Democratising HE through OER: what are the possibilities?

Professor Asha Kanwar
President & CEO,
Commonwealth of Learning

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Plan

- Context of HE
- Rise of OER
- Are MOOCs the answer?
- The possibilities
CONTEXT OF HIGHER EDUCATION
Exploding demand for HE

- 2007: 150.6 million tertiary students globally
- 2012: 165 million
- 2025: 263 million
Tertiary Enrolment - Latin America & Caribbean

Huge demand:

UWI enrolment

800 universities by 2020

Public universities
9,000 out of 40,000
Access to Higher Education

OECD Average 40-50%
Caribbean 25%
South Asia 15%
Sub-Saharan Africa 10%
The rise of private provision

Tertiary Enrolment in Private Sector - Global

Private Provision in the Caribbean

Belize: 96%

Antigua & Barbuda: 70%

Jamaica: 40%

UIS Data Centre | UNESCO Institute for Statistics (Observed data):
Still worth it?
January 1978=100

College tuition fees

Consumer prices

1978 85 90 95 2000 05 12

Source: Bureau of Labour Statistics

Source: The Economist Dec 1st – 7th, 2012, Higher education, Not what it used to be.
2012 COMMONWEALTH OPEN UNIVERSITIES
ONLINE ENROLLMENT AS A % OF TOTAL ENROLLMENT
2002 TO 2010: US

Online enrolments in Asia and Latin America

- Asia has highest growth in the world at 17.3%
  e.g. Vietnam: 44.3% Malaysia: 39.4%
- The growth rate in Latin America is 14.6%
  e.g. Brazil: 21.5% Columbia 18.6%

Ambient Insight Regional Report, October, 2012
The Digital Divide (Commonwealth countries)

Source: International Telecommunications Union
Expansion in Mobile Phones

[Bar chart showing the number of mobile phones per 100 inhabitants during 2006 and 2011 for developed and developing countries.]

ICICT in Latin America & Caribbean - Mobiles

Mobile-cellular Subscriptions Per 100 Inhabitants

Telephone lines Per 100 Inhabitants

From digital divide to digital dividend

- The emergence of mobiles
- Use of appropriate technologies that are affordable, accessible and available
THE RISE OF OER
What are Open Education Resources (OERs)?

Materials that are

- Free and freely available
- Suitable for all levels
- Reusable
- Digital
Access: Malawi

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

CORE

COL ID template
translated and adapted by
Open University of China

COL materials
in Ukrainian

China Open Resources for Education
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
Costs per trainee?

- 20 teacher education programmes in 13 countries
- Materials available in 4 languages
- In 2010, 320,000 teachers benefited
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
OER can democratise education by

- improving quality: availability of OER can release faculty time for more research
- diversify provision from full services to services that the learner can choose, increasing flexibility
- cut costs through the use of free materials and textbooks
ARE MOOCS THE ANSWER?
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
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
Stanford 2011

- Artificial Intelligence course
- 160,000 registered
- 23,000 completed
- All countries except North Korea
edX 2012

- Circuits and electronics
- 155,000 registered
- 7157 passed the course
- 160 countries
MOOCs: Advantages for developing countries

- Use the MOOC platforms to provide better learner support to larger numbers
- Reengineer MOOC to incorporate blended approaches to suit developing countries
- Use the research reports developed by the American universities to improve their own teaching
WHAT ARE THE POSSIBILITIES?
10 Caribbean jurisdictions reported on the status of OER

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<tr>
<th>Antigua &amp; Barbuda</th>
<th>The Bahamas</th>
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<td>Belize</td>
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<td>Cayman Islands</td>
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Caribbean OER Policy Forum

Barbados, January 2012
National Governments can

- Develop an ICT in Education policy
- Propose a vision and strategy for OERs at all levels of education
- Develop a policy on copyright
The Virtual University for Small States of the Commonwealth

Disaster management
Sustainable agriculture
Business & Entrepreneurship

COMMONWEALTH OF LEARNING
Directory of Open Educational Resource (DOER)

- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL
International developments: OERU

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland
The OER university concept. Adapted from Taylor (2007)
OER and Textbooks

- **Brazil**: a study found that for 75% of students at University of São Paulo, the cost of acquiring books was higher than the family’s monthly income.
- **USA**: Utah Open Textbooks project: $5 per printed and zero for online content.
- **South Africa**: R 1.5 billion for textbooks: Department of Basic Education decides to develop OER textbooks.
Udacity + Georgia Tech

- Masters in Computer Science: $7,000
- Existing cost: $40,000
- Will reach 10,000 within the next 3 years
MOOC on software architecture & cloud computing: IIT (Kanpur)

- 3 options: open, registration required for assignments, fees ($18) for certification
- 1000 joined
- 470 paid: 370 completed successfully (79%)
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.
Thank you
www.col.org