COUNCIL FOR HIGHER EDUCATION ACCREDITATION

January 28-31, 2013

CHEA 2013 Annual Conference
Accreditation, Higher Education and the Innovation Environment: Moving Beyond the Present

and

CHEA International Quality Group (CIQG) Annual Meeting

Washington Marriott Hotel - Washington, DC
CIQG Annual Meeting
January 30 – 31, 2013
The Open Education Movement: Challenges and Opportunities for Quality Assurance

Stamenka Uvalić-Trumbić
Senior Advisor on International Affairs – CHEA
& Sir John Daniel
PLAN

- New Dynamics of HE
PLAN

• New Dynamics of HE
  UNESCO 2009 World Conference
PLAN

• New Dynamics of HE

• Three examples of changing times
PLAN

• Three examples of changing times
  - Open Educational Resources
PLAN

• Three examples of changing times
  - DeTao Masters Academy
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

Why We Shouldn't Talk MOOCs as Meritocracies

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

• New Dynamics of HE
• Three examples of changing times
• Challenges of Quality Assurance
Catherine Ngugi: OER and quality
The World Conference on Higher Education
Paris - July 2009: *New Dynamics of HE*
Massification

- Globally, age participation rates grown from 19% in 2000 to 26% in 2007
- 40% age participation rates = springboard for development
- Expansion: 97 million (2000) to 263 million (2025)
The Road to Academic Excellence

The Making of World-Class Research Universities

Philip G. Altbach and Jamil Salmi
Editors

THE WORLD BANK
Competency-based institutions
DeTao Masters Academy

Beijing DeTao Masters Academy

wisdom | collection | heritage
Cross-border Higher Education

- CBHE global trend
- CBHE: branch campuses; franchises, twinning, eLearning
- International Branch Campuses distinct form of CBHE
- IBCs growth 43% since 2006
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 are legitimate power for-...university bar...spreading their process.

Why We Shouldn't Talk MOOCs as Meritocracies

MOOCs: a massive opportunity for higher education, or digital hype?
Impact of ICTs in 4 HE Functions:

• Research
• Administration
• Community Service
• Teaching/Learning
COMMUNIQUE

“The application of ICTs to teaching and learning has great potential to increase access, quality and success. In order to ensure that the introduction of ICTs adds value, institutions and governments should work together to pool experience, develop policies and strengthen infrastructure” (Article 14).
The internationalisation of Quality Assurance
PLAN

• Three examples of changing times
  - 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
2002 FORUM on the Impact of Open CourseWare for Higher Education in Developing Countries

Declaration:

Participants expressed:
“their satisfaction and their wish to develop together a universal educational resource for the whole of humanity, to be referred to henceforth as Open Educational Resources”
The World Conference on Higher Education
Paris - July 2009: New Dynamics of HE
UNESCO General Conference 2009
Taking OER beyond the OER Community: Policy & Capacity for Developing Countries

Zeynep Varoglu

Trudi van Wyk
Workshops

South Africa
Namibia
Malaysia
Mali
India
Tanzania
Mozambique

Plus three online forums
col.org/resources
Guidelines for Open Educational Resources (OER) in Higher Education
Fostering Governmental Support for Open Educational Resources Internationally

UNESCO

THE WILLIAM AND FLORA HEWLETT FOUNDATION

C.O.L
QUESTIONNAIRE SURVEY

Responses from ~ 100 countries
Survey on Governments’ Open Educational Resources (OER) Policies

Prepared for the World OER Congress
June 2012
“There appears to be great interest in OER across all regions of the world, with several countries embarking on notable OER initiatives. Indeed, the survey itself raised interest and awareness of OER in countries that may not have had much prior exposure to the concept.”

Hoosen Report
Exploring the Business Case for OER

Prepared by Neil Butcher and Sarah Hoosen for the Commonwealth of Learning
WHY OER?

• Idealism

• Economics
Regional Policy Forums

• Dialogue between governments and practitioners

• Promote World OER Congress

• Consult on Paris Declaration
Regional Policy Forums

- Caribbean – Barbados
- Africa – South Africa
- Latin America – Brazil
- Europe – UK
- Asia & Pacific – Thailand
- Arab States - Oman
The Paris Declaration

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
The Paris Declaration

Is not legally binding but governments use such declarations as a guide to policy making and this is already happening with this Declaration on OER
THE AIM

“to encourage governments to promote OER and the use of open licences…

(because)

…governments will be major beneficiaries thanks to the potential of OER to improve the cost-effectiveness of their large investments in education.”
DeTao Masters Academy:

A new model that blends tradition and innovation
One Hundred Masters from the Whole World
Chairman George Lee

Unique Pool of Global Talent
One Hundred Masters from the Whole World
Opening Ceremony of Fall 2010 & Celebration of the 5th Anniversary of the Founding of Shanghai Institute of Visual Art, Fudan University
Cinematography:
Nathan Wang &
Sing Choong Foo

Hollywood & China
Tacit knowledge & Apprentices
Anthony De Ritis

Composition

Electronic Music

Chinese Instruments
Haim Dotan: Poetry and Architecture

Most Beautiful Book of the Year 2011
Matias del Campo Architect

“DeTao: Epicentre of an earthquake”
Rainer Maria Latzke

Frescography using 3D techniques
Roger Fidler: journalist, designer, technologist

Conceived tablet 30 years ago…
Steve Jobs with the iPad

The iPhone
Timothy Jacob Jensen: Design combining light and darkness

Peacefulness, Harmony, Beauty
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, a legitimate power for...

Why We Shouldn’t Talk MOOCs as Meritocracies

MOOCs: a massive opportunity for higher education, or digital hype?
What is a MOOC?

Massive Open Online Course
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”
1.4 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

Possibility

Myth                      Paradox

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
‘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
MOOCs: the answer to expanding higher education in developing countries?
Stampede at the University of Johannesburg
‘these elite universities continue to treat xMOOCs as a philanthropic form of continuing education, and until they are willing to award credit and degrees for this type of programme, we have to believe that they think this is a second class form of education suitable only for the unwashed masses’
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

Possibility

Myth   Paradox
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.’
WCHE New Dynamics

Turbulent times for higher education
PLAN

• New Dynamics of HE
• Three examples of changing times
• Challenges of Quality Assurance
Judith Eaton
President
Council for Higher Education Accreditation (US)

“the spread of the familiar”
PLAN

• Three examples of changing times
  - Open Educational Resources
  - DeTao Masters Academy
  - MOOCs (Massive Open Online Courses)
Paris Declaration on OER

Promote quality assurance and peer review of OER. Encourage the development of mechanisms for the assessment and certification of learning outcomes achieved through OER
Certification and assessment models adapted to its needs
One Hundred Masters from the Whole World
Certification and assessment models adapted to its needs

Open Badges?
What is a MOOC?

Massive Open Online Course

OER with test material?
Very high drop out rates in all MOOCs
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

 Why We Shouldn’t Talk MOOCs as Meritocracies

Massive Open Online Courses legitimate power for... u.

MOOCs: a massive opportunity for higher education, or digital hype?
Can the QA systems in place adapt to these new demands and, if not, how can we develop systems that do?
For more information on the CHEA International Quality Group, contact:

The Council for Higher Education Accreditation (CHEA)
One Dupont Circle NW • Suite 510
Washington, DC 20036
202.955.6126 • 202.955.6129 fax

Or visit the CIQG Website at:
www.cheainternational.org
Stamenka Uvalić-Trumbić & Sir John Daniel

THANK YOU
THANK YOU

suvalictrumbic@gmail.com
odlsirjohn@gmail.com

For text and slides:
www.sirjohn.ca