



جامعة حمدان بن محمد
الإلكترونية

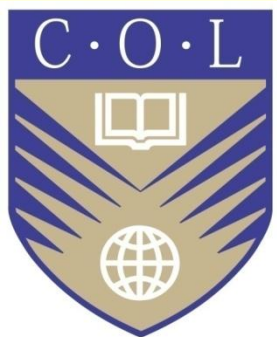
Hamdan Bin Mohammed
-University



1 February 2011

eLearning: Open or Closed?

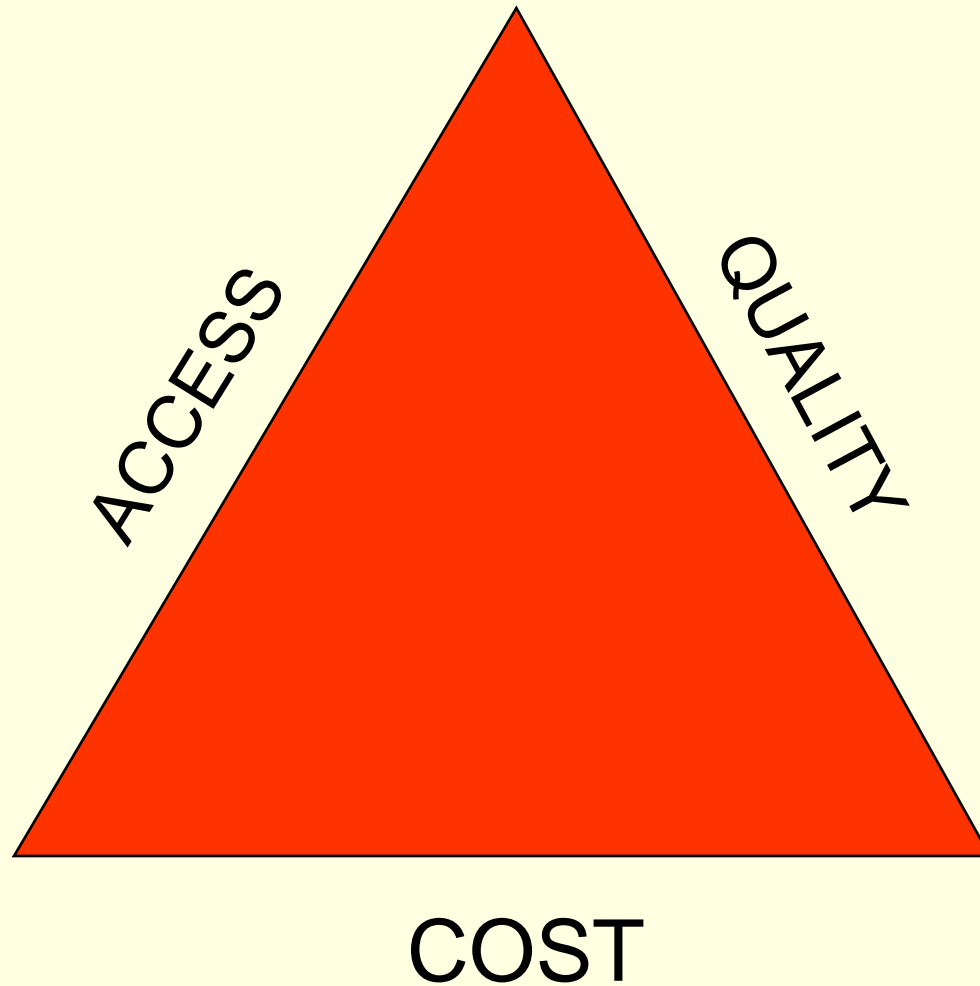
Sir John Daniel
Commonwealth of Learning



Plan:

- **Technology is the answer:
what is the question?**
- Distance learning:
why the hostility?
- eLearning:
what's next?

The Iron Triangle



The Technology Revolution

- ACCESS (wider)
- QUALITY (higher)
- COST (lower)

ALL AT THE SAME TIME!

Plan:

- Technology is the answer:
what is the question?
- **Distance learning:**
why the hostility?
- eLearning:
what's next?

The Opportunity

1. Explain to governments that ODL is a key part of the answer to expanding higher education at low cost.

The Opportunity

2. Explain to governments that ODL fosters self-directed learning



Self-directed



Spoon fed

The Opportunity

3. Explain to governments that ODL is an effective mechanism for innovation in ICTs in higher education

The Opportunity

4. Clean out the bad apples



Plan:

- Technology is the answer:
what is the question?
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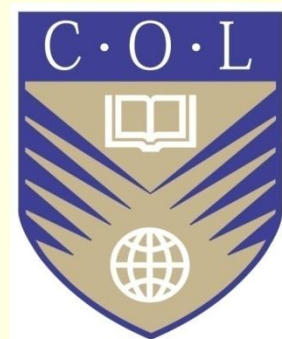
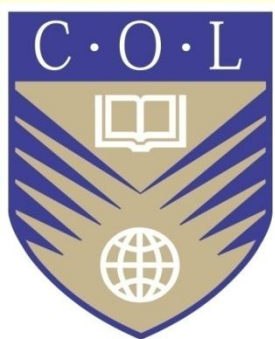
Innovation based Competitiveness

30th January-2nd February, 2012

1 February 2012

Invest in Clicks, not Bricks!

Sir John Daniel
Commonwealth of Learning





University Hospital, Dubai



Christchurch College, Oxford University



Professor Tony Bates
**"2011 Outlook for Online Learning and
Distance Education"**

(www.contactnorth.ca)



United States

2014

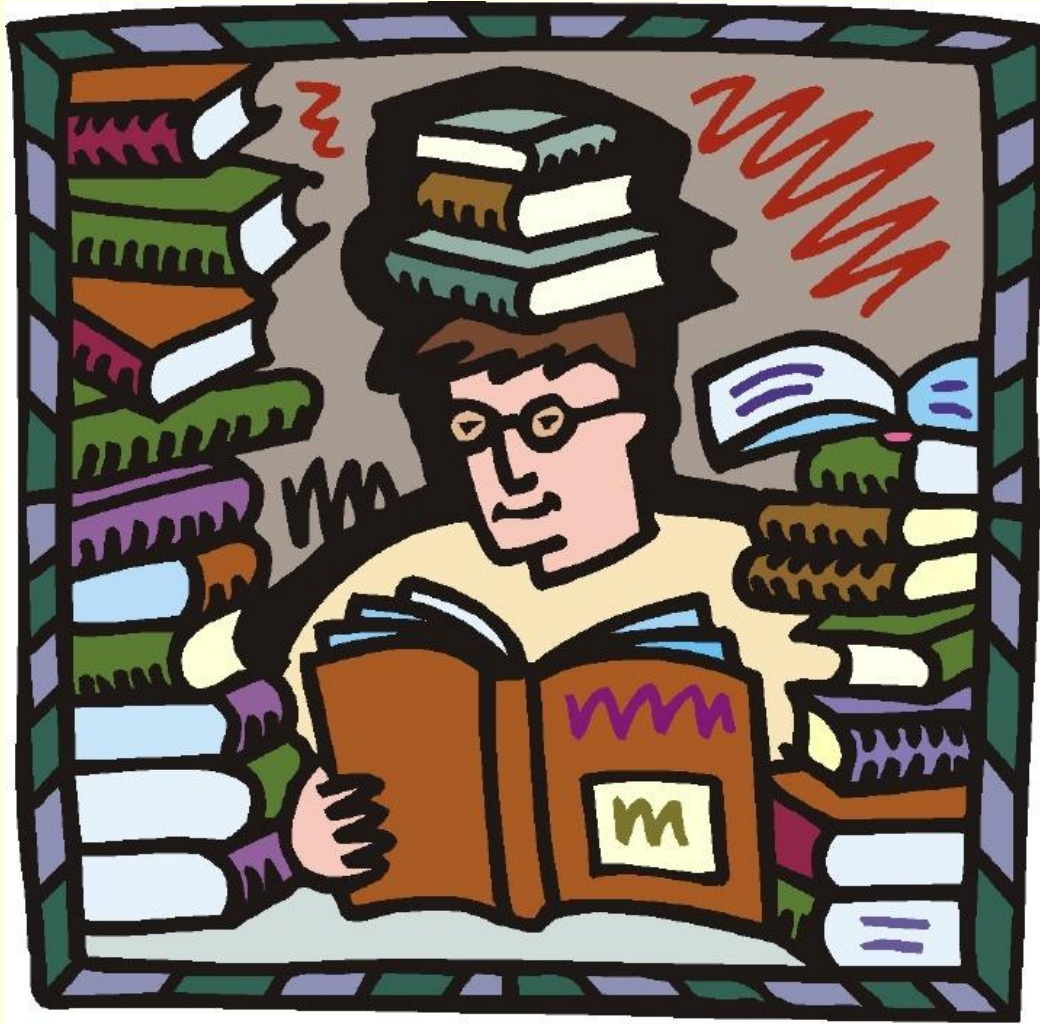
80% of students online

2009

44% of students online

“being part of a
self-service culture
that gives
individuals greater
freedom and
convenience”

“combine study
and employment
rather than
separating them
in time”



TIME

My most precious commodity

Technology is the

ANSWER!

(What was the

QUESTION?)

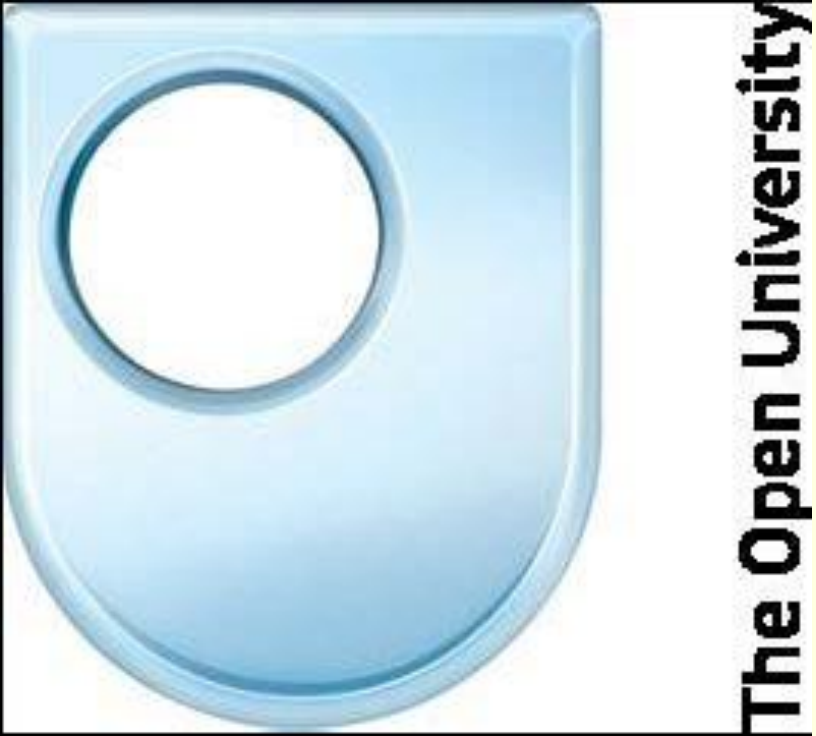
Digital
Technology

=

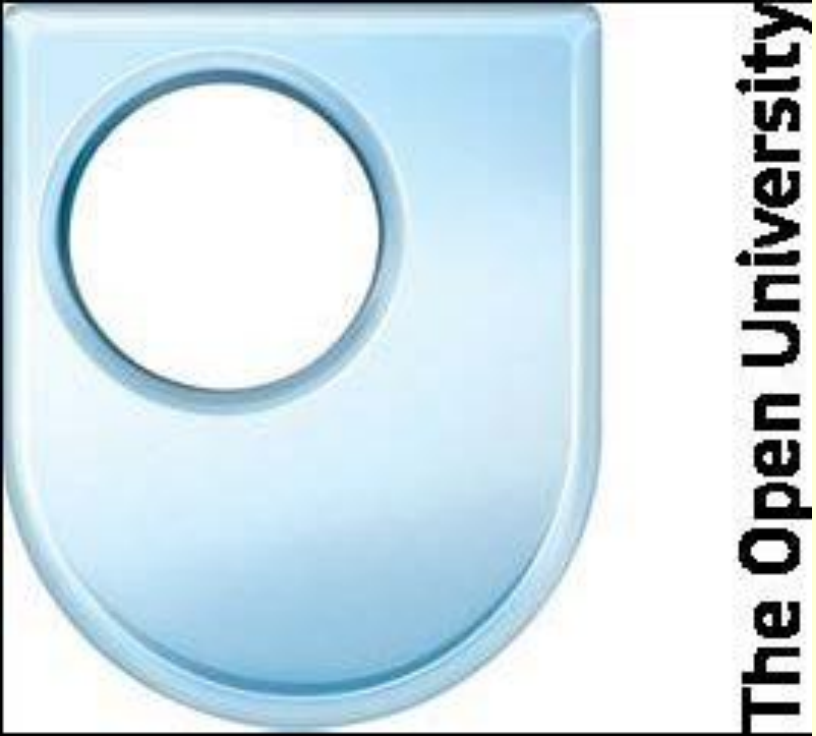
Generation Gap

Digital
Technologies
Generation Gap

WRONG



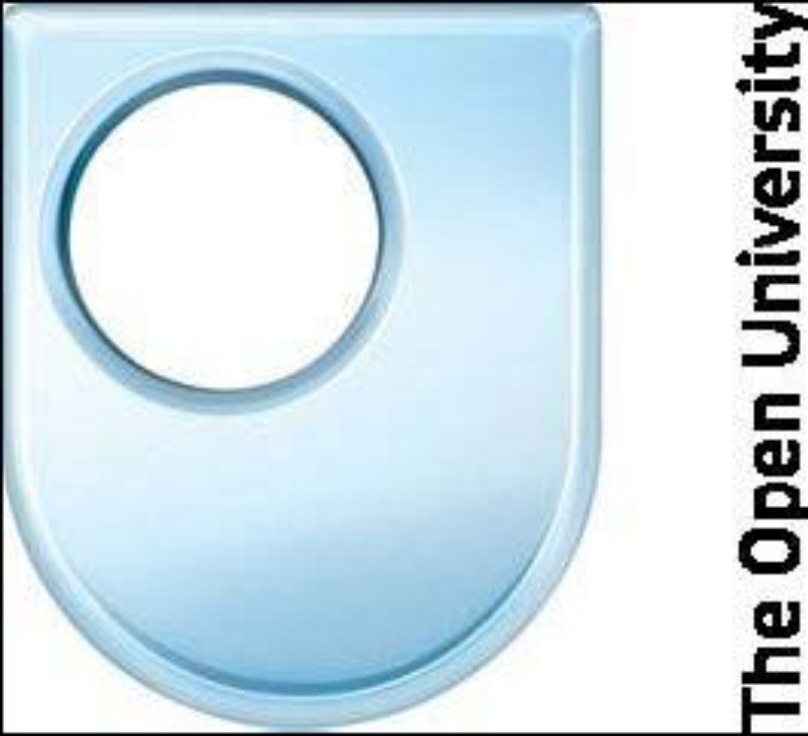
“no evidence of a clear
break between two
separate populations”



Sample

7,000
students aged
between
21 and 100

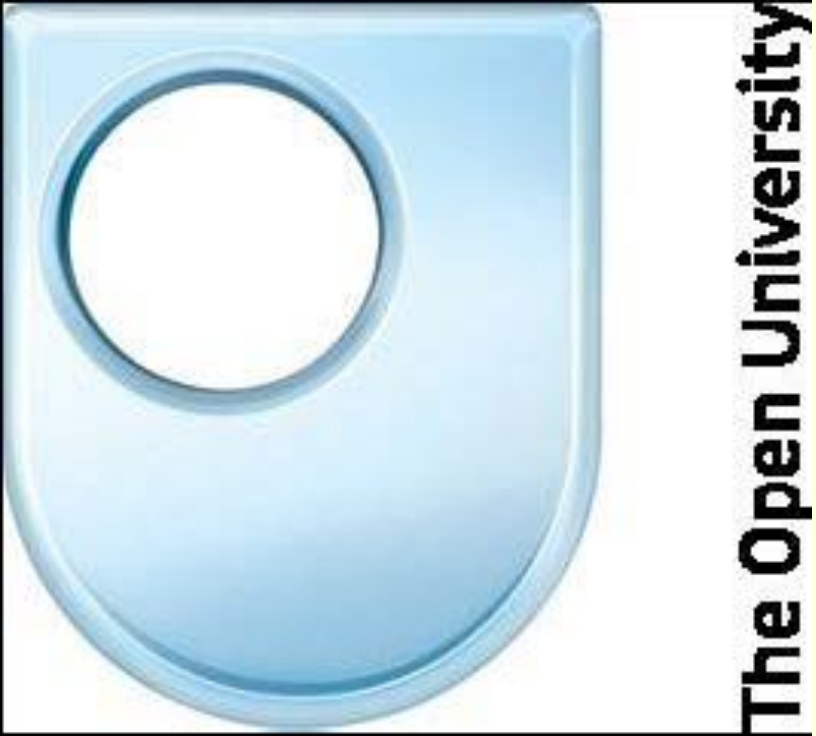
Ages	Number of Students
20-29	1,000
30-39	1,000
40-49	1,000
50-59	1,000
60-69	2,000
70 and over	1,000



Sample

7,000
students aged
between
21 and 100

Ages	Number of Students	Response rate
20-29	1,000	31% (46% online)
30-39	1,000	
40-49	1,000	(average for all groups 58%)
50-59	1,000	
60-69	2,000	
70 and over	1,000	81% (60+% online)



Students who more readily use technology for their studies are more likely than others to be deeply engaged with their work

“Those students who had more positive attitudes to technology were more likely to adopt a deep approach to studying, more likely to adopt a strategic approach to studying and less likely to adopt a surface approach to studying.”

The Challenge to Teachers

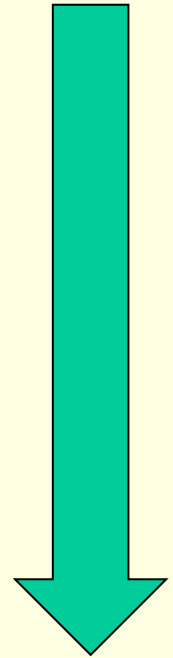
1. Individually competent at using technology for teaching
2. Comfortable operating within technology-based learning systems

Lessons from ICT in Schools

1. Trained teachers
2. Learning materials
3. Hardware and software

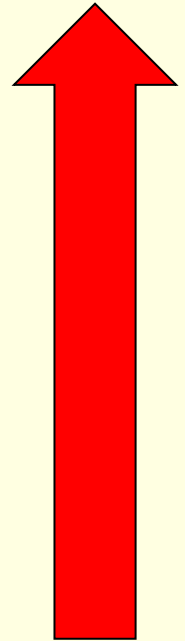
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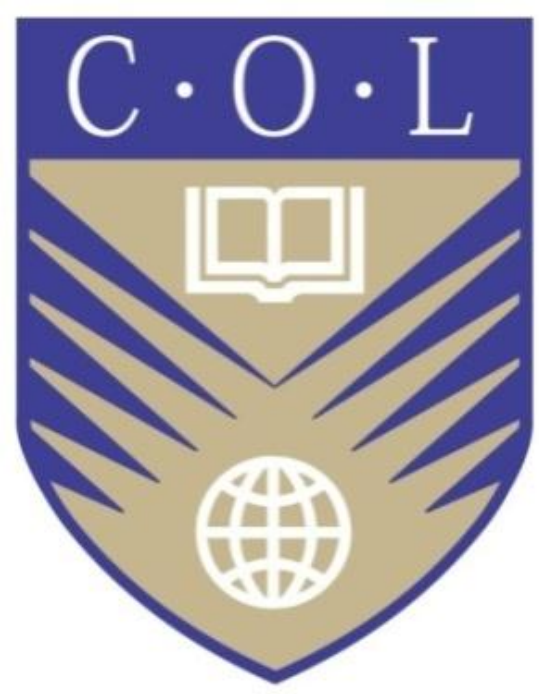




United Nations
Educational, Scientific and
Cultural Organization

ICT in Education

UNESCO ICT Competency Framework for Teachers



ICT in Education

COL

Commonwealth Certificate for
Teacher ICT Integration



United Nations
Educational, Scientific and
Cultural Organization

ICT in Education

UNESCO Competency Framework for Teachers

“it is not enough for teachers to have ICT competencies and be able to teach them to their students. Teachers need to be able to help the students become collaborative, problem solving, creative learners through using ICT so that they will be effective citizens and members of the workforce. The Framework therefore addresses all aspects of a teacher’s work”



ICT in Education Leadership Forum in the Caribbean

25 - 26 January 2012
Accra Beach Hotel & Spa Barbados

Teachers' Creativity and Innovation:
A Key to Success in the Caribbean



Microsoft





Neil Butcher



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Microsoft





“Doing things backwards creates a crisis and puts pressure on the system to train teachers”

Neil Butcher



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“teachers acquire the skills necessary to help students use ICT wisely in their lives and studies.”

Neil Butcher



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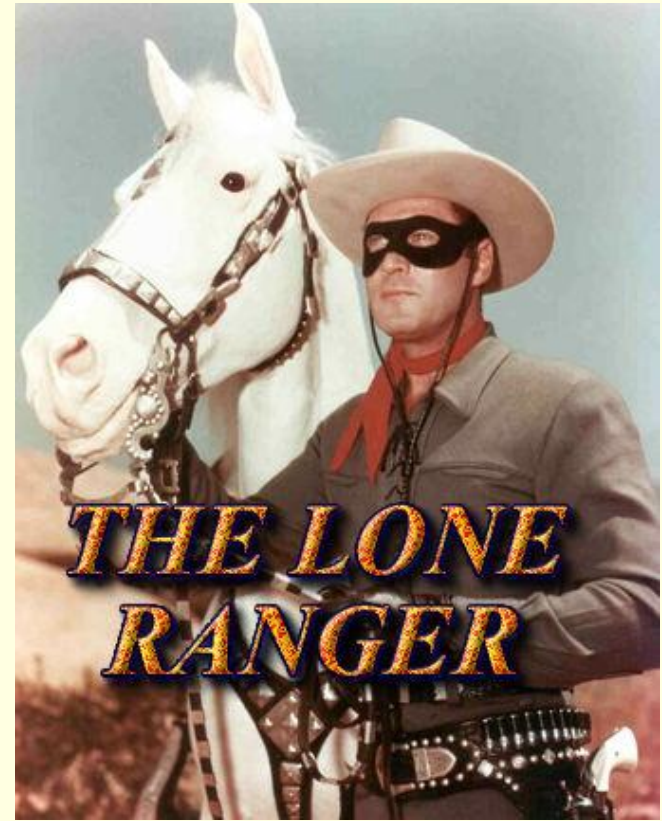


Microsoft

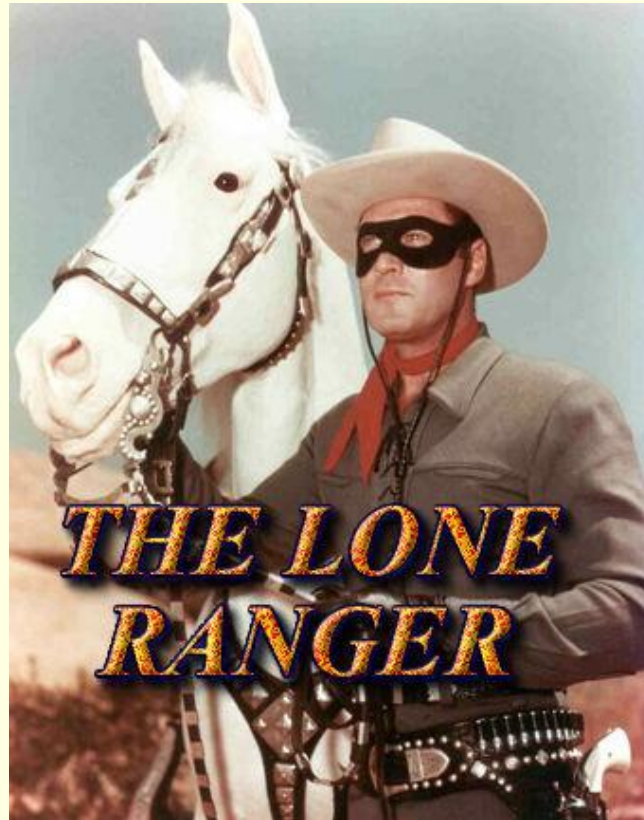


The Challenge to Teachers

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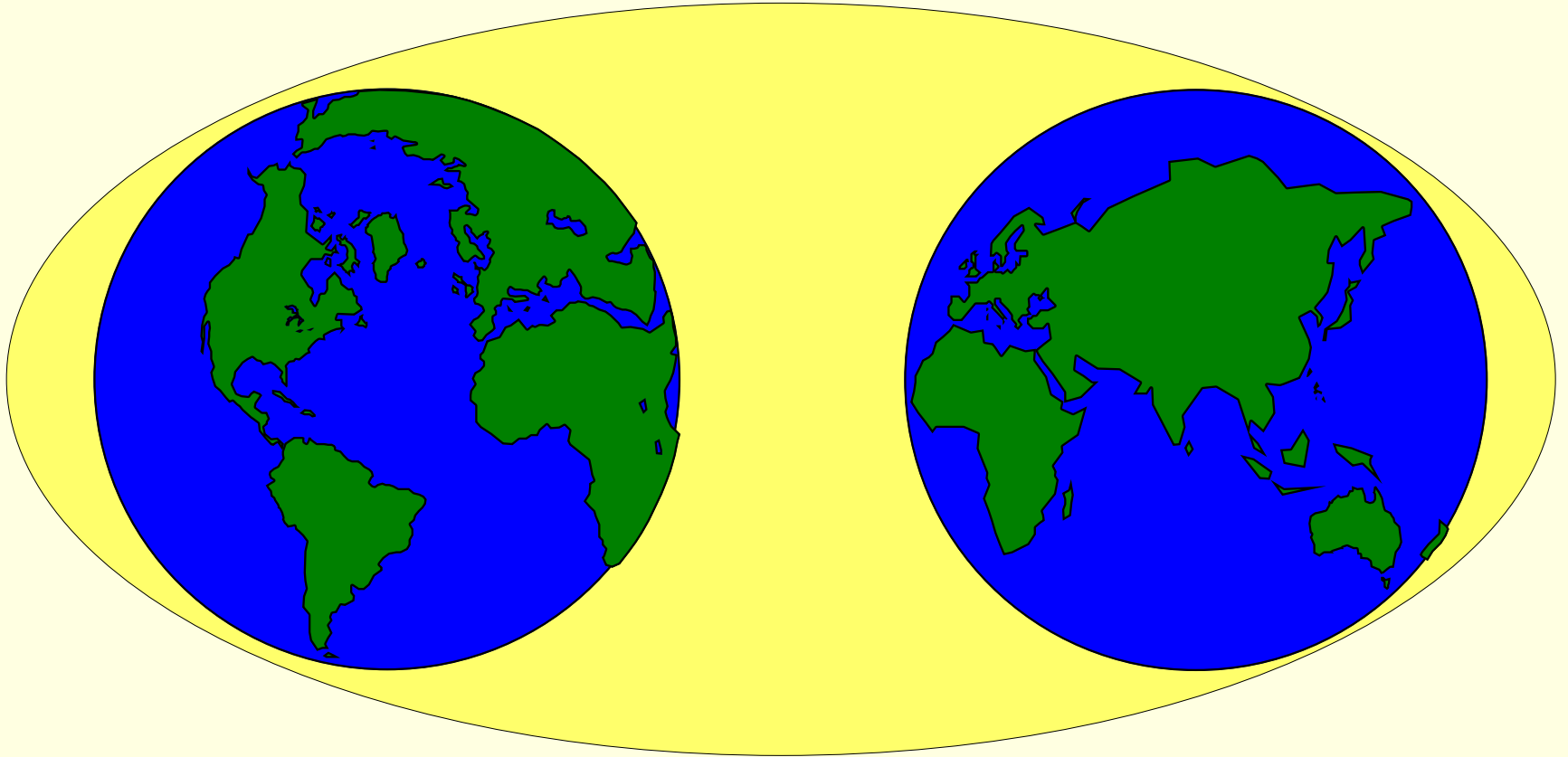


The "Lone-Ranger"
approach to eLearning
(Professor Tony Bates)



Better to work in
teams!

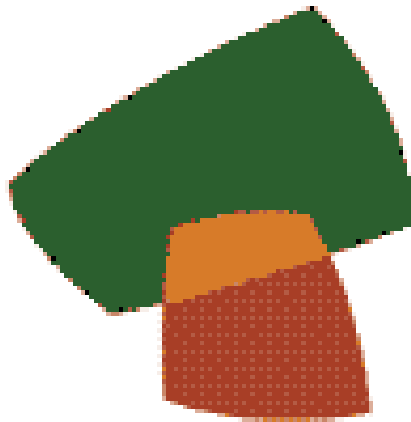
Better to work in teams



Sharing OER Worldwide

OPEN EDUCATIONAL RESOURCES (OER)

educational materials
that may be freely
accessed, reused,
modified and shared.



TESSA

Teacher Education in Sub-Saharan Africa

- 13 African universities developing OER for teacher education
 - Used by 320,000 teachers in 2010
- Available in Arabic, English, French and Kiswahili

Collaborative Development of Learning Materials

COL & Hewlett Foundation



20 sets of self-instructional materials in the secondary curriculum (each is a complete syllabus for one grade 10 or 12 subject)



'The Year of Open'

Paul Stacey – BCcampus

The Open Educational Resource University

New Zealand
23 February 2011



Wayne
Mackintosh

Open Education Resource Foundation

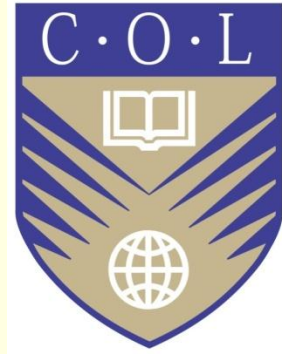
OER is a sustainable and renewable resource





United Nations
Educational, Scientific and
Cultural Organization

Taking OERS beyond the OER Community: Policy & Capacity for Developing Countries



**Zeynep
Varoglu**



**Trudi
van Wyk**

Workshops

South Africa

Namibia

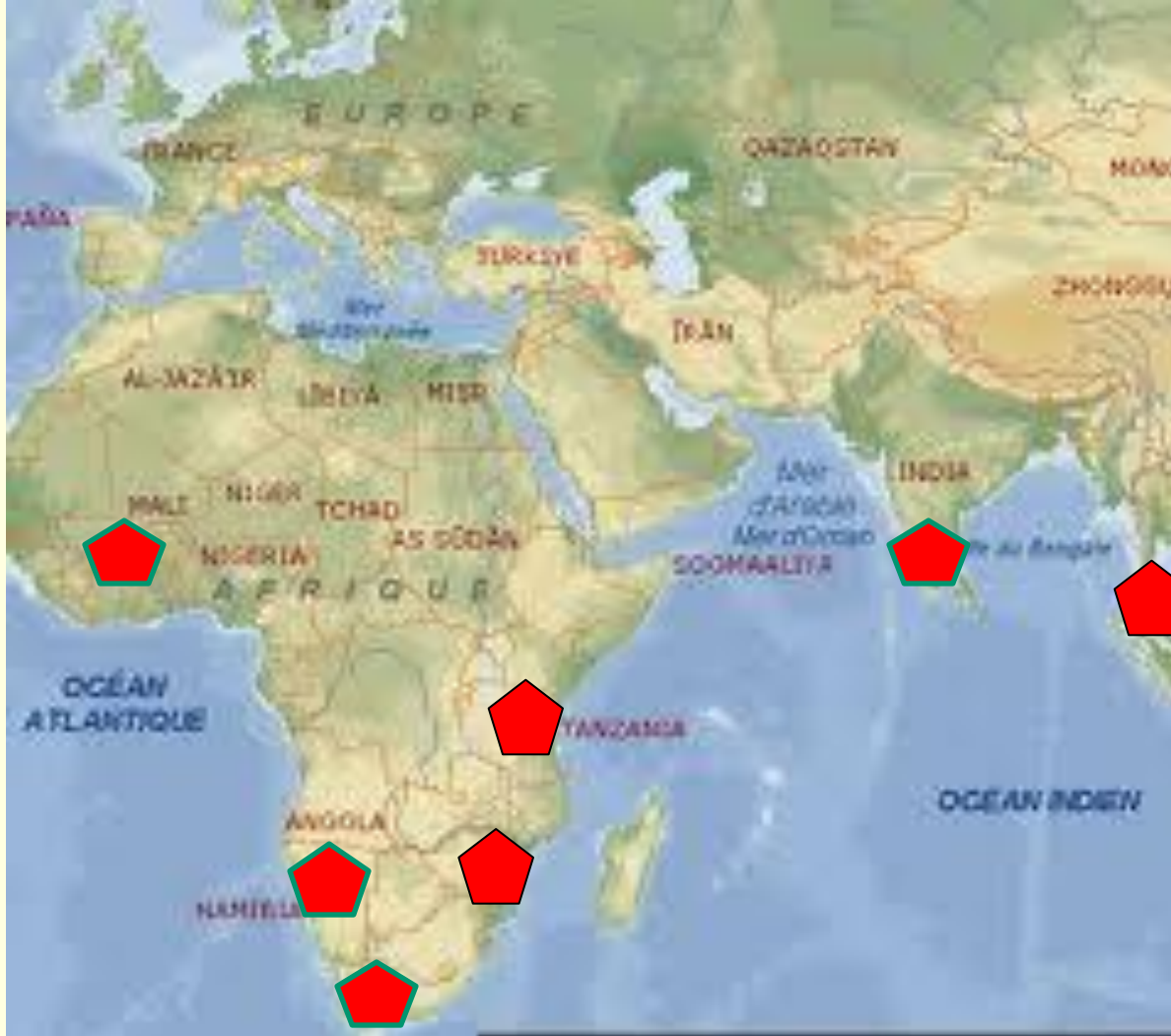
Malaysia

Mali

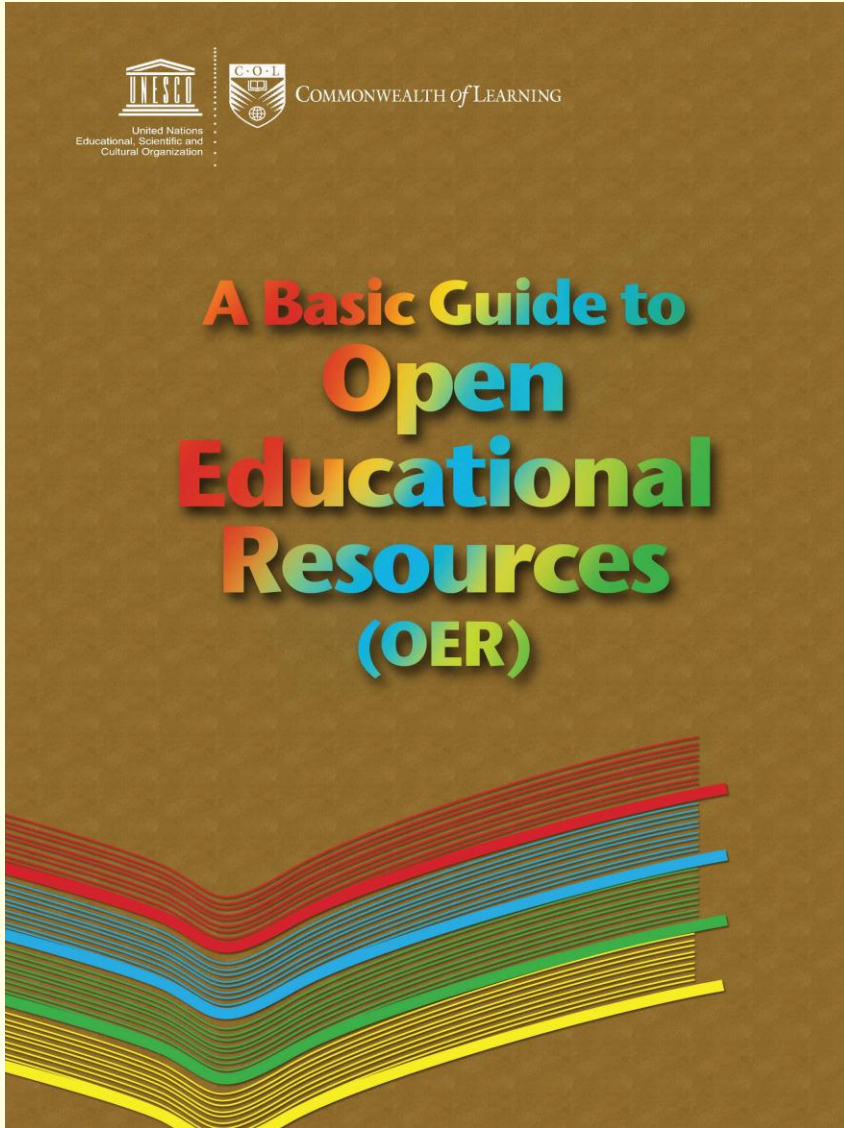
India

Tanzania

Mozambique



Plus three online forums



Neil Butcher



Stamenka
Uvalić-
Trumbić



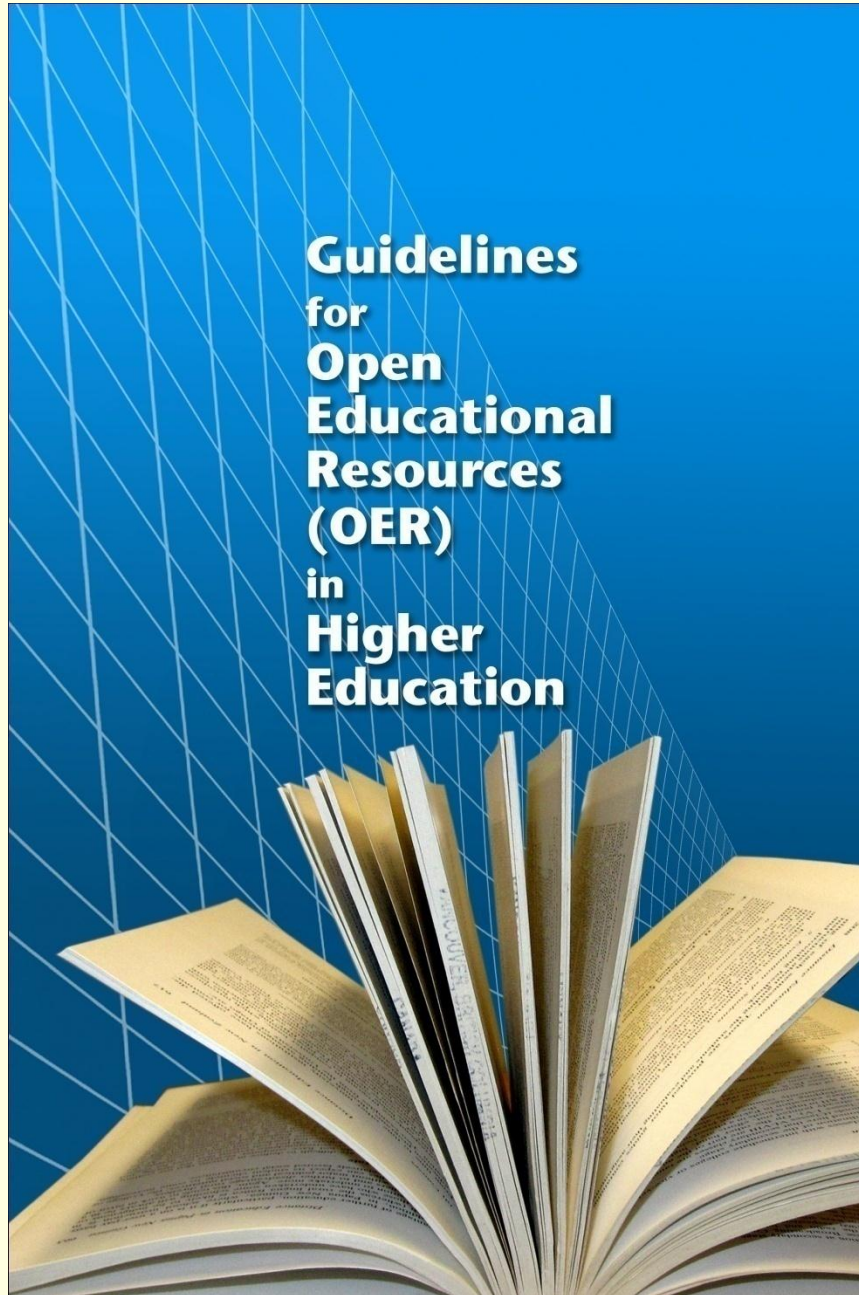
Asha
Kanwar



United Nations
Educational, Scientific and
Cultural Organization



Zeynep
Varoglu



Trudi
van Wyk



Sir John Daniel

Project Director

Stamenka
Uvalić-Trumbić

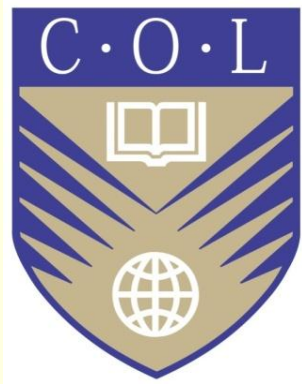
Senior Consultant



Fostering Governmental Support for Open Educational Resources Internationally

THE WILLIAM AND FLORA
HEWLETT
FOUNDATION

Survey of Governments



“an inventory of current practices and policies with respect to open access to educational material”

Regional Policy Forums

- Caribbean – January
- Africa – February
- Latin America – March
- Europe – April
- Asia & Pacific – April
- Arab States - May

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



**Drafting a Declaration for
the Congress**

THE AIM

“to get greater buy-in from governments to the promotion of OER and of open licences generally.”

“that educational materials produced with public funds be made available under open licences”

A large, bold, black serif letter 'W' is positioned in the upper left quadrant of the page.The words 'WIKIPEDIA' and 'WIKIBEDIA' are stacked vertically in a black serif font. The 'W' in 'WIKIBEDIA' is stylized with a double 'W' shape.

Imagine a World Without Free Knowledge

For over a decade, we have spent millions of hours building the largest encyclopedia in human history. Right now, the U.S. Congress is considering legislation that could fatally damage the free and open Internet. For 24 hours, to raise awareness, we are blacking out Wikipedia. [Learn more.](#)

Make your voice heard



Facebook Google+ Twitter



Larry Lessig



“A technology has given us a new freedom”

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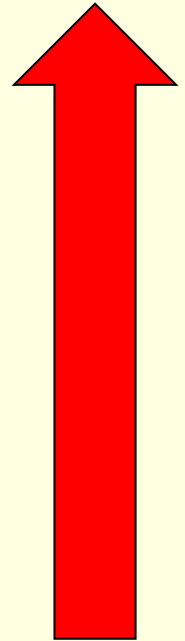


Microsoft



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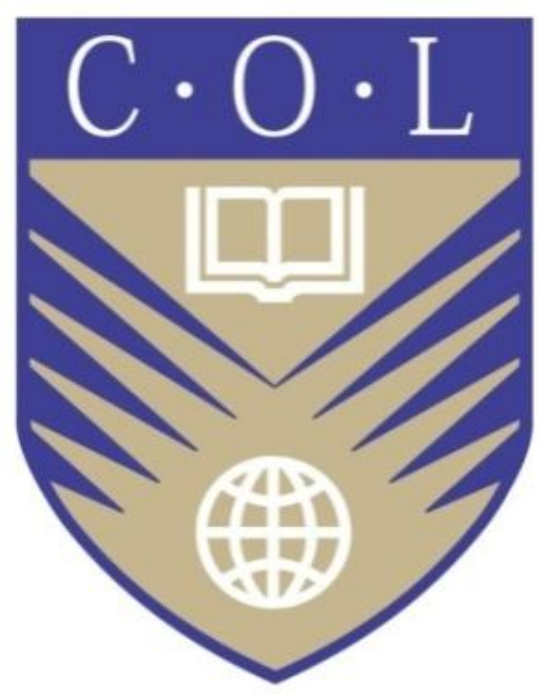




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Search on the Web for suitable OER and adapt them

Neil Butcher



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Microsoft



ICT in Education in Guyana



Cyril Potter College of Education

Appropriate training materials produced:

- Very quickly
- One-tenth the cost of starting from scratch
- With great enthusiasm

The Challenge to Institutions

“In traditional universities
the teacher teaches
whereas in e-universities
the institution teaches”

Adapted from Desmond Keegan



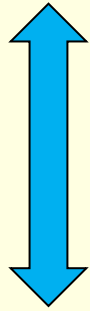
United States

the for-profit sector has a much higher proportion of the total online market (32%) compared to its share of the overall higher education market (7%).

Will higher education
split over the coming
years into a public
sector focussed on
research and a for-profit
sector doing most of the
teaching?

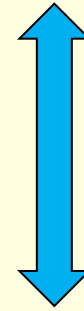
Higher Education: a Great Divide?

Teaching



Private

Research



Public



“A disruptive technology,
which online learning
may prove to be, rarely
favours existing
providers”

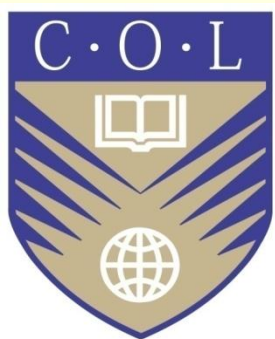
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Hamdan Bin Mohammed
-University

THANK YOU

For text and slides

www.col.org/speeches