



OUM Seminar Series 2/2016

LIFELONG EDUCATION & RPL: A TALE OF TWO OPEN UNIVERSITIES

Lilian Kek Siew Yick

Recipient of the AAOU 2015 Staff Exchange Fellowship Program

31 May 2016

Background of Program

Program:	AAOU 2015 Staff Exchange Fellowship Program
Organiser:	Korea National Open University (KNOU)
Duration:	1 – 18 September 2015 (3 weeks)
Requirements:	<ul style="list-style-type: none">• To make a presentation about the parent university in comparison with KNOU;• To visit KNOU departments & facilities;• To conduct research in the proposed area; and• To submit a report of the fellowship at the end of the program

Program Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
	Welcome	KNOU A.President Pf Dongkook, LEE	Welcome Lunch Pf Chaehong, LIM IDE Director	Visit to NILE Ms Yenah, HWANG
	Intro to KNOU	Central Library	Meet IDE Researchers	
7	8	9	10	11
IDE: Dr Hyerjyung, Jung	Digital Media Center	Pf Taerim, LEE	Seoul Regional Campus	IDE Seminar
KNOU History Archive				KNOU Press
14	15	16	17	18
KNOU A.President Pf Dongkook, LEE Pf Hyowon, LEE (ex-Dean, SRC) Pf Bowon, KIM	Pf Haejoo, LEE KNOU Pf Taehyun, CHOI Hanyang University Mr Hyungjoo, JEON Hanyang Cyber U	2015 E-Learning Conference COEX Mall		Submission of Research Paper
				Farewell Brunch



A presentation inspired by Charles Dickens' “A Tale of Two Cities”

Book 1: Introduction to OUM

Book 2: Lifelong Learning & RPL: Korea & Malaysia

Book 3: RPL: Challenges and Future Directions

Research Paper

AAOU 2015 Staff Exchange Fellowship Program by KNOU

LIFELONG EDUCATION AND RECOGNITION OF PRIOR LEARNING: AN OVERVIEW OF PRACTICES, CHALLENGES AND FUTURE DIRECTIONS AT KOREA NATIONAL OPEN UNIVERSITY (KNOU) AND OPEN UNIVERSITY MALAYSIA (OUM)

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Abstract:

Globalisation, shift in economic paradigm, the aging population and the need for human capital development have created the impetus for a lifelong learning agenda. In developed countries like Korea, lifelong learning contributes towards economic sustainability, the development of a competitive and creative society as well as improvement in the quality of life. While for developing countries such as Malaysia, lifelong learning has been identified to transform the nation towards high-income economy through educational opportunities and upgrading of its skilled workforce. While Lifelong Learning (LLL) and Recognition of Prior Learning (RPL) are concepts that complement one another, both are also synonymous with continuing education among adult learners. Korea National Open University (KNOU) and Open University Malaysia (OUM)

KNOU Newspaper

스팟 인터뷰

방송대에서 많이 배우고 가요

틴 메이 룬(Tin May Htun, 이하 틴)
미얀마 양곤원격대 법학과장
릴리언 켈(Lillian Kek, 이하 릴리언)
말레이시아 개방대 선행경험학습인증센터장

소속대학 원격교육 현황은

틴 전체 교육과정 중 약 80% 정도가 원격교육으로 이뤄지고 있다. 교육매체로는 라디오·국영방송 등 오디오나 비디오·CD·DVD 등을 이용하고, 인터넷 기반 학습자료를 제공하고 있다. 나머지 20%는 현대인 교육이 이뤄지고 있다. 이때 자연과학 계열은 실습, 예술·법·경제학 계열은 심화실습을 실시한다.

릴리언 자기 주도 원격학습이 80%, 오프라인 튜터 수업이 15%, 온라인 튜터 질의응답이 5%를 차지한다. 자기 주도 학습은 출력물을 활용하고, 튜터와는 학습센터에서 모임을 갖고 'myVLE(virtual Learning Environment 가상학습환경)'를 통해 튜터 또는 동료들과 의견을 나눌 수 있다.

방송대 방문 소감은

틴 방송대는 학습을 위한 기반 시설이 정말 잘 되어 있다. 서울지역대학 도서관을 방문했는데 그 규모가 상당했고 지정좌석제도 무척 신기했다. 유아방 및 동아리방도 마련돼 있어 인상 깊었다. 또한 디지털을 활용한



AAOU 프로그램에 참가한 릴리언(왼쪽)과 틴.

학습 시스템은 우리 학교에 꼭 적용시켜보고 싶은 시스템 중 하나다. 우리 학교도 방송대처럼 되기를 바라본다.

릴리언 방송대는 모든 면에서 최고 수준의 기반을 갖추고 있다. 특히 학생 중심의 대학 운영은 물론 매우 선진화된 기술 측면에서도 많은 것을 배울 수 있었다. 우리 학교 학생들도 학생 중심의 서비스를 받을 수 있게 되면 참 좋을 것 같다. 평생학습 관련 연구진이 포진해 있는 것도 기억에 남는다. 우리 학교와 방송대가 좋은 관계를 지속해 나갈 수 있었으면 한다.

▶ 인터뷰 전문은 온라인 학보에서

김아라 기자

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AAOU 원격교육 세미나 열려

지난 11일 대학본부 5층에서
미얀마·말레이시아 사례 발표

우리 대학이 지난 11일 대학본부에서 아시아 원격대학협회(AAOU) 원격교육 세미나를 개최했다. 이날 세미나에는 임재홍 원격연구소장을 비롯한 관계자 20여 명이 참석했다.

틴 메이 룬(Tin May Htun) 미얀마 양곤원격대 법학과장과 릴리언 켈(Lillian Kek) 말레이시아 개방대학 선행경험학습인증센터장이 각각 발표자로 나섰다. 방문단은 원격교육연구소와 디지털미디어센터 등 다양한 부속시설을 방문해 관찰한 것을 토대로 '방송대와 미얀마 원격대 간 원격교육 품질 관리 비교연구' '방송대와 말레이시아개방대 간 사전경험학습인증제 비교연구'에 대



발표를 경청하는 임재홍 원격교육연구소장

해 각각 발표했다. 이후 발표자와 참석자 간 질의응답시간이 이어졌다.

한편 우리 대학은 지난 2003년부터 AAOU 교직원 교류 프로그램을 통해 2014년까지 총 15개국 28명 참가자에게 원격교육 제도와 운영방법을 전수해 오고 있다.

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Title of the Study

**LIFELONG EDUCATION AND RECOGNITION OF
PRIOR LEARNING: AN OVERVIEW OF
PRACTICES, CHALLENGES AND FUTURE
DIRECTIONS AT KOREA NATIONAL OPEN
UNIVERSITY (KNOU) AND OPEN UNIVERSITY
MALAYSIA (OUM)**

Objectives of the Study

- (1) To compile and examine the lifelong learning and RPL initiatives undertaken in Korea and Malaysia;
- (2) To identify the RPL implementation at KNOU and OUM;
- (3) To explore challenges relating to the RPL implementation; and
- (4) To propose initiatives towards effective management and implementation of RPL.

Methodology

- A qualitative approach was employed to meet the objectives of the study. Information for the study was gathered through document and publications reviews as well as interviews with key personnel who are knowledgeable in the area of LLL and RPL at KNOU.

Significance of the Study

- By exploring into the LLL and RPL practices in both countries, further insights relating to continuous improvements and possible solutions could be derived so as to benefit both countries and institutions in the implementation of their LLL and RPL initiatives.

Findings of the Study

Book 1:

- LLL: A Macro Perspective
- LLL Initiatives: Korea
- LLL Initiatives :Malaysia

Book 2:

- RPL: Korea and Malaysia
- RPL: KNOU & OUM

Book 3:

- Challenges for RPL
- Future Directions for RPL

Book 1:

Lifelong Learning: A Macro Perspective

Korea

- Development from a knowledgeable society to one that is competitive and creative society
- Economic sustainability
- Improving the quality of life

Malaysia

- Educational opportunities
- Upgrading of skilled workforce
- Nation building and transformation towards a knowledge-based society & a high income economy

Both countries espouse the enculturation of lifelong learning and undertakes various initiatives to support the national strategic agenda.

Lifelong Learning Initiatives in Korea



Lifelong Education Act (1999 & 2007)

- Article 1: Responsibilities of State & Local Governments
- Article 41: Provision for Prior Learning Recognition

National Institute of Lifelong Education, NILE (2008)

- Enforcement body of the Lifelong Education Policies
- (a) Academic Credit Bank System
- (b) Bachelor Degree Examination for Self Education
- (c) Lifelong learning account system

Lifelong Learning Initiatives in Malaysia

1. 10th Malaysia Plan: The Inclusion of LLL as the third pillar of human capital development (2011 – 2015) & APEL in the MQF.
2. Blueprint on the Enculturation of LLL in Malaysia (2011 - 2020)
3. Malaysia Education Blueprint (2015 – 2025)
(Higher Education)
Shift 3: Building a Nation of Lifelong Learners



Book 2:

Recognition of Prior Learning

Korea

- Act on Credit Recognition Article 41, LEA (2009) – provision of recognition of non-formal learning sources
- Academic Credit Bank System recognises acquisition and accumulation of credits from non-formal learning.
- Demand for RPL, restricted by law

Malaysia

- RPL extends beyond the provision of formal learning; i.e. Credit Transfer
- APEL includes recognition for non-formal learning and informal learning for the purpose of access into various qualifications in the MQF and award of academic credits.

Book 2:

Recognition of Prior Learning

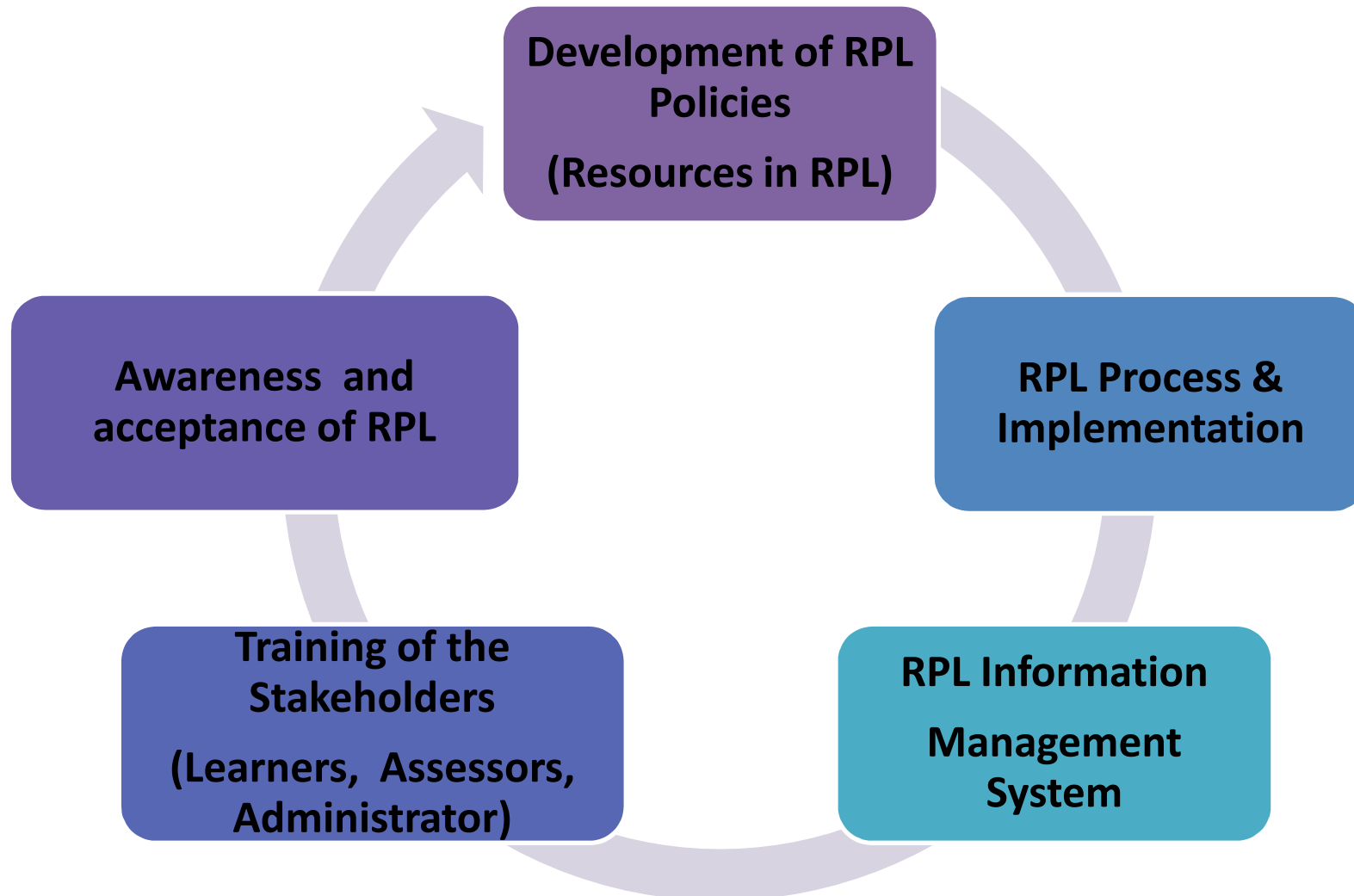
KNOU

- Advance Standing and Program Placement
(strictly on a formal learning)

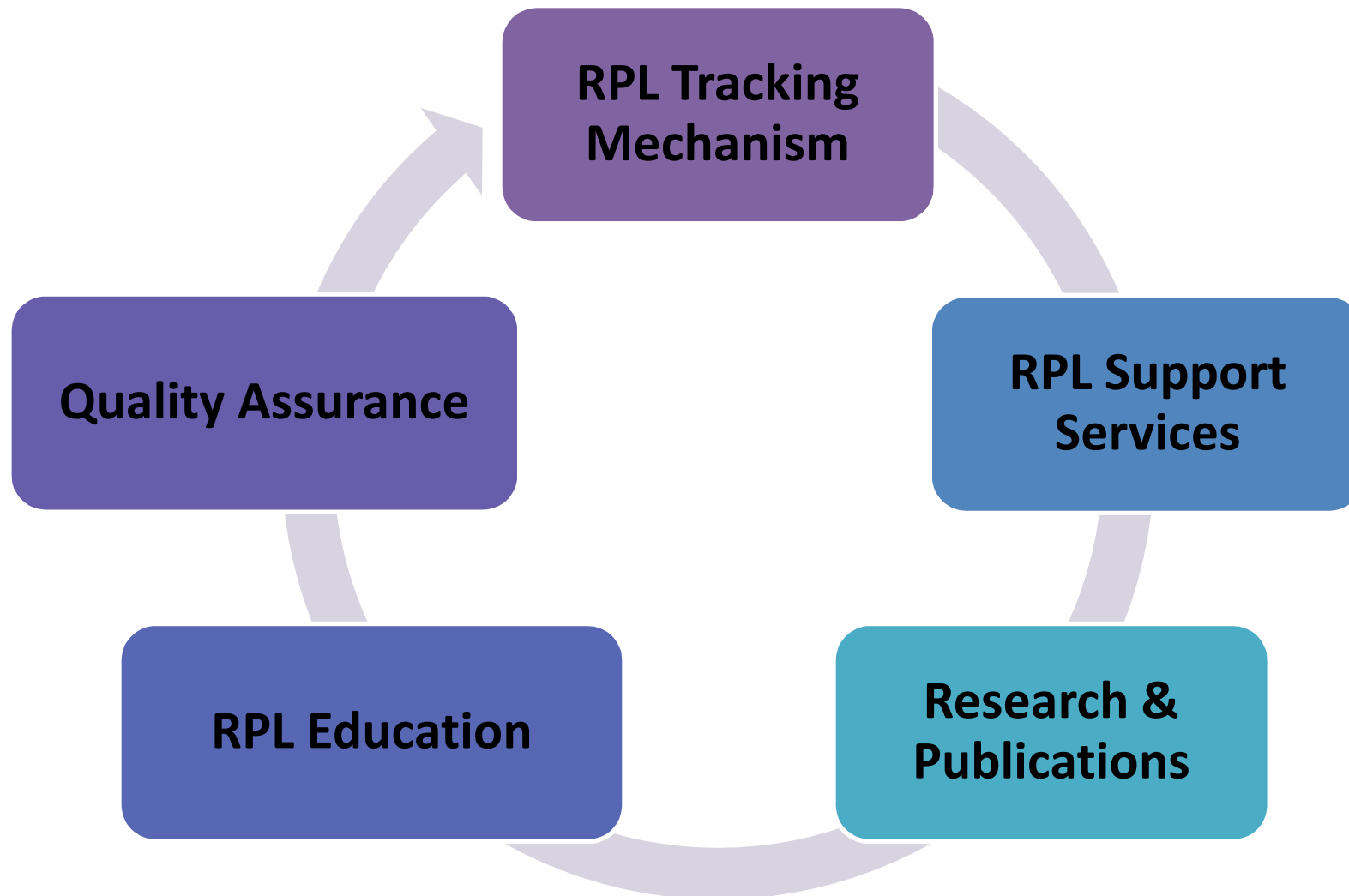
OUM

- Open Entry System
(2006 -2015)
- APEL for Access
(2016 onwards)
- APEL for Credits Award
(2009 onwards)

Book 3: Challenges for RPL Implementation



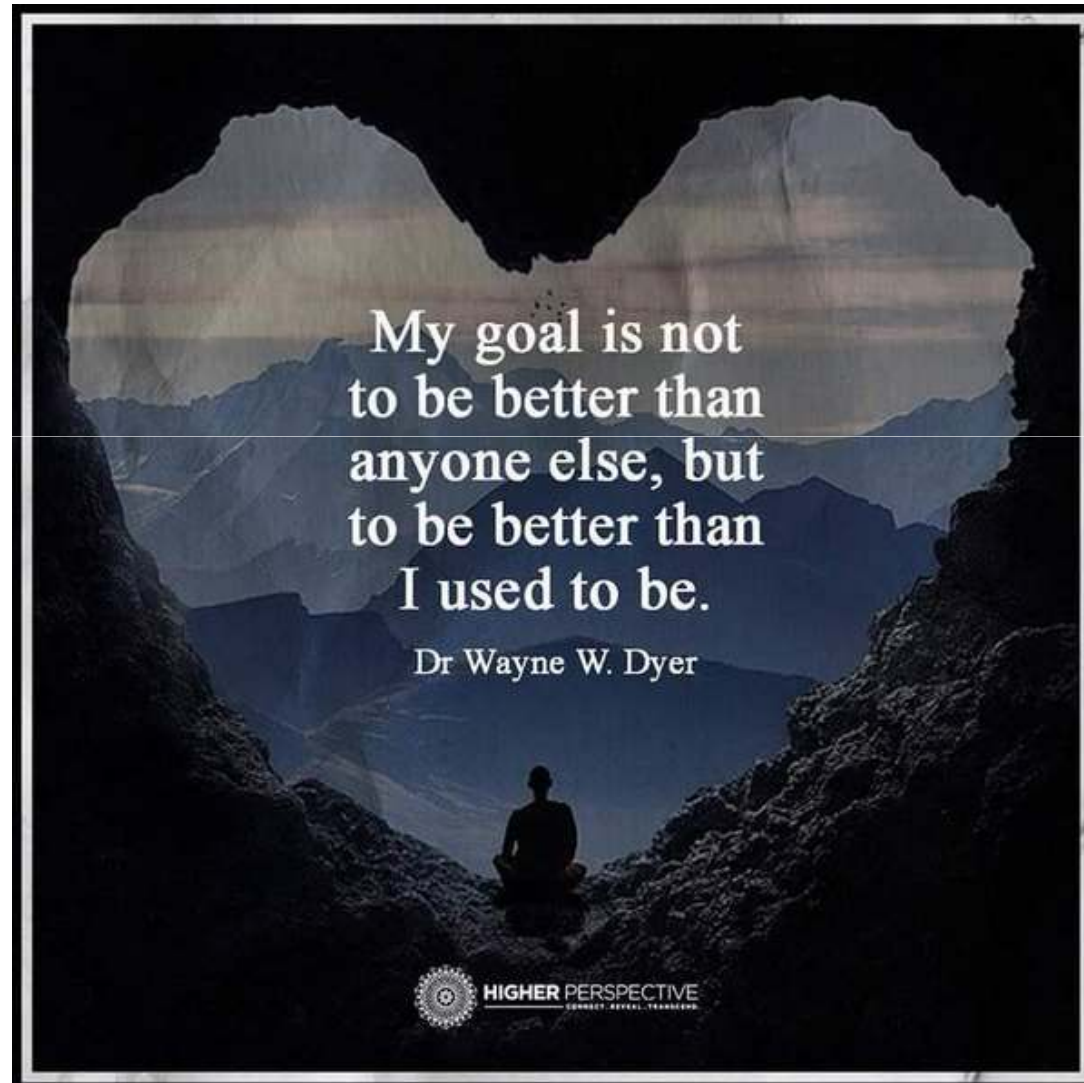
Book 3: Future Directions for RPL



Conclusion: Lessons Learnt

- Capitalising on strength, do not settle.
- Excellence as part of professionalism
- Teamwork creates synergy in the organisation
- Attention to details

Conclusion: Lessons Learnt





Accommodation









Special Thanks & Appreciation



Prof. Dongkook Lee
Acting President
Korea National Open University



Prof. Emeritus Tan Sri Anuwar Ali
Former President & Vice Chancellor
Open University Malaysia

Thank You

감사합니다

KamSahamnida

