

Failure of Access: Rethinking Open Education

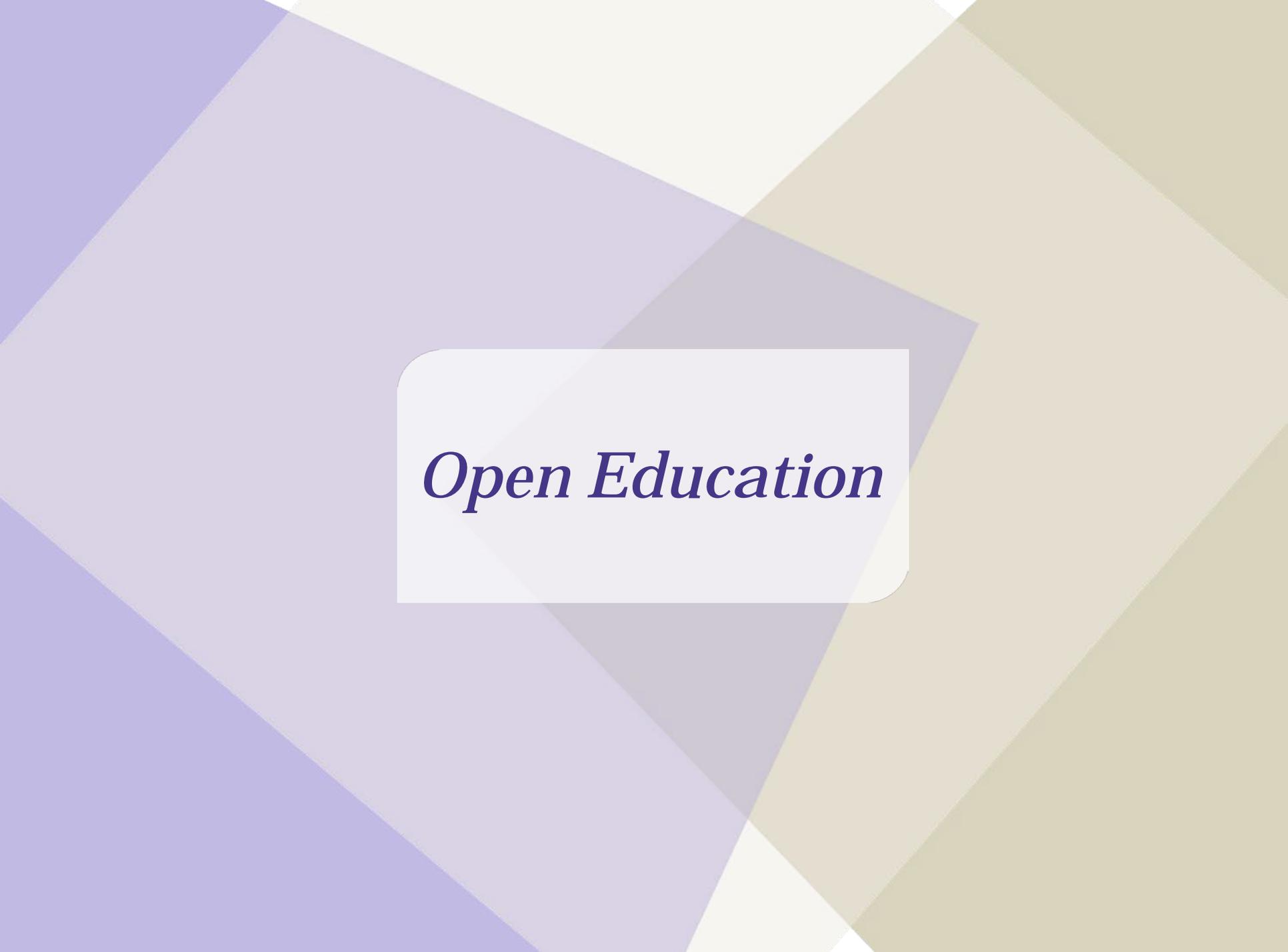
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Open Education

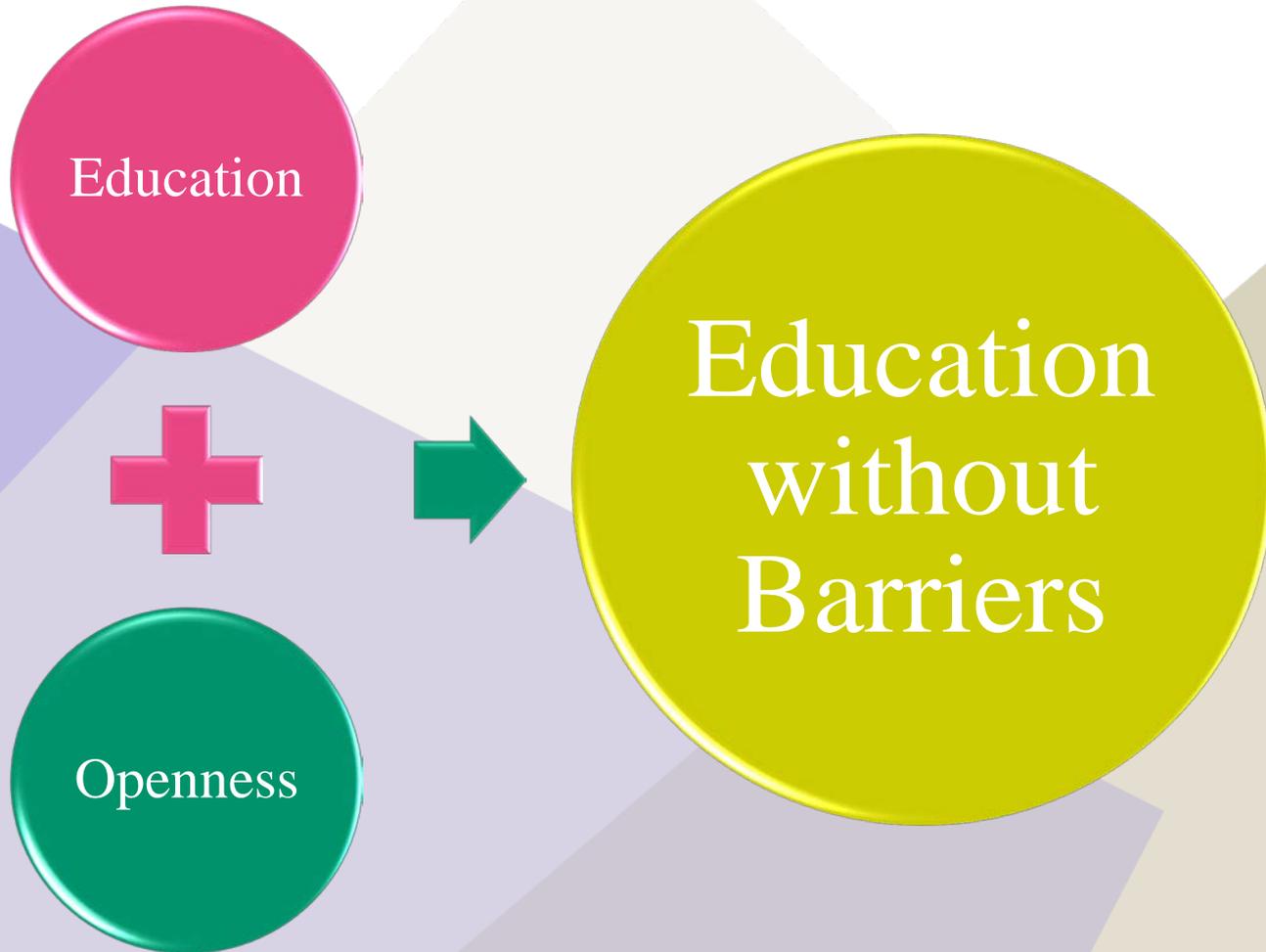
Philosophy of 'Open-ness'

- 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

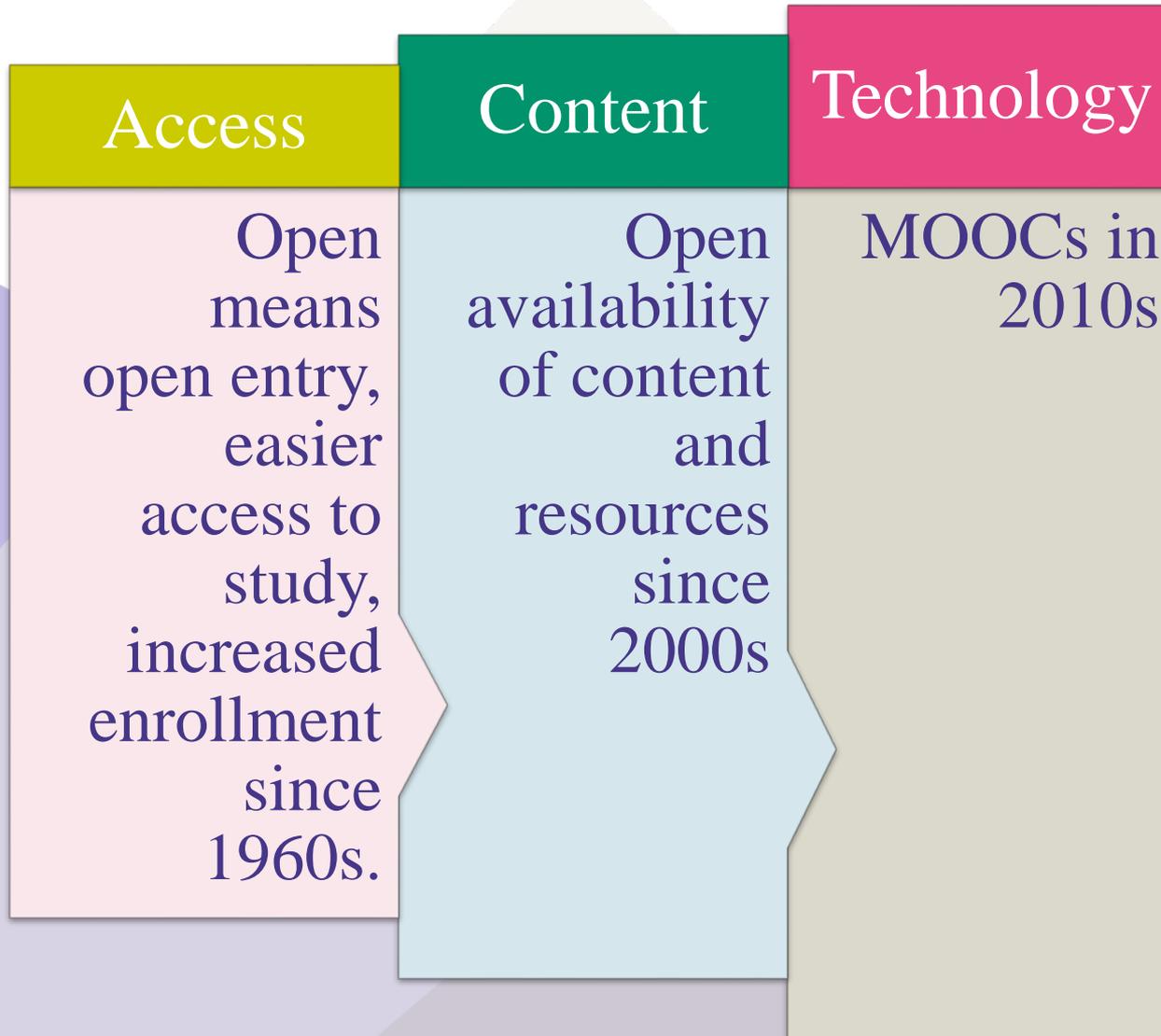


'Open-ness' in Practice

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



“Open-ness”: an evolving concept





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



2007 - 150.6 million tertiary students globally

2012 - 165 million

2025 - 263 million

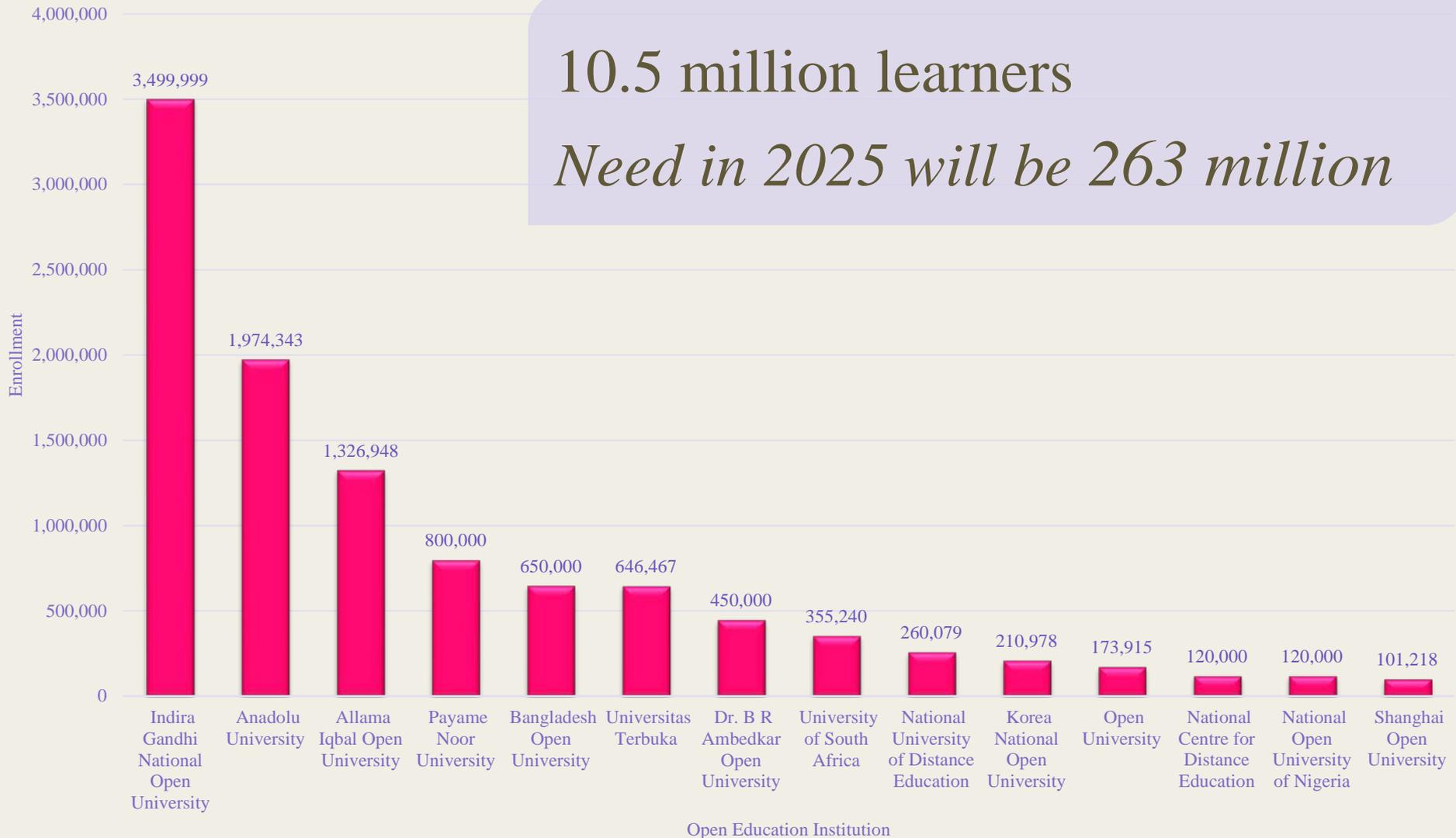
4 new universities to cater to 30,000 needed each week to accommodate children who will reach enrolment age by 2025

Everitt in Liyanagunawardena et al, 2013

Are OUs helping?

10.5 million learners

Need in 2025 will be 263 million



OER

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.



Source: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/English_Paris_OER_Declaration.pdf

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.



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?

Participation in OER-related training activities:

Highest consumers of OER:



47% of respondents had not participated in OER-related training programs



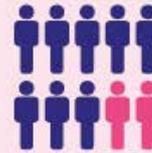
Training empowers teachers to develop and help others develop OER, which increases OER production.

There are gaps in the development of OER throughout the Commonwealth

Use of OER:

65% FOR TEACHING & LEARNING

60% TO SUPPLEMENT EXISTING LESSONS



68% COST SAVINGS FOR STUDENTS

56% prefer to check the authenticity and credibility of a material before using it



Confidence level about explaining different licences is low



94% Open licensing is important when using a resource in their teaching

72% of respondents don't openly share their teaching materials

Main barriers to using OER: lack of time, lack of awareness and low Internet connectivity



the biggest challenges in using OER:

46% Lack of information on the quality of OER

44% Scarcity of OER in video and audio formats

OER easiest to adopt and reuse:

76% TEXT MATERIALS

54% LECTURE NOTES

53% SLIDES



Ease of adaptation: preferred formats

85% WORD

52% PDF

21% HTML

Most important factor for adopting OER:

62% "easy to download"

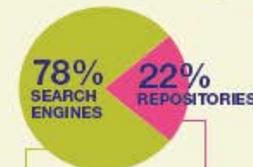
Most difficult to find:

46% OPEN TEXTBOOKS

40% COURSE MODULES

39% VIDEOS

How OER are found:



The most commonly used repositories were:

89% Google

36% OER COMMONS

32% Wikimedia Commons

23% COL's Directory of Open Educational Resources (COL-DOER)

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)

Kuala Lumpur Declaration

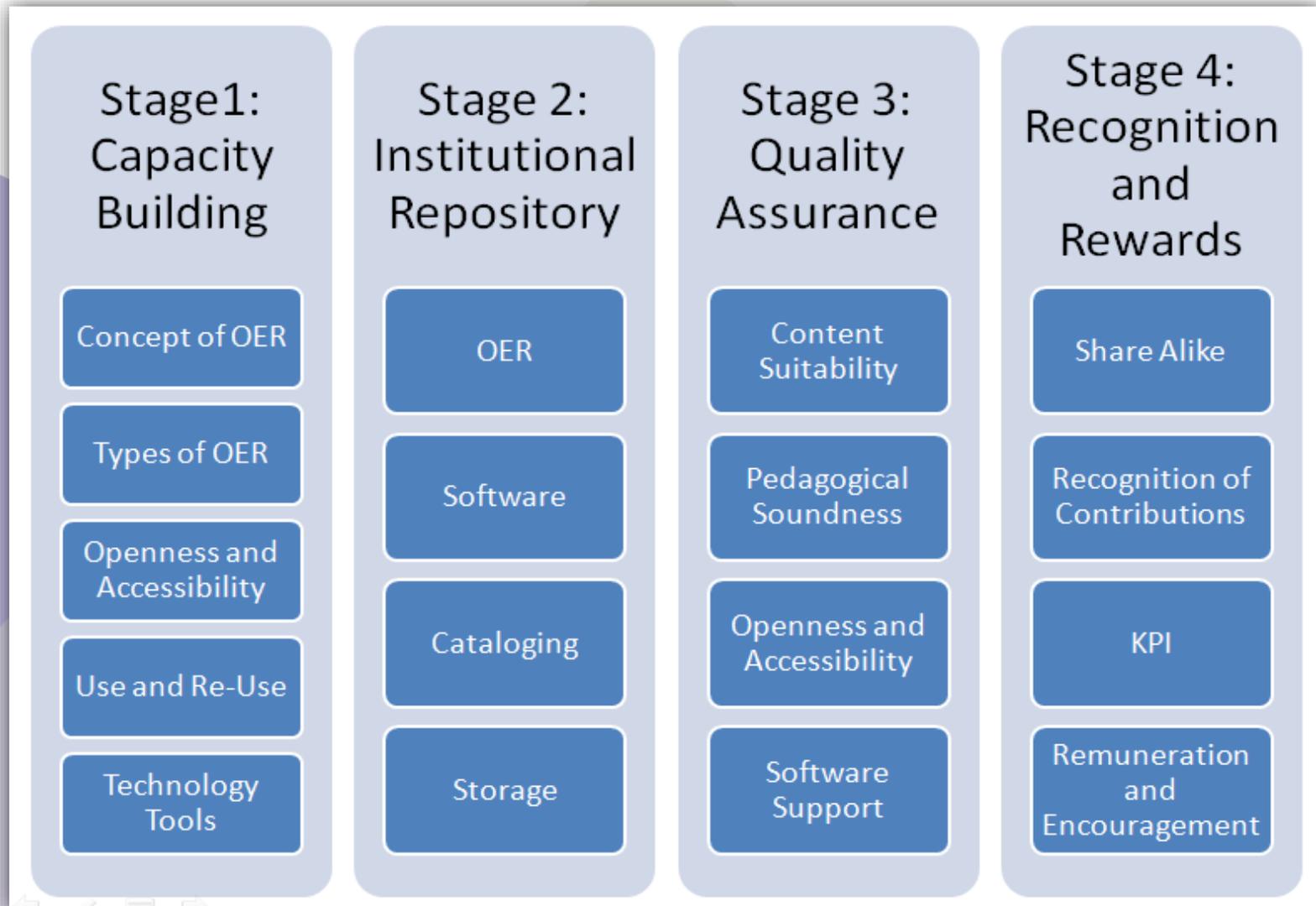
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Mainstream the use of OER by developing **strategies and policies at governmental and institutional levels** to enhance quality while potentially reducing the cost of education”

Source: <https://www.col.org/events/pan-commonwealth-forum/2016-kuala-lumpur-declaration>



Implementation of OER



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. ”

MOOC

MOOCs: Opening up Education

Present

National or provincial jurisdiction

Limited interaction at study centres

Print+ (audio, video, online)

Future

Global classroom

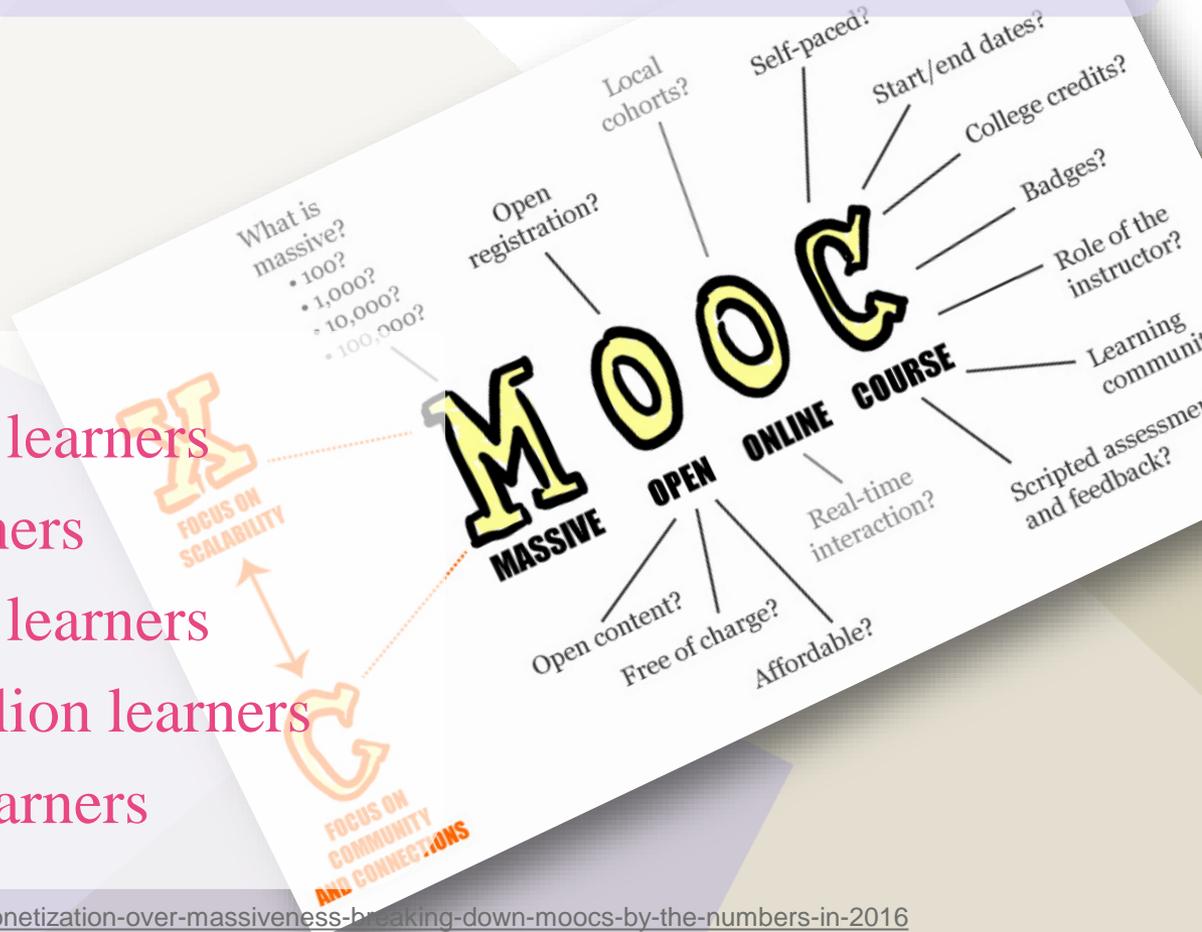
Increased use of Peer2Peer learning and social media

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
- XuetaangX - 6 million learners
- FutureLearn - 5.3 million learners
- Udacity - 4 million learners

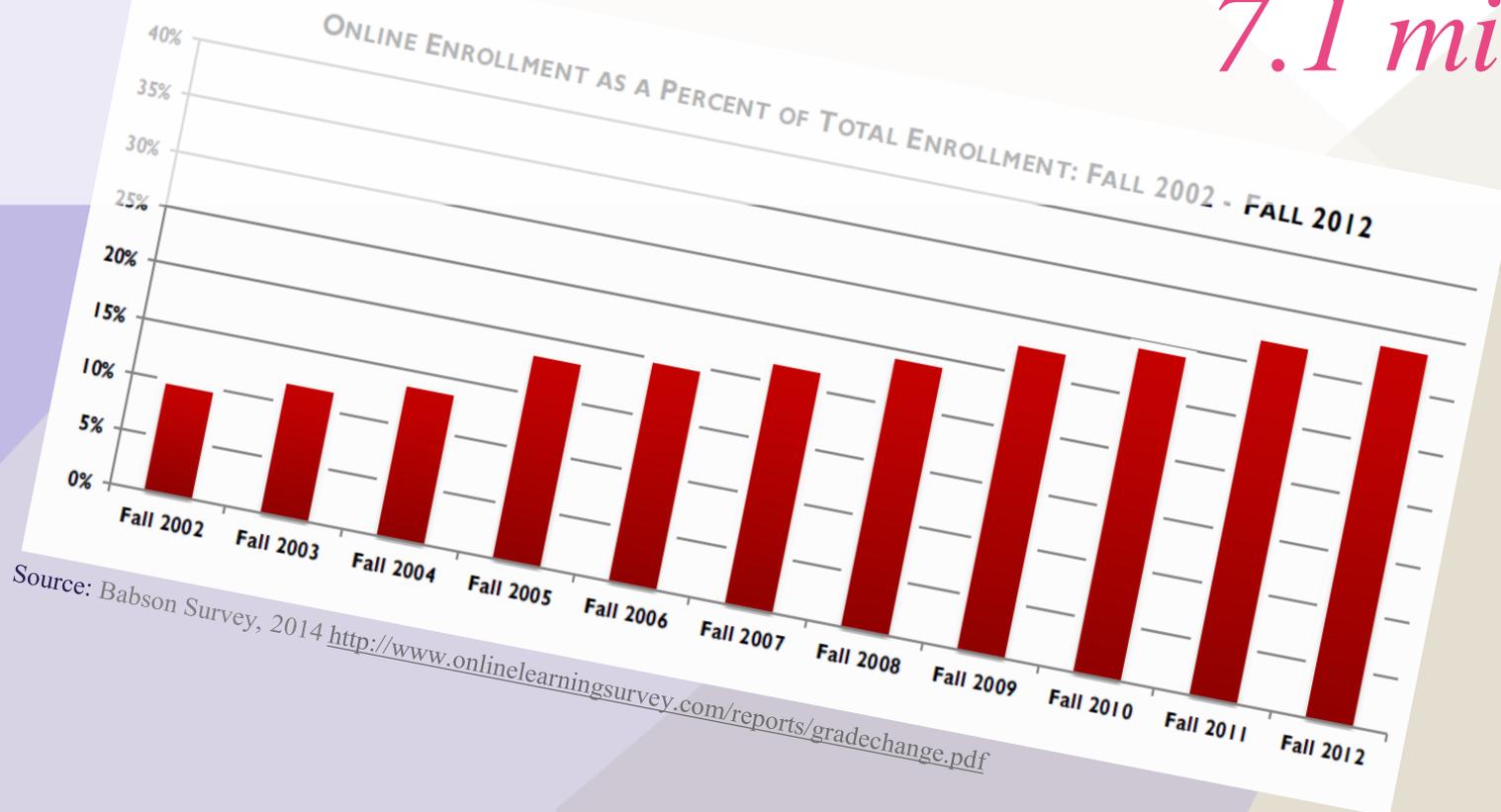


Source: <https://www.edsurge.com/news/2016-12-29-monetization-over-massiveness-breaking-down-moocs-by-the-numbers-in-2016>

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



Source: Babson Survey, 2014 <http://www.onlinelearningsurvey.com/reports/gradechange.pdf>



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

Cost of MOOCs

Table ES 2: Estimated Costs of MOOC Production and Delivery at Four Institutions

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

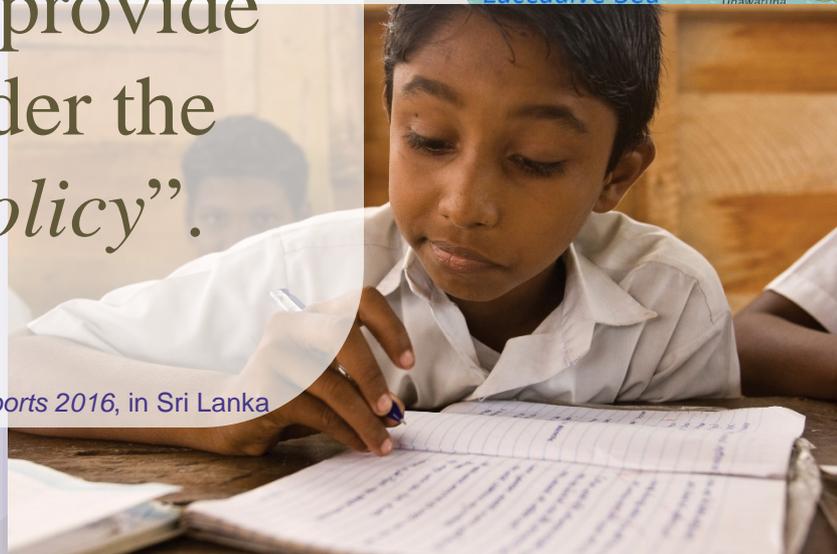
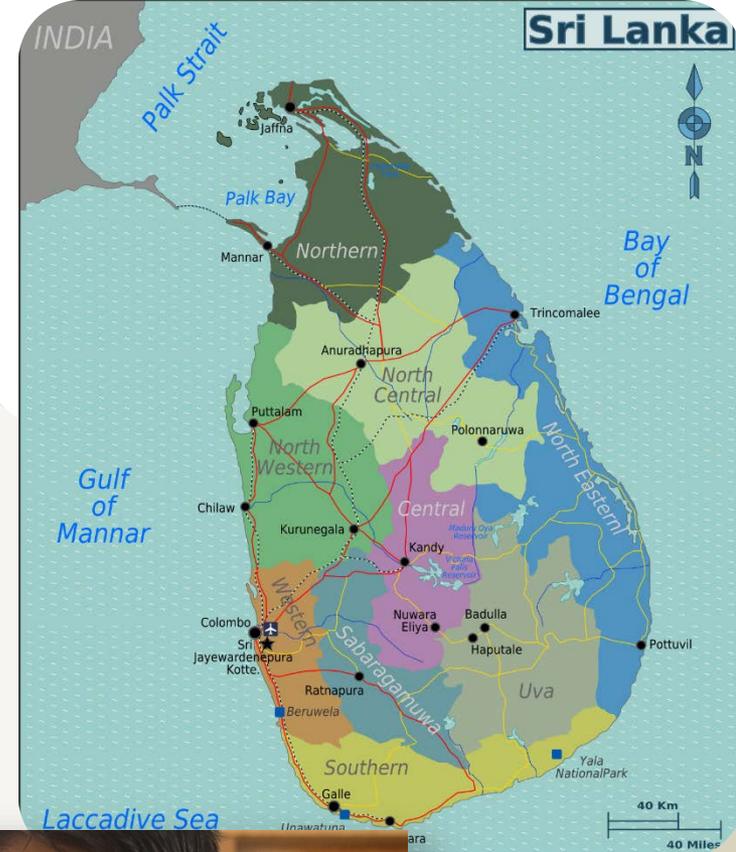
* Completion data were not available for these MOOCs. See Cases 10, 11, 12, and 13 for sources.

Source: Hollands, F. M., & Tirthali, D. (2014). *MOOCs: expectations and reality*.

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*”.

Source: MoE, Sri Lanka School Census Preliminary Reports 2016, in Sri Lanka



Why OER when Textbooks are “Free”?

Many governments in developing countries largely subsidize textbooks

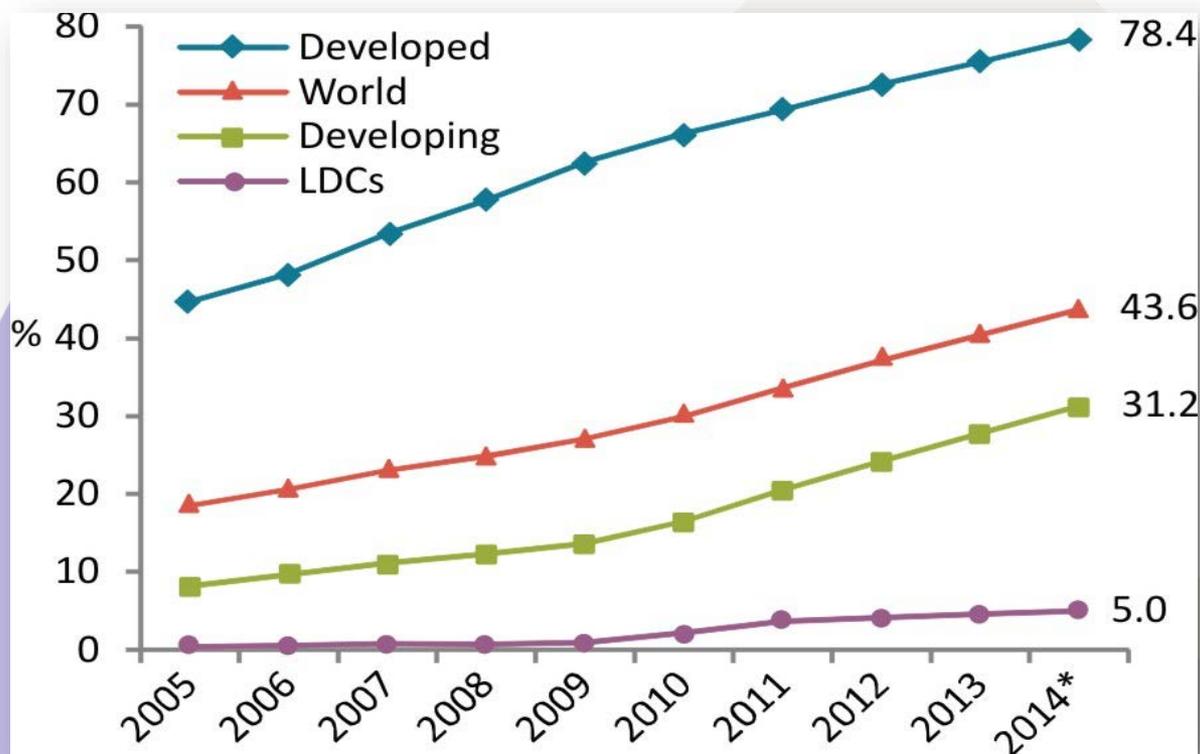
- the learners and teachers get the textbooks for free (the tax money is hidden from view)
- the government owns the copyright, so no royalties are paid
- the cost of the textbooks is directly proportionate to the printing, distribution and logistics costs



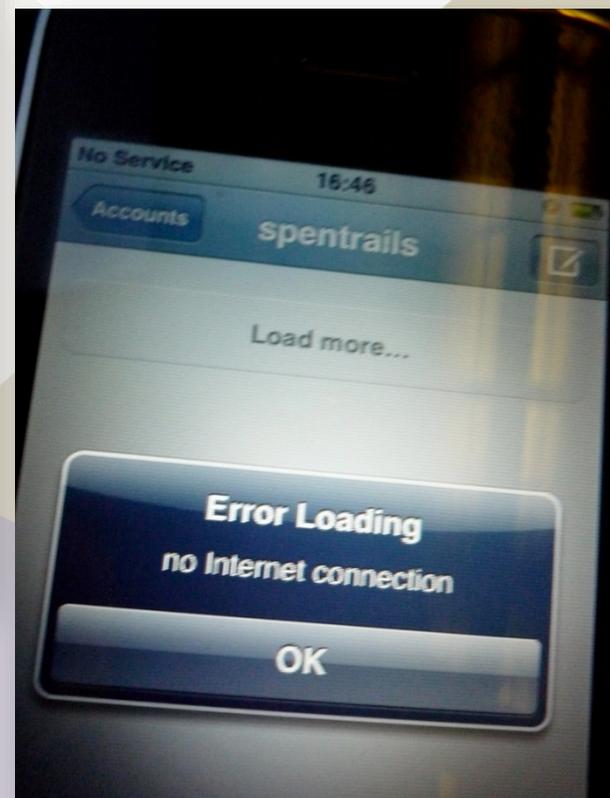
How to make
the case for
OER?

A question for all of us

Percentage of households with Internet access, by level of development, 2005-2014



Source: ITU, MIS Reports, 2014. <http://www.itu.int/en/newsroom/Pages/wtis14-mis-images.aspx>



Internet without Electricity?

Region	Population without electricity millions
Developing countries	1,185
Africa	634
<i>North Africa</i>	1
<i>Sub-Saharan Africa</i>	632
Developing Asia	512
<i>China</i>	0
<i>India</i>	244
Latin America	22
Middle East	18
Transition economies & OECD	1
WORLD	1,186



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
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