Challenges for Quality Assurance in an Education 3.0 world

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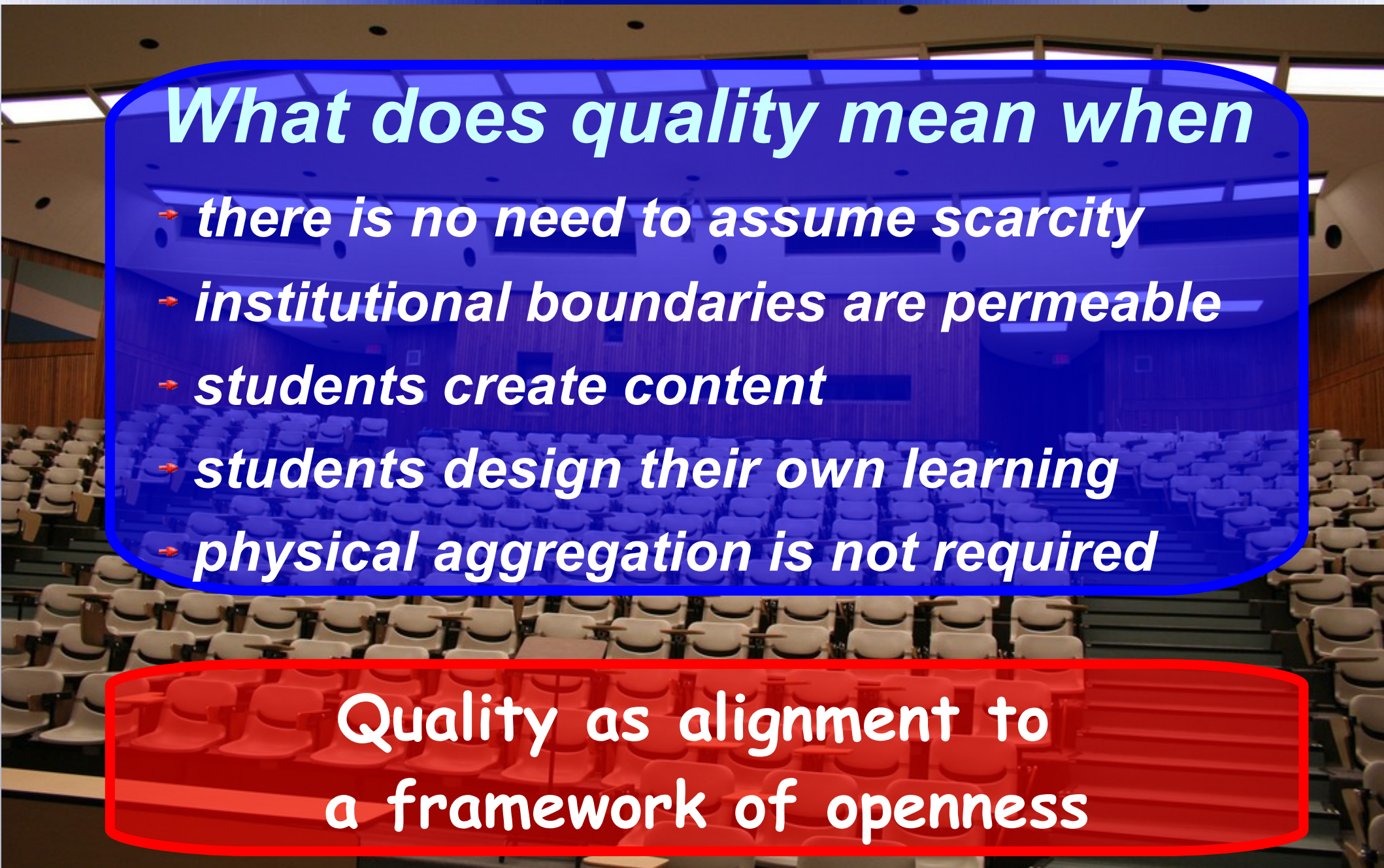
RESPICE PROSPICE

UNIVERSITY of the WESTERN CAPE

creative commons

The punchline

The punchline



What does quality mean when

- *there is no need to assume scarcity*
- *institutional boundaries are permeable*
- *students create content*
- *students design their own learning*
- *physical aggregation is not required*

Quality as alignment to a framework of openness

Scarcity

Scarcity

Scarcity

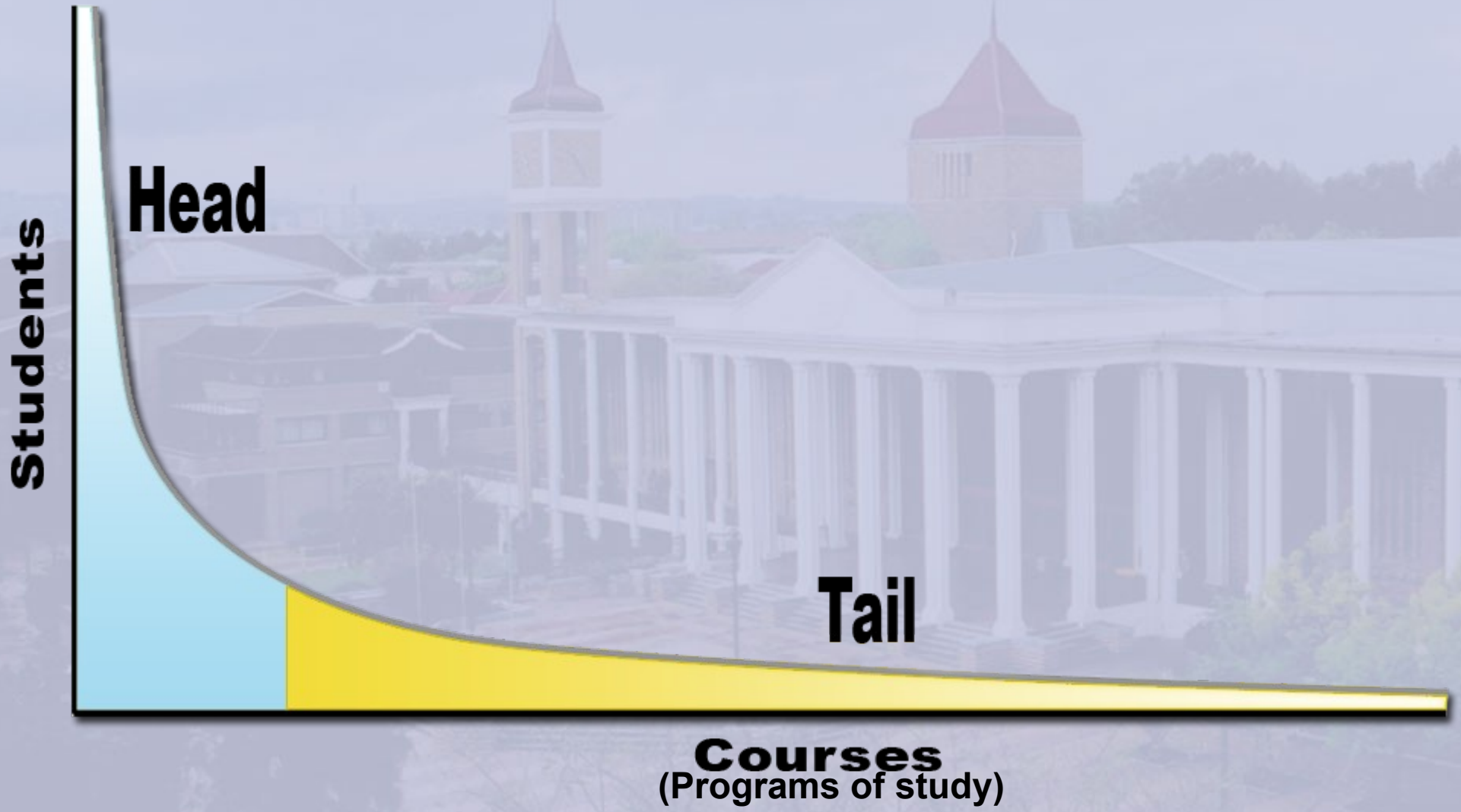
Scarcity

Scarcity

Institutions behave
as Island States

Aggregated demand

Unrealised opportunities



What happens in
a world where
scarcity is no longer
a key driver?
Google
Maps
Cape Town
PERSONALIZATION
SPACE AND TIME
Free
Software
Blogger
Web 2.0
del.icio.us
your bookmarks
creative
commons

Learners and New Higher Education Spaces
Google
Maps
Cape Town
open source
Blogger
Free Software
WIKIPEDIA
podcast
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Web 2.0
Usability
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Free Software
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Characteristics of Education 3.0

- the role of students in making choices of a different kind than are available today
  - choosing from a menu of objects
  - designing their own programs of study rather than *just* participating in exclusive programs
  - social influence on choices

Characteristics of Education 3.0

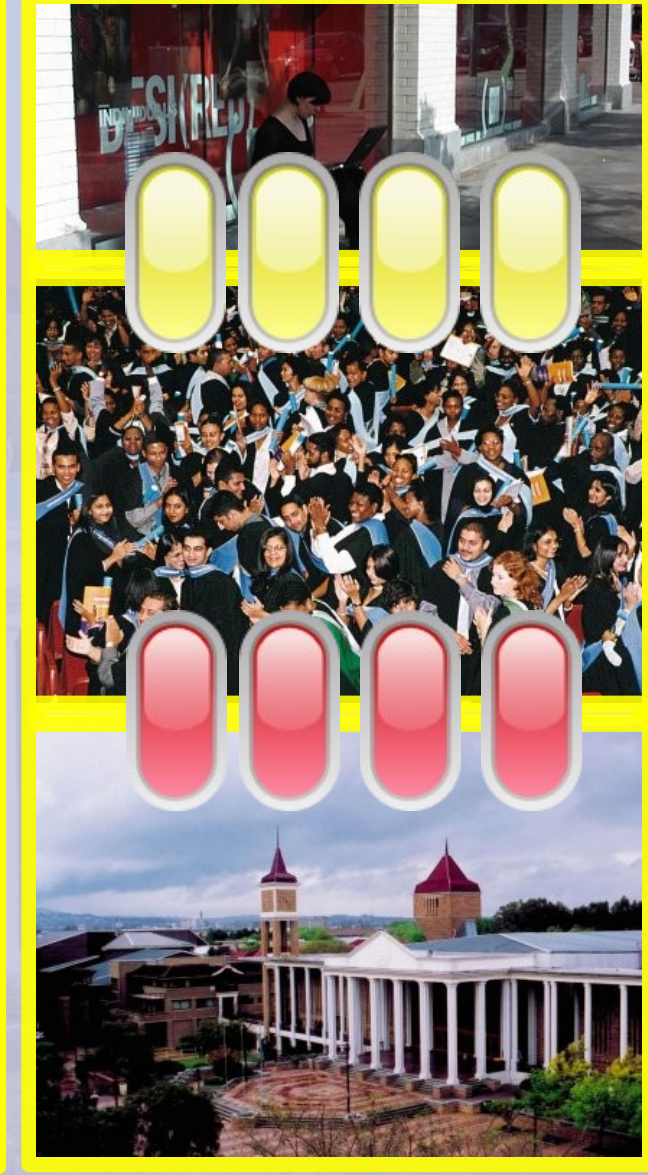
- students as socially networked producers of reusable learning content which is available in abundance under licenses that permit the free sharing and creation of derivative works
  - Next-generation of Free and Open Resources for Education

Characteristics of Education 3.0

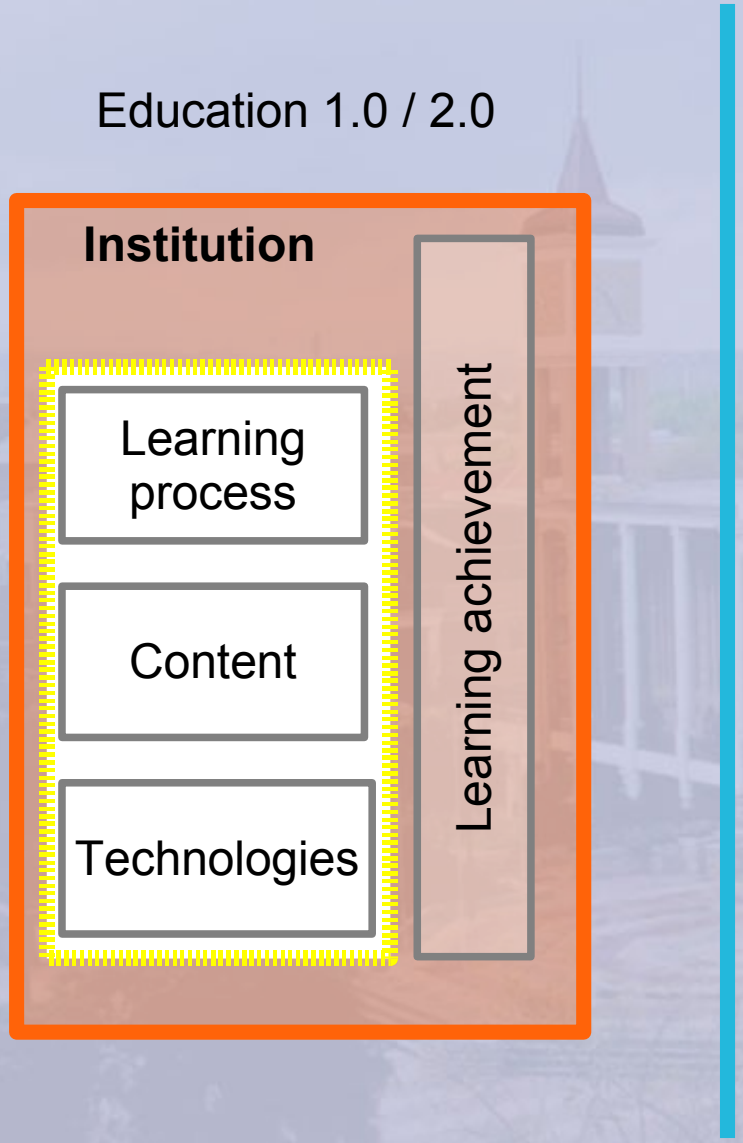
- increasing cross institutional, decentralized or even non-institutional participation in education
  - Personal learning environments
  - Portfolios
  - Collaborative programs

Characteristics of Education 3.0

- institutional arrangements that permit the recognition of learning achieved, not just of courses taught
  - Next generation of 'recognition of prior learning' (RPL)
  - Grade sharing
  - Peer assessment



Learning process, content and technolgies penetrate institutional boundaries



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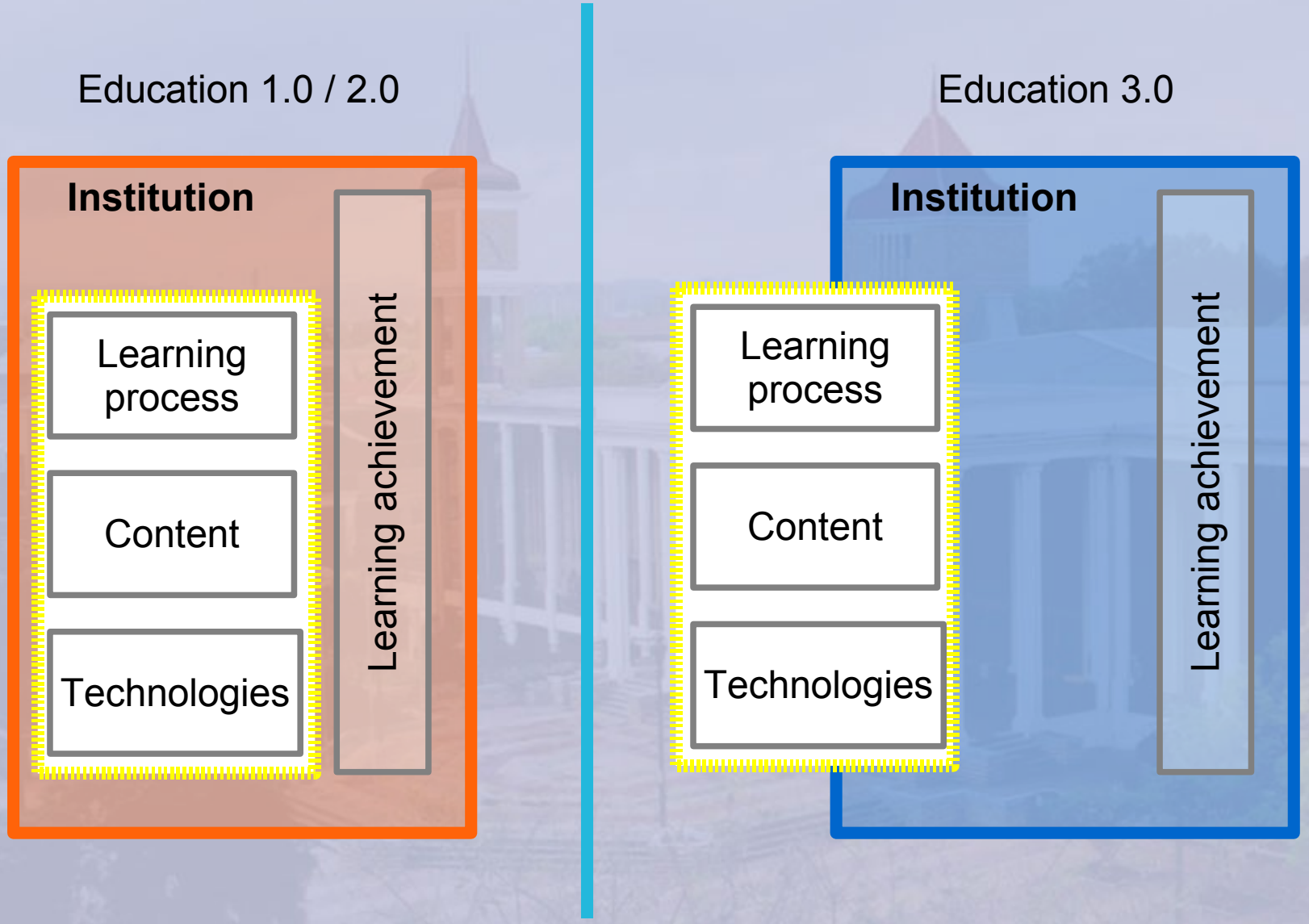


Drivers *towards* Education 3.0

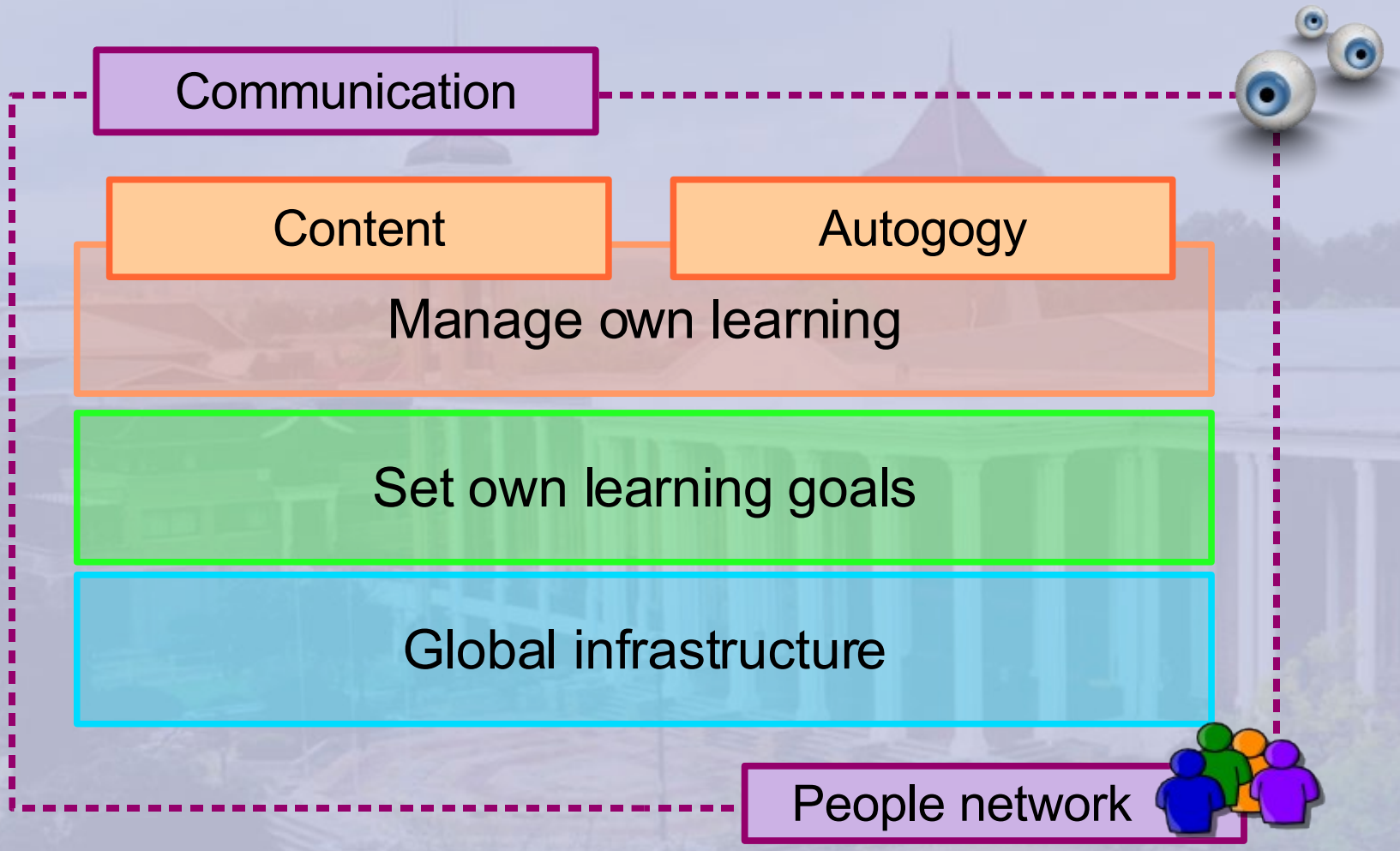
- Digital natives entering higher education
- Growing abundance of free and open educational resources
  - Reusable content and software

- The programmable web (distributed environments)
- Social networking and the evolution of a blurred distinction between work and play

- Changing attitudes towards learning
- New ways to assess & recognize learning
- Increasing collaboration across boundaries

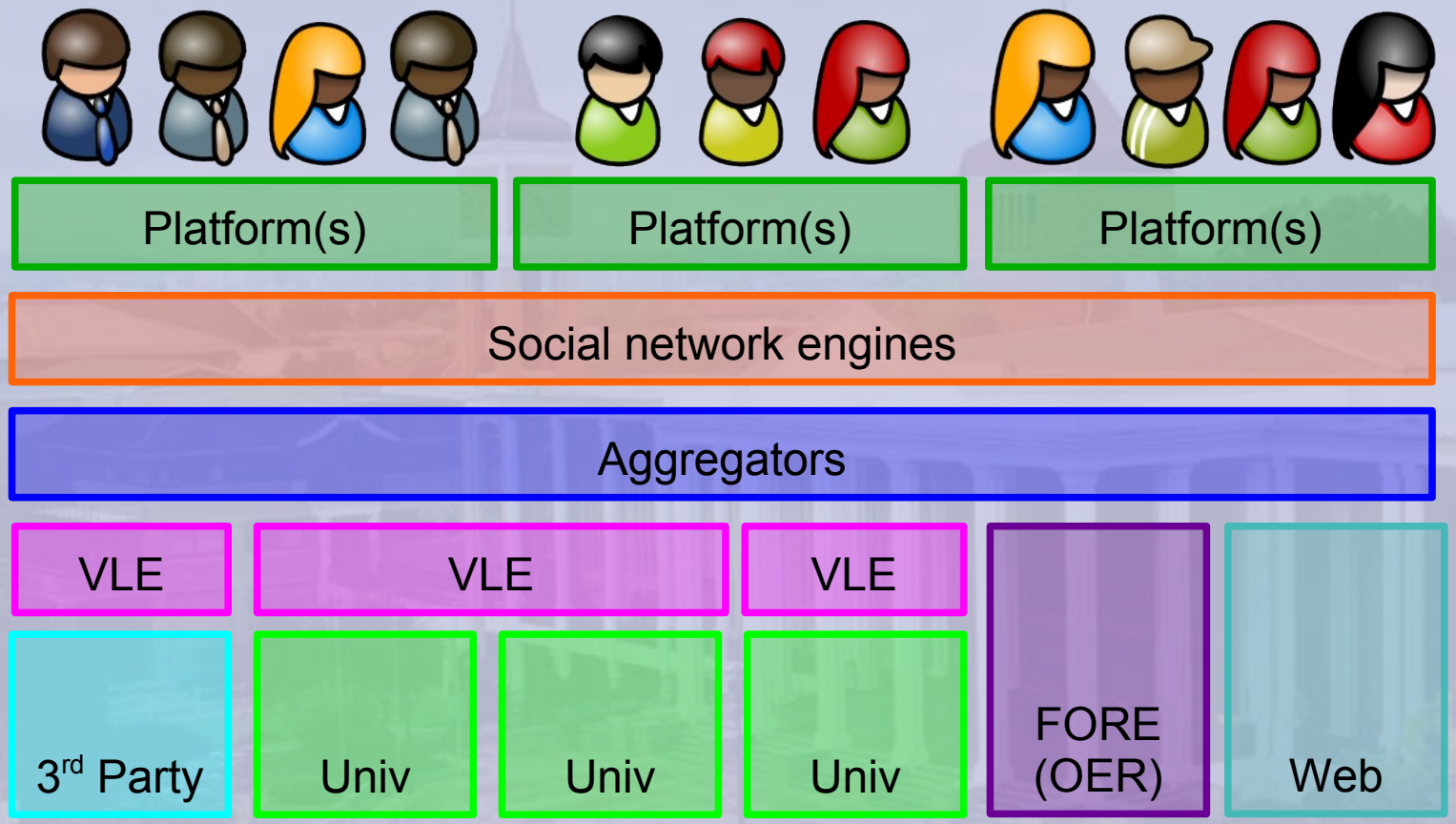
Personal Learning Environments (PLE)

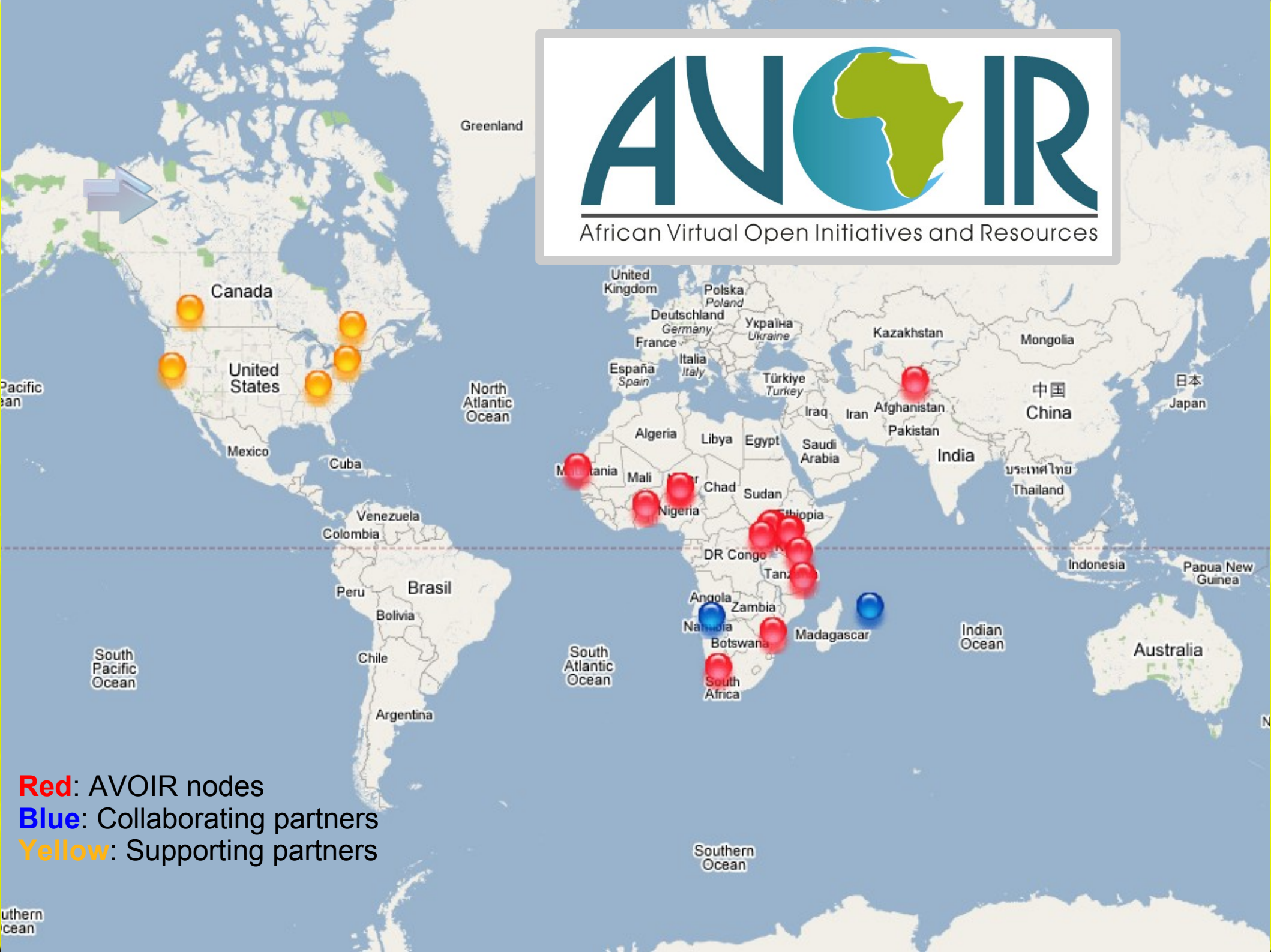
- Learners take control and manage their own learning
- **Autogogy** - the way a learner self-learns



- A way of learning, not a particular technology

Personal learning environments

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African Virtual Open Initiatives and Resources
Greenland
Canada
United States
Mexico
Cuba
Venezuela
Colombia
Peru
Brasil
Bolivia
Chile
Argentina
South Pacific Ocean
North Atlantic Ocean
South Atlantic Ocean
Southern Ocean
Indian Ocean
United Kingdom
Polska
Poland
Deutschland
Germany
Україна
Ukraine
France
España
Spain
Italia
Italy
Türkiye
Turkey
Kazakhstan
Mongolia
中国
China
日本
Japan
Iraq
Iran
Afghanistan
Pakistan
India
ประเทศไทย
Thailand
Saudi Arabia
Algeria
Libya
Egypt
Mali
Chad
Sudan
Nigeria
Ethiopia
DR Congo
Tanzania
Angola
Zambia
Namibia
Botswana
Madagascar
South Africa
Indonesia
Papua New Guinea
Australia
Red: AVOIR nodes
Blue: Collaborating partners
Yellow: Supporting partners

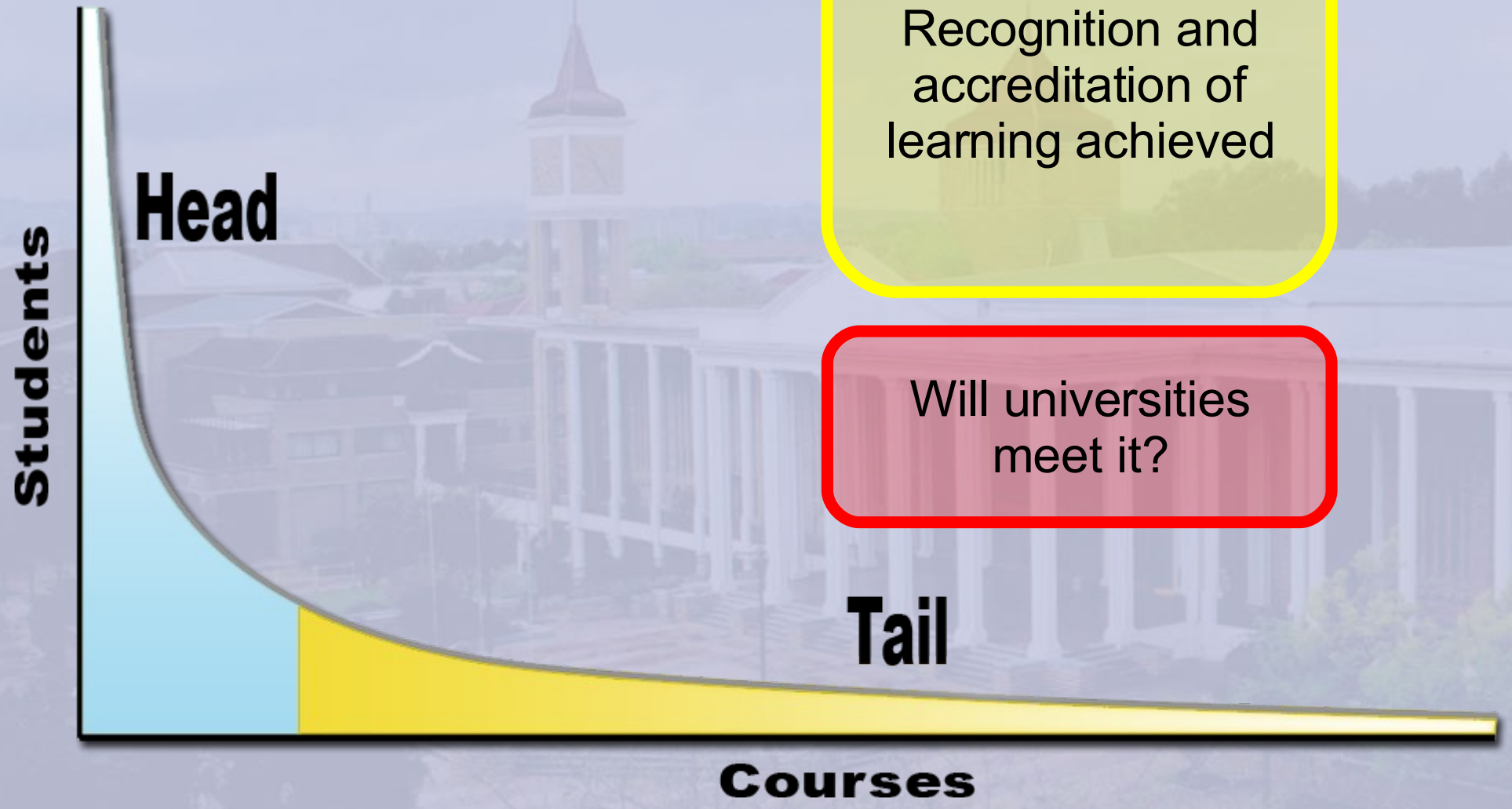
CHISIMBA: A framework for building software & skills

Quality as alignment to a framework of openness

- leadership and vision aligned to a framework of openness
- policies and strategies that promote openness
- technologies that promote openness
- the people, their competencies, knowledge, skills and attitudes aligned to openness
- processes for assessment are aligned to such a framework
  - recognition of learning acheived

Example framework elements

Maturity criterion	*Does not exist*	*Incipient maturity*	*Maturing but still project based*	*Mature, becoming systemic*	*Mature and stable system*
Policies and strategies to promote open educational principles	Policies or strategies do not exist	Discussions that will lead to policies or strategies are underway	Policies or strategies exist but are more aligned to producer-consumer models	Policies and strategies exist that are collaborative, but students are not defined as active in collaboration	Policies and strategies define collaborative and open processes that included both students and lecturers and that are cross-institutional
Policies and strategies are implemented	Policies or strategies may or may not exist, but there is no implementation process	There are only a few early-adopters active implementation	There are institutional projects that are leading the way, but adoption is not at all widespread	There is a mix of institutional projects and established implementations	Free and open sharing of educational resources is considered the norm in the institution
etc					

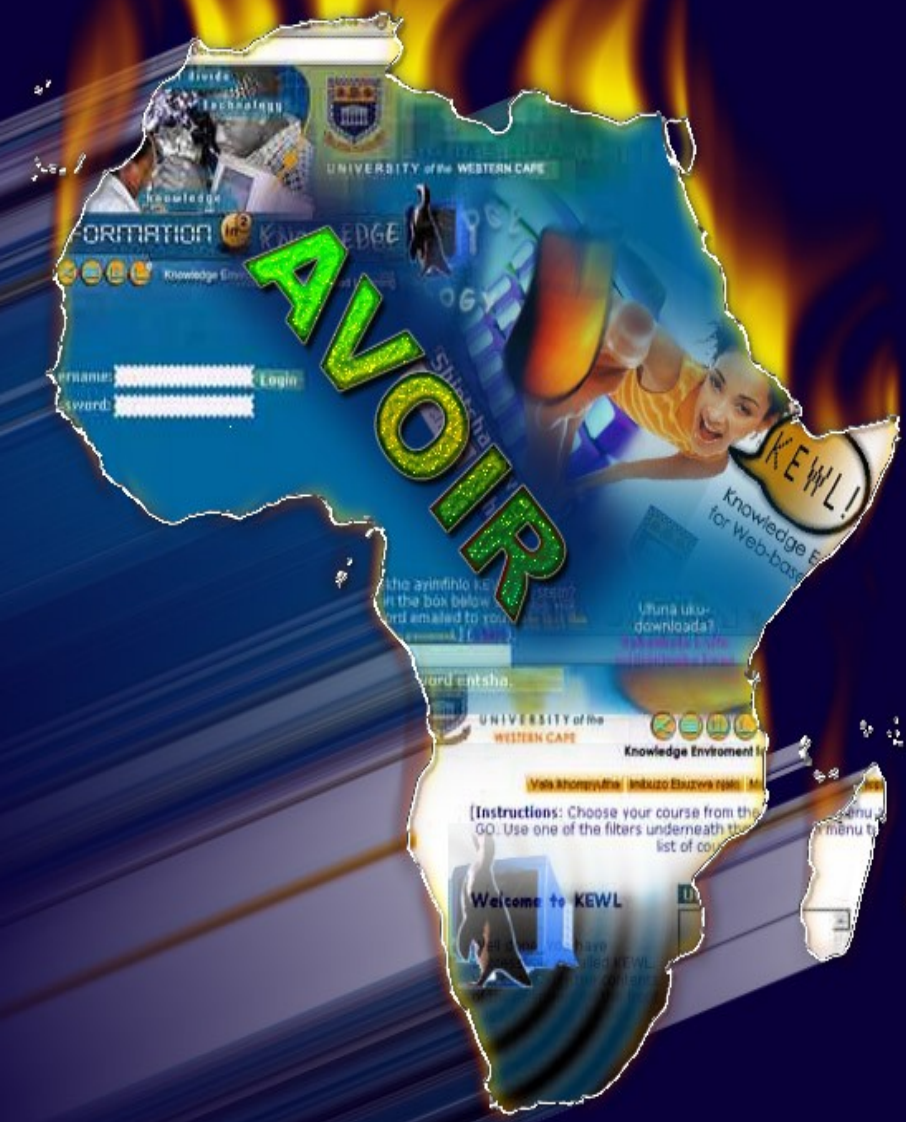


"Business opportunity"

Recognition and accreditation of learning achieved

Will universities meet it?

Thank you



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