SESSION 2.
Scoping Study: Regional and Selected Country Findings, Policy Agenda

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

QUALITY
Content, Pedagogy, Assessment

ACCESS
Infrastructure OER

ODeL
Mainstreaming
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- ODeL Mainstreaming
Indonesia, Thailand, Singapore, Malaysia: Indications of Mainstreaming

- ASEAN has trailblazed in ODeL
  - SEAMEO Regional Open Learning Center (SEAMEOLEC)
  - Universitas Terbuka, Jakarta
  - Sukhothai Thammathirat Open University, Bangkok
  - 6 out of 10 countries have national open universities

- Residential institutions are now offering their own distance learning programs or incorporating eLearning into their delivery system, blended learning, and flipped classrooms
Brunei Darussalam: Indications of Mainstreaming

• In 2012, the Ministry of Education in Brunei Darussalam setup guidelines for ODL programs accredited by the Brunei Darussalam National Accreditation Council
• ODL programs must incorporate a blended mode
• Master's and PhD courses for ODL programs must not require hands-on training or practical such as programs related to the medicine, engineering and architecture
• In the Universiti Brunei Darussalam, all lecturers are required to use the campus-wide Learning Management System to deliver their modules
Myanmar:
Indications of Mainstreaming

• Universities of Distance Education (UDE)
• Nearly 6% of matriculated students join UDE yearly
• 19 Areas: Myanmar Geography, History, Philosophy, Psychology, Law, Chemistry, Physics, Mathematics, Zoology, Botany, Economics, English, Oriental Studies, Myanmar Studies, Creative Writing, Public Policy, Home Economics, and Business Management
• UDE more flexible, responsive, open
• ODeL in Myanmar evolved in 3 generations:
  – Correspondence: textbooks, study guides and assignments to provide education to students;
  – Broadcast/TV-based education from 2002 onwards
  – ICT and internet technologies from 2010 onwards
VietNam: Indications of Mainstreaming

TCP/VIE/3302: Technical Assistance to the Coordination & Implementation of the NTP on New Rural Development (TamNong), 2011-13

- Funded by UNFAO but implemented by One UN
- MARD coordinates with MIC in the implementation of Tam Nong capacity building targeting an estimated 300k central, provincial, district, commune & farmer leaders
- Will employ MOODLE and digital TV
- May involve formal accreditation with Hue University of Agriculture and Forestry & the Ho Chi Minh Political Academy
Philippines: Indications of Mainstreaming

- Republic Act 10650: An Act Expanding Access to Educational Services by Institutionalizing Distance Learning in Levels of Tertiary Education
- Philippine Open Distance Learning Act was passed on 28 July 2014
- Decades before, SCUs have established their own open campuses
Antecedents in Nine Countries

• ASEAN Cyber University
  – ASEAN’s ODeL flagship, integral part AUN
  – joint undertaking between ASEAN & Seoul Cyber University w/a sub-regional focus on CLMV

• Greater Mekong Subregion Virtual University
  – UNESCO Bangkok, STOU and RIHED

• OU5 – UT, OUM, UPOU, STOU, HOU
  – UT proposed joint offering of MA ASEAN Studies
  – 2007 ASEAN Summit
Scoping Study Observations On Mainstreaming

Judging from discernible trends within the 10 ASEAN nations, we find that ODeL is being mainstreamed into higher education and will become a major mode of delivery not only in open universities but in residential institutions as well.
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Outmoded Perceptions on Acceptability

• UNESCO-APEID Regional Capacity Building Workshop on the Recognition of Higher Education Qualifications in Asia & the Pacific (Oct 2015)
  – low image of distance education
  – exclusion of non-traditional modes by accreditation bodies
• Historically constructed narrative on DL
  – DL programs started out as correspondence schools
  – Poor analogs of existing residential programs
• Open educational & ICTs changed the equation
• ODeL ushered in development of innovative programs
Perception Survey

- Scoping study included an online survey to determine the current perception of ASEAN nationals on ODeL
- Conducted October 2015 and covered 10 countries
- UPOU graduate students enrolled in ASEAN 231 of ASEAN Studies Program assisted in online survey
- Respondents sampled from
  - 2014 UNESCO mailing list
  - contact lists of graduate students
## Perception Survey Respondents

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Perception Survey Results

- 95.23% believe ODeL pgms be offered in their countries
- 79.54% said that if given the opportunity they would participate in an ODeL HE pgm in their country
- 92.95% believe that ODeL pgms offered in other ASEAN countries should be open to all ASEAN nationals
- 83.32% state that they would participate in ODeL HE pgm offered by another ASEAN country
- 93.65% believe ASEAN-wide ODeL HE pgms are useful
- 93.35% believe ASEAN-wide ODeL HE pgms will promote ASEAN integration
Relevant Mechanisms for Recognition

• UNESCO Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (the 1983 Convention)
• Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (the 2011 Revised Convention)
• ASEAN Qualifications Reference Framework (AQRF)
• ASEAN Credit Transfer System (ACTS)
Scoping Study Observations on Acceptability

The beginnings of distance instruction have earned it a lesser reputation compared to its residential counterpart. This misconception has affected its acceptability. With ODeL, these perceptions have changed leading to its mainstreaming. An October 2015 survey revealed that perceptions on ODeL were positive across ASEAN. There was a significant demand for ODeL programs at the higher education level.
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- ODeL Mainstreaming
Current Initiatives in Quality Assurance

• International Council for Distance Education Accreditation and Quality Assurance
• Asian Association of Open Universities QA
• OU5 Research on Learner Satisfaction, Employer’s Satisfaction and others
• ASEAN Cyber University Quality Assurance Initiative
Scope of ACU QA

- Analysis
  - Evaluation
  - Implementation
- Design
- Development
ACU QA Guidelines

Guidelines for eLearning Course Management QA in Higher Education (2014)

• QA levels or perspectives
  – Macro QA: eLearning facilities, organizations, infra
  – Micro QA: detailed QA of individual courses
• Verification by self-evaluation of instructors
• Provides exemplar eLearning practices that can be implemented in HE for ASEAN
• Provides specific QA activities with a focus on the phases of course management.
• Categorizes guidelines for course management into planning, execution, and evaluation phases.
Quality in higher education is a multi-dimensional concept, which should embrace all its functions, and activities; teaching and academic programs, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment.

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Article 11
Four Dimensions of ODeL

• Delivery System
  – Multiple Delivery Platforms
  – Transnational Arrangements

• Content
  – should not be carbon copies of residential programs
  – should reflect the regional nature of their programs
  – ASEANization themes infused into the curriculum
  – One Curriculum, Different Languages, Multiple Formats

• Pedagogy
  – One program should allow multiple modalities

• Assessment
  – One Standard, Multiple Assessment Options: Authentic Assessment; Industry Led Assessment; Third Party Assessment; SOLO Assessment
Quality & Alternative Arrangements

• Being defined by openness, ODeL thrives on the availability of alternative arrangements.
• There is no one formula that should be adopted in the pursuit of quality or excellence.
• Teacher-directed approach has its own value but it should not be the only basis of quality.
• Alternative pedagogies and assessment systems must be accommodated.
• Alternative arrangements are best offered side-by-side or alongside one another, giving the learner an array of choices based on his/her learning style.
Scoping Study Observations on Quality

Quality in ODeL is a function of content, delivery, pedagogy and assessment. It differs from conventional assessment in its accommodation of alternative arrangements. Quality in ASEAN ODeL implies content infused with ASEANization themes, i.e. identity, community and a sense of self. It means a diversity of delivery platforms and pedagogies. It supports the availability of multiple outcome-based assessment models.
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Equity Issues in ASEAN Open Universities

• Admission is blind to gender, age, economic status.

• Open admissions still not being adopted
  – This may not be entirely feasible given the fact that national open universities operate within the framework of the national education system
  – Open admissions may be operationalized even within national open universities through Massive Open Online Courses
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### ASEAN NRI 2015

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Policy Delphi

- Part of the scoping study’s ANT strands
- Objective: to collectively draft a regional policy statement on ODeL
- 3 Delphi rounds conducted from 4-24 October
- Delphi panel came from the 10 ASEAN countries. Seven remained at the end of the exercise.
Delphi Question

As an education professional, how would you describe the potential of open and distance learning (ODL) in the regionalization of higher education in the ASEAN?

What policy directions should be pursued by national education systems of ASEAN countries with regard to ODL, mobility of professionals and harmonization of qualifications?
Forecast 1

The promotion of ASEAN integration, in general, and the regionalization of higher education, in particular, may be enabled by open and distance learning (ODL) programs. There has been a growth of the Open University movement in the ASEAN, wherein institutions have provided opportunities for higher education learning and certification. Higher educational institutions in ASEAN countries that employ ODL may now realize their ideal of openness at the regional level. This ideal may be translated as higher education access for anyone, anytime or anywhere within the ASEAN.
Forecast 2

ODL may be considered as a concrete investment on life-long learning dismantling limits to capacity development. Through ODL, people from all walks of life may avail of higher education, either for career advancement, upgrading of qualifications or personal fulfillment. ODL is becoming an accepted and indispensable part of mainstream education prompted by the need to make learning more accessible to a wider population and the growing need for continuous skills upgrading as well.
Forecast 3

ODL offers an alternative approach to higher education that leverages on ICT to deliver academic programs. The role of information and communication technologies has been significant as an enabling environment for ODL. With advancement in technologies, anything is possible. It may pave the way for improved course delivery systems. Stakeholders will be aware of and will commit support to ODL programs. Students may be able to choose programs that fit their professional requirements. Learning may become more purposeful and meaningful. More learners may participate in ODL not because of certification alone but primarily to develop professional skills. Lessons may become more interactive. Course instructors may develop their teaching skills and IT skills. Through shared knowledge and resources, teaching staff may develop their academic skills. Learners’ feedback may lead to continuous improvement.
Forecast 4

Universities offering ODL programs may collaborate and implement exchange programs. Quality may be guaranteed through collaborative arrangements that result in internal and external quality assurance systems. However, policies and strategic plans must be put in place.
Policy Thrust 1

National education systems should work towards creating a learning society capable of facing the challenges of the knowledge age. They should realize that conventional education alone cannot cope with the demands of capacity development. Open and distance learning will play a bigger and more important role in developing human resources across sectors. National governments should be cognizant of the potential of ODL in fulfilling the fundamental right to learn and the need to incorporate it within the framework of human resource development.
Policy Thrust 2

A policy should be pursued that addresses mobility of professionals and harmonization of qualifications. National policymakers should accommodate transnational course offerings and degree certifications. Under ASEAN integration, human resource development and capacity building are areas of cooperation. National policies on credit transfer, accreditation system, qualifications framework and quality assurance guidelines, among others, should be put in place. Harmonization of qualifications should follow the existing ASEAN Credit Transfer System (ACTS) to address any credit transfer issues. The process of harmonization of credentials will require integration at the regional level. Hence, a concerted effort should be made by national and regional quality assurance bodies to implement cross-accreditation.
Policy Thrust 3

A policy that addresses limitations to equal access should also be formulated. Within an ASEAN region with international and intranational disparities in resources, firewalls restrict the free distribution of networked educational resources. Even with equality of access, the disparities in pedigrees between educational institutions with varying resources may lead to differential benefits for earners, depending on a variety of measures, including but not restricted to nationality, ethnicity, age, income, gender, educational background, disability, etc. Related to access is the issue of insufficient training for teachers as users of ODL resources, and challenges to the production, maintenance, and updating of such in an environment of limited financial, technical, and training resources. There are legal constraints at the national level, in terms of copyright and the sharing of material that violates intellectual property rights.
Policy Thrust 4

While open universities have traditionally focused on distance learning as a mandate, some traditional universities are viewing ODL, in general, and Massive Open Online Courses, in particular, as an alternate source of revenue generation. Particular attention should be paid to the objectives and intention of education resource providers in terms of whether these resources are an economic product solely for financial gain. Although legitimate income generation should be accommodated, platforms should not encourage the corporatization of higher education.
Policy Thrust 5

Finally, an ODL Consortium policy covering ASEAN higher education should be initiated or strengthened. The Consortium policy should cover course content, cross enrollments, joint offerings, credit transfer, pedagogy and standards.