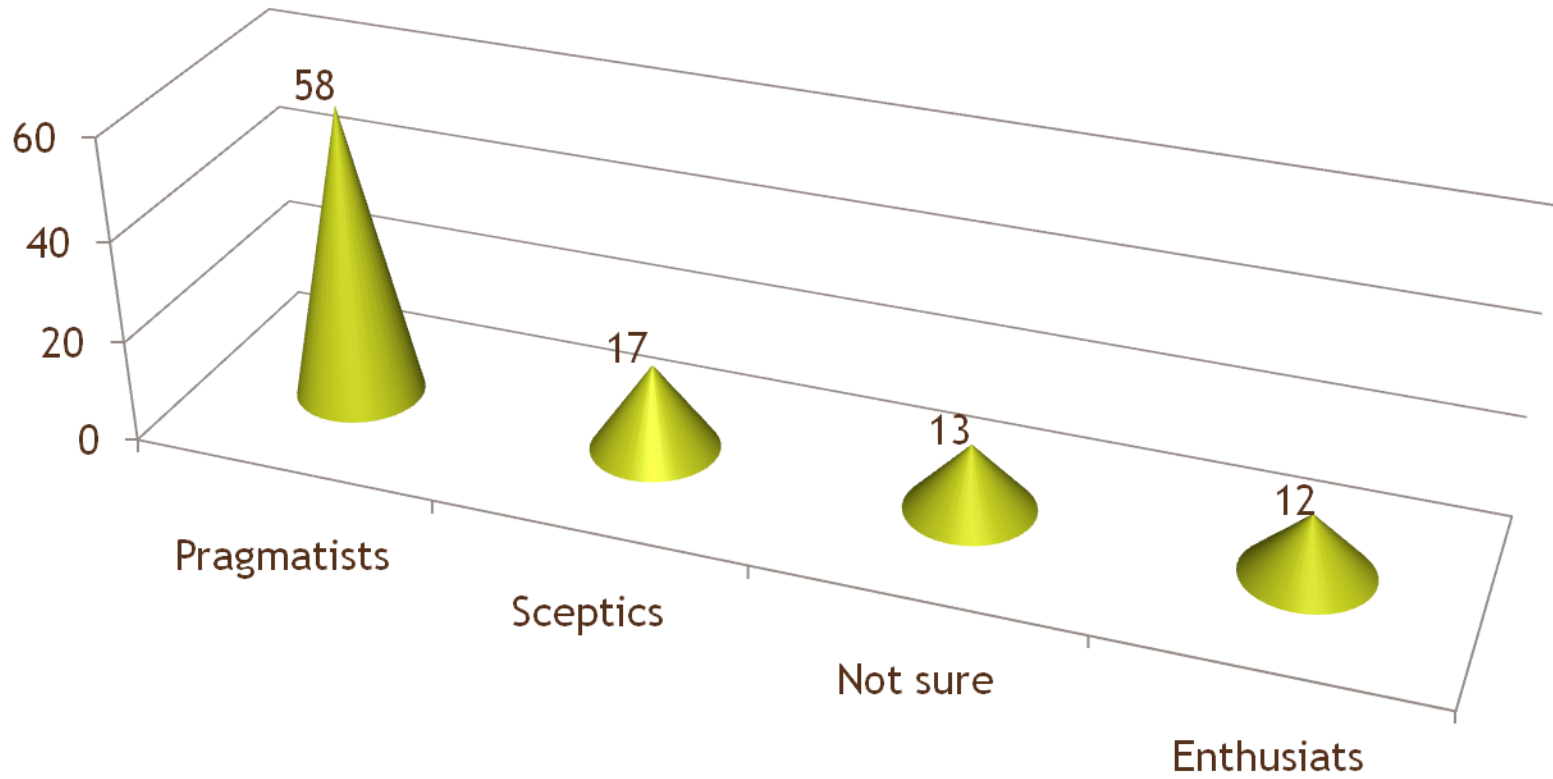
# The Role of the Teacher: Partnering

TEACHER	STUDENT
<ul style="list-style-type: none"><li>• Doesn't tell, asks</li></ul>	<ul style="list-style-type: none"><li>• Doesn't take notes, finds out</li></ul>
<ul style="list-style-type: none"><li>• Suggests topics &amp; tools</li></ul>	<ul style="list-style-type: none"><li>• Researches &amp; creates outputs</li></ul>
<ul style="list-style-type: none"><li>• Learns about technology from students</li></ul>	<ul style="list-style-type: none"><li>• Learns about rigor &amp; quality from teacher</li></ul>
<ul style="list-style-type: none"><li>• Evaluates outputs for rigor and quality; supplies context</li></ul>	<ul style="list-style-type: none"><li>• Improves output, adding context, rigor &amp; quality</li></ul>

Prensky, M. (2010). *Teaching Digital Natives*



## European university teachers view of technology (%)





# The University of Southern Queensland Model

**USQ** UNIVERSITY OF  
SOUTHERN QUEENSLAND

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# USQ Model

- Students study from OER on USQ website
- Volunteer tutors available
- Only pay if they wish to be assessed by the university
- Costs: 20-25% of total costs



## About FlexiLearn

Welcome to FlexiLearn to access free and open courses of the Indira Gandhi National Open University. This is a personal learning space where free learning resources are integrated with learning management system for anyone who wants to learn, whatever their educational needs and experience.

FlexiLearn facilitates informed learning wherein, anyone can register and explore courses free of cost to gain knowledge and skill in a particular area of interest. Certification for courses will be based on payment of the requisite fees.  
more..

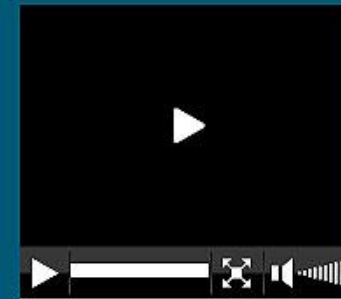
## Browse Courses

[Courses By Title \(Alphabetical\)](#)

[Courses By Topic](#)

[Courses By Level](#)

[Courses By Partner Institutions](#)



GD1 GD2 Gyanvani

### Useful Links

- [eGyanKosh](#)
- [Education Broadcast](#)
- [Virtual Class](#)

### User login

**Username:** \*

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The Open University

# World class learning, anywhere

Warning! Content may transform your life

## OU Learn

- Arts and Humanities
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- Computing and ICT
- Engineering and Technology
- Environment
- Languages
- Law
- Maths
- Science
- Social Science
- OU Life

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- Britains imperial role  
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- Save Britain's Heritage  
The Open University

## OU Links

- The Open University
- Study at the OU
- About the OU
- Research at the OU
- Contact the OU

## Subjects at the OU



Arts and Humanities



Childhood and Youth



Computing and ICT

## Links

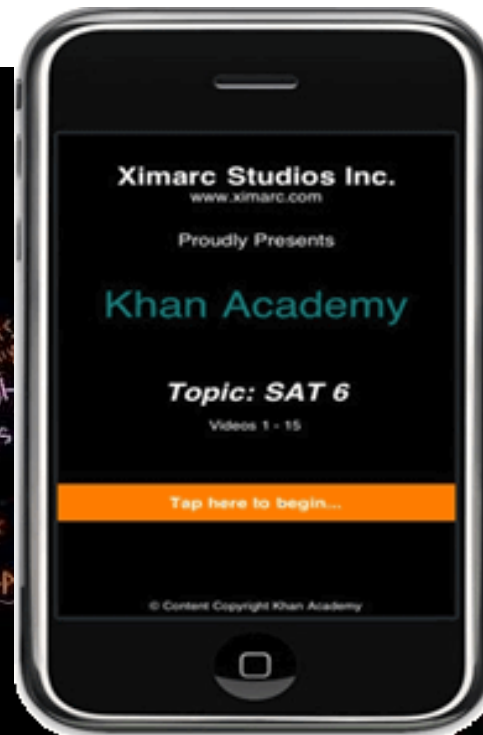
UK Open University's materials are among the most frequently downloaded from iTunesU

# London School of Business & Finance

- Facebook MBA
- Students can check out program free
- Resources include 80 hrs of video content
- Pay for certification: \$23,000/\$ 65,000



# Emerging Examples



The Cell



$$\neq N_2 = 2x + y$$
$$+ (x^3 + x^2 y) y' = 0$$
$$= 3x^2 + 2xy$$
$$xy^2$$
$$+ \frac{1}{2} x^2 y^2 + h(y)$$

3 + x^2 + h

# Implications for Higher Education

- Social entrepreneurship in education on the rise
- Ground-up developments can impact institutionalized, top-down processes
- New incentives necessary for established players

*-The Rise of Degree Granting Bodies? Whose responsibility?*

*-New qualifications?*

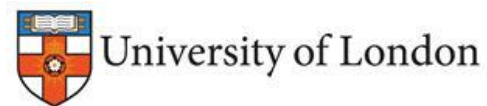
*-What of quality?*

# Have We Come Full Circle?

University  
of London



Above: students at Presentation Day, May 1930 (reference UoL/FG/5/2)



Learning for Development





**A day in the life of...  
the Ultimate Learner!**



**THANK YOU**  
**WWW.COL.ORG**

