



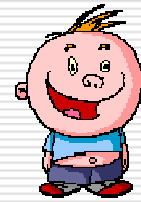
SEAMOLEC

Open and Distance Learning



What is Open Learning System?

- Who is going to study?



- What will be studied?



- How do students study?



What is Distance Learning?

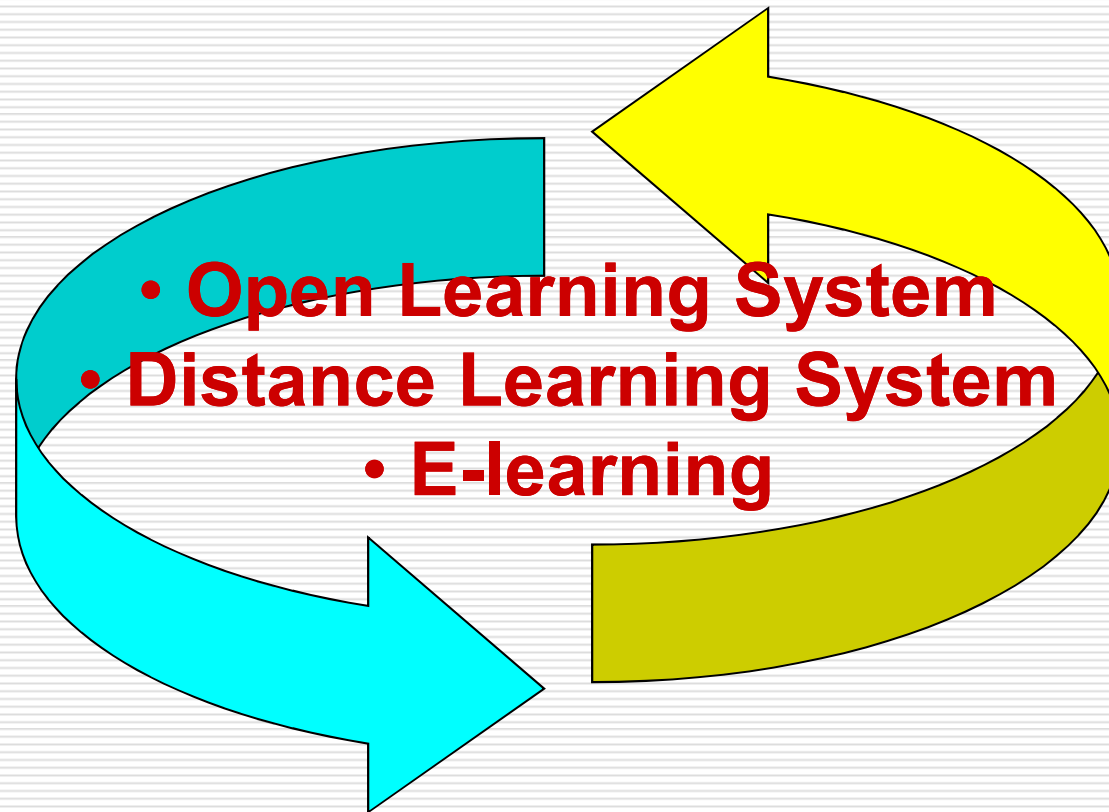
Distance Learning:

- 1. Tutors & students are physically separated across space & time.**
 - 2. Tutors – students communication is mainly non-contagious, mediated by some forms of technology.**
 - 3. Learning without the physical presence of the instructor.**
 - 4. Heavily depends on the use of learning materials & media.**
 - 5. An organized process by an educational institutions as opposed to home study**
-

What is Open and Distance Learning?

- ODL gives full flexibility to learners including the freedom for whoever to study wherever, whenever, and it uses any techniques or methods of learning according to the students' ability.
 - An educational system consisting of the methodologies and technologies that support learning when the students and learning resources are separated by the time/space. (IDE)
 - Separation of tutors and students in time or place, or in both time and place. (COL)
-

What is Flexible Learning System?



Anytime, Anywhere, Anybody

What are the stages of development of ODL?

- 1st Generation - *The correspondence model*
 - Print

 - 2nd Generation - *The Multi-Media Model*
 - Print
 - Audiotape
 - Videotape
 - Computer-based learning
 - Interactive Video (disk and tape)
-

What are the stages of development of ODL?

- 3rd Generation - *The Telelearning Model*
 - Audioteleconferencing
 - Videoconferencing
 - Audiographic Communication
 - Broadcast TV/Radio
 - 4th Generation - *The Flexible Learning Model*
 - Interactive Multimedia
 - Internet-based access to WWW resources
 - Computer Mediated Communication
-

What are the stages of development of ODL?

- 5th Generation: ***The Virtual/Online/ E-Learning Model***
 - Web-based courses (integrated multimedia)
 - Computer Mediated Communication
 - Computer intelligent system



What are the stages of development of ODL?

- 6th Generation - *The Mobile Learning Model*
 - Wireless connection
 - Internet-based access to WWW resources
 - Palm e-learning (sms, hp/communicator, pda)



What are the stages of development of ODL?

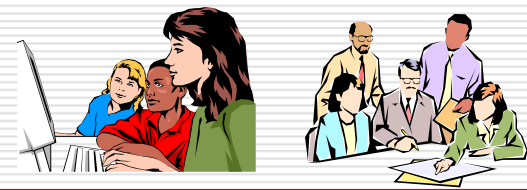
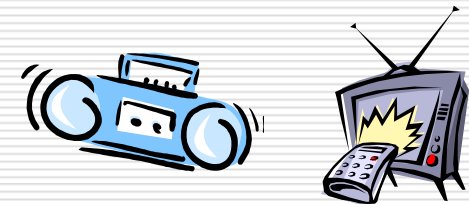
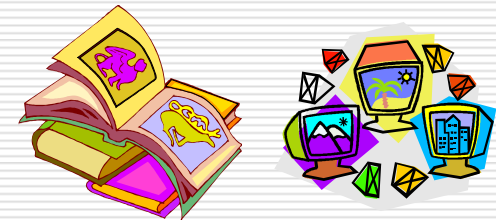
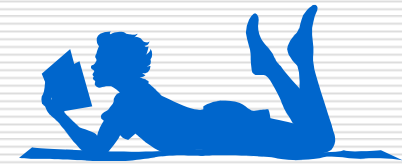
Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	F2F course – with no ICT/online technology used, instruction is delivered in writing or orally
1-29%	ICT/Web Facilitated	Course which uses ICT/web-based technology to facilitate what is essentially a F2F course. Uses a course management system or web pages to post the syllabus and assignments, or e-mail for communication.
30-79%	Blended/ Hybrid	Course that blends online and F2F delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some F2F meetings.
80+%	Online/ e-learning	A course where most of all of the content is delivered online, and interaction done virtually. Typically have no or minimal F2F meetings.

Is the certificate acknowledged by other universities or companies?

- In Indonesian situation, yes. As long as the university follows the concept of ODL.
 - Students may continue their study to the higher level.
 - The graduate may also apply to any positions that suit them well.
-

How do ODL learners study?

- ❑ They are involved in self-learning process
- ❑ They have learning materials in various media
- ❑ They have interaction activity using various media
- ❑ They have tutorials; f-t-f or on-line
- ❑ They have counseling **using various media**
- ❑ They tests and feedback.



How can learners communicate with others?

- Ideally, most of the communication is mediated through the use of various media
 - Learners can socialize either in study group, tutorials, or other students activities. They can use internet, telephone, fax, 'sms', and mail as means of communication.
-

How do students know their progress?

They know their progress through:

- On-line achievement report
 - Feedback given by the tutors by mail, email, fax, or come in person.
-

Organization of ODL

Three modes of ODL



• **Single Mode**



• **Dual Mode**



• **Consortium**

What are the spectrum of ODL experiences?



UNIVERSITY OF CENTRAL FLORIDA
REGIONAL CAMPUSES



OPEN UNIVERSITY
UNIVERSITI TERBUKA
MALAYSIA



Universitas Terbuka



**TECNOLÓGICO
DE MONTERREY®**



香港公開大學
THE OPEN UNIVERSITY
OF HONG KONG



**Nanyang
Technological
University,
Singapore**

ODL Experiences

University of Central Florida

“Based on more than 750,000 student course evaluations covering five years, student assessments of faculty teaching blended on-line courses were 14% higher than for face-to-face cases.”

Joel Hartman, Vice Provost for Information Technologies and Resources

ODL Experiences

University of Central Florida

- ❑ Founded in 1968, 2000 students.
 - ❑ Today, 42,000 students with 174 degree programmes.
 - ❑ 1/3 students are 25 years of age and older, and many are working adults who took part-time programmes.
 - ❑ Expected 50,000 students in 2010.
-

ODL Experiences

University of Central Florida

- ❑ Had to leverage on e-learning as one of the way to cope with this rapid expansion.
 - ❑ Started e-learning in 1996.
 - ❑ 24,000 students take at least one class with an on-line component every semester.
 - ❑ Now have 10 on-line undergraduate degree programs and 4 graduate certificates.
-

ODL Experiences

University of Central Florida

- 3 methods of on-line learning delivery
 - Face-to-face courses with substantial on-line enrichment.
 - Hybrid (blended) model, with face-to-face class meetings are held only once per week.
 - Fully on-line mode.
-

ODL Experiences

University of Central Florida

- Comparison 1
 - 95% of hybrid learning has A, B, C grades.
 - 94% of face-to-face has A, B, C grades.
 - 89% of on-line students has A, B, C grades.

 - Comparison 2
 - Withdrawal rates of 3-4% in hybrid learning.
 - Withdrawal rates of 3-5% in face-to-face.
 - Withdrawal rates of 6-8% in fully on-line classes.

 - Comparison 3
 - Student assessments of faculty in hybrid learning were 14% higher than face-to-face classes.
-

ODL Experiences

University of Central Florida

- Support Units
 - Centre for Distributed Learning.
Coordinates program development and marketing, provides admin. support for on-line course and programs.
 - Course Development and Web Services.
Provides faculty and course development, and technical support for on-line students.
 - Research Initiative for Teaching Effectiveness.
Conducts ongoing assessment on the initiative, surveying both student and faculty populations.
-

ODL Experiences

Nanyang Technological University

- Started in 1999.
 - Study tour.
 - Join communities, meet vendors, find out requirement of users.
 - Set up a new centre - Centre of Educational Development – that focused on rolling out e-learning.

 - Took a de-centralised e-learning approach.
 - After 1 year, 22 courses on-line.

 - Decided on a centralised, scalable approach.
 - In the subsequent 6 months, grew to 600 on-line courses.
-

ODL Experiences

Nanyang Technological University

- Currently
 - 96% undergraduate and 75% post-graduate course have an active on-line component.
 - 1.2 million page views per week.
 - 1,200 professors use the e-learning system.

 - Next step
 - To “humanise” e-learning for faculty and students by emphasising quality in the development of interactive and engaging content that facilitates self-paced learning.
-

ODL Experiences

Institute Technology de Monterrey

- Largest private university system in Latin America
- Leader institution in educational innovations such as:
 - ⇒ Virtual University
 - ⇒ International Cooperation
 - ⇒ Educative Systems



Composed of **33** campuses in 29 cities all over Mexico.

ODL Experiences

Institute Technology de Monterrey

- Total number of **Students** in the **Virtual University**:
126,390 from which:
 - 8% Undergraduate
 - 7% Graduate
 - 41% Continuing Education
 - 10% Social Development Programs
 - 34% Community Development Programs
-

ODL Experiences

Institute Technology de Monterrey

- Total number of **Students in Campuses (Millano & 33 campus)**: **96,832** from which:
 - 59% undergraduate
 - 30% high school
 - 11% graduate

 - Total number of **Faculty Members**: **8,253** from which:
 - 38% fulltime professor
 - 62% lecturer professors
-

ODL Experiences

Institute Technology de Monterrey

Programs:

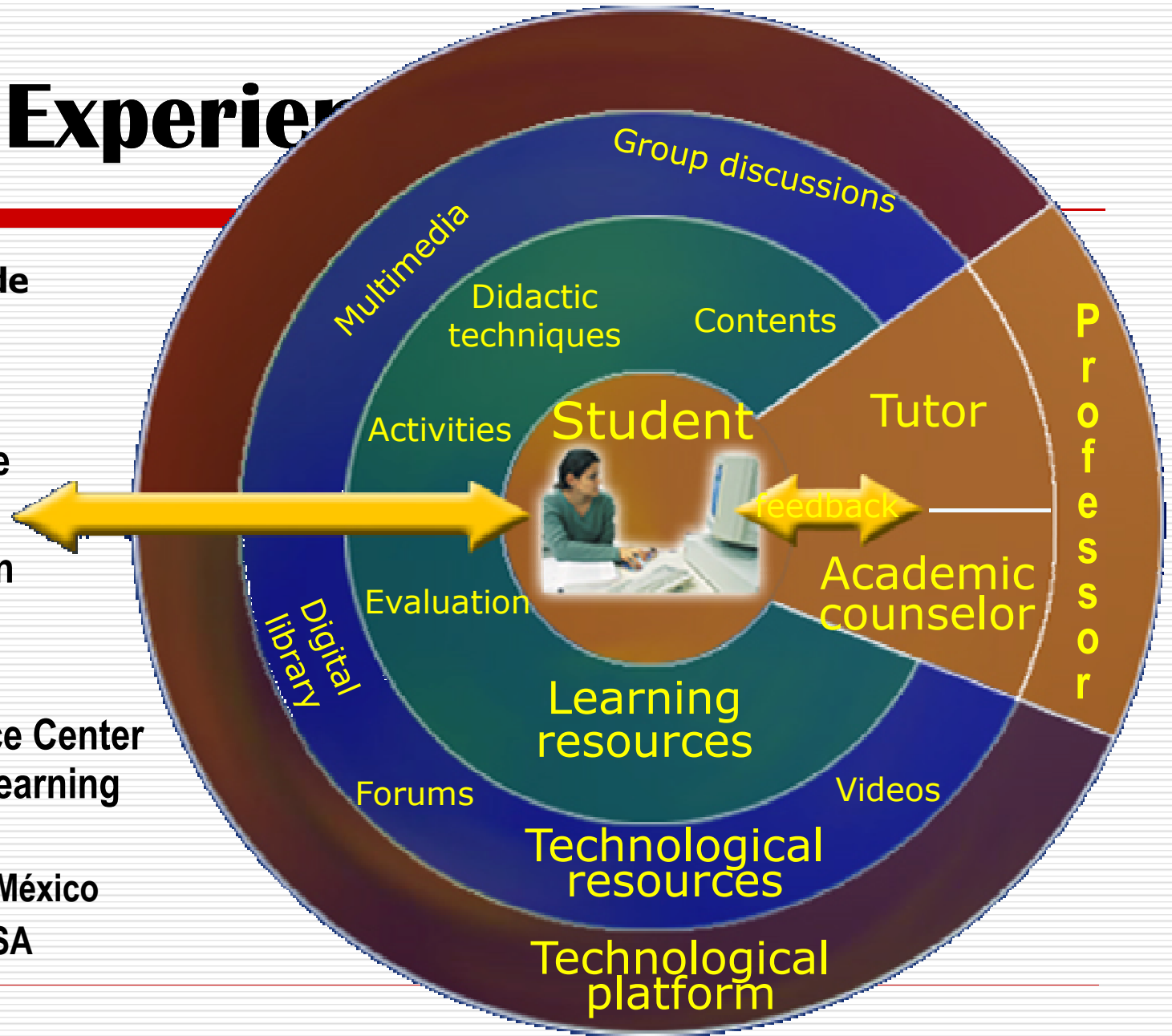
- **37** Undergraduate programs
 - **29** International undergraduate programs
 - **50** Master programs
 - **10** PHD programs
-

ODL Experience

**Institute
Technology de
Monterrey**

Services:

- Administrative
- Academic Administration
- Information technology
- Student Service Center (Community Learning Centers)
 - 1,021 in México
 - 129 in USA



ODL Experiences

Open Universiti Malaysia

Principles of ODL:

- **Flexibility in entry requirements to provide more opportunities for all members of the society to pursue tertiary education**
 - **A learner-friendly flexible academic system where the constraints and needs of working adults are well understood; and**
 - **Adoption of the blended pedagogy mode to enrich learning experiences**
-

ODL Experiences

Open Universiti Malaysia

Innovation and Technology

- Print-based materials (324 courses)**
 - CD ROM Courseware (Electronic-based learning materials – supplementary materials)**
 - E-learning system: myLMS**
-

ODL Experiences

Open Universiti Malaysia

Faculties and academic units

- **Faculty of Business and Management**
- **Faculty of Education, Arts and Social Sciences**
- **Faculty of Engineering and Technical Studies**
- **Faculty of Science and Foundation Studies**
- **Faculty of Information Technology and Multimedia Communication**
- **Center for Graduate Studies**
- **School of Lifelong Learning**

Students: 33.000

Staff: 450 (academic 75%)

Tutor: 4900

ODL Experiences

Open Universiti Malaysia

Support system:

- 36 learning centers
 - Center for Quality Management and Research and Innovation
 - Center for Student Affairs
 - Open and Distance Learning Pedagogy Center (Tutors & Tutorials Management Center)
 - Institute of Professional Development
 - Center for Instructional Design and Technology
 - Tan Sri Dr. Abdullah Sanusi Digital Library
-

ODL Experiences

Open University of HongKong

Mission:

- **To make higher education available to adults, principally through a system of open access and distance education**
 - **Committed to academic quality and excellence**
 - **Non-profit-making and self-financing**
-

ODL Experiences

Open University of HongKong

Principles:

Openness:

- No entry requirement
 - Credit system and modular structure
 - Distance learning mode
 - Unrestricted duration
 - Multiple exit points
 - Who are to serve? (second chance, self development, career advancement)
-

ODL Experiences

Open University of HongKong

Principles:

Flexibility:

- Flexible delivery with the use of technology
 - Flexible time and space
 - Flexible choices and combinations
-

ODL Experiences

Open University of HongKong

Current Status

- 18.638 students
 - 160 programs of study
 - 444 full time staff, 1285 part time tutors
-

ODL Experiences

Open University of HongKong

Strength

- Quality Assurance: standard operating procedures for each step taken
 - Faculty members is responsible for each course – from enrollment until completion of the course
-

Establishment and Vision

- ❑ Established in 4 September 1984
- ❑ Vision
To become one of the excellent ODL providers in higher education in Asia in 2010 and in the world in 2020



UNIVERSITAS TERBUKA
UNIVERSITAS TERBUKA

Program, Personnel and Student

- There are 35 study programs in 4 faculties (Economics, Social and Political Science, Math and Science, and Education) and graduate program (Public Administration, Management, and Fishery Management).
 - It has 738 academic staff and 444 administration staff.
 - The number of students in Semester 2006.1 : 322.858 students.
-

Learning Media and Student Service and Support

- Learning media
Printed materials, audio programs, video programs, CDs, radio and television broadcast, and internet

 - Student Service and support
 - Face-to-face Tutorial
 - Distance Tutorial (online tutorial)
 - Communication using mail, telephone, fax, sms, and e-mail/internet
-

Several Ways of Planning

Access

Equity

Quality

**ODL
Generic
Model**

Institutional

Management

Pedagogical

**Badrul Khan
Model**

Focus

Curriculum

Economics

Instructional
Materials and
Copyright issues

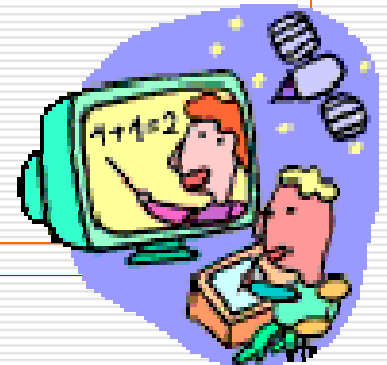
Quality Assurance

Partnership and
Networking

6 Factors Model

General Consideration

- ❑ **Access:** provision of quality education everywhere needed
- ❑ **Equity:** provision of quality of education to everyone (education for all)
- ❑ **Quality:** standardized of quality education everywhere, everytime, for everybody



3 Factors to be considered

□ Institutional

■ Management

■ Pedagogical

Institutional Factors

□ *Administrative Affairs*

- Budgeting and return on investment
 - Information Technology Services
 - Instructional Development and Media Services
 - Marketing, Admissions, Graduation, Certification & Alumni Affairs
 - Organization and Change (Diffusion, Adoption and Implementation of Innovation)
-

Institutional Factors

□ *Academic Affairs*

- Faculty and Staff Support
 - Instructional Affairs
 - Workload, Compensation & Intellectual Property Rights
-

Institutional Factors

□ *Student Services*

- Pre-enrollment Services
 - Course and Program information
 - Orientation
 - Advising
 - Counseling
 - Financial Aid
 - Registration and Payment
 - Bookstore
 - Library Support
 - Other learning services needed
 - Social Support Network
 - Tutorial Services
 - Internship and Employment Services
-

Management Factors

- ❑ Strategic Planning
 - ❑ Budgeting and Budget Appropriation
 - ❑ Human Resources (core, supporting, administrative, outsource)
 - ❑ Structure, Infrastructure, network
 - ❑ Commitment and support
-

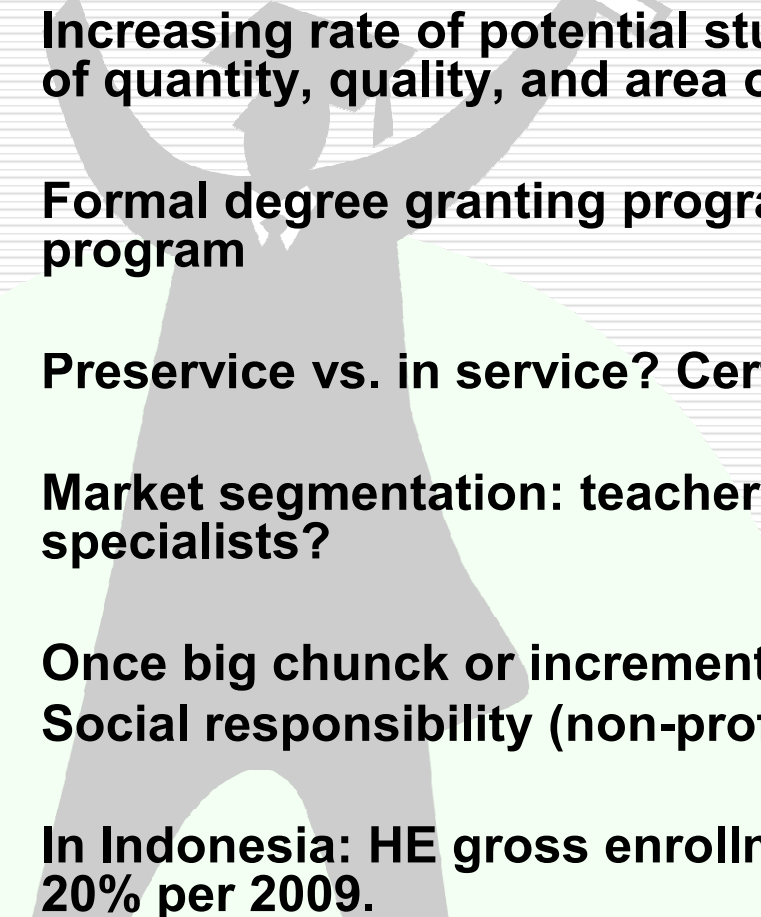
Pedagogical Factors

- instructional approach
 - instructional methods
 - learner assessment
 - instructor evaluation
 - design of learning environment
 - quality assessment
-

6 Factors Model

- Focus
 - Curriculum
 - Economics
 - Instructional Materials and Copyright issues
 - Quality Assurance
 - Partnership and Networking
-

Focus

- 
- A large, light green silhouette of a graduate in a cap and gown, holding a diploma aloft with both hands. The silhouette is positioned behind the list of focus areas.
- ❑ Increasing rate of potential students at any level, in terms of quantity, quality, and area of skills/study
 - ❑ Formal degree granting program vs. continuing education program
 - ❑ Preservice vs. in service? Certification
 - ❑ Market segmentation: teachers, technicians, operators, specialists?
 - ❑ Once big chunk or incremental development?
 - ❑ Social responsibility (non-profit) vs. profit oriented?
 - ❑ In Indonesia: HE gross enrollment rate: 14,26% (2004) to be 20% per 2009.
-

Curriculum

“...in a world that is shrinking as it is globalizing university, curriculum cannot limit its vision to the university paradigm alone. It has to respond to national as well as global needs”

- ❑ Insan Indonesia Cerdas dan Kompetitif
- ❑ Academic rigor vs. market/custom oriented?
- ❑ Flexible learning vs. subject matter structure?
- ❑ Four Pillars of Learning:
Learning to know, learning to do, learning to be, learning to live together.
- ❑ Added value of academic programs?



Economics

- Profit vs non-profit
- Conditions for cost effective program?
- Cost variable to be considered (comprehensiveness of ICT-based ODL component for quality learning vs minimal requirement of ICT-based ODL?)
- Economies of scale vs price for quality?
- ICT-based ODL vs. traditional multi media ODL?



Instructional Materials and Copyright issues

- ❑ What medium is used for instructional materials?
- ❑ What is the function of instructional materials in learning process? Main information of subject matter? Supplement? Drill and Practice? Enhancement? Remedial?
- ❑ Course Team Approach vs. Single writer?
- ❑ Who own the course and the materials? University? Course Team? Individual Writer?
- ❑ Plagiarism issues of internet learning object?
- ❑ Buying or developing on its own?



Quality Assurance

“... while ICT advances have led to the exponential rise in ODL offerings, many institutions are launching new distance programs often without the necessary experience to guide their success”.

- Minimal requirement?
 - Is learning taking place?
 - What are the success indicators?
-

Partnership and Networking

- ❑ Economics reasons: shareable objects, facilities, services
- ❑ Cost sharing
- ❑ Risk sharing (union)
- ❑ Sharing of resource persons (outsourcing)
- ❑ Sustainability?



Check Point

- What is the contribution of ODL to the community?
- Can conventional university turn into ODL implementor?
- Is learning taking place within the process of open and distance learning or flexible learning system?



Dhanarajan (2006):

...the adoption of ODL does not merely add something, it changes everything. The new system usually makes war against the old existing system. It competes with for time, attention, money, prestige, and a worldview.

QA in ODL: A Guidelines for SEA

❖ *To be a guideline, not an accreditation tool/body*

❖ Audience:

- Government
- Funding Agencies
- Accreditation body
- **Individual Institution**
- Public (in general)

**In Southeast
Asian Countries**

❖ Draft by Seamolec Expert Team

❖ Sanctioned by ODL Expert & government reps in SEA



SEAMOLEC

...thank you.

