BORDERLESS EDUCATION: BREAKING DOWN BOUNDARIES THROUGH EFFECTIVE NETWORKING AND EXCHANGE OF INSTITUTIONAL EXPERIENCES

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• Impacts and Driving Factors
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EDUCATION

• It is the rightful property of everyone, regardless of age, gender, ethnicity and place of living
• However, due to many factors, it is not a reality in many countries
• Millions of the world population do not enjoy basic education, what more higher education

BORDERLESS EDUCATION

• “Borderless education” refers to the developments outside the traditional borders of higher education
• Access to education without having to physically leave their homes or places of work
• A new way of provision of knowledge: online learning, distance learning, corporate education and specialised courses held on weekends
THE IMPACT

• In the United States: 65 virtual universities and colleges under the American Distance Education Consortium
  E.g. Indiana University Online, Michigan Virtual University, Minnesota Virtual University and Kentucky Commonwealth Virtual University
• In Asia: Several virtual universities being set up
  E.g. International Cyber University in Korea, Hong Kong Cyber University, ASEAN Virtual Institute of Science and Technology in Thailand and U21 Global in Singapore
• UNESCO listed more than 115 virtual universities in its website

DRIVING FACTORS

• Globalising economy and job market
• Increase needs for skilled workers or “knowledge workers”
• Availability of information and communication technologies
• Rapid technological advancement
• Enhanced interest in lifelong learning
• Increase in the international demand for higher education
TECHNOLOGY & EDUCATION

- Our lives have become more technology-oriented.
- We depend on electronic gadgets: save time, effort and money.
- Rising internet penetration rate in Asian countries: narrowing the digital gap and creating digital opportunities.
- Increasing demand for information and knowledge via information superhighway: Borderless education.

CHALLENGES

- Technological strides render some of the working population’s skills obsolete.
- Need to change mindset and be open to knowledge and acquire new skills to cope with the shift towards a more technological competent environment.
- Government action-oriented policies setting the lead in promoting new sets of skills, training programmes and industry-university linkage.
GLOBALISATION & EMERGING TRENDS IN EDUCATION

• Globalisation caused volatile market place: intense competition for investment flows, export markets, job opportunities and labour transmigration
• Workers across the globe need to improve their education level in order to obtain transferable skills and hence become more marketable
• Borderless education is like insurance against unemployment
• Increase in worldwide demand for higher education

DISTANCE AND ONLINE LEARNING

• Internet has enable fast, easy and efficient delivery channel of knowledge and information
• Cost effective: Providing education to the masses without having the traditional infrastructure
• Changing the nature of learners and learning process: Becomes more learner-centred
ASIA’S ODL

- Sukhothai Thammathirat Open University
- China Central Radio and TV University
- Indra Gandhi National Open University
- Open University of Hong Kong
- Universitas Terbuka Indonesia
- Korean National Open University
- Open University of Sri Lanka
- Bangladesh Open University
- University of Philippines Open University
- Hanoi Open University
- Open University Malaysia (OUM)

OUM: AN ODL PROVIDER

- Established in 2000, the first university to offer programmes through ODL in Malaysia
- Democratisation of education: Making education affordable, accessible and available for everyone
- Motto: University for All
- Provide Malaysians with lifelong opportunity to pursue higher studies
UNIQUE MODEL

• A private university under a consortium of 11 public universities
• Leaders from public universities and captains of industry contribute their expertise to OUM
• Learners enjoy: flexible entry requirements, learner-friendly flexible academic system and blended learning pedagogy

OUM’s PROGRESS

• In August 2001, 753 learners enrolled in 4 programmes
• Current total enrolment of 67,000 (as of Jan Semester 2008)
• 51 programmes – 8 Diploma, 28 Bachelor, 10 Master and 5 PhD
• 95% learners are working adults: teachers, civil servants, homemakers, corporate sector employees, members of the armed forces, nurses, retirees and the disabled.
OUM’s PROGRESS

- 10 regional learning centres and 51 local learning centres
- 7,000+ tutors
- Utilises academic expertise from Public Universities as tutors and subject matter experts (SMEs) to develop modules
- 400+ modules
- 8,895 graduates

OUM: E-LEARNING

- Comprehensive and flexible e-learning system “myLMS’ enables lecturers and learners to interact in a virtual classroom environment
- Allows institution to monitor learning and teaching development
- Enables learners to participate in online discussions and forums with their tutors and peers
MYLMS: E-LEARNING PLATFORM

• Examples of awards won:
  – Runner-up for the Asia Pacific IT Award from the Asia Pacific ICT Association;
  – E-learning Recognition from Eszerhazy Karoly College of Hungary; and
  – Excellence in Education Management from Technology Business Review.
• Several local public universities also purchased and used myLMS
• Strategic partnership with Ministry of Higher Education, Kingdom of Saudi Arabia to establish a National E-Learning Centre

INTERNATIONAL COLLABORATION

• Centre for Graduate Studies has International learners in Yemen, Indonesia, Singapore and Bahrain
  – University of Science And Technology, Sana’a, Yemen
  – Universitas Riau, Indonesia
  – Trent Global Education Group, Singapore
  – Arab Open University, Bahrain
NETWORKING

• OUM’s staff attended seminars, conferences and training
• Visits to other ODL institutions to learn from their experiences
• OUM wishes to reach the benchmarking standards of excellent ODL institutions
• AAOU Conference: A platform for networking and sharing of ideas, knowledge and experiences
• Still lacking in term of effective networking and sharing of information and resources and also in research and development

CLOSING REMARKS

We need:
✓ To unite under one umbrella
✓ To have mechanisms that allows for organised, systematic and regular sharing, networking and exchange of knowledge and skills
✓ To embark on long-term and sustainable cooperation
✓ To emulate efforts of the European Community in introducing credit transferability
CLOSING REMARKS

We need:

✓ To give priority to visiting other open universities in order to share and learn from each other’s experience
✓ To provide Q-Education: Improve on quality assurance, content development, e-learning delivery system, learning materials, facilities and centres
✓ To leverage on the use of English as pivotal instrument to collaborate in the delivery of programmes
✓ To make borderless education more acceptable

THANK YOU