Australian Government
Department of Education

Asia-Pacific
Economic Cooperation

APEC University Associations Cross-Border Education Cooperation Workshop

20 – 22 May 2014
Prince Hotel & Residence
Kuala Lumpur, Malaysia

Workshop

Rory McGreal

Sponsors

United Nations Educational, Scientific and Cultural Organization

UNESCO Chair in Open Educational Resources

Athabasca University
The future of learning.

INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION

eMundus

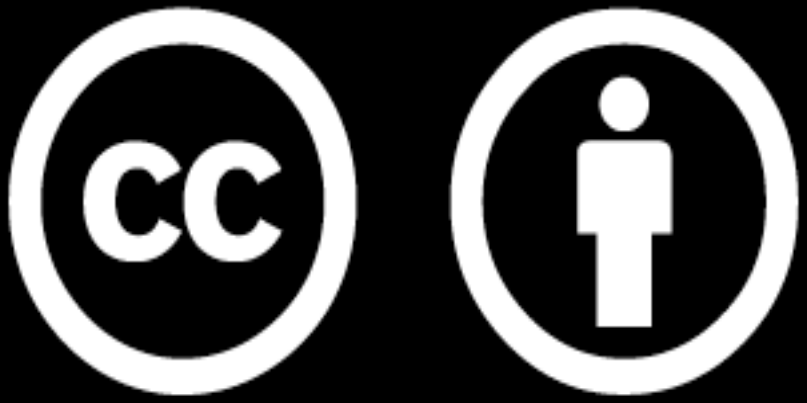
European Commission
ERASMUS MUNDUS
With the support of the Erasmus Mundus Programme of the European Union.

TEKRI
Athabasca University
Technology Enhanced Knowledge Research Institute

POERUP
Policies for OER Uptake

Social Sciences and Humanities Research Council of Canada

Conseil de recherches en sciences humaines du Canada



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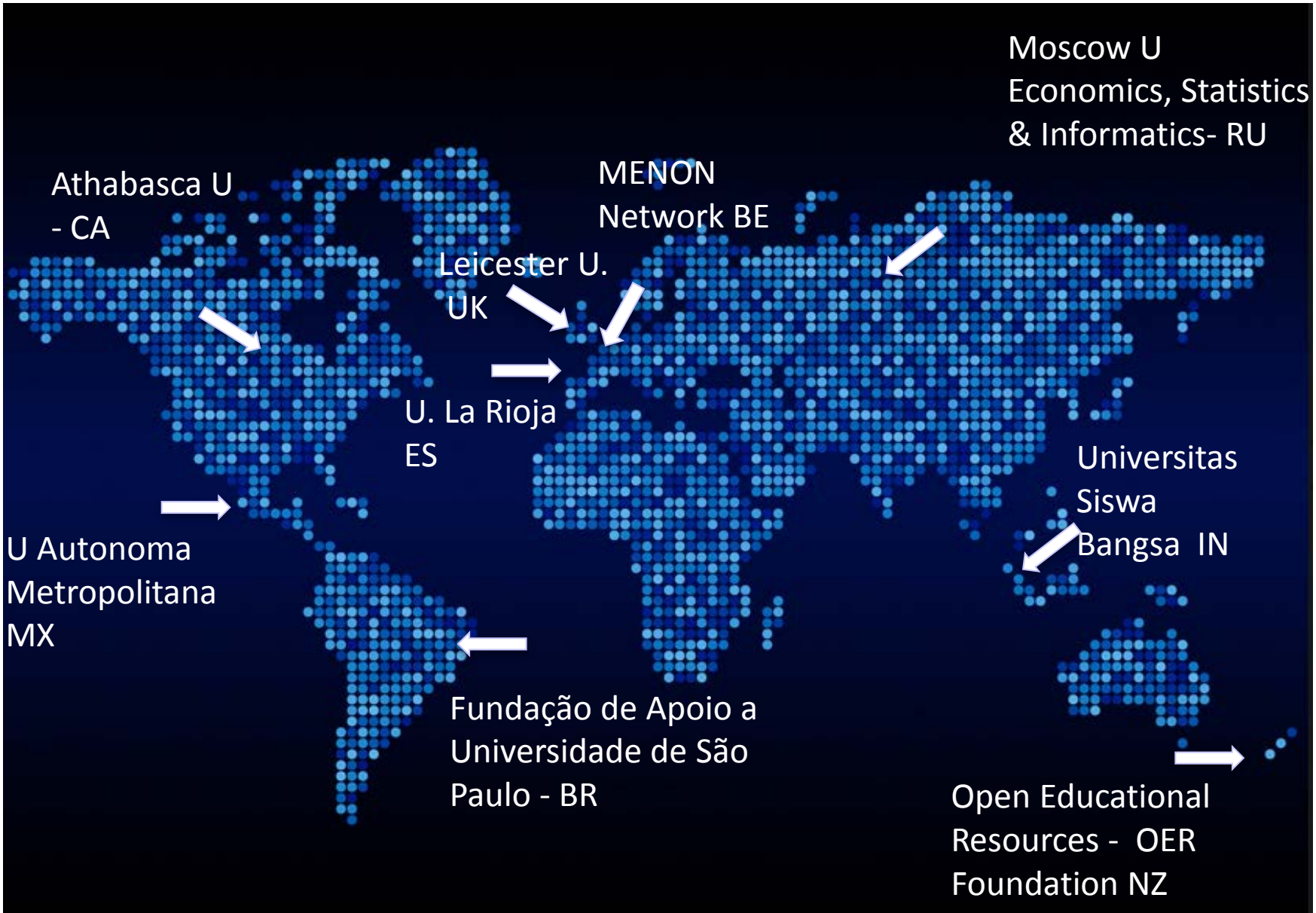
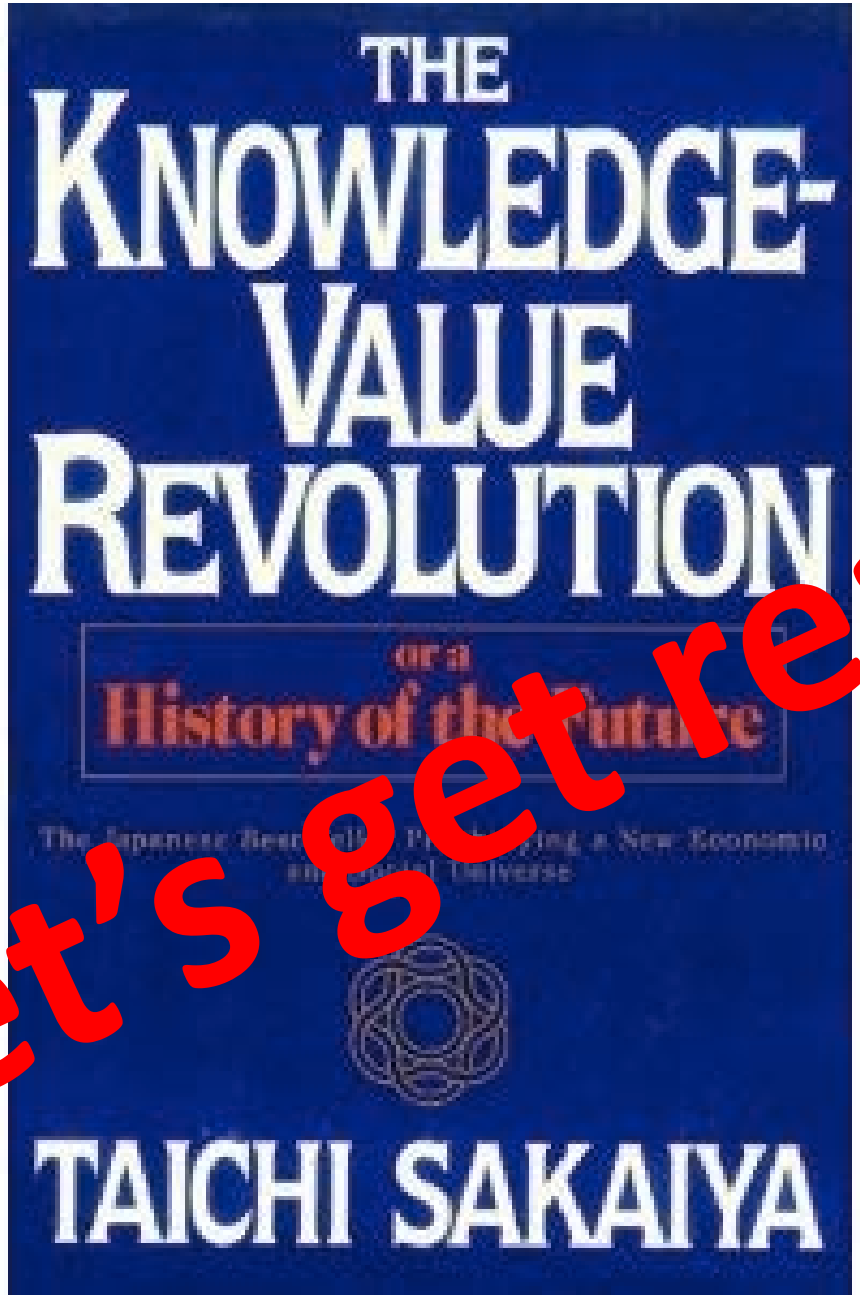
POERUP
Policies for OER Uptake

Focus

- Stimulating uptake of OER through policy
- Building on previous initiatives (eg. OPAL, Olnet)
- Through country reports and case studies
- Evaluate successful OER communities

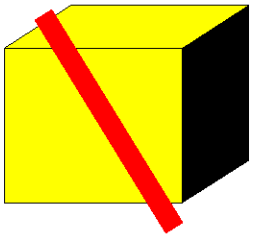
eMundus EuroProject

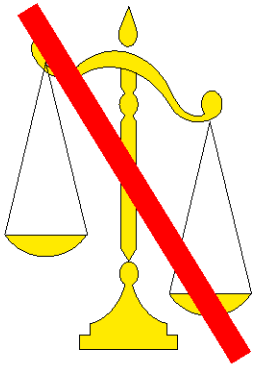




Let's get real!

Bits





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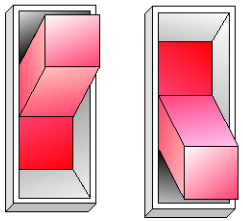

Mass = 0

Volume = 0

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Speed = c

10010010001100100111
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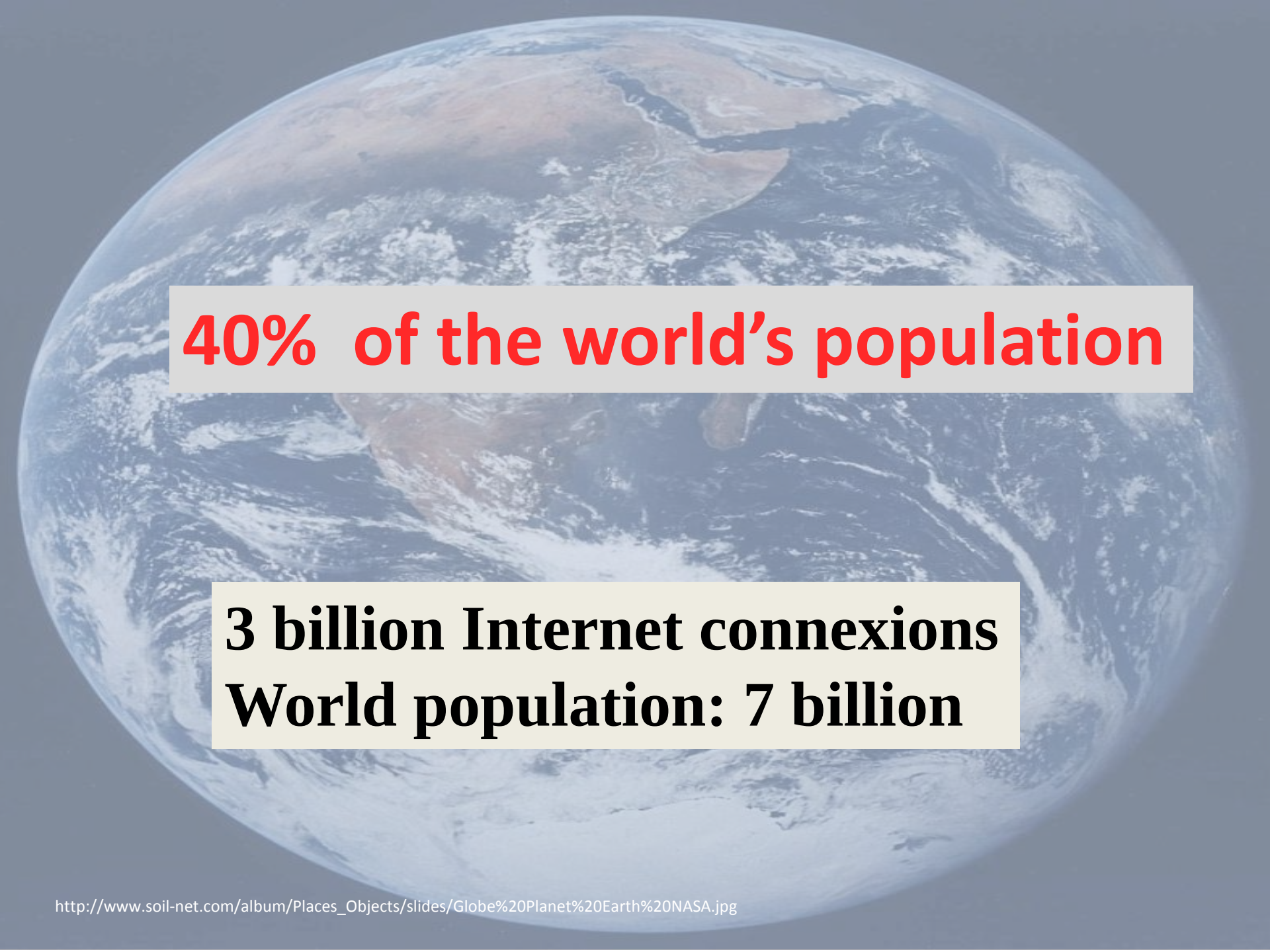
$150 000

$1.50



40% of the world's population

3 billion Internet connexions
World population: 7 billion

http://www.soil-net.com/album/Places_Objects/slides/Globe%20Planet%20Earth%20NASA.jpg

2014

- c.3 billion people on Internet (40%)
- c.7 billion mobile subscriptions
- Most use Mobile to access Internet
- Mobile Broadband: 2.3 billion

Let’s get real!

- World economy is online
- World economy is global

Therefore

- Students should be online
- Students should be global

Virtual Mobility

education

"Global competition in ~~telecommunications~~ is an overwhelming and irreversible tide. We can neither go against nor shut out this tide. We will simply be bypassed and rendered irrelevant."

– Singapore government

Globe & Mail Aug 6, 1994

Virtual Mobility

The Challenge for the 21st Century

2025 + 98 million new stude

4 univers **(30k students)**

How to educate ALL these learners?

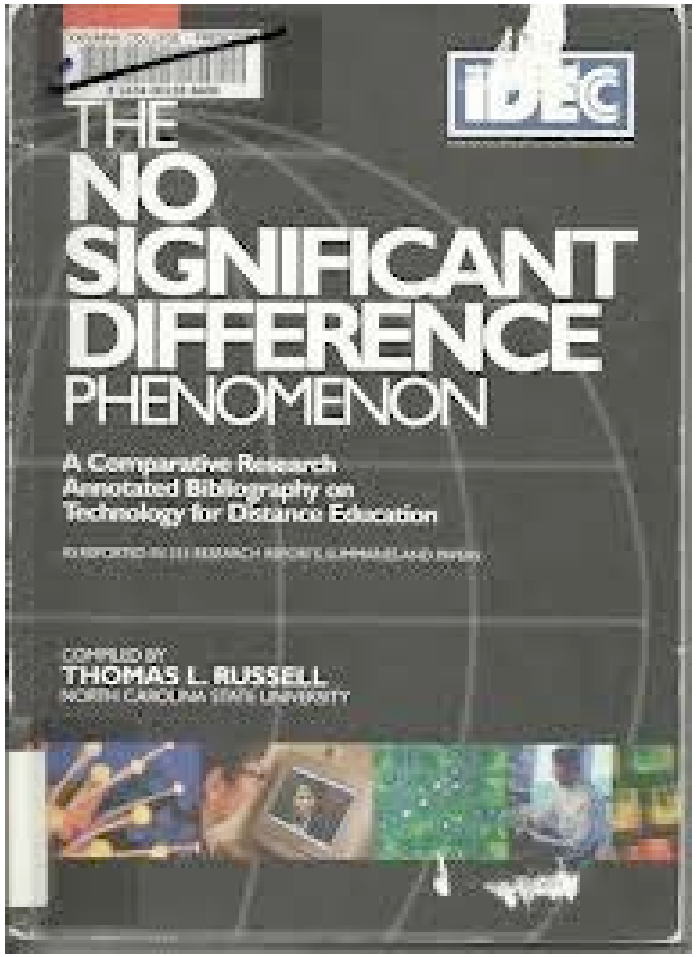
Council & IDP Australia

Library of Alexandria

Hero

Tom Russel's

"NO SIGNIFICANT DIFFERENCE'" PHENOMENON

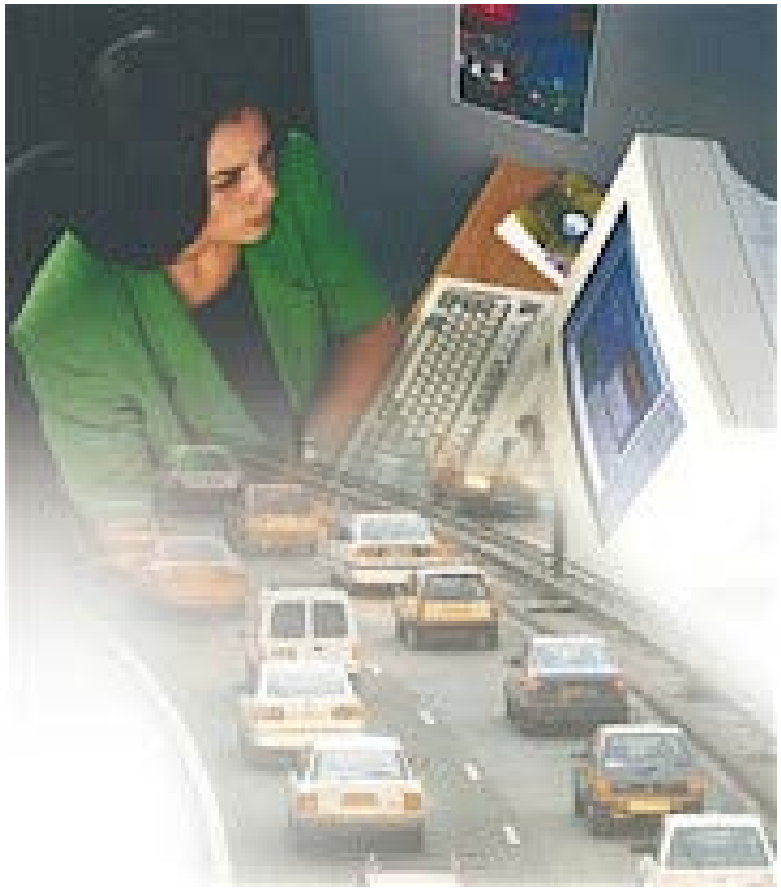


- + 500 studies
- regardless of the technology or media

Virtual Mobility

Using ICT to connect students in different countries to activities, courses & programmes

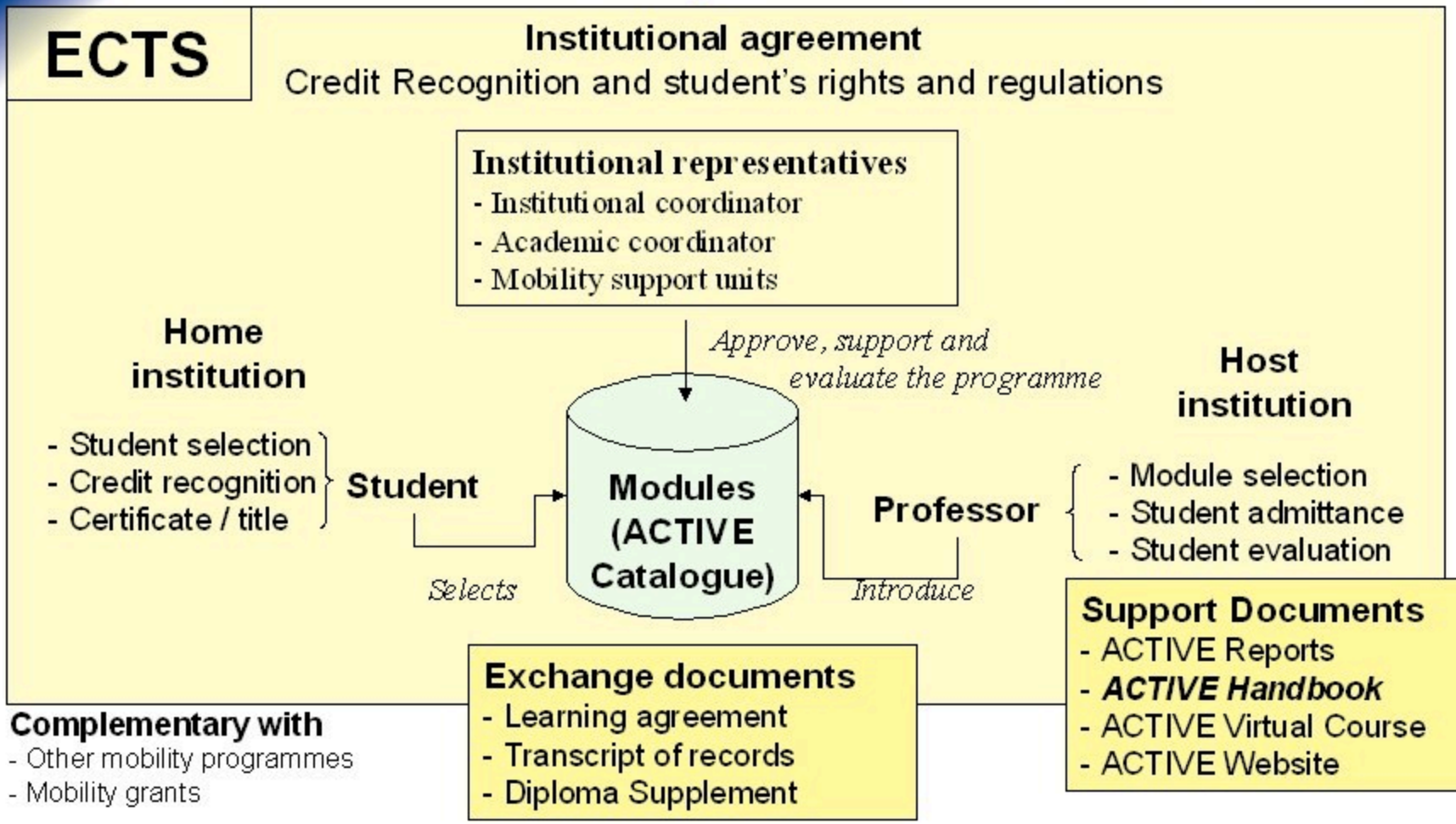
Virtual Mobility



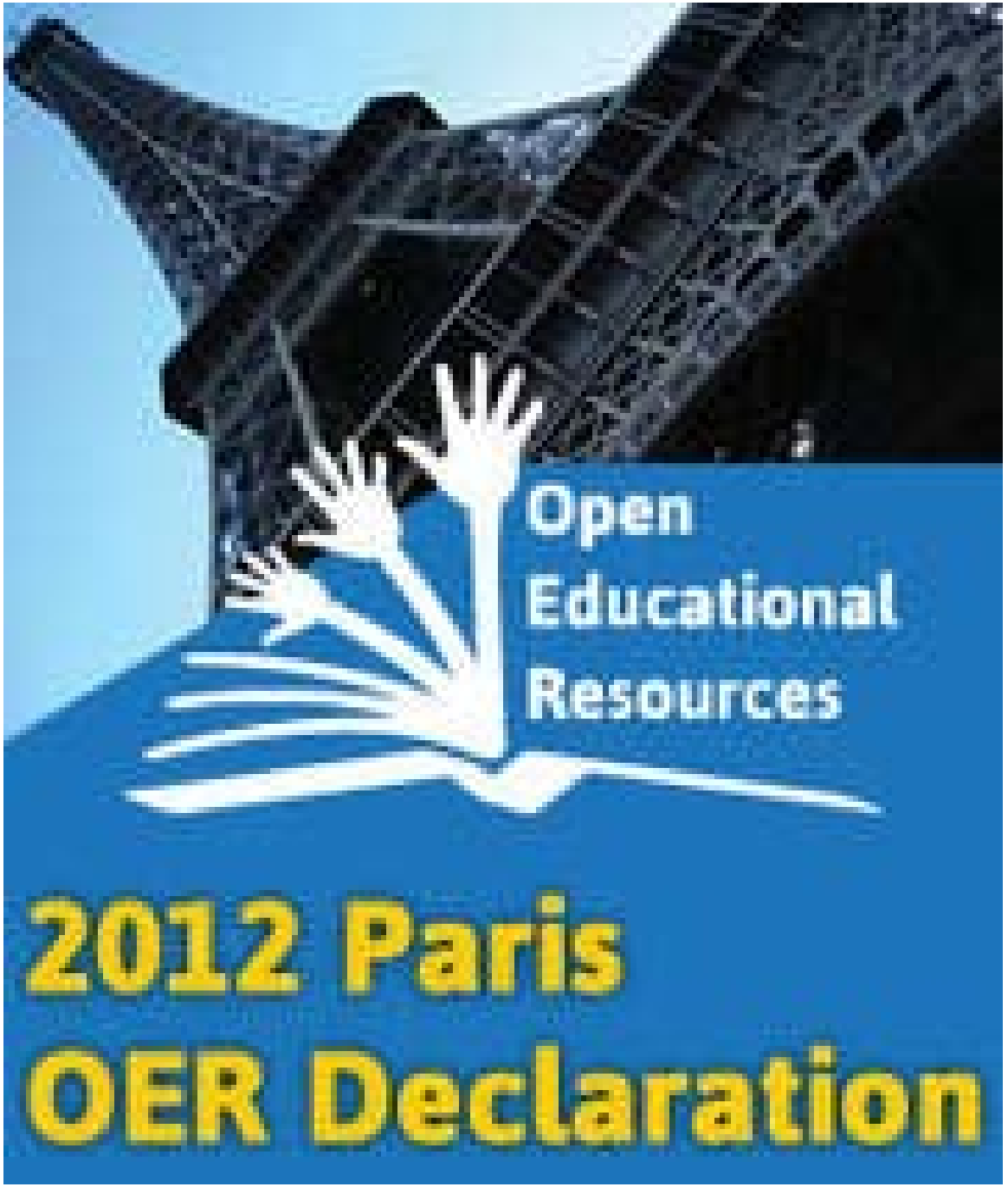
Online learning replaces travel even within cities

http://www.virtual-mobility.com/

Virtual Mobility Schema: an overview

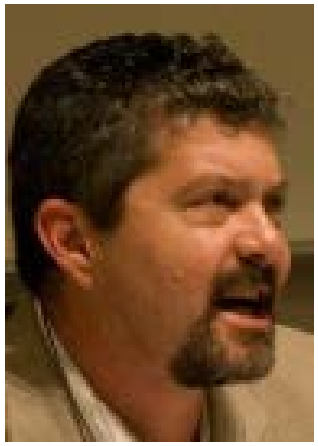


Open
Educational
Resources


Open
Educational
Resources
2012 Paris
OER Declaration

UNESCO/ICDE Chairs in OER Partners

Rory McGreal
Canada



Wayne Mackintosh
New Zealand

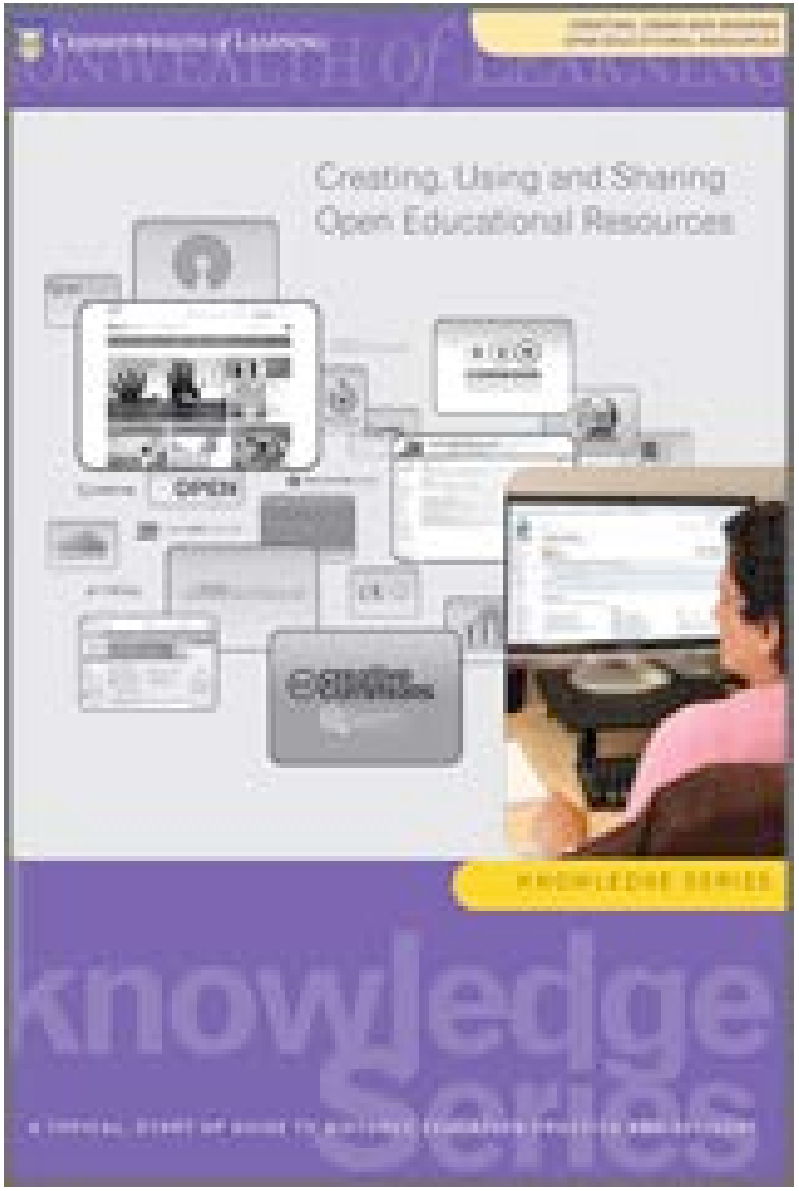
Fred Mulder
Netherlands

COMMONWEALTH of LEARNING

UNESCO

INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION

Col.org



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OER

CHEMISTRY
PHYSICS
BIOLOGY

Open
Educational
Resources

TUX4KIDS

OCW
CONSORTIUM

http://4.bp.blogspot.com/_UqUwVPIkChs/SADLSazARPI/AAAAAAAAAD
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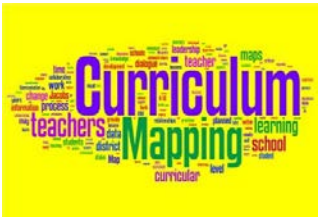
Curriculum
Mapping
teachers
teacher
maps
learning
school
curricular

Changing OER

- Mixing – a new resource
- Adaption – multiple contexts
- Extraction – remove assets
- Localisation – change to suit
- Translation - other language
- Reuse/Repurpose

= 2 jiffies or 200 milliseconds

creative commons

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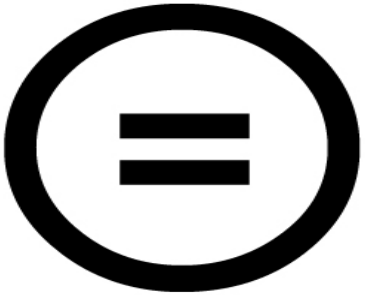


No derivatives

ShareAlike

Non-commercial

Assessment

...is the

engine

which drives

student learning

(John Cowan)

Credit Transfer

- Easy in North America in first two years
- Problematic for specific programmes & in upper years

Canadian Virtual University

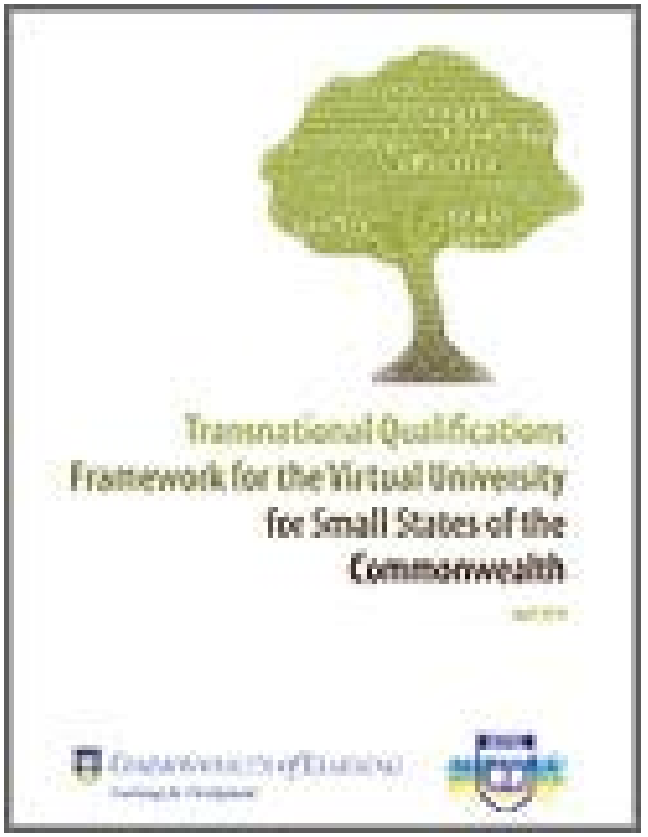
Credit transfer agreement among 12 universities in five provinces

Athabasca University
Credit Transfer

CHE MSA
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

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

procedures and guidelines to translate national accreditation for recognition



bologna
process

Recognition of Prior Learning

- **PLAR or PLA**
  (Prior Learning Assessment & Recognition)
- **Portfolios**

RPL (Recognition of Prior Learning)

- **PLAR** (Prior Learning Assessment and Recognition) in Canada

- **PLA** (Prior Learning Assessment) USA

- **APEL** (Accreditation of Prior anc Experiential Learning) UK

- **APL** (Assessment of Prior Learning) USA

Recognition of prior Learning (RPL)

- No standards
- Idiosyncratic at each institution (& within)
- Unnecessary duplication
- Not cost-effective

Challenge for credit

- Few institutions
- Little automated testing
- Need automated cost-effective systems
- Not just multiple choice
- Automated essay marking
- Competency-based

The problem

Learners who access OER and acquire knowledge/skills, cannot have their learning assessed and accredited

Why am I taking this course?

oer foundation

OERu

Open Education Resource Universitas
Towards a logic model and plan of action

wikieducator.org/images/c/c2/Report_OERU-Final-version.pdf

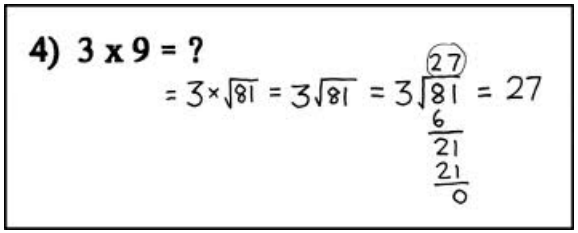
+30 institutions

11 countries

5 continents

“Open” Assessment Services

- To guarantee the credibility of open scholarship for academic credit, the assessment process must be strictly equivalent to that for mainstream students



- “Open” Assessment must therefore involve payment of a fee (cost recovery only) or a scholarship scheme

Jim Taylor, USQ

Why OERu?

Present systems are unsustainable.

Present systems are not scalable for universal education.

We must find new more cost-effective learning systems with higher quality.

OER will form part of this solution:

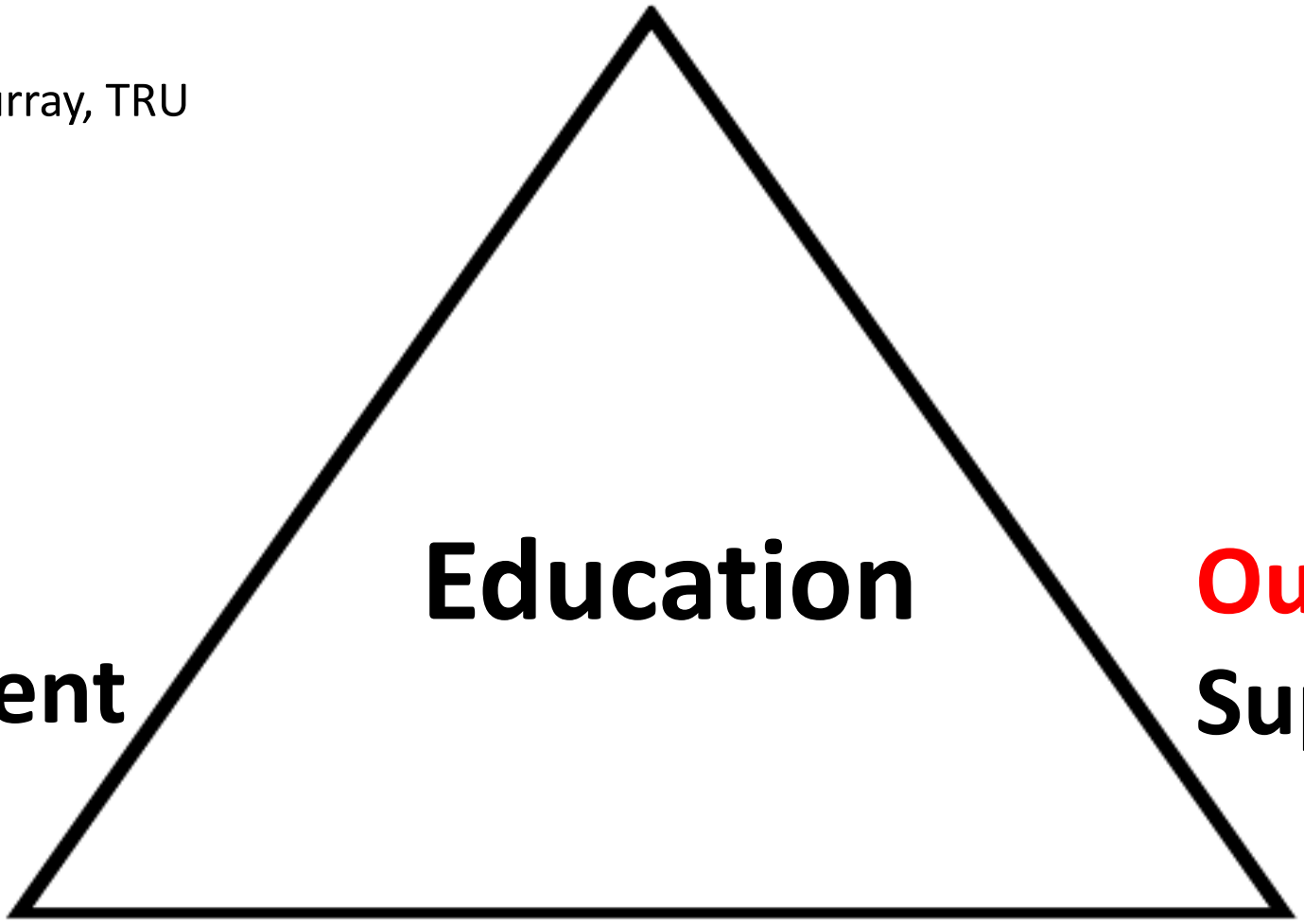
How many learners??

Open Credential Services

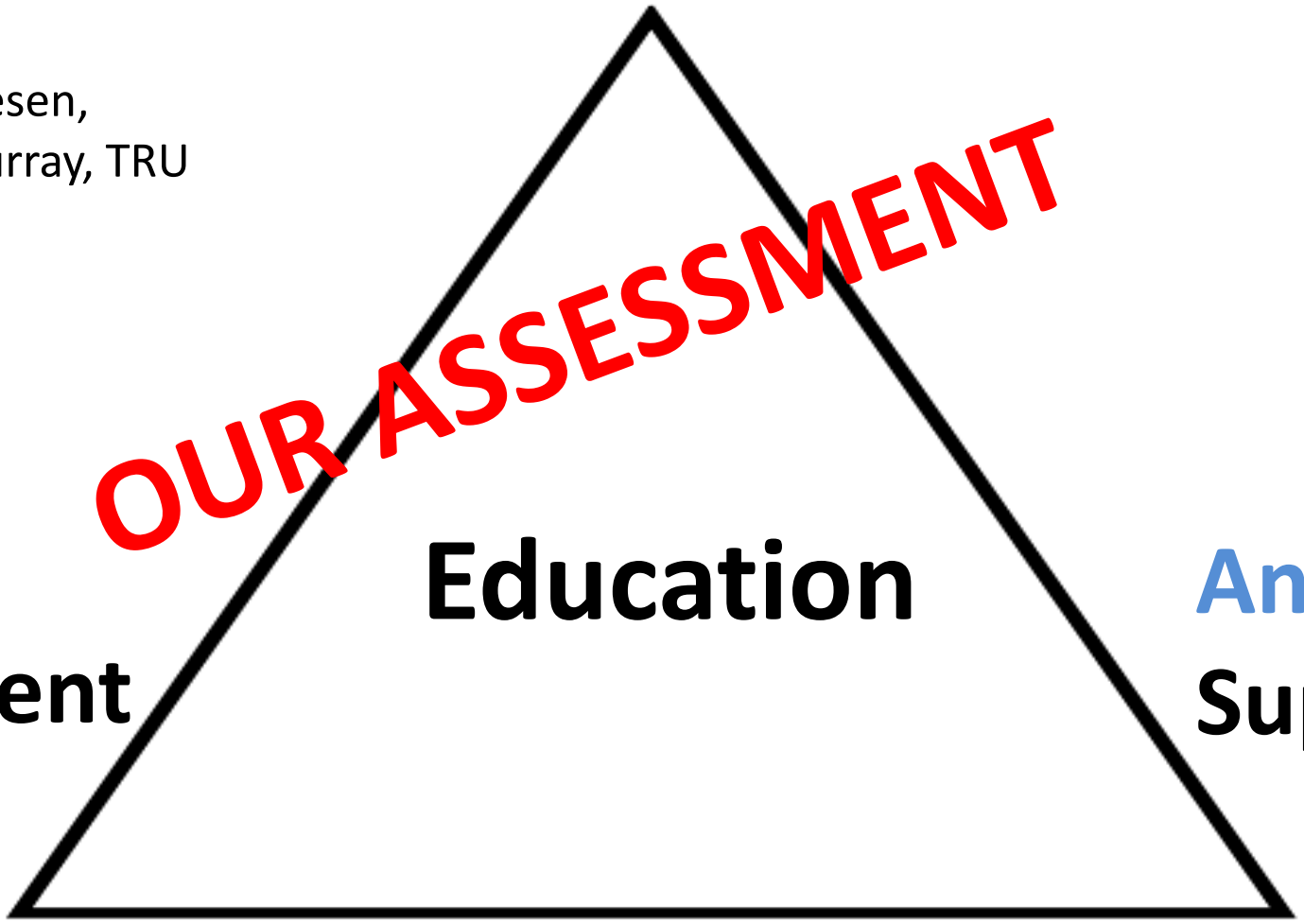
- Participating institutions must have credible local accreditation

Adapted from
Jim Taylor, USQ

Judith Murray, TRU



Norm Friesen,
Judith Murray, TRU

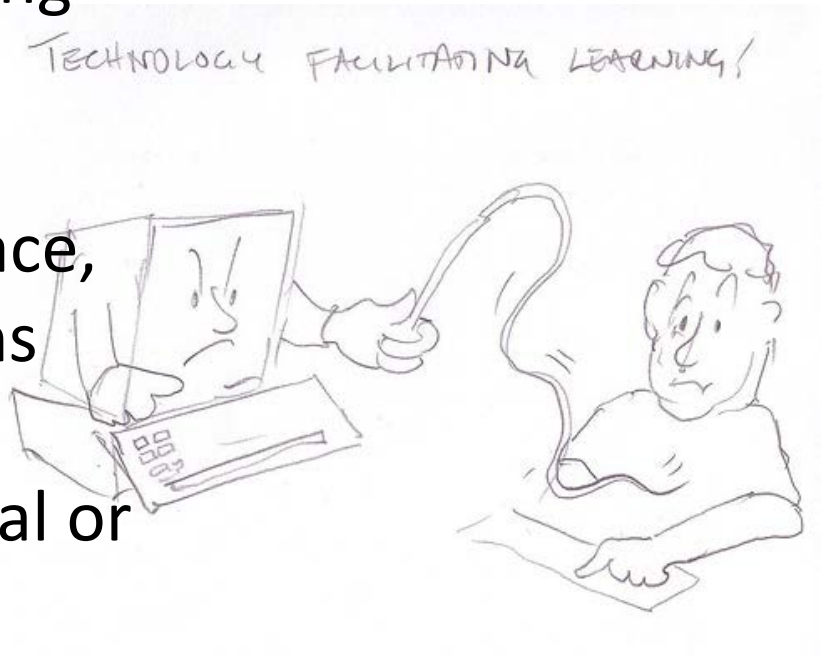


Learning Scenarios

***Formal learning*:** a credentialing institution

***Non-formal learning*:** workplace, societies, organisations, unions

***Informal learning*:** experiential or happenstance

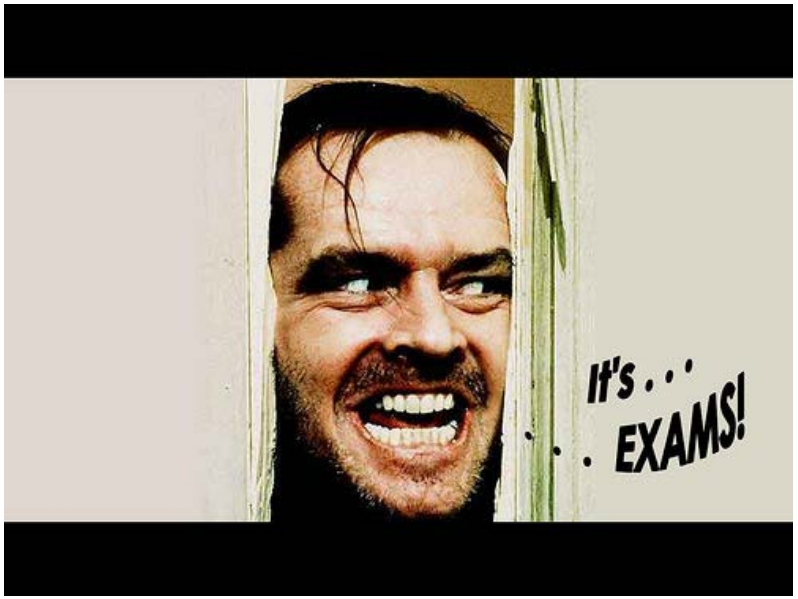


From Dianne Conrad

Other forms of assessment

- Transfer credit
- Challenge for credit
- Portfolio learning
- ?

Automated assessment



- Item banks for multiple choice
- Online essay examinations
- Prior Learning Assessment
- Cost-effective hybrid solutions

Why OER?

- DRM (digital rights management)
- Digital licenses

digital restrictions management?

DRM (Digital Rights Management)

You CANNOT

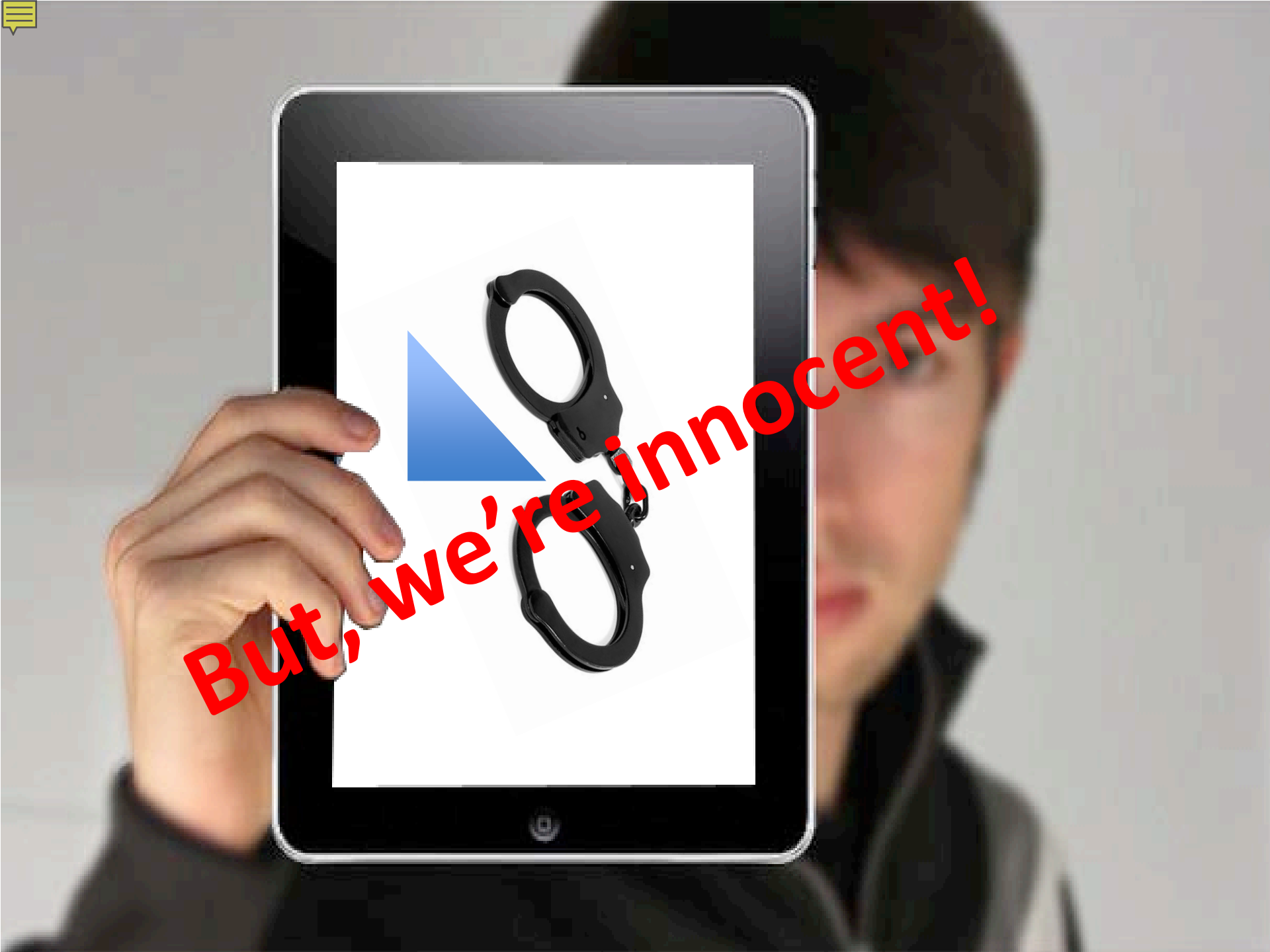
- **Copy & paste, annotate, highlight**
- **Text to speech**
- **Format change**
- **Move material**
- **Print out**
- **Move geographically**
- **Use after expiry date**
- **Resell**

But our device is our PROPERTY

- DRM restricts our freedom

- Can we not own & control our own property?

Nielsen.com


But, we're innocent!

We've done it!
Perfect copy protection!
A CD that self-destructs
after one playing...
Swiss-copyright.ca

Digital Licenses

- Copy & paste, annotate, highlight
- Text to speech or hyperlink
- Format change
- Move material to another computer
- Print out
- Move geographically
- Use after expiry date
- Resell

- Owners have NO liability even if product doesn't work
- Owners can "invade" your computer without permission
- Collect & use personal data
- User has a "privilege" to use the product not own it

- Prohibited to show your content to others
- Must accept that you have NO rights

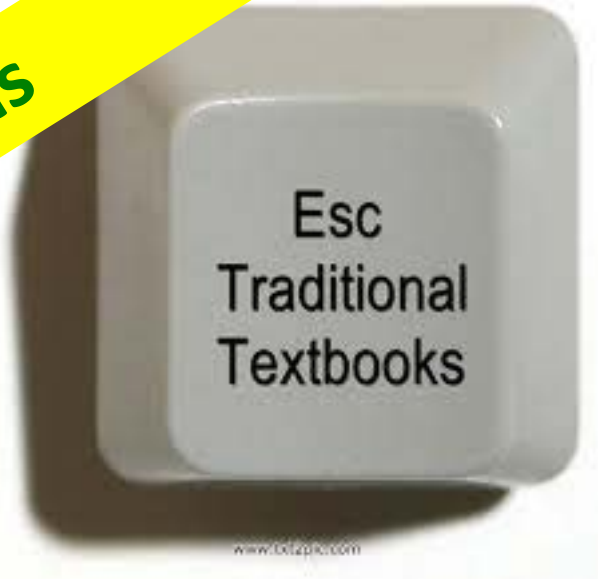
Open ETextbooks

creative commons

- Copy & paste, annotate, highlight √
- Text to speech or hyperlink √
- Format change √
- Move material to other co… √
- Print out
- Move geographic… √
- No expiry da… √
- Reuse/R… Mash √

… privacy and digital rights √√

Essential for E-learning implementations

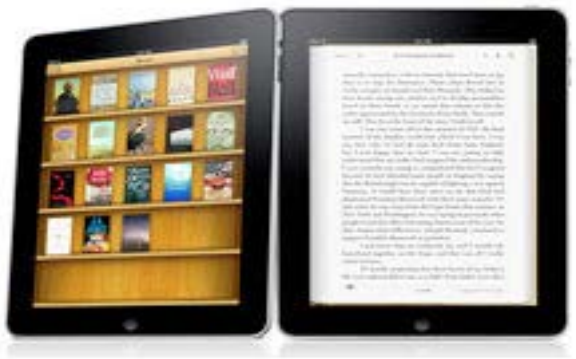


Access Rights?

Vendors can control how, when, where, and with what specific brands of technological assistance audiences are able to access content

You buy but you don't get

Commercial Learning Service or Rent-a-book



- student owns nothing, can share nothing, save nothing, sell nothing
- subscription ends – ALL ends
- publishers own student data, notes, highlights
- students can't transfer data

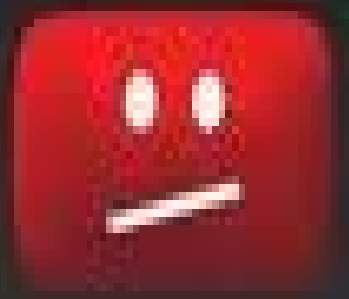
	US Version	per month
NETFLIX	+20 000 movies	$ 7.99
huluPLUS	+45 000 TV shows	$ 7.99
Spotify	+15 000 000 songs	$ 9.99
	TOTAL	$25.97
CourseSmart	ONE Biology text	$20.25

-David Wiley

Attack on Personal Property

When you subscribe to content through a digital service, the publisher achieves complete and perfect control over you and your use of their content

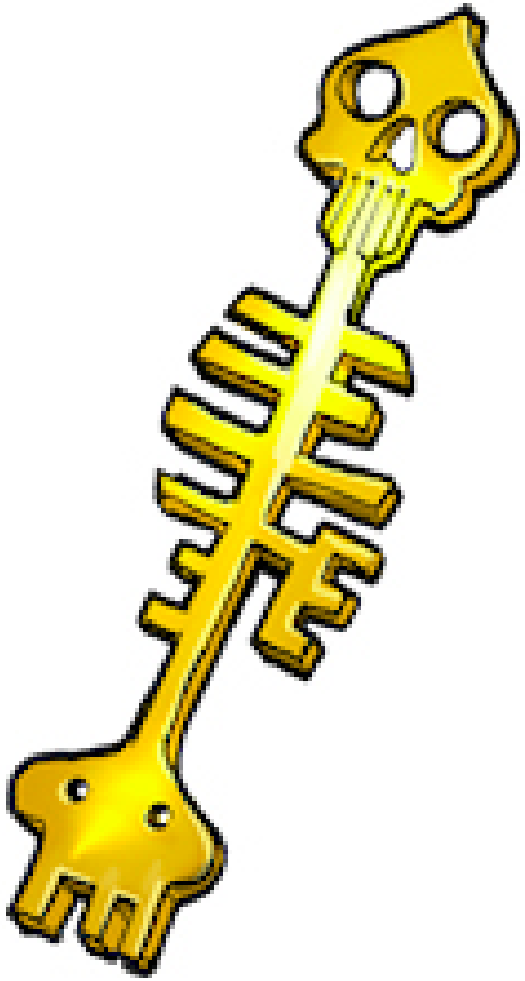
-- David Wiley



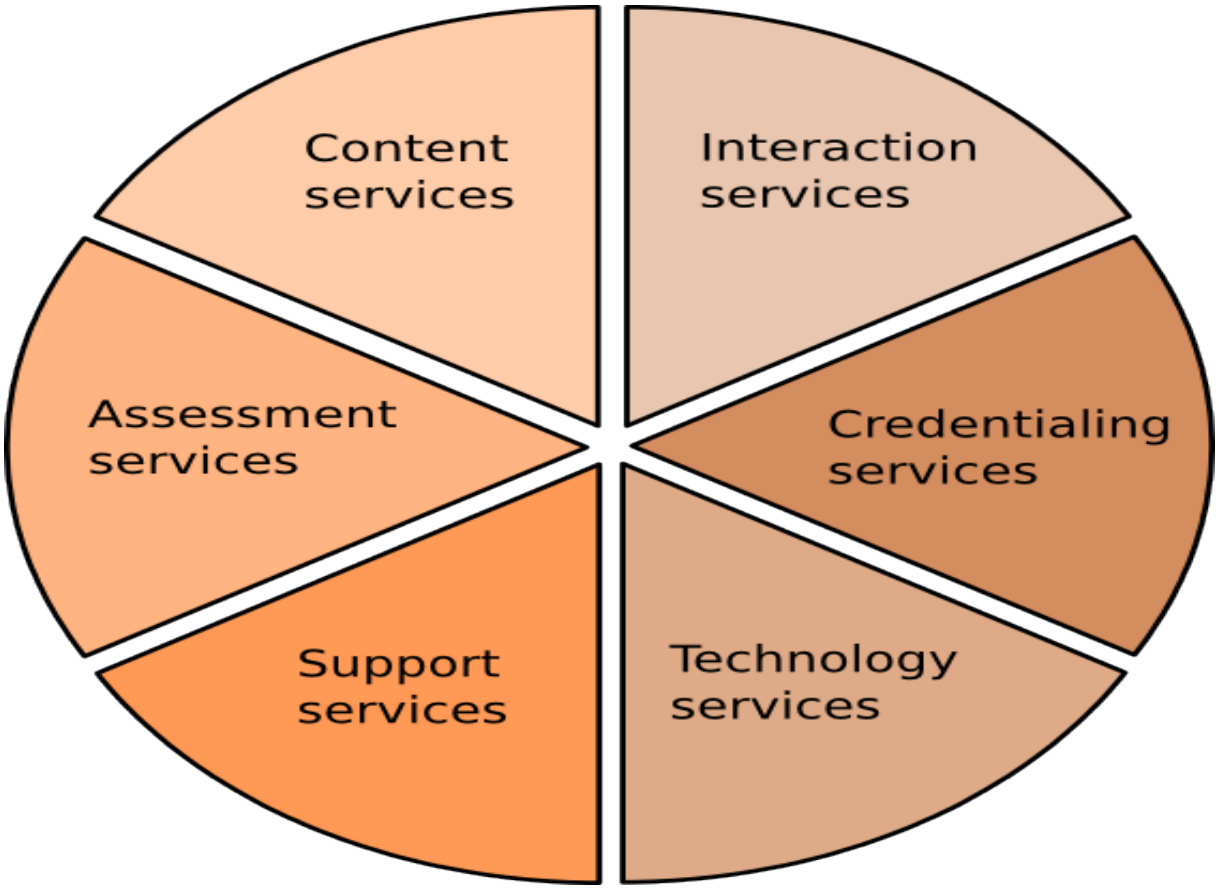
The uploader has not made this video available in your country.

Sorry about that.

Openness is the skeleton key that unlocks every attempt at vendor control and lock in

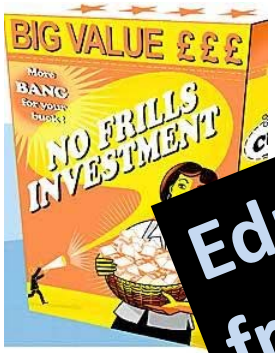


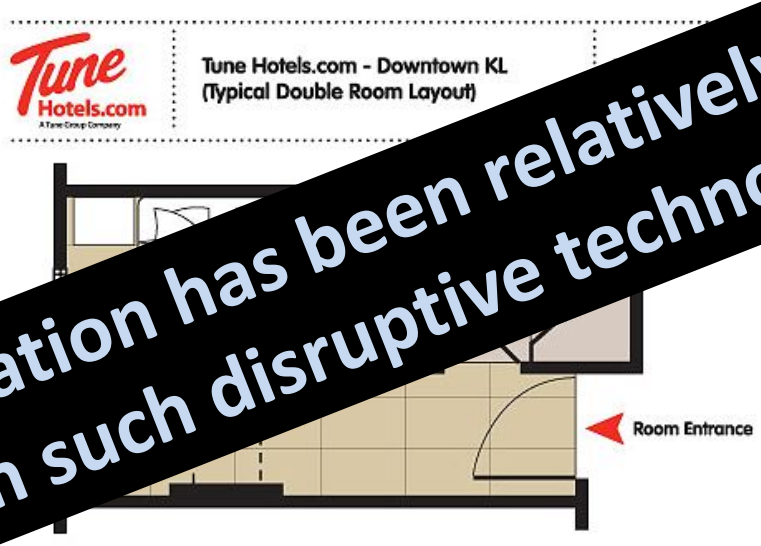
University services



NO FRILLS

- banking, groceries, department stores, travel agencies, accommodations, mobile telephony, stock brokering

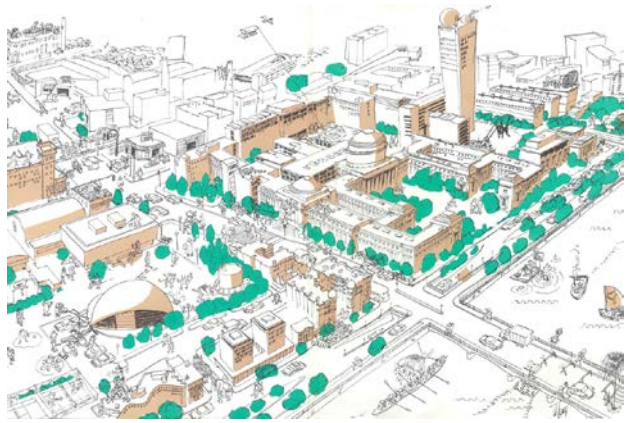




Education has been relatively immune from such disruptive technologies

NO FRILLS: Why not in Education?

- Cost of gaining accreditation
- Cost of infrastructure (physical campus)
- Loyalty of alumni for established institutions
- Lack of government funding
- Anti-commercial culture



COMMERCE

No-Frills dangers for HEIs

- Students may abandon full-service
- Discount service could replace it
- May reduce sustainability of full-service

Do we need and can we afford the full bundle?

Freedom for learners

- To enroll in and complete courses at institutions of learners' choice

- To change institutions as they strive to complete a program/programs

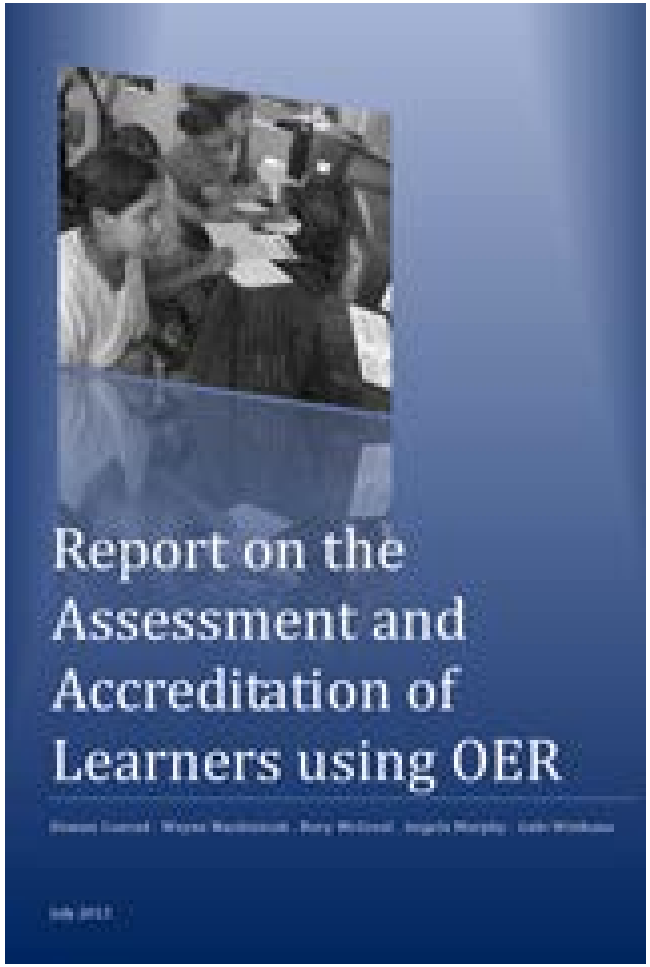
- To transfer credits among institutions nationally and internationally.

- To have prior learning assessed & accredited

- “**Affordability in the future may be the first requirement not an afterthought.**” Whitesides (2011)

The race may not be to the swift, but to the cheap

So, let’s wake up and smell the coffee

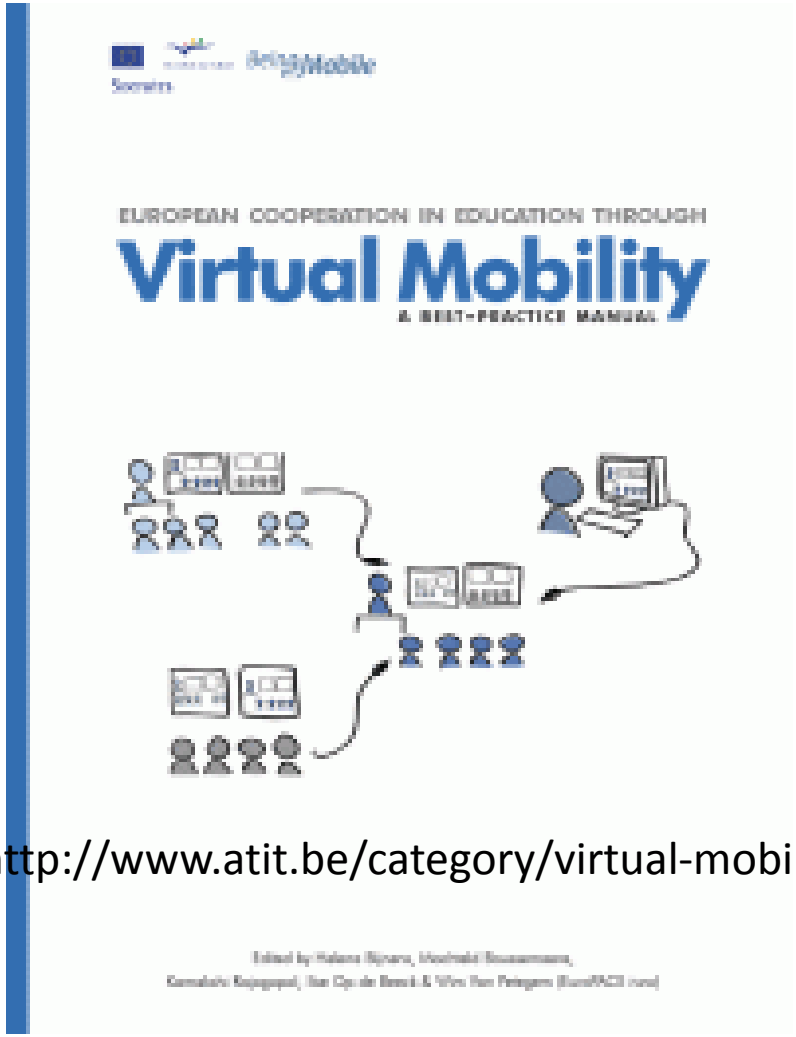


Terima kasih

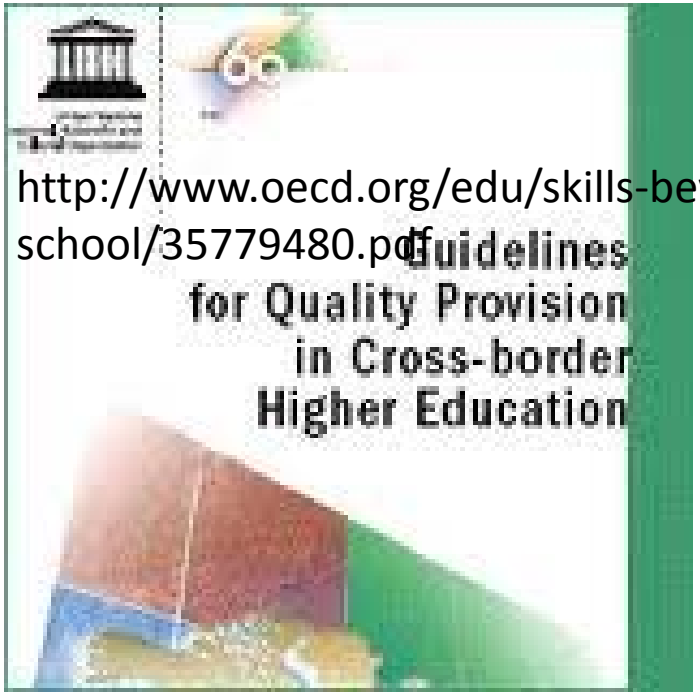
Thank You
Mahalo
Kiitos
Tack
Toda
Grazie
Obrigado
Thanks
Takk
Gracias
Merci
Hvala
Suksma

rory@athabascau.ca

http://www.col.org/resources/publications/Pages/detail.aspx?PID=458



http://www.atit.be/category/virtual-mobility



http://www.oecd.org/edu/skills-beyond-school/35779480.pdf

2007

Quality Assurance in Cross-border Higher Education

http://www.oecd.org/edu/49956210.pdf

2012

Reviewing the Virtual Campus Phenomenon

The Rise of Large-scale e-Learning Initiatives Worldwide

Editor: Bieke Schreurs
Authors: Paul Bacsich, Theo Bastiaens, Sara Frank Bristow
Ilse Op de Beeck, Sally Reynolds and Bieke Schreurs

SUNY
COIL Center
Center for
Collaborative
Online
International
Learning
@ the SUNY Global Center

160 000 international students
13 500 members in 37 countries