OPEN AND DISTANCE LEARNING
A PARADIGM SHIFT

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OPEN AND DISTANCE LEARNING
Outlining the Paradigm Shift

- Thinking out of the box
- New and innovative way of thinking and decision-making
- Thinking big
- New perceptions and attitudes
- New ways of functioning and making things
- Challenging and confronting the status quo
- 'Emotional stability to think wisely'.

Defining Open and Distance Learning

The United States Distance Learning Association has its own formal definition of "open and distance learning":

The acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance.

What Open and Distance Learning is *not*:

- A new phenomenon
- Correspondence learning
- Students learning alone by themselves
- Classroom or traditional learning
- Textbook learning
- Elimination of lecturers
- Closing of universities

Opportunities and Advantages with ODL

- Redressing injustices of lack of educational opportunities
- Inclusivity
- Able to reach multitudes
- Eliminates distance out of distance learning
- Multiple courses and programmes
- Self learning and being in charge
- Flexibility and independent learning
- eLearning and virtual learning institutions
- Credit transfer and Portability
- Life long learning
- Recognition of Prior Learning
- Latest and updated content

Challenges

- Lack of infrastructure
- Lack of expertise – No educational technologists
- Inertia
- Fear of change and innovation
- Fixated minds

Implications

- Redrawing the map of learning
- Investing in infrastructure
- New collaborations
- Challenge to mainstream educational policies
- Revision in material and resources
- New terminology
- Going with the trends
- Blended learning
- Diversity in OER

THANK YOU!!

OPEN DISTANCE LEARNING IN THE SOUTH AFRICAN CONTEXT:

STRATEGIES FOR OPENNESS, EFFICIENCY AND EFFECTIVENESS

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KEY COMPONENTS FOR EFFECTIVE IMPLEMENTATION OF ODL

- This report summarise the key components for open, efficient and effective delivery of Open Distance Learning (ODL) practices as outlined throughout the presentations of different stakeholders in the Malaysian education system that we met with.

- Two ODL universities: Wawasa Open (Peoples) University (22-23 November 2016),

- Open University Malaysia (OUM) on 24 November 2016

- the Ministry of Higher Education, Malaysia, 25 November 2016.

KEY COMPONENTS FOR EFFECTIVE IMPLEMENTATION OF ODL

- Visionary Curriculum leadership at all levels of curriculum implementation
- Effective ODL system implementation
- Conceptual understanding
- Institutional culture
- Accountable citizenship
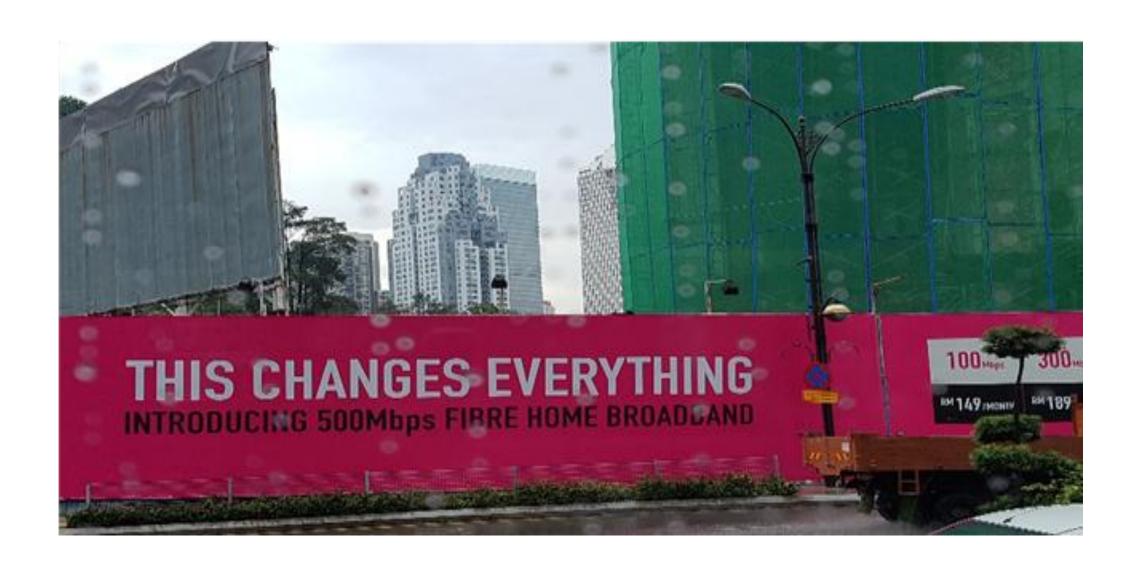- National educational philosophy

Conceptualisation

These views were rooted in the foundational philosophy of the institution

- **Vision of the Institution**: … we aspire to be a vibrant learning community that inspires learning, supports innovation and nurtures all-round personal growth…

- **Mission of the Institution**: …we commit ourselves to the expansion of opportunities in higher education and to teaching excellence aimed at increasing the level of knowledge and scholarship among all Malaysians…

- …an equal opportunity employer WOU provides a supportive environment that helps employees to attain the right balance between their working lives and their personal commitments.

- This illustration of leadership and clear conceptualisation of the educational intention and approach demonstrate the basis for effective and efficient implementation of ODL in SA TVET institutions of learning.

- TVET institutions are mandated to provide innovative, comprehensive academic programmes that are accessible to all.

- Top quality instructional design and implementation, high academic and management standards and a wide range of industry-relevant educational opportunities are there for critical pedagogical leadership elements for these institutions.

- The SA TVET institutions are designed to provide lifelong learning and personal development opportunities for everyone. ODL models could provide relevant platforms to enable SA TVET institutions to ensure open admission and access to all.

ODL requires **real commitment** and an **independent spirit determent to advance**.

These graduate attributes are critical and valued by employers in view students that graduate through ODL.

NATIONAL EDUCATION PHILOSOPHY

Education in Malaysia is an on-going effort towards further ***developing the potential*** of individuals in a ***holistic and integrated manner***, to produce individuals who are *intellectually, spiritually, emotionally* and *physically* **balanced** and ***harmonious***, based on a firm belief in and devotion to God. Such an ***effort*** (educational engagement) is ***designed to produce*** Malaysian citizens who are ***knowledgeable*** and ***competent***, who possess ***high moral standards***, and who are r***esponsible*** and ***capable of achieving*** ***high level of personal well-being*** as well as being able to ***contribute to the harmony and betterment*** of the family, the society and the nation at large.

ODL mode to education would enable South Africa to:

- Increasing student success, reinvigorating pedagogy, and improving the affordability of education through the adoption of open educational resources by schools, community and TVET colleges, and universities.

- Deliver quality education to the missing majority of youth between the age of 17 -25.

- Redress the limited access to universities and technical vocational education

- Deliver quality industry-relevant education for all.

- Serve as a short-term tool to provide equal access to quality education to large numbers of students by a small number of lecturers (academics/subject experts).

- Centralise online support system for TVET colleges.

Open Distance Learning could serve as an effective learning platform to cultivate the knowledge, skills, and dispositions to succeed in college, career and civil life.

ODL cultivate student-cantered learning through:

- Personalize learning

- Student-owned learning

- Deep learning

- Competency based learning

- Anytime, anywhere learning

- Education should be free, at least at basic education level

- Education should not marginalize