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

Why We Shouldn't Talk MOOCs as Meritocracies
Massive Open Online Courses

The (Eventual) Downfall of MOOCs

Coursera and MITx - sustaining or disruptive?

There's Something Very Exciting Going On Here!

Four Barriers That MOOCs Must Overcome To Build a Sustainable Model
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)
WORLD UNIVERSITY RANKINGS 2012-13

Academic Ranking of World Universities

NEW... WORLDS UNIVERSITY RANKINGS
The Road to Academic Excellence
Competency-based institutions
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
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Impact of ICTs in 4 HE Functions:

- Research
- Administration
- Community Service
- Teaching/Learning
“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
A Basic Guide to Open Educational Resources (OER)
col.org/resources
Fostering Governmental Support for Open Educational Resources Internationally
QUESTIONNAIRE SURVEY

Responses from ~ 100 countries
“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

Neil Butcher

Sarah Hoosen
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
World Congress on
Open Educational Resources
Paris – June 20-22 – 2012

The Paris Declaration
PROGRAMME

2012 World Open Educational Resources Congress
UNESCO Headquarters
Paris, France
20-22 June
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.”
Beijing DeTao Masters Academy

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
DeTao Masters Academy

Beijing DeTao Masters Academy

wisdom | collection | heritage
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?

Participants in MOOCs risk being assimilated into a mass, unselective educational environment and potentially do not receive the personalized education they need.
What is a MOOC?

Massive Open Online Course
The MOOC Maze

Myth                      Paradox

Possibility
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
2.4 million students
33 partner institutions
214 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 Coldewey
‘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’
‘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)
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?

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OER with test material?
Very high drop out rates in all MOOCs
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Participants in MOOCs are forced to study on their own, which is not a traditional way of learning.
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:

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THANK YOU

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