ICT Based Learning: Challenges and Prospects

Emerging Developments in ICT Based Learning: implications for Higher Education

Professor Asha Kanwar
President & CEO, Commonwealth of Learning

December 19, 2012
Access to Learning is the Key to Development

Created by the Commonwealth Heads of Government

Intergovernmental Organization of 54 Commonwealth Countries.
WHAT IS IT FOR?

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

Emerging developments
- Online learning
- OER
- MOOCs

Implications for HE
EMERGING DEVELOPMENTS
ONLINE ENROLLMENT AS A % OF TOTAL ENROLLMENT
2002 TO 2010: US

Online enrolments in Asia

- Highest growth in the world at 17.3%
- Vietnam: 44.3%
- Malaysia: 39.4%

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

Source: International Telecommunications Union

Proportion of households with Internet access
Proportion of households with Computer access
From digital divide to digital dividend

- The emergence of mobiles
- Use of appropriate technologies that are affordable, accessible and available
Expansion in Mobile Phones

Number of Mobile Phones per 100 inhabitants during 2006

Number of Mobile Phones per 100 inhabitants during 2011

UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries
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
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?

- 20 teacher education programmes in 12 countries
- Materials available in 4 languages
- In 2010, 320,000 teachers benefited
International developments: OERU

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland
The OER university concept. Adapted from Taylor (2007)
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
## Comparison of Coursera, edX and Udacity, August 2012

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

Source: The Observatory on Borderless Higher Education, 2012
IMPLICATIONS FOR HE
MOOCs: Advantages for developing world institutions

- 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
Implications for Higher Education

- Delinking where we learn from where we receive qualifications;
- Diversify provision from full services to services that the learner can choose, increasing flexibility;
- Collaboration rather than competition.
Institutions can

- develop an ICT policy
- elaborate a policy on copyright
- provide incentives for faculty members such as increments and recognition of OER-development towards promotions
- Arrangements for credit transfers
Thank you
www.col.org