

The NIME/CERI Seminar: from *E-learning* to *O-learning*

E-Learning in Higher Education Where are we going?

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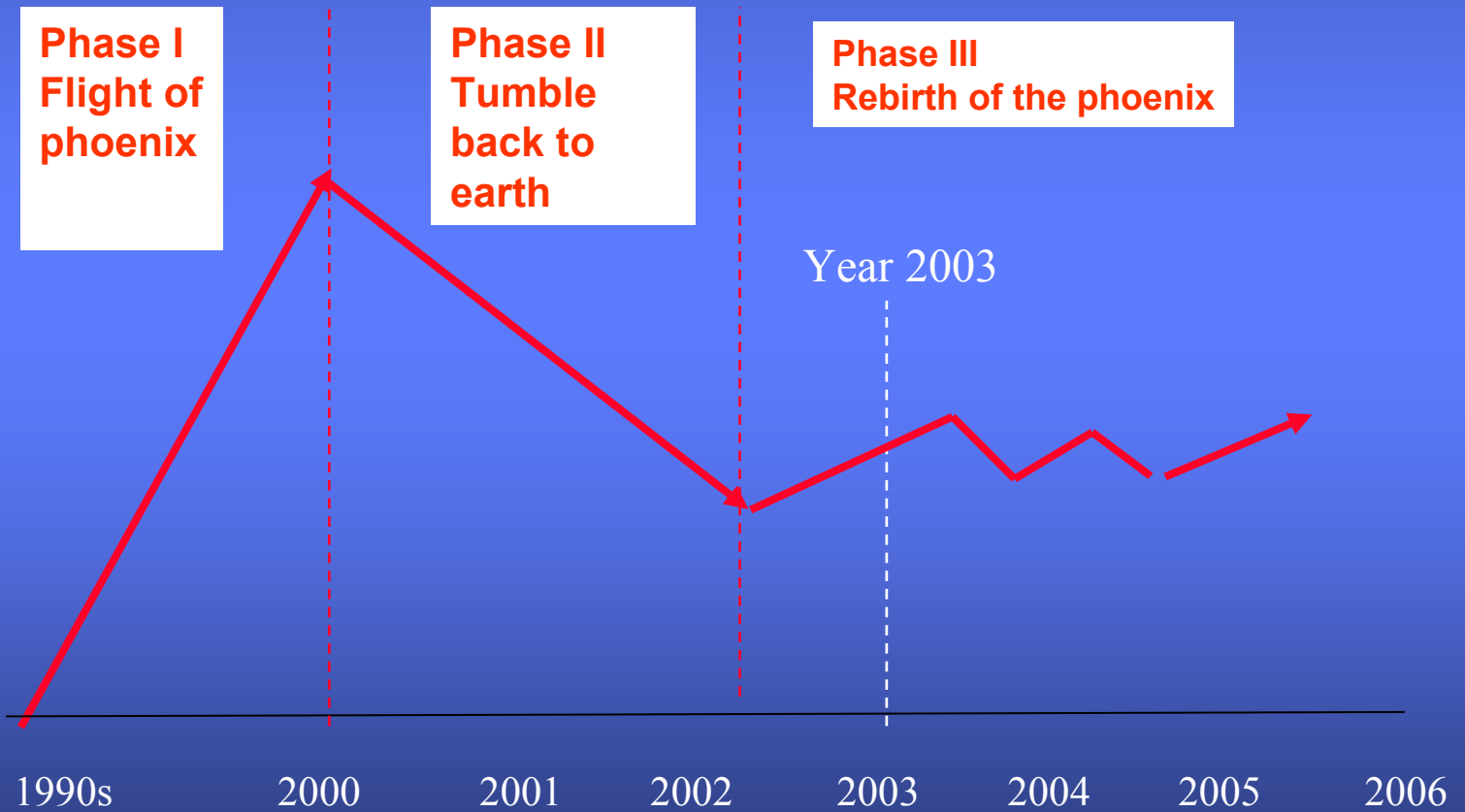
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Agenda for today

1. The OECD/CERI –E-learning in Tertiary Education: Where do we stand? (2005)
 - A) Rationale and objectives
 - B) Methodology
 - C) Findings
2. Some recent developments in tertiary e-learning
3. Some implications from e-learning to o-learning

1. The OECD/CERI –E-learning in Tertiary Education: Where do we stand? (2005)

A. Rationale and Objectives



Typical diffusion pattern shown by many recent educational innovations (Tiffin 1980; Romiszowski 2004)

Objectives

To grasp a snapshot of e-learning practices at higher education institutions and identify **good practice** and **international trends**;

To understand the **rationale, benefits, and barriers** for institutions to embed e-learning in its teaching; and

To provide **policy recommendations** for institutional managers and government policy makers to advance e-learning.

B) Methodology

Qualitative research

The OECD/CERI – An in-depth case studies survey of 19 higher education institutions from 13 countries

- Australia, Japan, New Zealand, Thailand, France, Germany, Spain, Switzerland, United Kingdom, Brazil, Mexico, Canada, United States of America
- A wide coverage of the issues

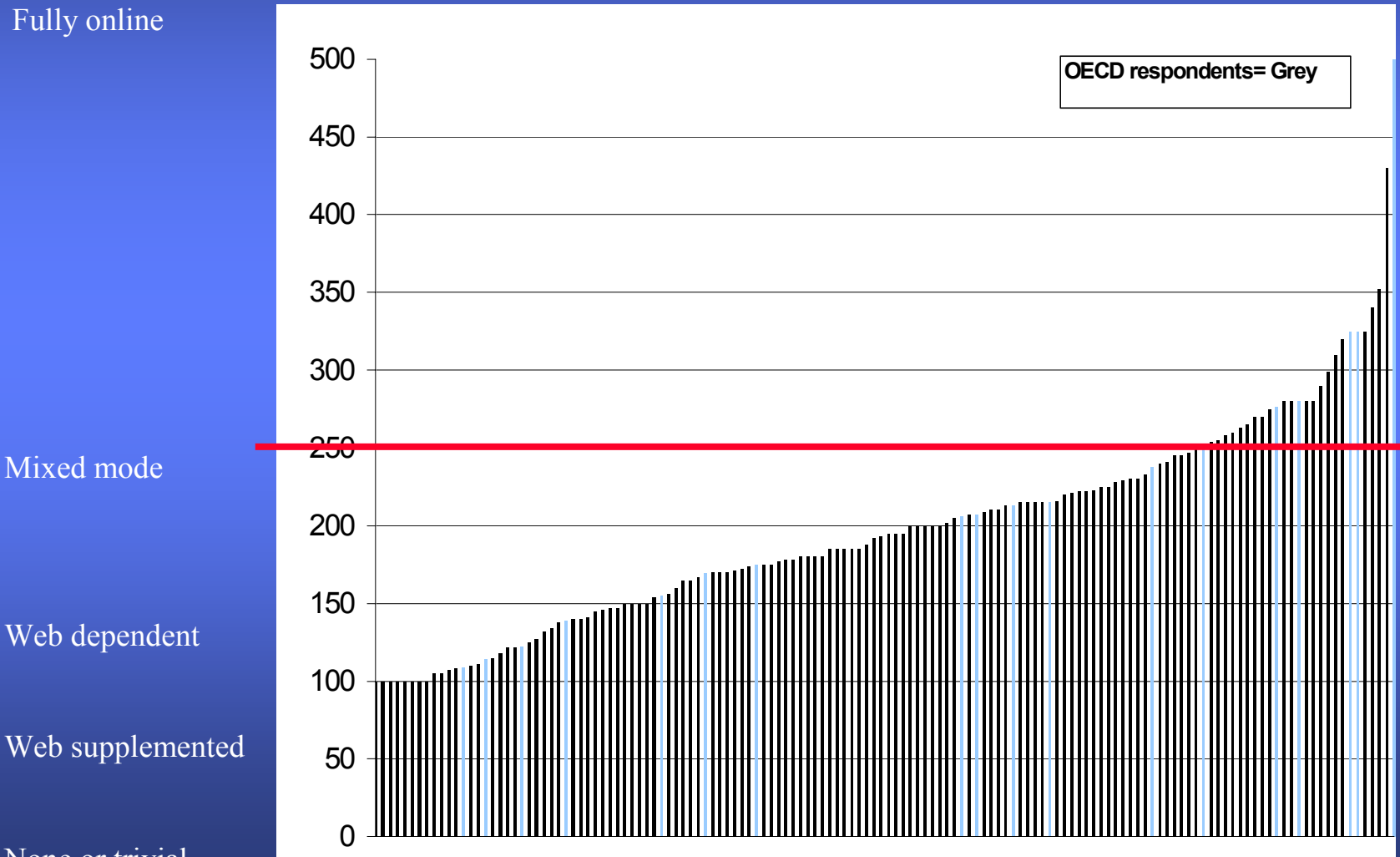
Quantitative research

Partnership with the Observatory on Borderless Higher Education (OBHE)

- To have a more general and representative picture
- Quantitative survey of online learning in the Commonwealth in 2002 and 2004
- 500 institutions contacted, 122 replies, 12 countries

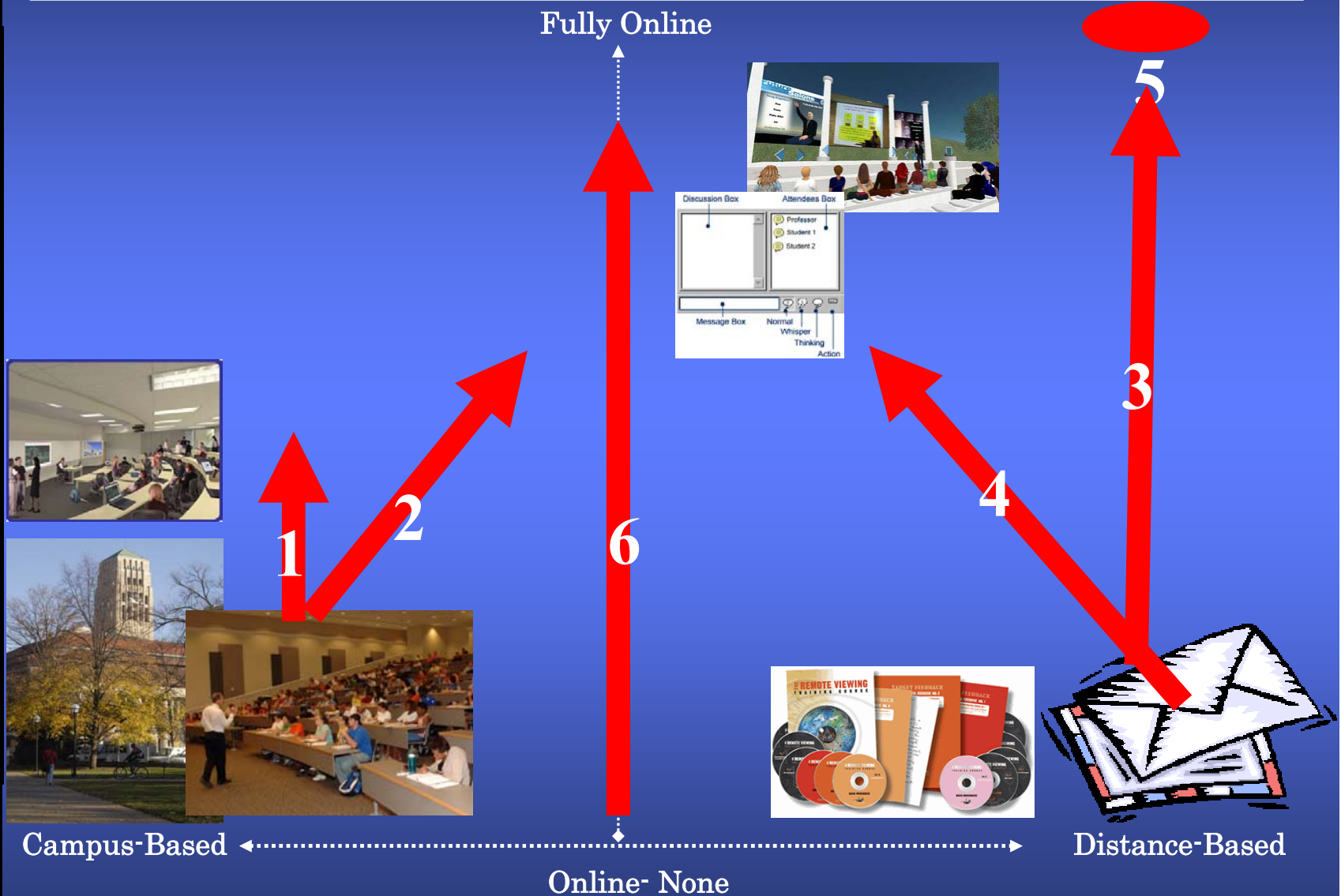
C) Findings

1. Snapshot of weighted online presence - OECD/OBHE



Source: OECD (2005) E-learning in Tertiary Education - OECD case study institutions and OBHE respondents

And....6 types of evolution of online presence at the OECD case study institutions



Source: Handbook on quality and standardisation in e-learning (2006) - p477

C Findings

2. Good practice and international trends

- **Centralised e-learning strategy**
integrated or distinct
- **Change management**
hard and soft
- **Teaching and learning approach**
learner-centred and personalised
- **International activities**
Still peripheral

C) Findings

3. Rationale, Benefits and barriers

- Rationale

Enhanced pedagogy; students' demands; new markets; reputation; cost reduction; collaboration; external demands; regional development; etc.

- Benefits

Enhanced pedagogy (?), students satisfaction, cost reduction (?) – Anecdotal evidence

-Barriers

Lack of incentives to scale-up good practice ('publish or perish' culture, IPR issues, etc); faculty's inexperience; funding for sustainability; quality assurance; etc.

C) Findings

4. Policy recommendations

- Scaling up good practice**
- Encouraging staff development**
- Supporting R&D on learning objects**
- Setting the IPR infrastructure**
- Fostering PPP**

2. Some recent developments in tertiary e-learning

-Hard

New technologies; software; platform

-Soft

Academic culture; pedagogy;
government regulatory framework;
quality assurance; cultural diversity

* OER- the OECD/CERI OER project led
by Jan Hylén

3. Some implications for *O-learning*

Contextual factors in OECD countries

Demographic change; new ICTs; skills mismatch and shortage; globalisation; youth unemployment, etc.

E-learning

Access, Relevance, and Quality - Higher Education

INPUT

O-learning

Quality of learning process and achievements

PROCESS and OUTPUT

Merci/Thank you

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