Failure of Access: Rethinking Open Education

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Open Education
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 Education

- Education for All
- Open access to courses or programmes
- OER
- Open textbooks
- Open research
- Open data
  – Bates, 2015

i.e. Education + Openness → Education without Barriers
‘Open-ness’ in Practice

- No entry qualifications
- Credit banking
- Cafeteria approach to courses
- Anytime, anywhere

“Open-ness”: an evolving concept

<table>
<thead>
<tr>
<th>Access</th>
<th>Content</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open means</td>
<td>Open availability of content and</td>
<td>MOOCs in 2010s</td>
</tr>
<tr>
<td>open entry,</td>
<td>resources since 2000s</td>
<td></td>
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<tr>
<td>easier access</td>
<td></td>
<td></td>
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<tr>
<td>to study,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>increased</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>since 1960s.</td>
<td></td>
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</tbody>
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The Demand
GOAL 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS
More at sustainabledevelopment.un.org/sdgsproposal

By 2025

4 new universities to cater to 30,000 needed each week to accommodate children who will reach enrolment age by 2025

Everitt in Liyanagunawardena et al, 2013

2007 - 150.6 million tertiary students globally
2012 - 165 million
2025 - 263 million

Are OUs helping?

10.5 million learners

Need in 2025 will be 263 million

Paris OER Declaration

– reduce barriers and widening access to education at all levels
– improve cost efficiency in teaching and learning
– encourage teachers to produce and share high quality educational resources, and
– enhance quality of teaching and learning.

Current Status of Recommendations from 2012

- Foster awareness and use of OER;
- Support capacity building for the sustainable development of quality learning materials;
- Promote the understanding and use of open licensing Frameworks;
- Facilitate the finding, retrieving and sharing of OER.

Source: http://oasis.col.org/handle/11599/2441
Research Questions

1. To what extent are teachers trained in reusing, revising, remixing and redistributing OER?

2. What are the perceptions of the quality and cost-efficiency of OER, and what are the various quality assurance mechanisms used?

3. What is the level of facilitation in the reuse, revision, remixing and redistribution of educational materials across the Commonwealth through open licensing?

4. What are the opportunities and challenges faced when developing, using, evaluating and recontextualising OER?

5. How have institutions taken advantage of evolving technology to create opportunities for sharing materials which have been released under an open licence in diverse media?

6. What are the tools used to locate and retrieve OER that are specific and relevant to particular needs?
Mainstreaming OER

- **More training** is required for teachers
- OER need to build **more credibility through rigorous QA**
- Teachers need to be strongly encouraged to share teaching material openly
- **Allocate more time and resources towards OER development**
- Make OER **easier to find and download** (especially open textbooks, courses and videos)
Mainstream the use of OER by developing strategies and policies at governmental and institutional levels to enhance quality while potentially reducing the cost of education.

Source: https://www.col.org/events/pan-commonwealth-forum/2016-kuala-lumpur-declaration
Implementation of OER

Stage 1: Capacity Building
- Concept of OER
- Types of OER
- Openness and Accessibility
- Use and Re-Use
- Technology Tools

Stage 2: Institutional Repository
- OER
- Software
- Cataloging
- Storage

Stage 3: Quality Assurance
- Content Suitability
- Pedagogical Soundness
- Openness and Accessibility
- Software Support

Stage 4: Recognition and Rewards
- Share Alike
- Recognition of Contributions
- KPI
- Remuneration and Encouragement

Source: http://oasis.col.org/handle/11599/233
The Cape Town Declaration

“Open education is not limited to just open educational resources. It also draws upon open technologies that facilitate collaborative, flexible learning and the open sharing of teaching practices that empower educators to benefit from the best ideas of their colleagues. It may also grow to include new approaches to assessment, accreditation and collaborative learning.”

Source: https://en.wikisource.org/wiki/Cape_Town_Open_Education_Declaration
MOOC
MOOCs: Opening up Education

**Present**
- National or provincial jurisdiction
- Limited interaction at study centres
- Print+ (audio, video, online)

**Future**
- Global classroom
- Increased use of Peer2Peer learning and social media
- Online+ (increased use of learning analytics)

MOOCs are Growing

6,850 MOOCs from over 700 universities (2016)

• Coursera - 23 million learners
• edX - 10 million learners
• XuetangX - 6 million learners
• FutureLearn - 5.3 million learners
• Udacity - 4 million learners

Online learning: Increasing Access

The proportion of higher education students taking at least one online course now stands at 33.5 percent for a total of 7.1 million students.

Source: Babson Survey, 2014 [Link]

Inhibitors
However, MOOCs

Most MOOC learners are having a first degree (about 70%)

Gender participation rate is a function of the subject matter of the MOOC

MOOC learners are serial MOOC takers

Source: Mcleaod et al, TechTrends, 59 (1), Jan/Feb 2015

## Cost of MOOCs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Type of MOOC</th>
<th>Length of MOOC (weeks)</th>
<th>Total estimated costs per MOOC</th>
<th>Costs per completer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers College, Columbia University</td>
<td>xMOOC</td>
<td>8</td>
<td>$38,980</td>
<td>$74</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>cMOOC</td>
<td>12</td>
<td>$65,800 - $71,800</td>
<td>*</td>
</tr>
<tr>
<td>American Museum of Natural History</td>
<td>xMOOC</td>
<td>4</td>
<td>$104,620</td>
<td>$272</td>
</tr>
<tr>
<td>Large Midwestern University</td>
<td>xMOOC</td>
<td>5-8</td>
<td>$203,770 – $325,330</td>
<td>*</td>
</tr>
</tbody>
</table>

* Completion data were not available for these MOOCs. See Cases 10, 11, 12, and 13 for sources.


Do they need OER?

Sri Lankan government prints 30 million copies of textbooks a year at a cost of Rs.3,000 million (CAD26.5mil) to provide free textbooks under the “free education policy”.

Why OER when Textbooks are “Free”?

Many governments in developing countries largely subsidize textbooks

- the learners and teachers get the textbooks for free (the tax money is hidden from view)
- the government owns the copyright, so no royalties are paid
- the cost of the textbooks is directly proportionate to the printing, distribution and logistics costs

How to make the case for OER?

A question for all of us

Attribution: Alberto Vaccaro https://flic.kr/p/6vC9my
Percentage of households with Internet access, by level of development, 2005-2014


## Internet without Electricity?

<table>
<thead>
<tr>
<th>Region</th>
<th>Population without electricity (millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing countries</strong></td>
<td><strong>1,185</strong></td>
</tr>
<tr>
<td>Africa</td>
<td>634</td>
</tr>
<tr>
<td>North Africa</td>
<td>1</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>632</td>
</tr>
<tr>
<td>Developing Asia</td>
<td>512</td>
</tr>
<tr>
<td>China</td>
<td>0</td>
</tr>
<tr>
<td>India</td>
<td>244</td>
</tr>
<tr>
<td>Latin America</td>
<td>22</td>
</tr>
<tr>
<td>Middle East</td>
<td>18</td>
</tr>
<tr>
<td><strong>Transition economies &amp; OECD</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>WORLD</strong></td>
<td><strong>1,186</strong></td>
</tr>
</tbody>
</table>


Attribution: Spring Dew [https://flic.kr/p/6qFLJ](https://flic.kr/p/6qFLJ)
The Incheon Declaration

“...We recognize that the success of the 2030 education agenda requires sound policies and planning as well as efficient implementation arrangements. It is also clear that the aspirations encompassed in the proposed SDG 4 cannot be realized without a significant and well-targeted increase in financing, particularly in those countries furthest from achieving quality education for all at all levels.”

Thank You

www.col.org