



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Institute  
for Information Technologies  
in Education



INTERNATIONAL  
COUNCIL FOR OPEN AND  
DISTANCE EDUCATION

# Make

## the difference!

### Global Trends in Open, Distance and e-Learning

# IITE-2014

Moscow, 15 October 2014

Gard Titlestad, Secretary General

International Council For Open and Distance Education

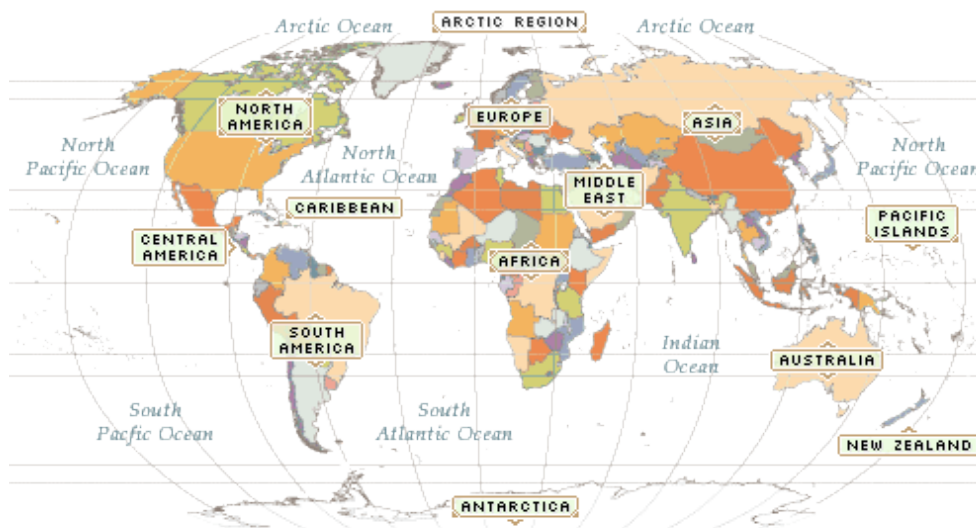
# Why is ICDE here?



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- To be the leading global network for making quality learning accessible throughout the world using open, distance, flexible and online education.
- To connect institutions, organisations and professionals from across the globe so that they can share ideas, resources and best practices, partner on major projects and advocate together.
- To be the official partner of UNESCO, that shares that agency's key aim – the attainment of quality education for all
- ICDE believes that in pursuing education as a universal right, the needs of the learner must be central.
- To organize members in all regions of the world

**25 Years Support  
From Norway**



Map View: Robinson Projection





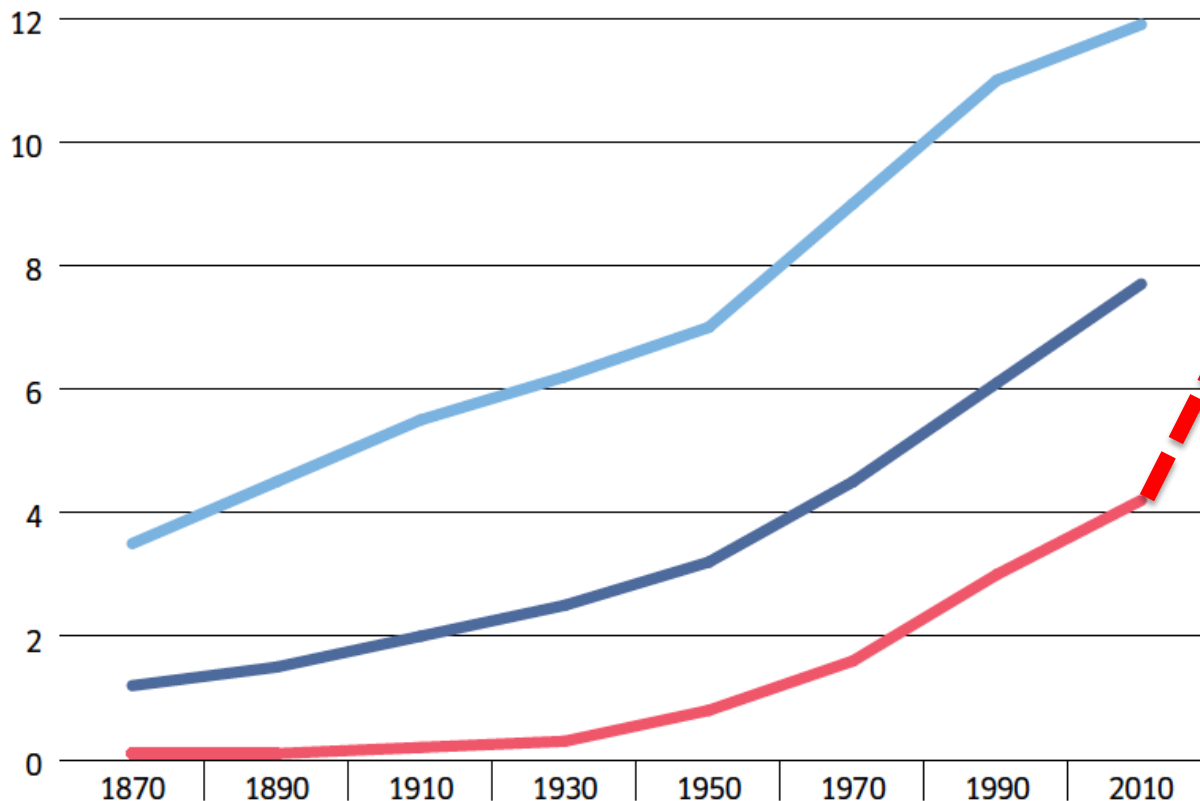
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# Education

Average years of education



Years of education — West-Europe — The world — Africa south of Sahara



**This is our  
Challenge**

Source: Aftenposten/OECD. How Was Life?

Shows long-term progress in key areas of well-being

Not possible without open and  
distance education.

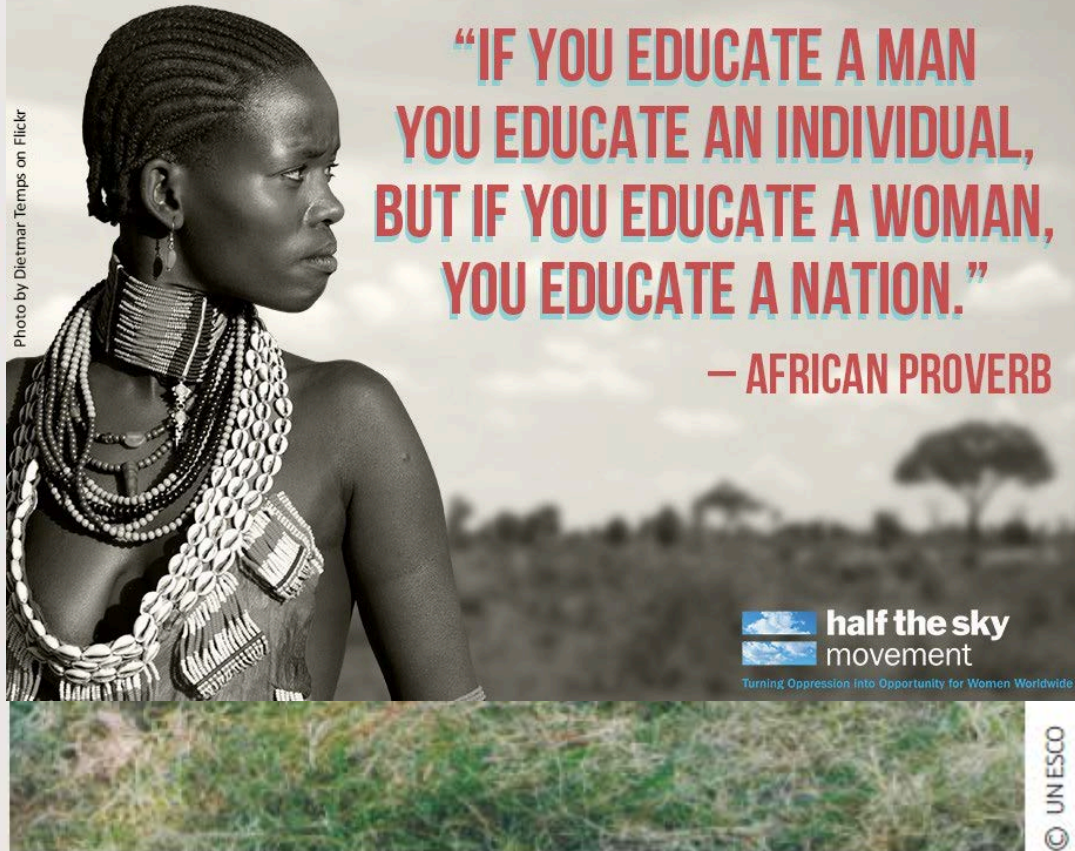


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## Quality Education

- ✓ Saves lives of mothers and their children
- ✓ Improves child nutrition and health
- ✓ Reduces early marriages and pregnancies
- ✓ Increases job opportunities
- ✓ Leads to faster growth
- ✓ Increases tolerance and understanding
- ✓ Increases awareness and sensitisation about environmental issues

Photo by Dietmar Temps on Flickr



**“IF YOU EDUCATE A MAN  
YOU EDUCATE AN INDIVIDUAL,  
BUT IF YOU EDUCATE A WOMAN,  
YOU EDUCATE A NATION.”**

**— AFRICAN PROVERB**

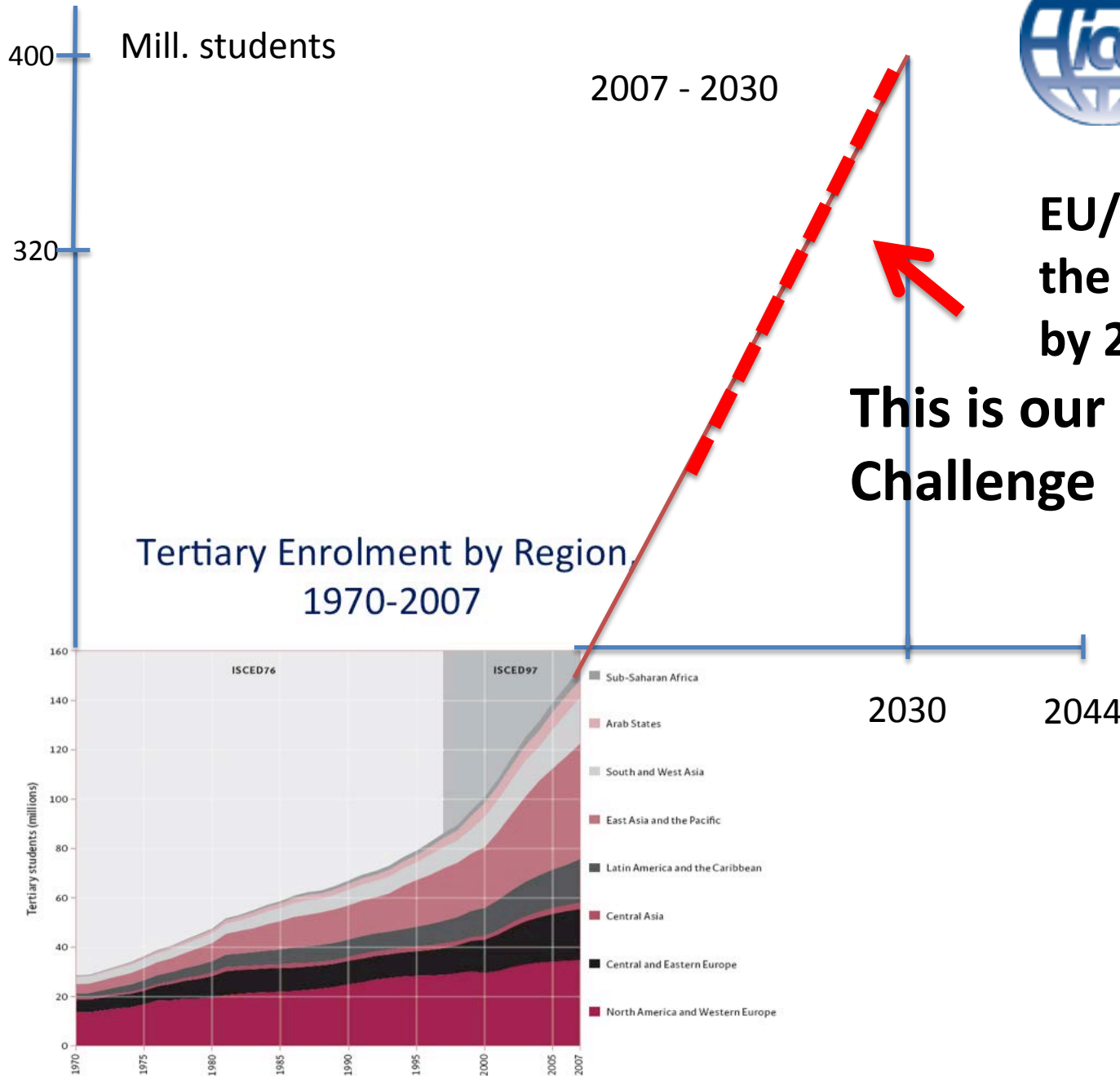
 **half the sky  
movement**

Turning Oppression Into Opportunity for Women Worldwide

© UNESCO



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**EU/OECD projections  
the need for HE  
by 2030: 410 mill.**

**This is our  
Challenge**

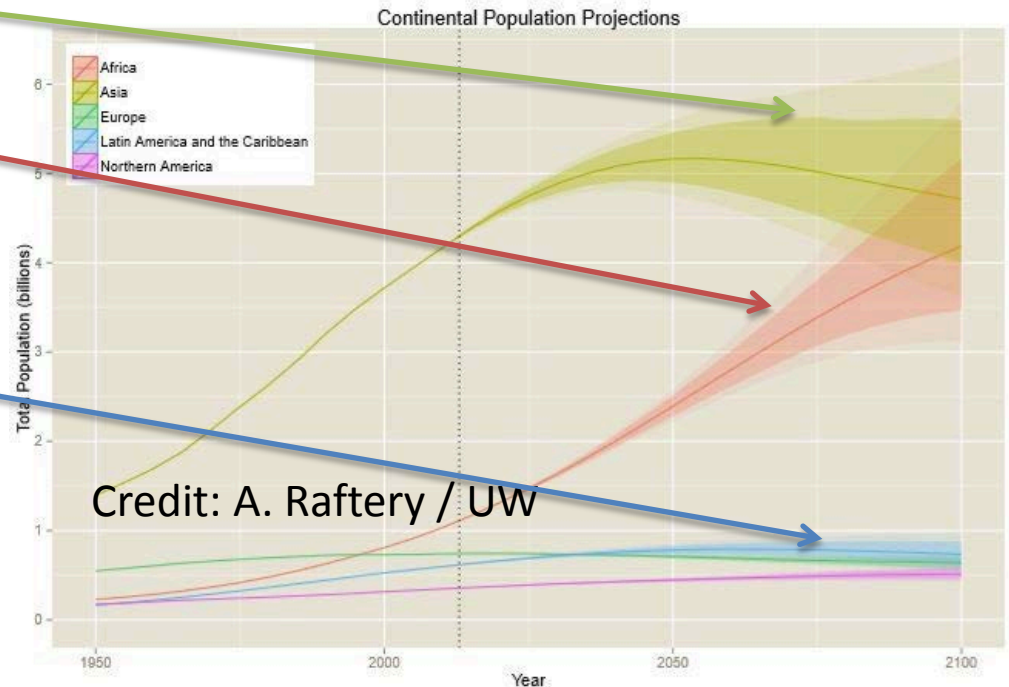
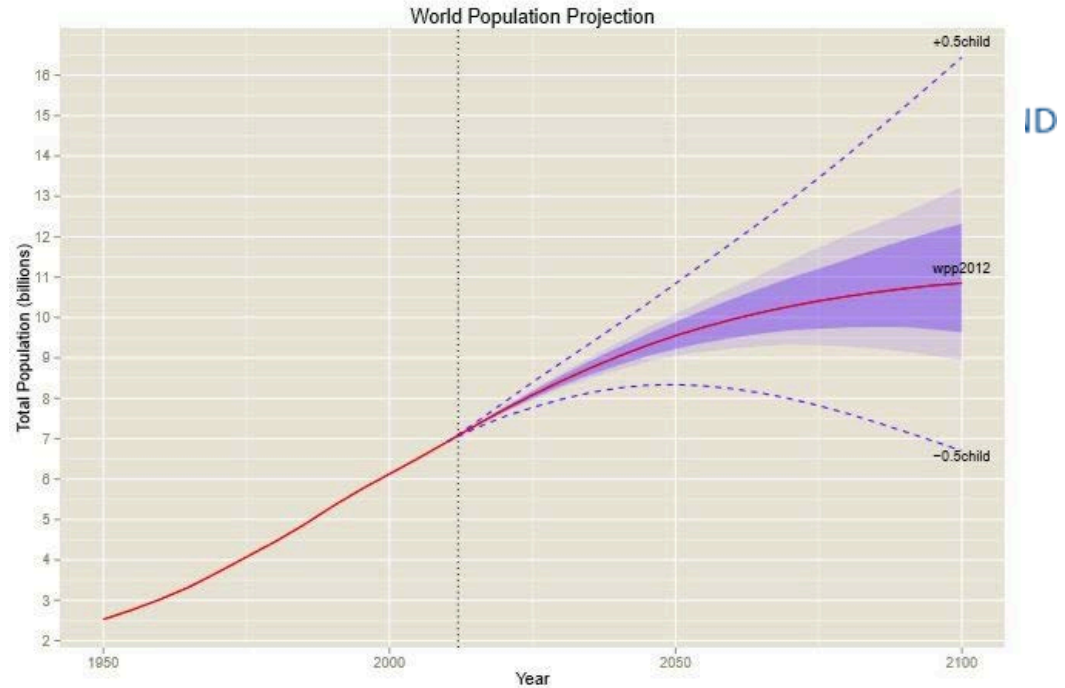
Tertiary Enrolment by Region  
1970-2007

Not possible without open and  
distance education.

# The future hot spots

- Asia
- Africa

But also Latin America and the Caribbean



World population stabilization unlikely this century.  
Science, 18 September 2014





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# Opening up the road to knowledge



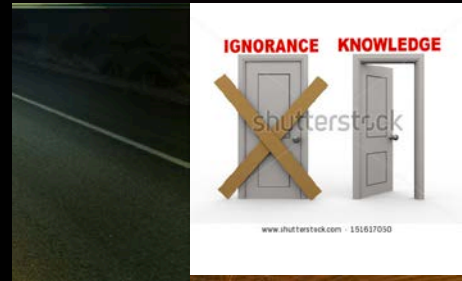
Image from the collection of the Macduffy.com Historical Society. Not to be reproduced without permission.

# OPENING UP EDUCATION

The Collective Advancement  
of Education through Open  
Technology, Open Content,  
and Open Knowledge



edited by  
Toru Iiyoshi and M.S.Vijay Kumar



**Trends,** within  
the framework of globalisation  
and internationalisation



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Automation  
Robots Sensors  
**Technology**

US quadrupling

2000 – 80% connected

Open Access

Open Research

Cost

Open Data

OER

Innovation

Southern Europe

Developing ex

Open

knowledge

Flexibility  
to needs

and  
expectations

Employability

HE needs – 10

Globalisation

Societal need

ICT Habitus

Living

Enabling economic gr

Demographics

**Disruptive Innovations**

# 8 Things You Should Know About MOOCs



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By Jonah Newman and Soo Oh, June 13, 2014 (Harvard and MIT data)

<http://chronicle.com/article/8-Things-You-Should-Know-About/146901/>

- 1. The overwhelming majority of MOOC students are male
- 2. MOOCs attract students who already have college degrees
- 3. The median age of MOOC participants is 24
- 4. One-third of MOOC participants are from North America
- 5. Nearly half of registrants never engage with any of the content
- 6. Europeans view the most course content
- 7. Students with a doctorate viewed more course material
- 8. Serial students are the most engaged

# Innovate from within, put faculty in the lead

2014



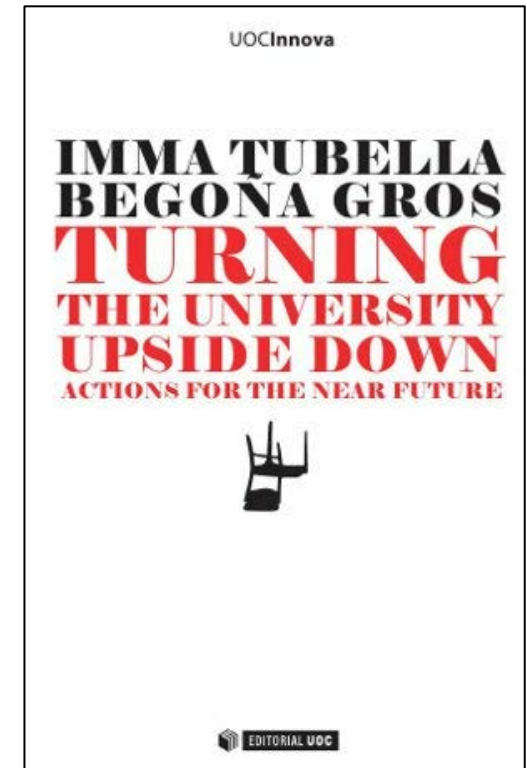
**Disruption:** Well over half of all presidents believe that at least a moderate amount of disruption is needed in higher education. Years ago disruption to higher-education's business model was not something a college president was likely to promote. These days, disruption is sometimes a rallying cry from the president's office. This is a dramatic change from the way campuses have traditionally conducted their business, through evolutionary change.

The Innovative University: What College Presidents Think About Change in American Higher Education, Chronicle



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2011

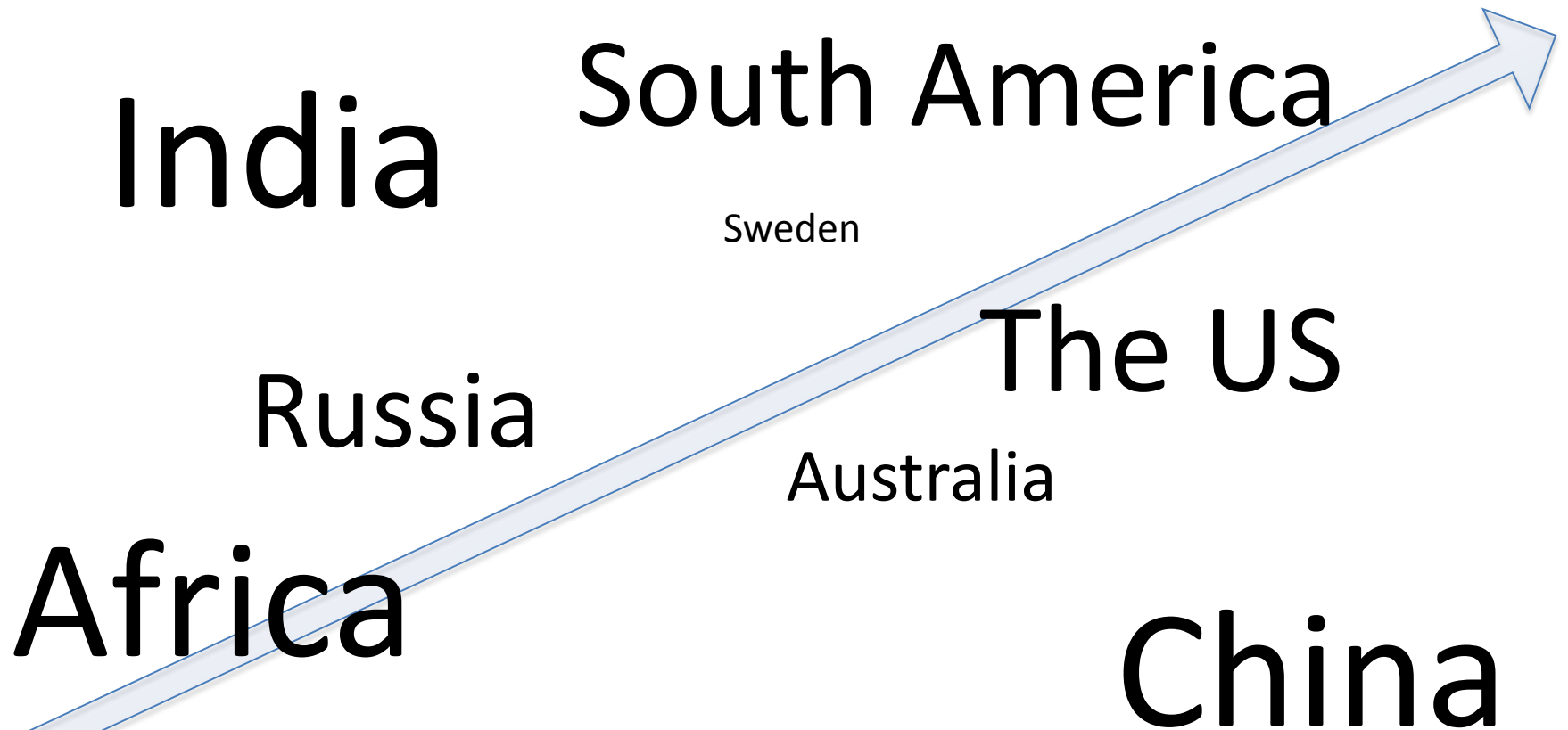


The Open University Catalonia



# The BIG Picture

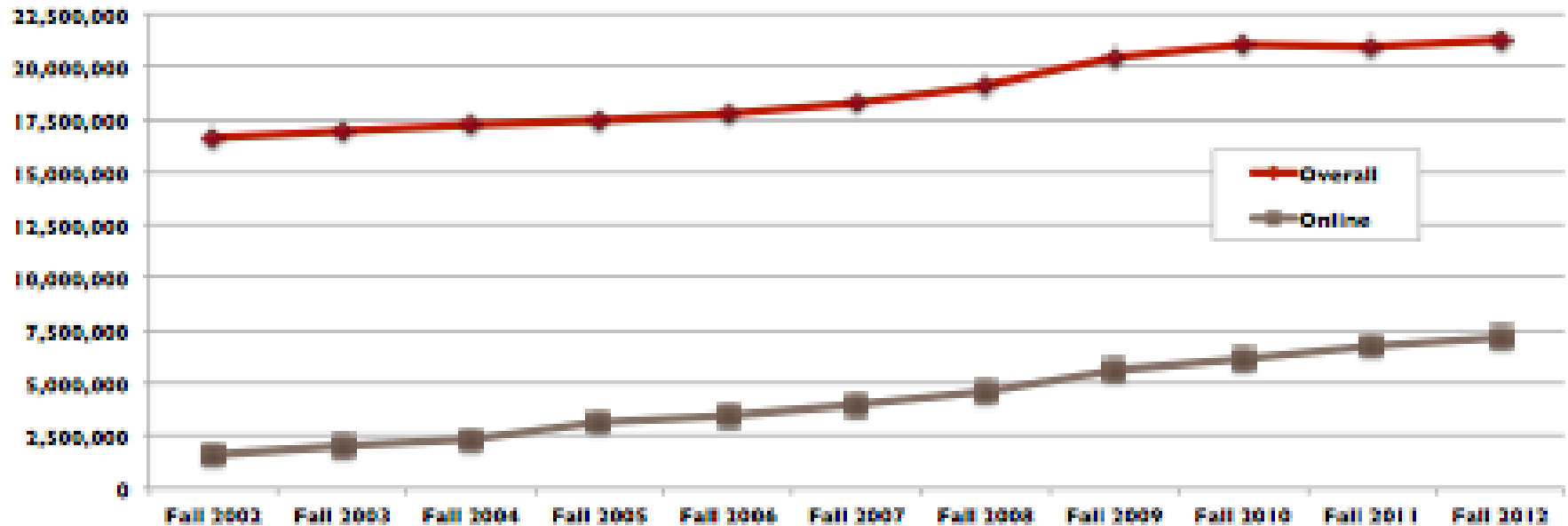
- Open, Online and Distance Education is steadily increasing all over the world





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### TOTAL AND ONLINE ENROLLMENT IN DEGREE-GRANTING POSTSECONDARY INSTITUTIONS: FALL 2002 - FALL 2012



**Grade Change**  
Tracking Online Education in the United States

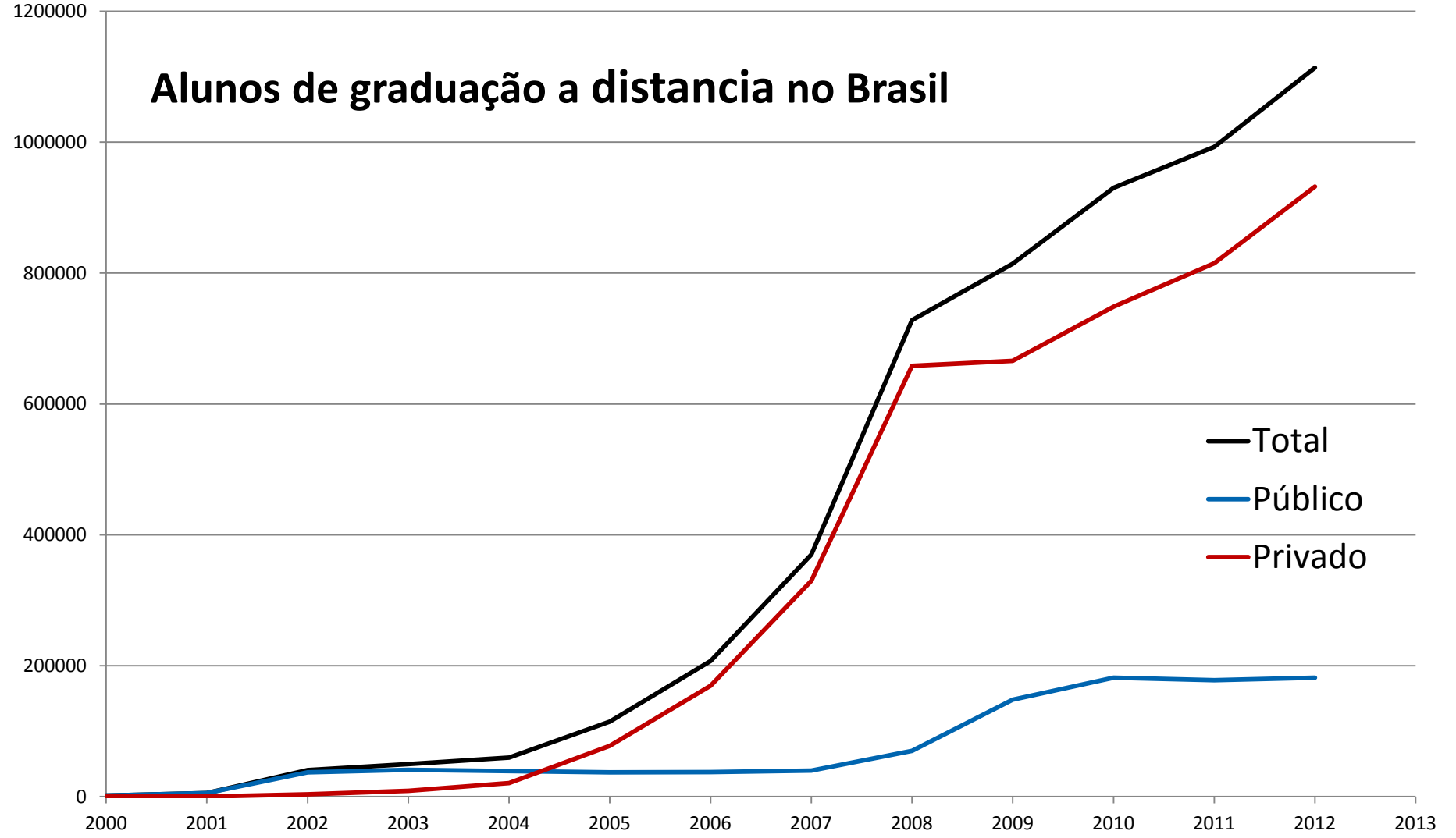


**BABSON Survey  
Research Group**

I. Elaine Allen and Jeff Seaman

January 2014

# Alunos de graduação a distancia no Brasil



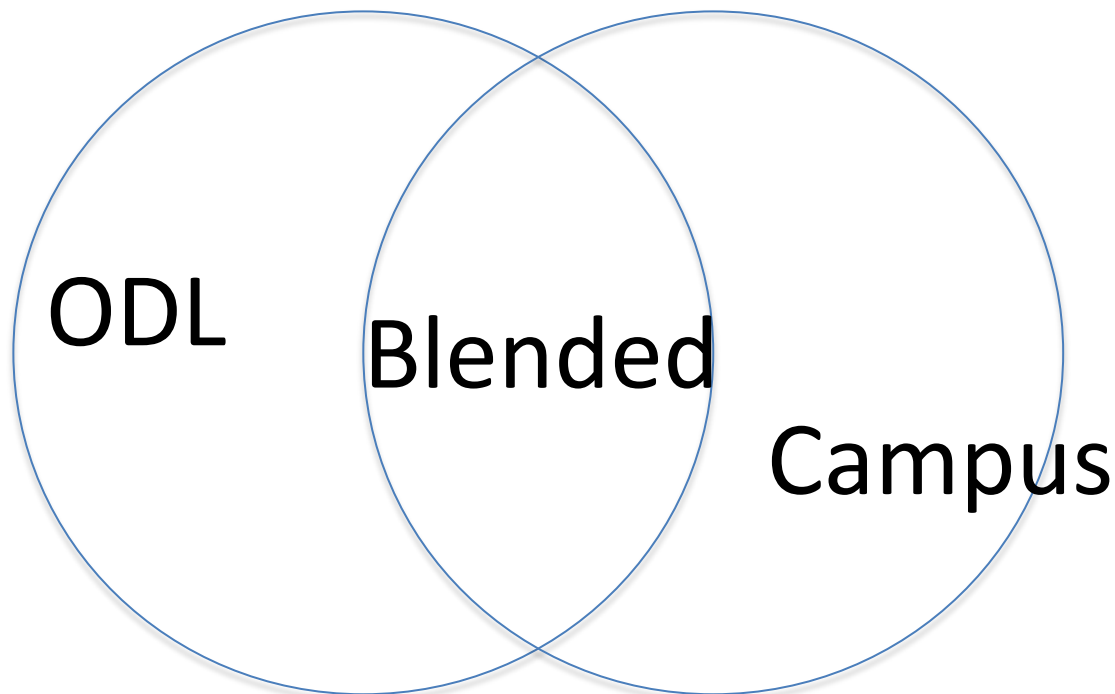
**Carlos Bielschowsky**  
**President of Aiesad and Fundação CECIERJ**





# The BIG picture

- Online, Distance (ODL) and on Campus Learning are converging => Blended



- And as a result – an even more diverse higher education landscape.....



# The **BIG** picture

- Three streams work in parallel:
  - Online becomes mature – and Internet/mobile: freedom from distance, mobile broadband: freedom from location
  - New methodologies, content and pedagogy – new opportunities for student supportive teaching
  - New knowledge about the brain and learning, new knowledge in neurosciences



# “Cloud-based” technology support model



Cloud

IOMS (IT Operations Management system)

## Software & Education resource Services

- Open, shared, quality and massive education resources and e-learning software □

## Platform Services

- Portal, CAS, Teaching, Managing, Support service, Research, etc. □

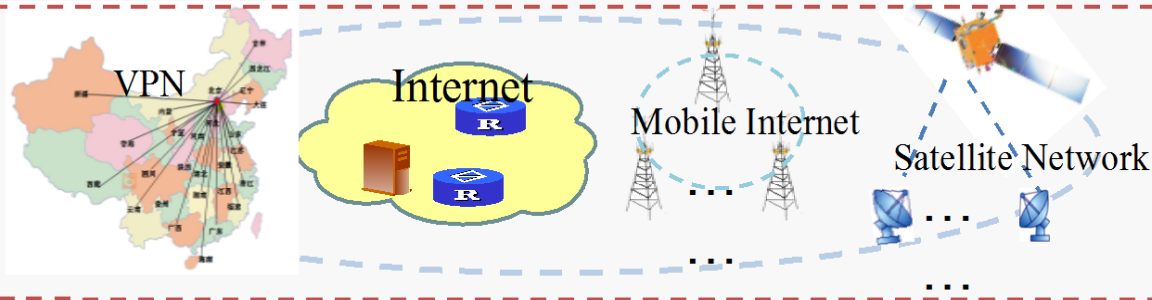
## Infrastructure Services

- IDC, Computing and storage pools, high-speed network □

ISM S (Information security management system)



Networks



Terminals



THE OPEN UNIVERSITY OF CHINA UNIVERSITY OF CHINA

“Promote open educational resources, to help teachers and students everywhere.”



<http://www.whitehouse.gov/blog/2014/09/24/celebrating-open-government-around-globe>



Official Norwegian Reports NOU 2014:5

## MOOCs for Norway

New digital learning methods in higher education



- The Norwegian MOOC Commission was appointed by Royal Decree on 21 June 2013.
- Final report, green paper, June 2014.
- Now on broad consultation
- A white paper on structures and financial regulations foreseen in 2015.



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## **The European Commission's Opening up Education initiative in a nutshell**

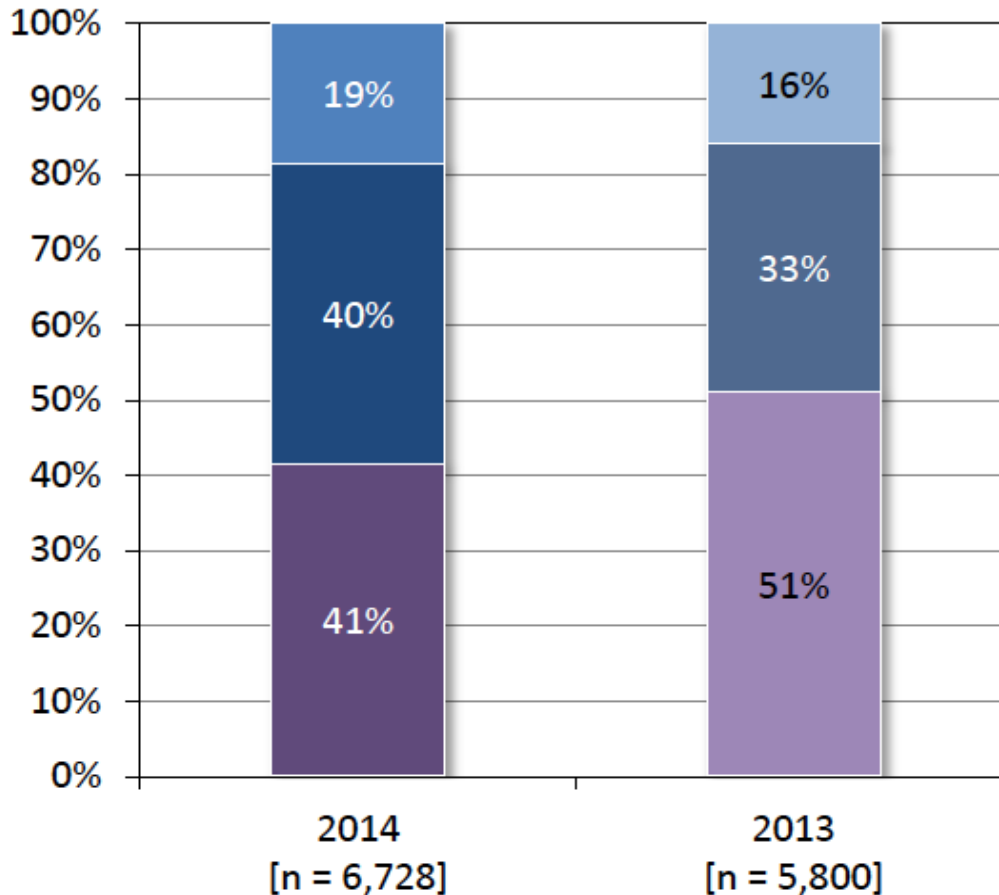
“The main goal of this initiative is to stimulate ways of learning and teaching through ICT and digital content, mainly through the development and availability of OER.”

<http://www.openeducationeuropa.eu/en/initiative>

Q17

*Open Access publication*

Please tick the option that best describes what you think will happen over the next ten years.



Taylor & Francis Group  
an **informa** business

2014 Open Access Author Survey

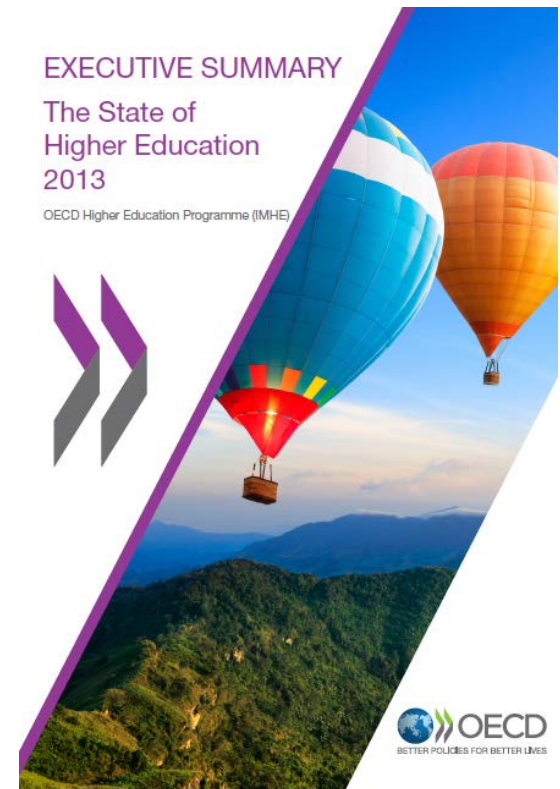
June 2014

# THE STATE OF HIGHER EDUCATION: Selected key findings and rec.



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- **Findings**
- The public and individuals benefit from higher education, HE, in financial and non financial ways.
  - HE generates positive returns to the public in general, as well as to the people who obtain degrees.
- HE without a degree does not boost earnings.
  - Although there are some benefits to HE participation, even if no degree is earned, drop-outs do not usually enjoy the same financial returns that degree holders can expect.



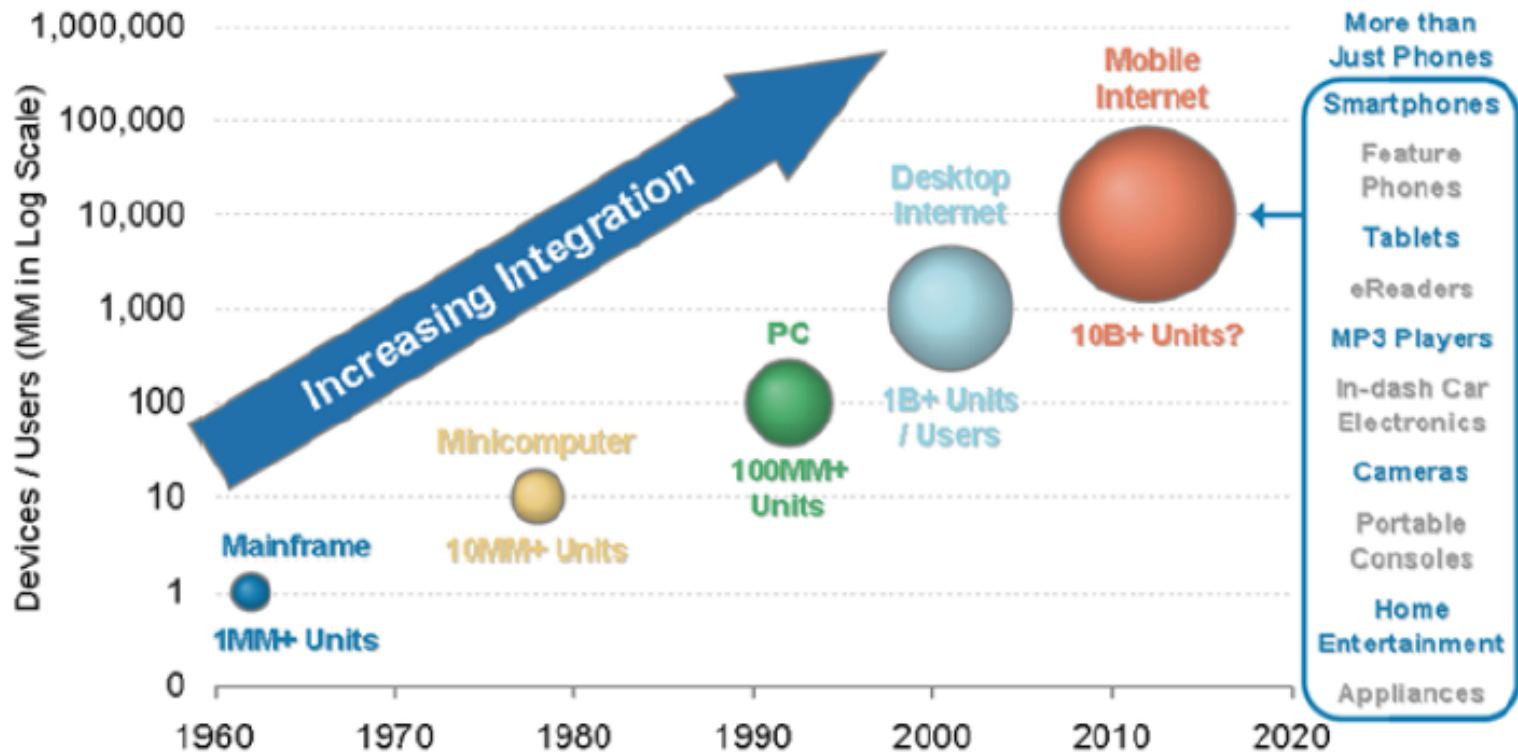


# Each New Computing Cycle = 10x > Installed Base than Previous Cycle

Exhibit 29

**Each new computing cycle typically generates around 10x the installed base of the previous cycle**

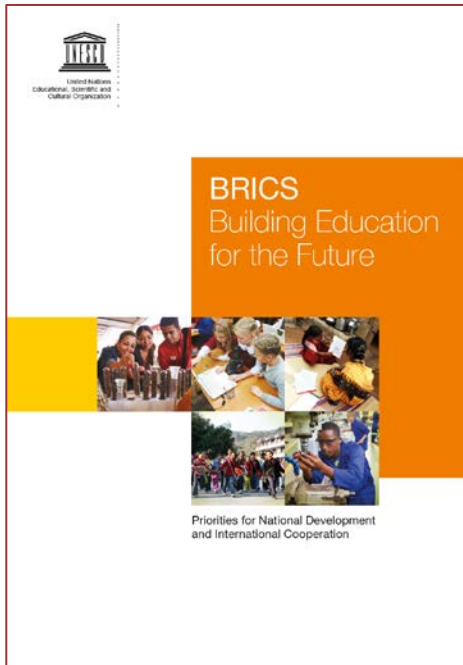
Devices or users in millions; logarithmic scale





# The way ahead

- Senior management in education needs to innovate from within, put faculty in lead, to open up education.
- Governments must take firm decision on holistic policies for open and distance education.
- Stakeholders should team up meeting the two grand challenges through open education and technology enhanced learning.



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## Aim for excellence in higher education

**Recommendation 4:** Manage the rapid expansion of higher education.

To absorb the increasing demand for higher education, BRICS must identify sound policies that enable them to make quality higher education available to all. BRICS should share their considerable breadth of experience in this area, which provides valuable opportunities for policy dialogue on questions such as how to manage the growth of private providers; how to make higher education accessible to low-income and marginalized groups; and how to understand the potential benefits and risks of new technologies (including online programmes and distance education).

# Two policy forum planned, Future directions for ODL:



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20 November 2014: Open Education  
Key issues in policy for governments  
and senior management in higher education



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Interventions, from  
UNESCO, ICDE and  
stakeholders from  
organisations, public and  
private sector

UNISA



High Level Policy Forum 17 October 2015:  
Open Education: Key issues and policy  
advices for governments and senior  
management in higher education



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# Thank you

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