SESSION 1.
Scoping Study: Rationale, Objectives, Framework and Methodology

Regional Policy Forum on the Promotion of ASEAN Regional Integration through Open and Distance Higher Education
23-24 November 2015
Bangkok, Thailand
Disclaimer

The ideas presented herein are products of academic inquiry and are not intended to supplant or arrogate any program or policy initiatives currently being undertaken by official bodies and agencies involved in defining and operationalizing the role of education in the ASEAN Community.
The Dominant Acronym

Open Education
Distance Learning
Open and Distance Learning (ODL)
Open and Distance eLearning (ODeL)
Open, Distance and eLearning (ODeL)
Sustainable Development Goals

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 4 of 17
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SDG 4 of 17
The Paris Message

“...We call on Governments to recognize the important contribution of Online, Open and Flexible systems to meet the challenge of scale and quality in the provision of Higher Education and Lifelong Learning for the period 2015-2030...”

-UNESCO, June 2015
ASEAN Mantra
One Vision
One Identity
One Community
A Project That Addresses All of the Above...

• Promoting Regional Integration of ASEAN through Open and Distance Education for Higher Education

• A Collaborative endeavor of UNESCO Bangkok and the ASEAN Cyber University

• For direction-setting purposes, a Scoping Study was required
Objectives of the Scoping Study

• To determine how open and distance higher education can maximize the benefits and minimize the consequences of ASEAN Integration

• To identify elements to be considered in the development of regional qualifications and quality assurance frameworks that pertain to ODeL

• To plan a roadmap for ASEAN ODeL.
Outputs of the Scoping Study

• Identify *patterns* in terms of motivation, core elements of innovation, key success factors and promising practices in ODL in the ASEAN region.

• Formulate *policy recommendations* for promoting regional integration of ASEAN through open and distance education for higher education.

• Draw on the findings, propose a draft *research framework* for a follow-up study.
General Approach of the Scoping Study

• Neo Positivist Inquiry
• Assumes that prediction is a valid agenda
• Deductive in logic
• Extra quantitative tools
• Inquiry is guided by a framework
Framework Scaffold 1: The Mainstreaming of ODeL

• ODeL as the educational system of the future
  – Trends: MOOCs, OER, Blended Learning, Flipped
  – Breeds innovations in curriculum and pedagogy
  – Meta-analysis of more than 1000 empirical studies
  – UKOU ranked 3rd among research universities (2014)
  – Open Universities within prestigious universities
  – In 3rd World, investments on BE affects HE uptake

• The Paris Message
  – 150 academics from 55 countries
  – access, equity and quality learning outcomes as key features of the new vision for the post-2015 education

HE students increase from 94.4 (2000) to 414M (2030)
Framework Scaffold 2:
ODeL is for HE. HE is for ODeL

• HE must prepare for the large uptake of entrants brought about by successes in achieving MDG2

• Paris Message highlights the need for open, online, flexible systems for higher education

• Higher education is most appropriate for ODeL
  – Open education encourages independent, autonomous learning and metacognitive goals
  – ODeL provides little opportunity for practicum
Framework Scaffold 3: Role of ASEAN Education

...develop human resources through closer cooperation in education and life-long learning, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN Community.

Article 1 Paragraph 10
ASEAN Charter
Framework Scaffold 3:
Role of ASEAN Education

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Framework Scaffold 3: ASEAN Education

Community Building
1. ASEAN Economic Community (AEC)
2. ASEAN Socio-Cultural Community (ASCC)
3. ASEAN Political-Security Community (APSC)

AEC’s FOUR PILLARS
1. creating a single market and production base
2. enhancing competitive economic environment
3. promoting equitable economic development
4. integrating ASEAN into the global economy
Framework Scaffold 3: ASEAN Education

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Conceptual Model of Scoping Study

- **ASEAN COMMUNITY**
  - AEC, ASCC, APSC

- **ASEAN INTEGRATION**

- **ASEAN EDUCATION**
  - Mobilization/Harmony/Capacity Devt

- **EQUITY**
  - Targeting
  - Openness

- **ACCEPTABILITY**
  - AQRF, Recognition,
  - Demand

- **ODeL**
  - Mainstreaming

- **QUALITY**
  - Content, Pedagogy,
  - Assessment

- **ACCESS**
  - Infrastructure
  - OER
Propositions

• Open, distance and eLearning is in the process of being mainstreamed into ASEAN higher education
• Open, distance and eLearning may lead to ASEAN Integration
• These factors influence the impact of ODeL on ASEAN Integration & subsequently on ASEAN Community Building: acceptability; accessibility; equity; and quality of outcomes
Scoping Methodology

• Neo-Positivist Paradigm
  – deductive method of inquiry based on predetermined framework
  – acknowledges value of qualitative and anticipatory methods along with quantitative methods

• Integrated Mixed Methods Design
  – QUAN strands (online survey, secondary data)
  – QUAL strands (docs analysis, KII)
  – ANT strands (Policy Delphi, collective visioning)

• Conducted from 15 August to 15 November 2015
Scoping Methodology: Coverage

ASEAN COMMUNITY
AEC, ASCC, APSC

ASEAN INTEGRATION

ASEAN EDUCATION
Mobilization/Harmony/Capacity Devt

EQUITY
Targeting Openness

ACCEPTABILITY
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QUALITY
Content, Pedagogy, Assessment

ACCESS
Infrastructure OER
Scoping Methodology: Coverage

- **ASEAN COMMUNITY**: AEC, ASCC, APSC
- **ASEAN INTEGRATION**
- **ASEAN EDUCATION**: Mobilization/Harmony/Capacity Devt
  - **EQUITY**: Targeting Openness
  - **ACCEPTABILITY**: AQRF, Recognition, Demand
  - **QUALITY**: Content, Pedagogy, Assessment
  - **ACCESS**: Infrastructure OER
  - **ODeL**: Mainstreaming
QUESTIONS PLEASE?

END OF PART ONE