

# Open Learning for Development: Towards Empowerment and Transformation



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Studies in SCIENCE EDUCATION

Collateral Learning and the Eco-Cultural Paradigm in Science and Mathematics Education in Africa



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# FOCUS



- ✓ Introduction
- ✓ Global Dilemma
- ✓ Education and Development
- ✓ Indices of Illiteracy
- ✓ Reflections about PCF1 through PCF7
- ✓ ODL: Empowerment & Transformation
- ✓ The Challenges
- ✓ The Future
- ✓ Conclusion



# Warm Welcome



- Warm welcome to all to the PCF7
- Choice was almost marred by security threats and challenges
- Pleased it has drawn participants from all over the Commonwealth
- Choice of Nigeria for PCF7 is both encouraging and prophetic as ODL is growing and will soon overtake USA and Europe



# Thanks for the Honour



- To do the Inaugural Keynote address.
- Special welcome to my sister, friend and colleague.
- Commendable leadership as President of COL.
- Best wishes for the future.



# Congrats to NOUN



- For making history in hosting PCF7 against all odds
- The LOC has worked very hard headed by the chief host: The only Farmer who is a VC





# Issues in the Commonwealth





# Countries of the Commonwealth



## ❖ EDUCATION

❖ Aso Rock Declaration 2003: “**Education** whether formal or informal, is central to the development of any society, and it is the highest priority to the Commonwealth”.

❖ 75million not in Primary school

❖ 40 million girls not in primary school

❖ 60% of world HIV/AIDS

❖ 2006 CCEM prioritised ODL

•65% of the population are under 25yrs!!

# History of PCF



- PCF1 was to celebrate 10 years of COL, we gathered at Brunei in March 1999.
- Prof Raj Dhanarajan worked tirelessly to bring top Administrators and personalities in the Commonwealth as Keynote Speakers including Chief Emeka Anyaoku, SG of the CM; Clare Short; Mia Mottley; Maurice Strong.
- Success of PCF1 led to PCF2 (02)–Durban, PCF3 (04) – Dunedin, PCF4 (06) – Ocho Rios, PCF5 (08)– London, PCF6 (10) –Kochi.
- PCF7 (13) Abuja . The 2<sup>nd</sup> in Africa



# PCF7 Focus and Themes



- PCF1 focused on “Empowerment and Technology”
- PCF7 focuses on ODL for Empowerment and Transformation
- Feel a heavy burden to set the pace knowing the implications of my assignment
- All I can do is identify a few major issues and hope that subsequent speakers and presenters will ‘flesh the bone’



# FC1 Vs PCE7



- **On the surface, nothing has changed!**
- **But in reality, a lot has**
  - **ODL has gained global acceptance especially with Govts of the Commonwealth.**
  - **Growing importance of ODL at all levels**
  - **ODL is now mainstreamed; F2f institutions rush to embrace ODL**
  - **Flexibility of ODL makes it the preferred mode**
  - **ODL now fertile ground for technology enthusiasts**





# Education and Development

# Global Dilemma



- 20th & C21st global changes
- Provide two contrasting aspects of humanity: development and doom
- War, catastrophes, digital divide
- Search for peace, cure for AIDS
- Education identified as solution



# UNESCO Card



- Sir John Daniel ICDE World Conference held in February 2004 in Hong Kong:
- Dakar targets for the MDGs unrealistic for most parts of the world.
- 50/54 African countries will not realise these goals by the year 2015.
- Identified that Nigeria is top of the 50 countries unable to achieve the goals in spite of all its potentials and resources.



# The Questions



- Why educate everyone?
- why remove disparities in educational access?
- why search for alternative delivery modes
- why look for flexible and cost effective means?





# Authentic Solution



- From Aristotle, Dewey and Socrates thro organised formal schools
- To e-learning and m-learning
- Education always identified for development
- All nations are agreed on this
- Problem is implementation



# Security and Fairness



‘human history becomes more and more a race between education and catastrophe’ (HG Wells)

‘human insecurity comes in many forms. The most basic and lethal are illiteracy and innumeracy’  
(Amartya Sen)

‘only the well educated will be able to act effectively in the Information Society’ (Michael Barber)



# The Answer



- Critovam Buarque, the Brazilian Minister of Education says that,

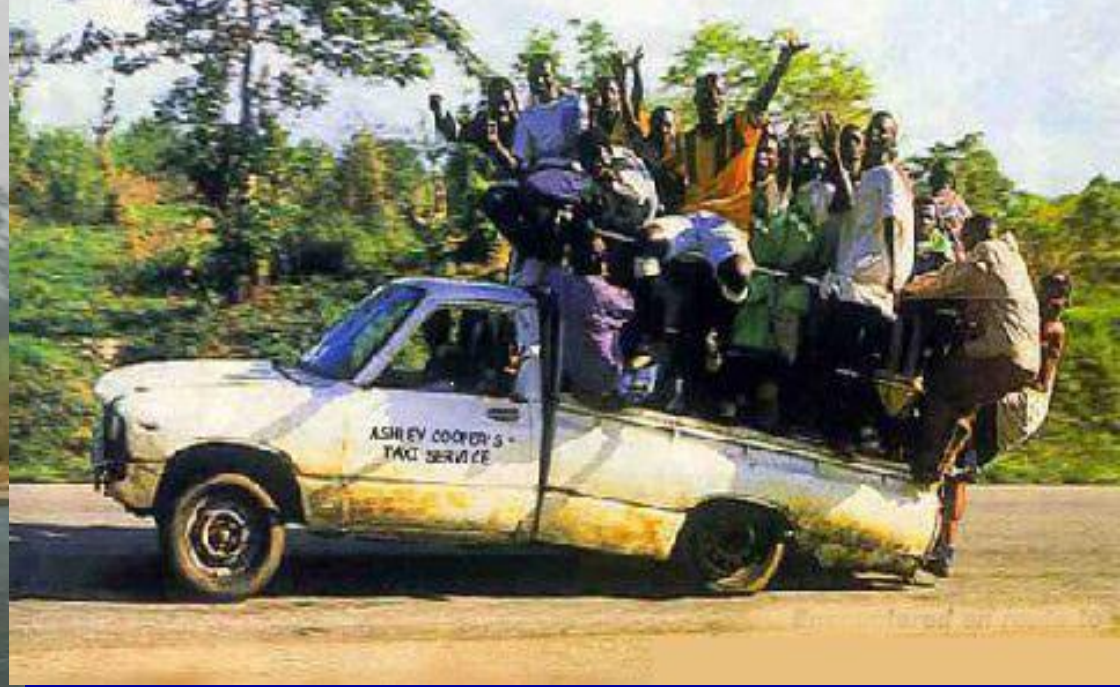
**‘the twenty-first century has arrived and there is a consolidated critical mass ready to move forward’** (p.5, 2003).

- The instrument re-identified, is education





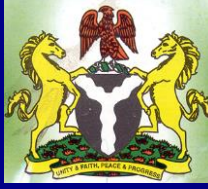
# Indices of Illiteracy





# The Advent of ODL

# What is DE?



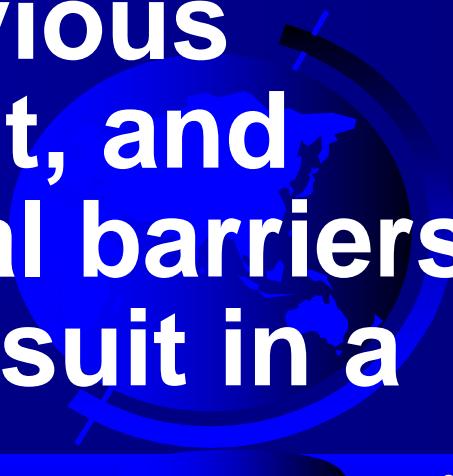
- DE has many labels
- instruction by a mode other than the conventional face-to-face method
- characterised by physical separation between the teacher and the learner, instruction delivered through a variety of
- media including print, and other information communication technologies to learners



# Open Learning



- ***Open Learning*** - flexibility of and access to instruction in order to ensure broad availability of educational opportunities to all
- Openness disregard age, previous level of academic achievement, and other factors, creating artificial barriers to education as a life-long pursuit in a democratic environment





# Characteristics



- **cost-effective system of instruction independent of time, location, pace and space**
- **used for a variety of learning situations: primary, secondary, tertiary, vocational and non-formal education**
- **thrives on economy of scale**
- **focused on QA, well designed instructional packages, student support**



# Emergence of ODL



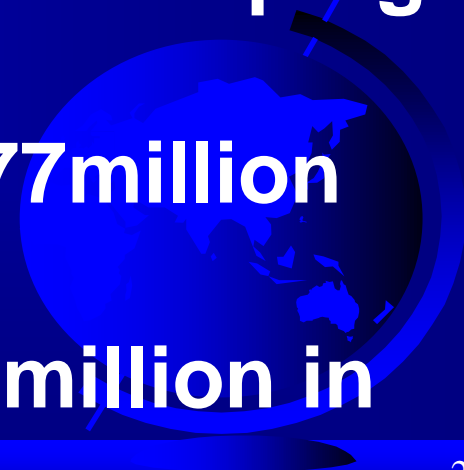
- 1728 Caleb Philipps (Boston, USA) taught Short Hand by post
- 1843 Isaac Pitman taught Short Hand in the UK
- 1873 Anna Ticknor created DE for skill development for women
- This method has transformation revolutionised teaching and learning



# Efficacy of ODL



- 62 years since the UN declaration, ODL has emerged as the best mode
- Extended educational opportunities to the poor, remote locations, disabled, disadvantaged, marginalised who would have seen education as luxury
- 30 per cent of university students in developing world study through ODL
- but we still have 72 million children, 77million adults needing education
- global demand for HE moves from 97million in 2000 to 263million in 2025



**• Universal Basic Education**

**• Mass Teacher Education**

**• Human Resource Development**

**• Capacity Building**

**Open and Distance Learning**

**• Mass Literacy**

**• Education For All**

**• Social Mobilisation**

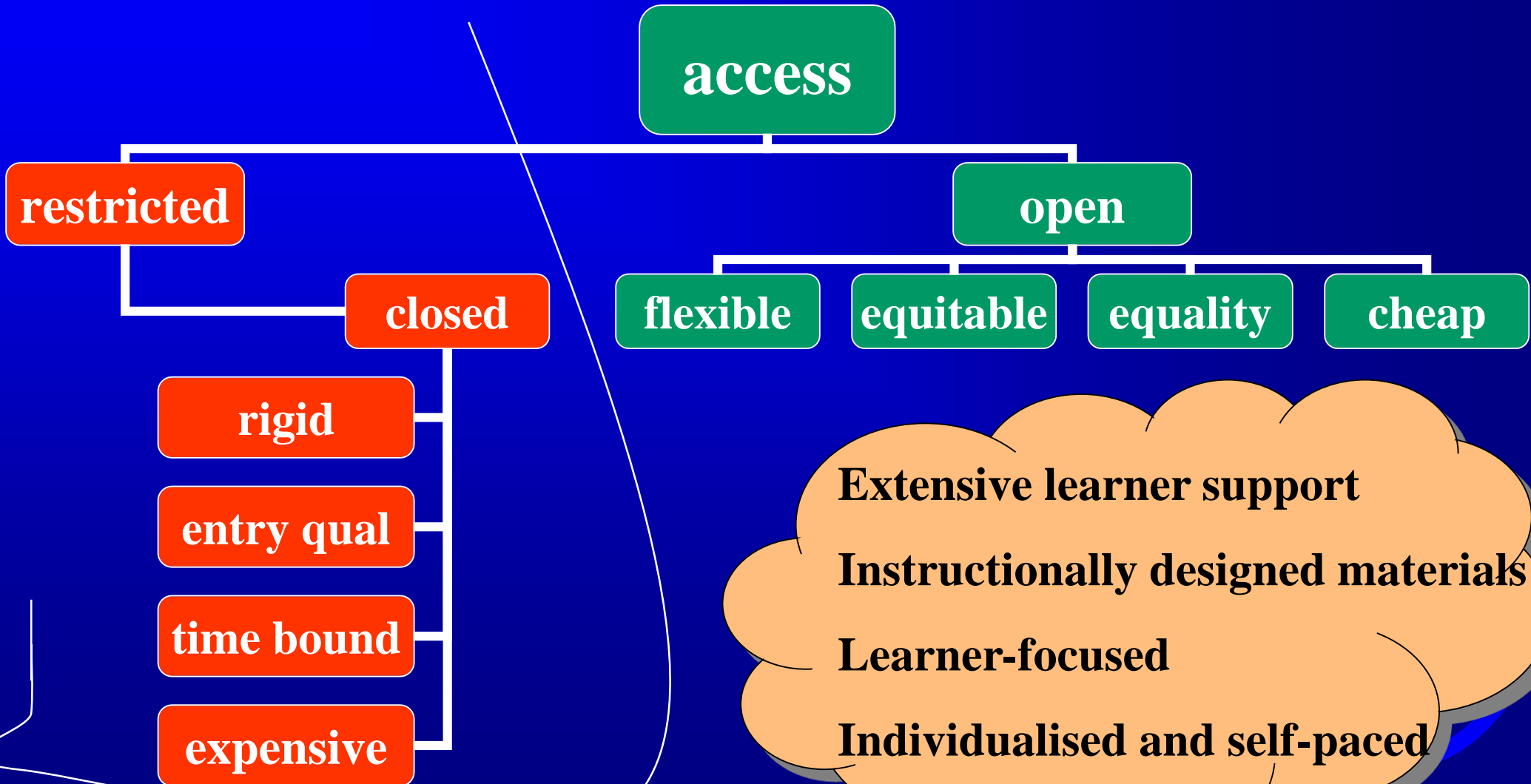
**• Communal Ownership Education**

**• Technology & Computer Literacy**

# Diversity of Learning Spaces



# Open and Close



# Social Purpose of ODL



- providing education for all, within the context of dwindling financial and other resource situations
- Cater for astronomical rise in numbers
- the diverse nature of the unmet demands,
- the need for flexible tailor-made delivery of instruction
- taking advantages of emerging information communication technologies (ICTs)



# Forces Encouraging ODL



- Rapid explosion and obsolescence of knowledge and skills.
- Varied learning styles and varied locations from the institution
- Accessible to a variety of people
- Financial pressures faced by students and institutions
- Availability and affordability of emerging technologies for efficient and effective delivery of instruction





# Global Trends



- **Used at the primary, secondary and tertiary levels**
- **Used for training in**
  - **General education**
  - **Teacher education**
  - **Vocational and continuing education**
  - **Non-formal education**
  - **Higher education**



# Empowerment & Transformation



- ODL has empowered different categories addressing:
  - Poverty, **illiteracy**, ill health, ignorance, unemployment, marginalisation, unreached, disadvantaged, politically powerless, social integration and redistribution of wealth and power in societies.
- Transformed :
- Society, communities, teaching and learning, curriculum, institution, knowledge, information and learner support , technology





# Open Access: a 21<sup>st</sup> Century Imperative

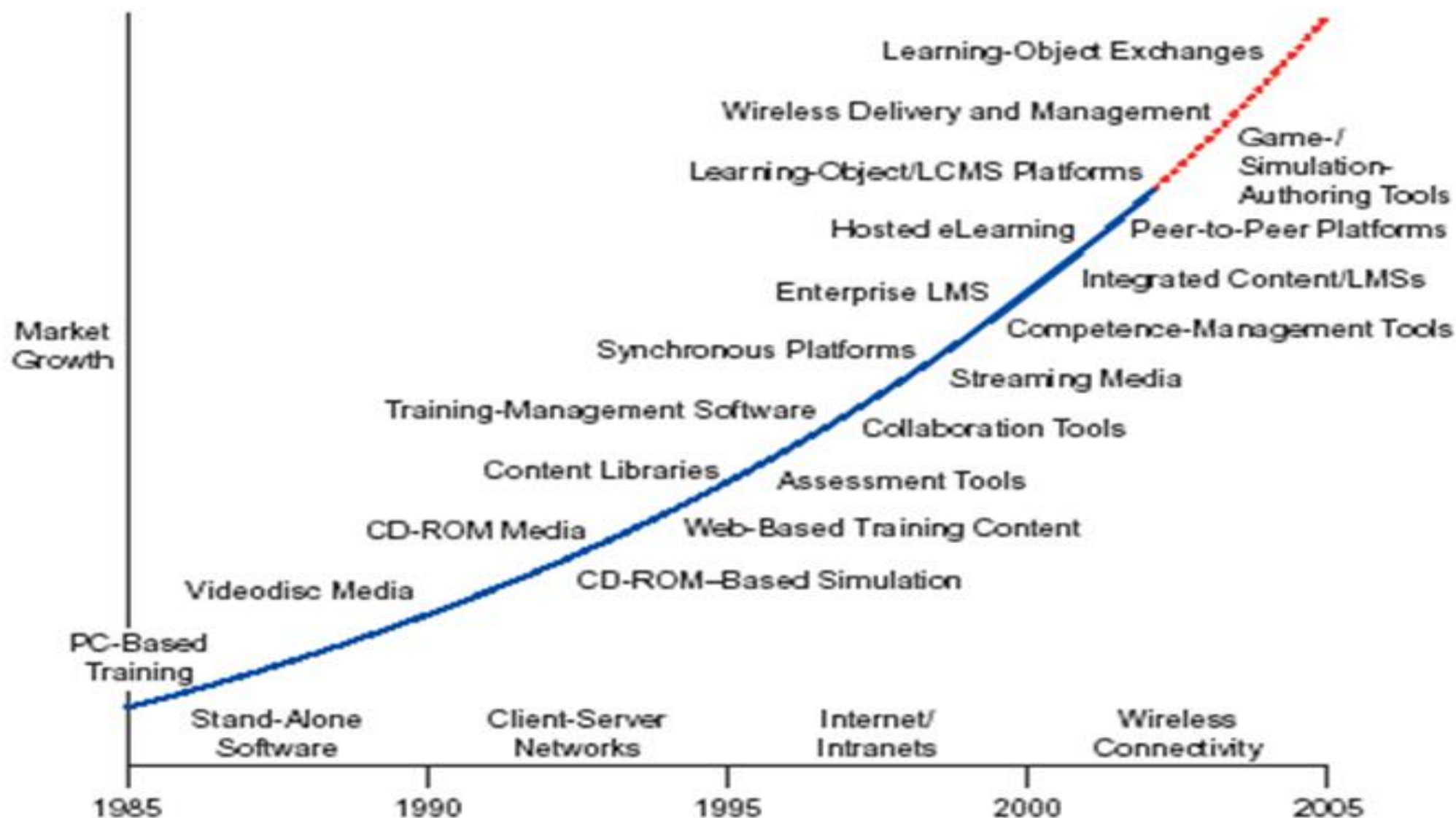
# Technology & ODL



- Technology always had a defining role in ODL
- Moses (the first known ODL student) received instruction through two tablets of stone
- Use of Technology in ODL has progressed from Print to The Web/Internet
- Technology has become the strategic agent for empowerment and transformation in all areas of ODL



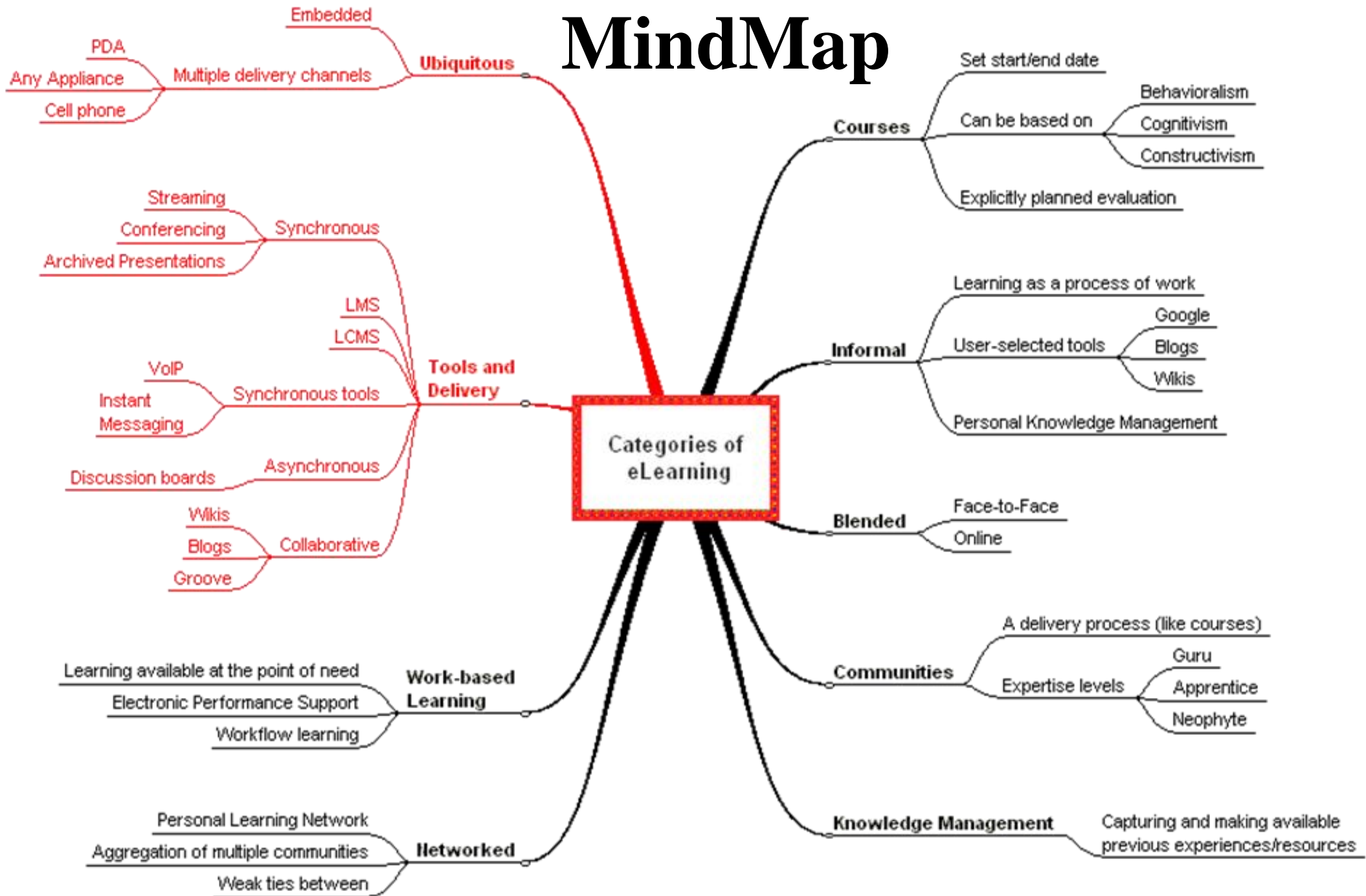
# TECHNOLOGY EVOLUTION IN eLEARNING



LCMS = Learning-content-management systems; LMS = learning-management systems;  
CD-ROM = compact-disc read-only memory.

Source: SRI Consulting Business Intelligence (SRIC-BI)

# MindMap



# Generations of Technology



- James Taylor (2001) has categorised the models of ODL and associated delivery technologies into generations:
- First generation – Correspondence model
- Second Generation – The Multi-Media model
- Third Generation – The Telelearning Model
- Fourth Generation – The Flexible Learning Model
- Fifth Generation- The Intelligent Flexible Learning Model



# Open Resources



- The versatility and ubiquity of technology,
- combined with creativity and innovation has led to what we should perhaps call the Sixth Generation:
- Open Resources Model
- Characterised by OERs and MOOCs





# What is OER?



- Two most frequently used definitions:
- Teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others” (Hewlett Foundation)
- Materials offered freely and openly to use and adapt for teaching, learning, development and research (COL)



# OER Declaration



## World Open Educational Resources Congress

Wednesday 20 – Friday 22 June, 2012

UNESCO Headquarters, Paris, France

### Adoption of the 2012 Paris OER Declaration



The **2012 Paris OER Declaration** was formally adopted at the 2012 World Open Educational Resources (OER) Congress held at the UNESCO Headquarters in Paris from 20 – 22 June 2012.

Déclaration de Paris des REL 2012 (*French*)

Declaración de Paris de 2012 sobre los REA (*Spanish*)

إعلان باريس لعام 2012 بشأن الموارد التعليمية المفتوحة (*Arabic*)

2012年开放式教育资源巴黎宣言 (*Chinese*)

ПАРИЖСКАЯ ДЕКЛАРАЦИЯ ПО ООР 2012 Г (*Russian*)

There is now a  
Global  
Directory of  
over 400  
entries of  
OER world  
wide  
initiatives



# OER on the Move



- OERs include full courses, course materials, modules, textbooks, streaming videos, tests, software, and other tools, materials, or techniques used to support access to knowledge
- Made popular in 2002 by the MIT OpenCourseWare project
- Africa's participation have been through SAIDE's OER Africa and AVU's Teacher Education project and OER Repository
- COL is a main proponent and supporter of OER



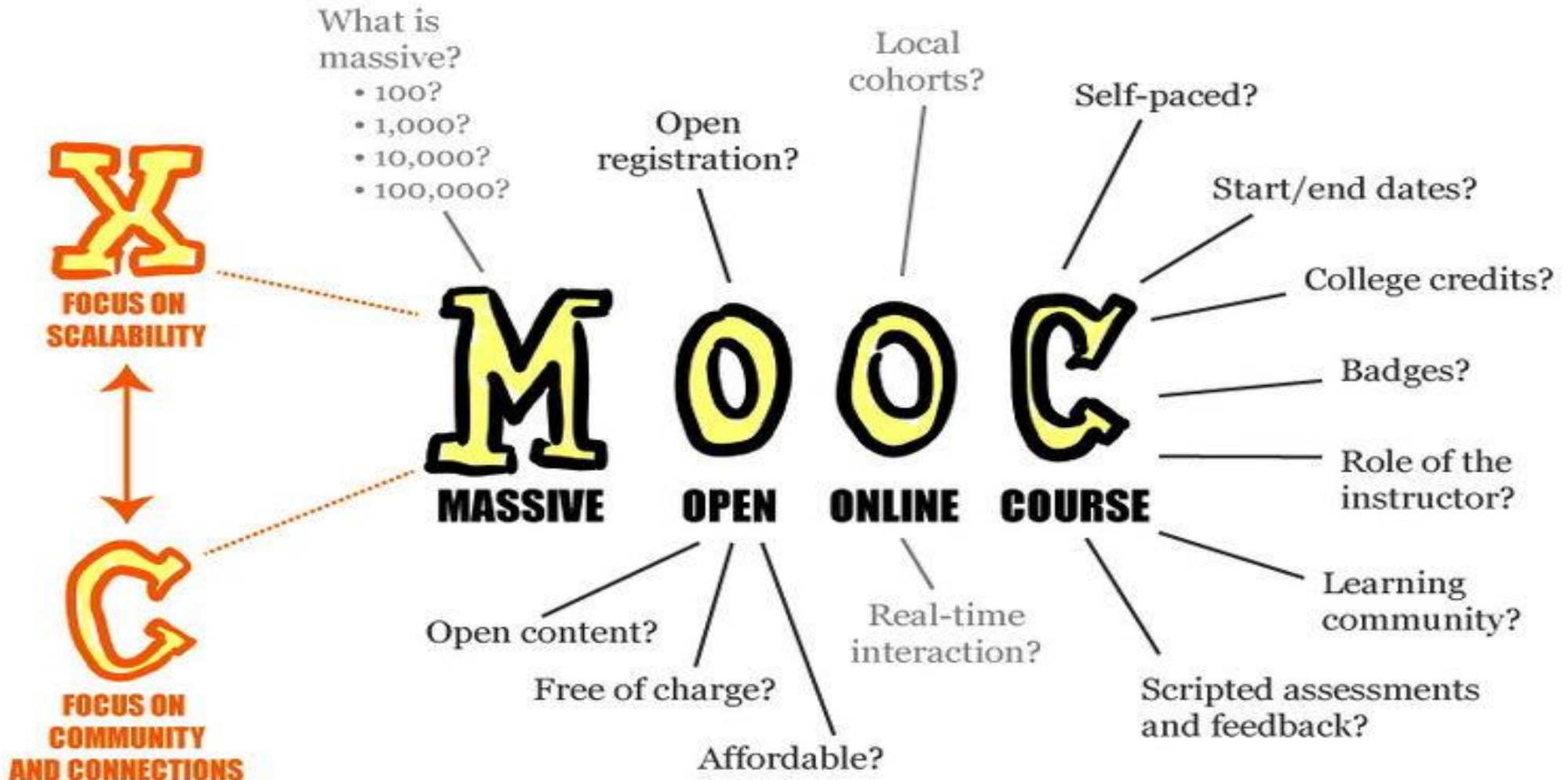
# MOOC/DROOL



- Massive Open Online Courses (MOOCs) has burgeoned to popularise open pedagogy.
- MOOCs coined by Stanford lecturers in 2011 to capture massive free participation online by thousands and millions of learners.
- MOOCs is also known as DistRibuted Open Online Learning (DROOL)
- MIT Review calls MOOC “the most important education technology in 200 years”



# Scalability and Focus



# Characteristics of MOOC



- MOOC providers include: Coursera, EdX, Class2Go, Carnegie Mellon University Open learning Initiative, FutureLearn Inc, Institute des Mines – Telecom, and Iversity, Udacity
- Promotes sharing of open content
- Uses non-traditional mode of assessment
- New mode of recognition and certification – badges
- Platform for subject matter experts to interact
- Allows academic to have educational cake and eat it too!



# 7th Generation?



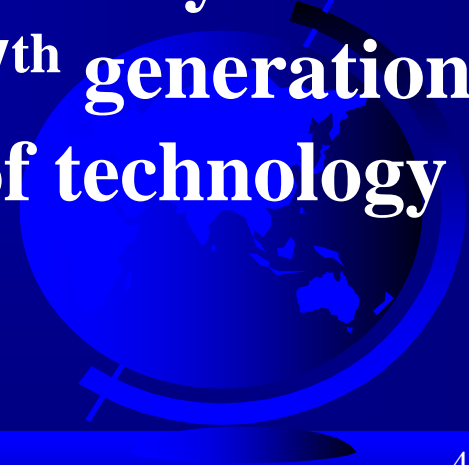
## 21<sup>st</sup> Century Social Media



# Emerging power



Social media, e.g Facebook, Twitter, YouTube, Flickr, Tumblr, Pinterest, Google+, Instagram, LinkedIn etc may now constitute 7<sup>th</sup> generation of models of technology in ODL,

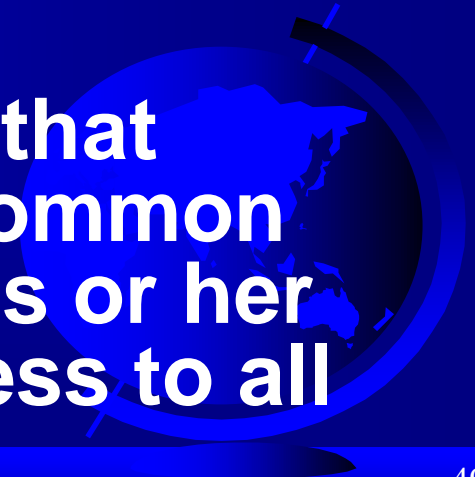




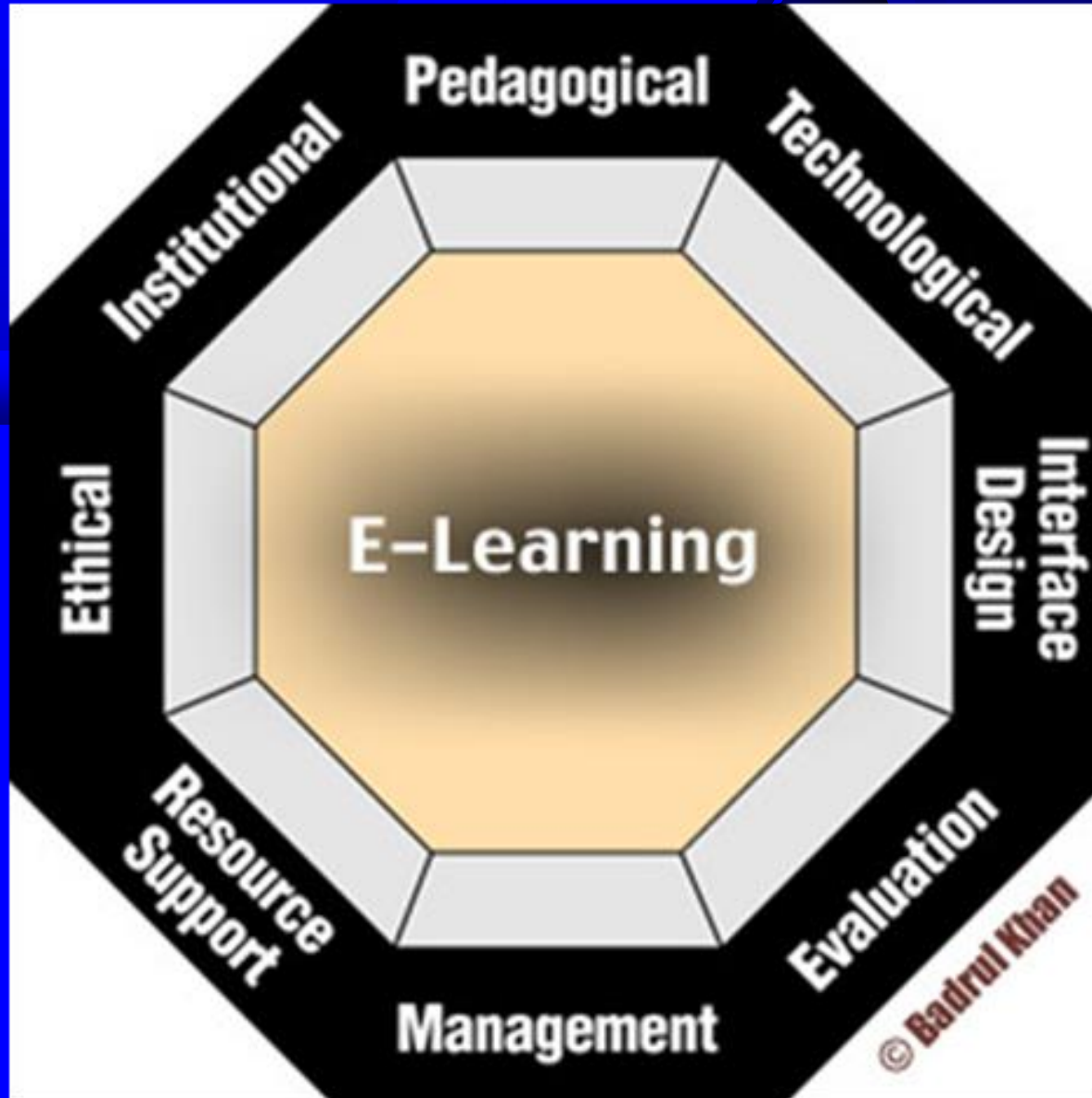
# Issues for PCF7



- **Technology: democratising? Digital divide, moving targets?**
- **The objectives, theories and philosophies behind the practice of ODL.**
  - **Access, massification of education**
  - **‘Correspondence study, a system that allowed—even encouraged—the common man or woman to take charge of his or her own learning, and guaranteed access to all who desired it, ..’**



# Patterns of Specs and Standards for ODL via the Web



# Issues for PCF7



- **Quality of content, instruction and the design of instruction. Webagogy: new principle of instructional design**
- **Learner Support System**
  - **will include comprehensive administrative, psychological, physical infrastructural and communal support**
- **Accreditation, Standards and Assessment in 21<sup>st</sup> century ODL.**
  - **Content crossing borders, assessment and accreditation cannot be local anymore**





# Approach to ID for Online Learning

Pedagogical approaches or perspectives:

**Instructional design** – the traditional pedagogy of instruction which is curriculum focused, and is developed by a centralized educating group or a single teacher.

**Social-constructivism** – this pedagogy is used in discussion forums, blogs, wiki and on-line collaborative activities. It is a collaborative approach that opens educational content creation to a wider group

## Webagogy

Web-based environment

Learning theories  
Instructional strategies  
Cognitive constructivism

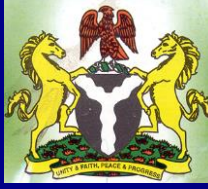
New instructional model

•Hyperlink  
•Associative  
•Non-linear structures

Web-based Communication

•type  
•time element

Epistemology, pedagogical strategies



# The Challenges



# Challenges



- 1. Keeping our focus about the objectives of ODL and the real needs of the masses**
- 2. Use technology cost-effectively; the simpler the better. Emphasis on the message, not the medium**
- 3. Meeting the professional needs of ODL practitioners: teachers, designers, etc**
- 4. Socio-economic circumstances and demography**
- 5. How to be on top of your game!**





# The Future



# Paying Attention to Details



- ODL moving faster than the speed of light
- seemingly uncharted, unstructured and spontaneous emergence of courses and programmes in new platforms
- We must pay serious attention to:
  - Technology
  - ODL Communities
  - Redefining Mass education
  - Emergence of Learning Analytics





# C21<sup>st</sup> World



- Technology will increasingly dominate domestic, economic and social life
- Financial and economic world will change into a plastic world
- Increase in demand for constant communication and use of telecommunication
- Society will become less personal, concentrate more on nuclear family
- Unrivalled demand for education



# The C21st Way



- Use the imperatives of the 21<sup>st</sup> century for education, learning and development needs; new focus on teacher educ and HE
- Embark on knowledge generation emphasis on ODL research and initiatives
- Explore and exploit new learning tools and environment – enhance OER, social networks, MOOCs, Social Media
- Negotiate with member govts (e.g India, Nigeria) to donate satellite space for COL activities



# C21<sup>st</sup> Learners



- easily bored, require multiple stimuli
- know more about technology than teachers and parents
- unreasonable expectations: learning is easy, prosperity requires no hard work
- access to information= acquisition of knowledge
- Please, text, email or bbm
- Check my web, facebook, blog or twitter



# C21<sup>st</sup> Teachers



- not the boss but the facilitator
- 'no longer sage on stage but guide on the side'
- learning with technology must begin with educating teachers
- must always operate within the students IT- driven learning environment
- Should be equipped to relate globally to other teachers and learners



# Assoc of Unemployed Graduates of Ghana Hit the Streets on 19 May 2011

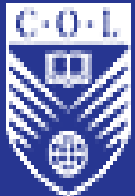


# Towards A Cmwth-of-Lrng



*‘Any learner anywhere in the Commonwealth shall be able to study any distance teaching programme available from any bona fide college or university in the Commonwealth’*

**The Briggs Report, 1987**



COMMONWEALTH of LEARNING

# Thank you



Enjoy the rest of  
your day