ODLAA 2013 Distance Education Summit
education across space and time: meeting the diverse needs of the distance learner
ACU Congress, Perth
3-month internship 1972

The Open University – Walton Hall
The (Eventual) Downfall of MOOCs

Massive Open Online Courses are legitimate provocateurs:

Participants in MOOCs: a massive opportunity for higher education, or digital hype?

Why We Shouldn't Talk MOOCs as Meritocracies

Overcoming To Build a

Looking Very Exciting Going

Posted by Justin on September 12, 2012

Posted on September 1, 2012 by Mike Caufield
education across space and time:

Sir John Daniel
God as a Trinity
The Iron Triangle

Access

Quality

Cost
DISTANCE LEARNING

a three-legged stool

student
The Central Challenge

• ACCESS (wider)

• QUALITY (higher)

• COST (lower)
The **Iron Triangle**

- **Access**
- **Quality**
- **Cost**
The **Iron Triangle**

**ACCESS**

**QUALITY**

**COST**
The Iron Triangle

ACCESS

QUALITY

COST
The Iron Triangle
“an insidious link between quality and exclusivity”
The Technology Revolution

• ACCESS (wider)
• QUALITY (higher)
• COST (lower)

ALL AT THE SAME TIME!
DISTANCE LEARNING

student

a three-legged stool
DISTANCE LEARNING

student

materials

a three-legged stool
DISTANCE LEARNING

a three-legged stool

student

support

materials
DISTANCE LEARNING

student

support

logistics

materials

a three-legged stool
St. Paul’s letters to young churches
The Early Church
Church Antioch
St. Paul’s Cathedral, London
Potest ut una vox capi accedere plurima: Limini sit una scripta mille paginas.
Independence and Interaction: Getting the Mixture Right

J.S. Daniel & C. Marquis

Teaching at a Distance
Vol 14: pp. 29-44
DISTANCE LEARNING

student

materials

a three-legged stool
DISTANCE LEARNING

a three-legged stool

student

support

logistics

materials
Railways
Postal systems
Printing & Post = Correspondence education
The Blackboard from 1850
'a guided didactic conversation'

‘the best teaching I ever had’
Borje Holmberg

Otto Peters
The

MOTION PICTURE

is the
most revolutionary instrument
introduced into education since the
printing press

Hoban 1940
PROGRAMMED LEARNING

is the first major technological innovation since the invention of printing

Woefle 1962
The impact of

COMPUTERS

on society, and hence on education, has been compared to that of moveable type and the printing press since Gutenberg

Caffrey and Mossman 1967
Potebit, et una vox capi anser plurimum: Limurit, et una scripta mille paginas.
There is no magic educational medium (and never will be)
Lord Geoffrey Crowther
Inauguration of the Open University
1969
“The world is caught in a communications revolution, the effects of which will go beyond those of the industrial revolution of two centuries ago.

Then the great advance was the invention of machines to multiply the potency of men's muscles.

Now the great new advance is the invention of machines to multiply the potency of men's minds. As the steam engine was to the first revolution, so the computer is to the second.”

Lord Geoffrey Crowther, 1969
Open as to:

- People
- Places
- Methods
- Ideas
• Technology
• Pedagogy
• Ideology
OUR MISSION

1970s
People
Places
Methods
Ideas

2010s
OUR MISSION

1970s

People

Places

Methods

Ideas

2010s
Lord Walter Perry
Founding Vice-Chancellor
The Open University

The Open University has institutionalised innovation
If you innovate in too many ways at once you will scare students away!

Lord Walter Perry
Founding Vice-Chancellor
The Open University
• Technology

• Pedagogy

• Ideology
a teaching and learning system
Jessica Mitford

‘Let us now appraise famous writers’

Atlantic Monthly 1970
THE AMERICAN WAY OF DEATH: REVISITED

JESSICA MITFORD

“More and more interesting...it speaks the truth.”
—The Washington Post
The University of New England

Armidale
Harold Wilson

‘The University of the Air’
Open as to:

- People
- Places
- Methods
- Ideas
Church Antioch
Open as to:

- People
- Places
open education

Open and Distance Learning

distance learning
‘My Degree – My Way’
Mega-Universities & Knowledge Media

Technology Strategies for Higher Education

John S Daniel
MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

ACHIEVING EDUCATION FOR ALL
Professor Tony Bates
“2011 Outlook for Online Learning and Distance Education”
(www.contactnorth.ca)
Better to work in teams!
THE TREND TOWARDS OPENNESS

- Open Source Software

- Open Access to Research

- Open Educational Resources
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared.
World Congress on
Open Educational Resources
Paris – June 20-22 – 2012

The Paris Declaration
10. Encourage open licensing of educational material produced with public funds.
VANCOUVER - British Columbia is set to become the first province in Canada to offer students free online, open textbooks for the 40 most popular post-secondary courses.
Fostering Governmental Support for Open Educational Resources Internationally
Making Sense of MOOCs: Musings in a Maze of Myth, Paradox and Possibility
Four Barriers That MOOCs Must Overcome To Build a Sustainable Model

Coursera and MITx - sustaining or disruptive?

'There's Something Very Exciting Going On Here'

The (Eventual) Downfall of MOOCs

Massive Open Online Courses have legitimate power for universities, spreading their process.

Why We Shouldn't Talk MOOCs as Meritocracies

Participants in MOOCs, a massive opportunity for higher education, or digital hype?
Course x6002 Circuits and Electronics

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%
Exam = ‘very hard’
Attrition high but “if you look at the number in absolute terms, it’s as many as might take the course in 40 years at MIT”

Anant Agrawal
2 million registrations
33 partner institutions
200 courses
Very high drop out rates in all MOOCs
‘some classes were so rife with plagiarism that professors have had to plead with their students to stop plagiarizing’

(Students mark each others’ work)
The MOOC Maze
Myths and Paradoxes

Quality

• MYTH: Brand = Quality

• HIGH DROP OUT IS NOT QUALITY
These universities used to have scarcity at the heart of their business model.
Myths and Paradoxes

Certification

- SUCCEED = CERTIFICATE
- ADMISSION = DEGREE
Good little piggies in make good bacon out!

Dan Coldeway
The OER university concept. Adapted from Taylor (2007)
‘it seems pretty obvious that no one who had any working knowledge of research in pedagogy was deeply involved in the creation of the course’
Tony Bates

‘an old and out-dated behaviourist pedagogy, relying primarily on information transmission, computer-marked assignments and peer assessment’.
Myths and Paradoxes

Why MOOCs?

PARADOX:

BE OPEN

but

MAKE MONEY
Academic Partnerships
We assist leading universities around the world in the development and marketing of their online degree programs

Transforming Higher Education for the 21st Century
The MOOC Maze

Myth                      Paradox

Possibility
Rankings of MOOCs
‘to pay more than lip service to importance of teaching and put it at the core their missions. This is the real revolution of MOOCs.’
An unsustainable paradox!

For some learners:

Open and Free

For others:

Closed and Expensive
What

new

Business Model?
Independence and Interaction: Getting the Mixture Right
“an insidious link between quality and exclusivity”
DISTANCE LEARNING

student

support

logistics

materials

a three-legged stool
Thank you

Sir John Daniel
THANK YOU
For text and slides:
www.sirjohn.ca