

Going Global: Opportunities and Challenges for Open and Distance Learning

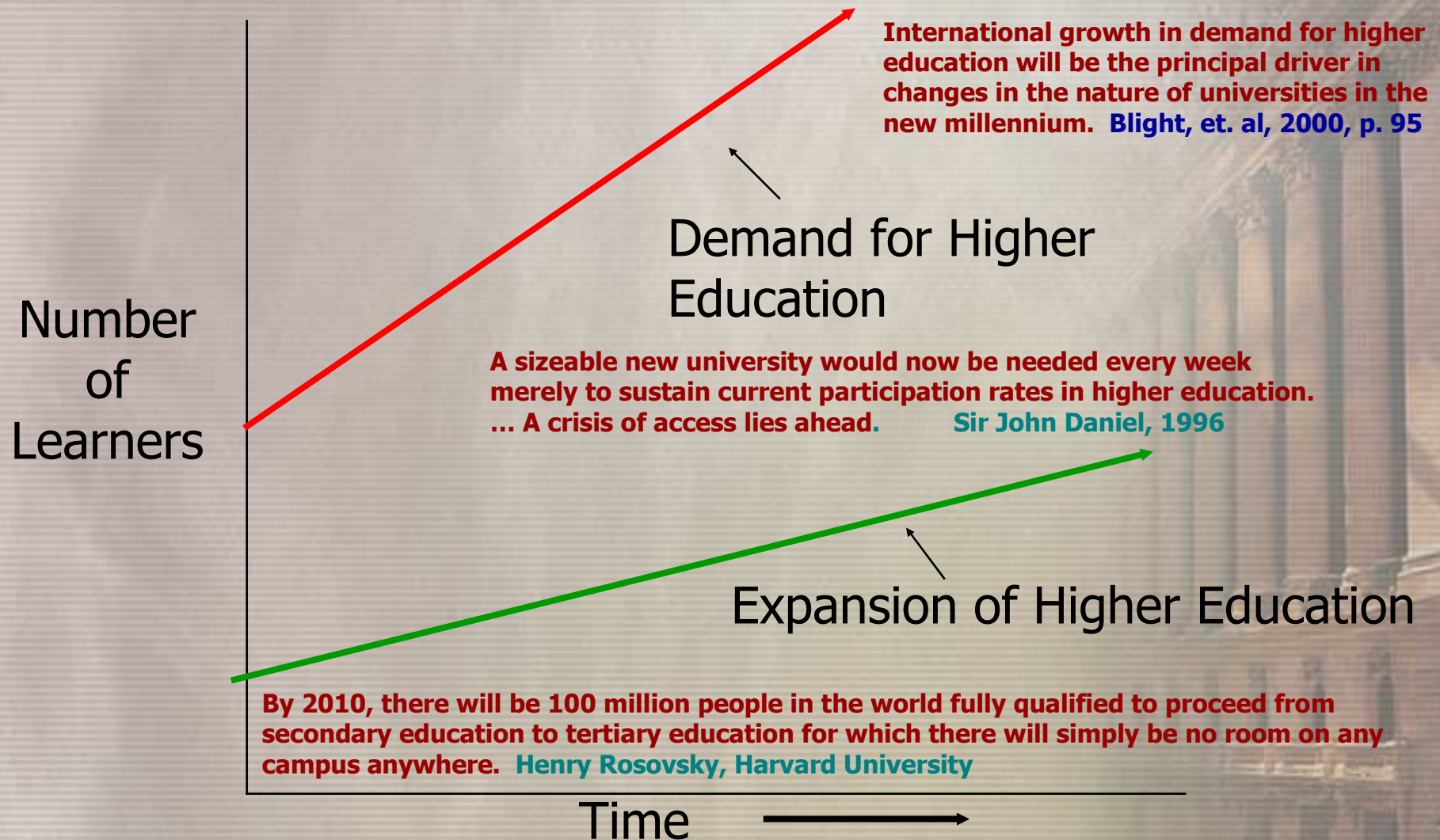
**Dr. Don Olcott, Jr., Chief Executive
The Observatory on Borderless Higher Education (OBHE)**

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Access: The Global Challenge

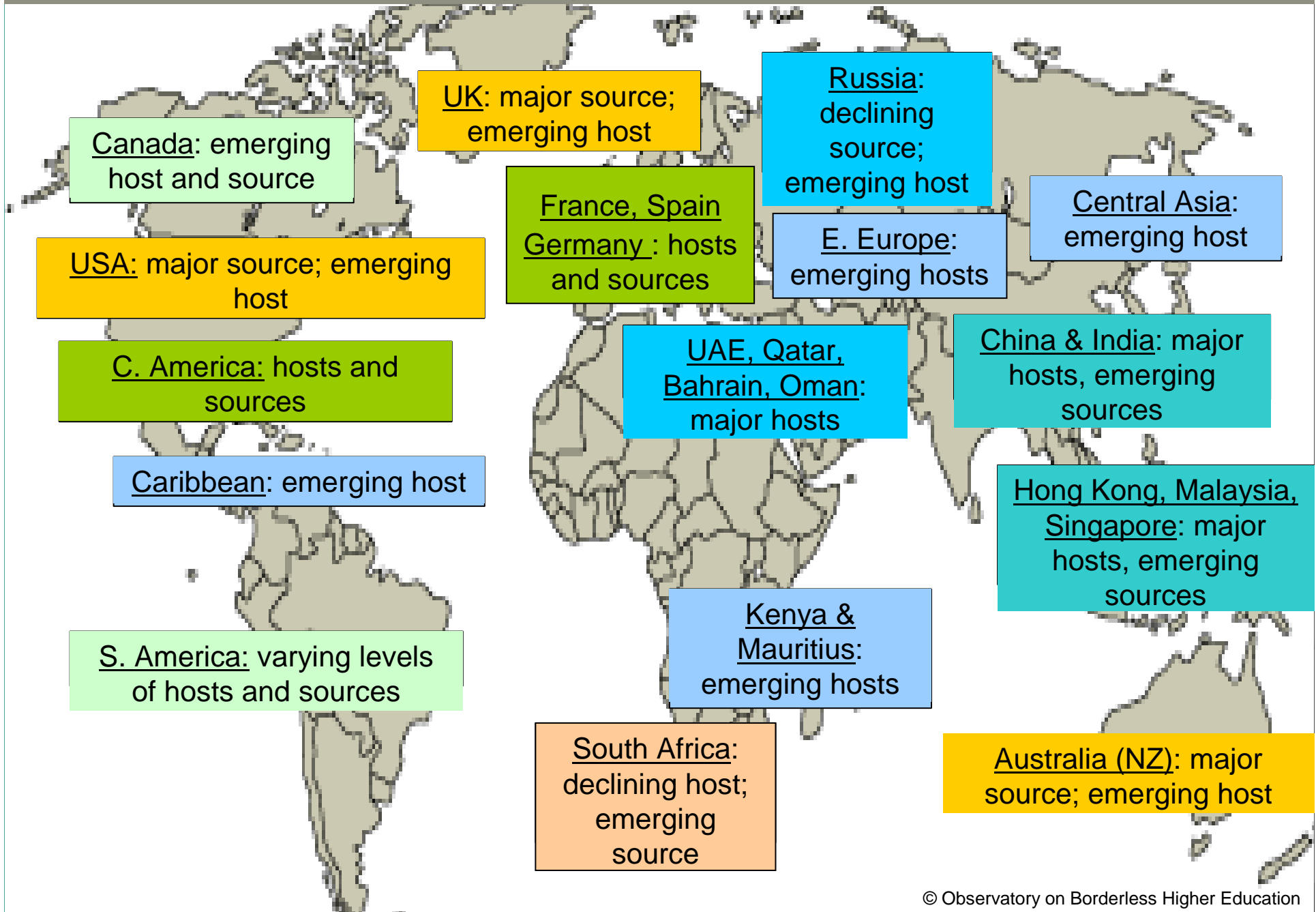
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Trends in Global Cross-Border Higher Education

- Host nations are becoming more selective in approving and selecting foreign providers
- Cross-border research exchange is a rapidly growing priority among nations
- Quality assurance oversight agencies, internal and external, are monitoring universities operating in other countries more closely
- Competition for internationally mobile students is growing more intense each year

Emerging Hosts & Sources



Global Distance Learning (Ad) Ventures

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The background of the slide is a faded, sepia-toned photograph of a grand classical building. The building features a prominent portico with several tall, fluted columns supporting a decorative entablature. The perspective is from a low angle, looking up at the structure. The overall tone is historical and somewhat somber.

If you don't know where you're going . . .

it won't matter which path you take

Global Distance Learning

Approximately 35% of global cross-border higher education is delivered via open and distance learning

Why is this percentage relatively low given developments in communications technologies in the past ten years?

Barriers to Global Distance Learning

- Academic programs, research, and tech transfer carry ‘real people’ credibility in host nations
- The research and best practices base for the interconnected impacts of online learning, language and culture is limited
- Resistance by some organisations to mass distribution of open learning resources
- Technology is not culturally neutral
- Digital divide is not an illusion . . . it is real and a major access barrier for global distance learning

The Cultural Imperatives

The background of the slide features a faded, sepia-toned photograph of a grand classical building with a series of tall, fluted columns and a pedimented roofline, suggesting a university or institutional setting.

- Research the core cultural, language, social norms and traditions of the host nation and partner
- Expand trans-cultural research towards creating teaching models that address technology, language, culture and social norms
- Build regional partnerships
- Student-centered learning - How can our global students make us better teachers?

Strategic Considerations for University Leaders

- Align distance teaching with instructional design formats that compensate and respect language, culture and social norms of foreign students
- Adopt blended learning approaches that provide a synthesis of distance and traditional teaching formats
- Develop a risk management strategy for major international distance learning initiatives

The Global Future for Distance Learning

- The global distance learning market will grow significantly in the next ten years
- Maintaining the focus on effective teaching and learning rather than the technologies
- Building partnerships with the right partners
- Creation and dissemination knowledge rather than just information

Mark Twain

Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.



d.olcott@obhe.ac.uk

THANK YOU

www.obhe.ac.uk