Open Learning for Development: Towards Empowerment and Transformation

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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

- 54 countries (19 Africa, 12 North America, 11 Oceania, 8 Asia, 3 Europe, 1 South America)

- Formed in 1931, modern Commonwealth declaration signed in 1949

- Co-operate within a framework of common values and goals, as outlined in the Singapore Declaration

- 2.2 billion

- 95% in Africa & Asia

- Applied to join: 4 African, 1 Asian
  Sudan, Algeria, South Sudan, Somaliland and Yemen
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”.

- 75 million not in Primary school
- 40 million girls not in primary school
- 60% of world HIV/AIDS

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 2nd 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’
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
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
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 thru organised formal schools
- To e-learning and m-learning
- Education always identified for development
- All nations are agreed on this
- Problem is implementation
‘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)
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
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 - 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, 77 million adults needing education
- global demand for HE moves from 97 million in 2000 to 263 million in 2025
Diversity of Learning Spaces

- Temporal
  - Adult
  - Formal
  - Informal
  - Non formal

- Spatial
  - Home
  - School
  - Work
  - Retire

- Flexibility in time, space, content
- Self-directed learning
- Sharing with others
- Varied learning styles

Learning Society
Open and Close

- Access
  - Restricted
    - Closed
      - Rigid
      - Entry qual
      - Time bound
      - Expensive
  - Open
    - Flexible
    - Equitable
    - Equality
    - Cheap

Extensive learner support
Instructionally designed materials
Learner-focused
Individualised and self-paced
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.
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 21st 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

- Learning-Object Exchanges
- Wireless Delivery and Management
- Learning-Object/LCMS Platforms
- Hosted eLearning
- Peer-to-Peer Platforms
- Integrated Content/LMSs
- Enterprise LMS
- Competence-Management Tools
- Synchronous Platforms
- Streaming Media
- Collaboration Tools
- Content Libraries
- Assessment Tools
- CD-ROM Media
- Web-Based Training Content
- CD-ROM-Based Simulation
- Videodisc Media
- Stand-Alone Software
- Client-Server Networks
- Internet/Intranets
- Wireless Connectivity

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

Source: SRI Consulting Business Intelligence (SRI-C-BI)
MindMap

**Categories of eLearning**

- **Work-based Learning**
  - Learning available at the point of need
  - Electronic Performance Support
  - Workflow learning

- **Networked**
  - Personal Learning Network (aggregation of multiple communities)
  - Weak ties between

- **Ubiquitous**
  - PDA
  - Any Appliance
  - Cell phone
  - Embedded
  - Multiple delivery channels

- **Synchronous**
  - Streaming
  - Conference
  - Archived Presentations

- **Asynchronous**
  - VoIP
  - Instant Messaging
  - Discussion boards
  - Wikis
  - Blogs
  - Groove

- **LMS**
  - LCMS

- **Tools and Delivery**

- **Courses**
  - Can be based on
  - Explicitly planned evaluation

- **Informal**
  - Learning as a process of work
  - User-selected tools
  - Personal Knowledge Management

- **Blended**
  - Face-to-Face
  - Online

- **Communities**
  - Expertise levels
  - Guru
  - Apprentice
  - Neophyte

- **Knowledge Management**
  - Capturing and making available previous experiences/resources

- **Behavioralism**
- **Cognitivism**
- **Constructivism**
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
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)
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.
Massive Open Online Courses (MOOCs) has bourgeoned 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

MOOC

- Massive
- Open
- Online
- Course

What is massive?
- 100?
- 1,000?
- 10,000?
- 100,000?

Local cohorts?
- Self-paced?

Open registration?

Start/end dates?

College credits?

Badges?

Role of the instructor?

Open content?

Real-time interaction?

Free of charge?

Affordable?

Learning community?

Scripted assessments and feedback?
Xristics of MOOC

- 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?

21st Century Social Media
Social media, e.g. Facebook, Twitter, YouTube, Flickr, Tumblr, Pinterest, Google+, Instagram, Linkedin etc may now constitute 7th 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.
  - Acess, 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 21st 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.
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
C21st 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 21st 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
C21st 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
C21st 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 Commonwealth of Learning

‘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
Thank you

Enjoy the rest of your day