

IAU, founded in 1950, is the leading global association of higher education institutions and university associations. It has Member Institutions and Organisations from some 130 countries that come together for reflection and action on common concerns.

IAU partners with UNESCO and other international, regional and national bodies active in higher education. It is committed to **building a Worldwide Higher Education Community.**



IN FOCUS

ICTs in education – revolution or evolution?

ACTIVITIES

IAU in Peru at the Universidad Científica del Perú, Iquitos, Peru, 19-21 March 2014

- > Reporting on the IAU 2014 International Conference on *Blending Higher Education and Traditional Knowledge for Sustainable Development*
- > Report on Board Meeting and Strategic planning Meeting
- > Around the World with the Board

Update on IAU projects; get involved!

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The views expressed in the articles published in *IAU Horizons* are those of the authors and do not necessarily reflect the views of the International Association of Universities.

Cover Image: shutterstock / Andrey Popov

Top photo panel:

Pictures from left to right: Launch IAU Global Survey on internationalization, in Amsterdam in April ; MOOCs in Focus ; The IAU International Conference

MESSAGE FROM THE SECRETARY-GENERAL



THIS ISSUE OF *IAU HORIZONS* MARKS THE 20TH YEAR OF ITS PUBLICATION THOUGH THE MAGAZINE HAS UNDERGONE SEVERAL TRANSFORMATIONS. It is thus timely to look at current educational transformations being brought about (or not) by technology. *In focus* examines a few ways in which ICTs are changing education. Whether it is ODL (online and distance education), OERs (open educational resources), MOOCs (Massive open online courses), technology is allegedly revolutionizing access to higher education and for some signaling the end of the classroom as we know it. Though I may be considered as 'old school', I have some doubts about such sensationalist proclamations, though what happens in the classroom is and will continue to change as both learners and faculty make ever more full use of technology and pedagogical innovations it makes possible. Envisaging future higher education without ICTs is impossible, but which innovations have endurance and which are more of a passing fad remains unknown. Here, authors from several world regions, as well IAU share views on these developments.

For IAU future higher education needs also to include greater emphasis on issues of sustainable development (and ICTs can be instrumental in this regard as well). Reporting briefly on IAU's 2014 International Conference and presenting the **IAU Iquitos Statement on HESD** that was drafted during this event, provides a glimpse at the Association's preparations for UNESCO's World Conference on Education for Sustainable Development. This, and on-going advocacy for higher education as an important sector in need of attention in the post-2015 development agenda, will be among the priorities for IAU in the coming months along with several new and on-going projects described in this edition of *IAU Horizons*.

In our quest to offer Members useful services, IAU now makes its *World Higher Education Database (WHED)* available online, giving Members better search and downloading possibilities. In the area of publications, the report on the 4th *IAU Global Survey on internationalization of higher education* is also available to all now, with a highly discounted rate for Members. Finally, the most recent issue of *Higher Education Policy*, published in June, includes articles on Doctoral education, building a bridge to one of IAU's 4 specialized portals, the IAU IDEA-PhD Portal. You can read more about these publications in this issue.

As readers, please note several future IAU events in your calendar. Prague, Uppsala, Ankara, Accra, and Siena, are on the IAU agenda and offer opportunities to discuss themes such as graduates' fitness for purpose, ethical conduct in higher education, doctoral education, private participation in higher education, links between higher education and EFA and internationalization. These events are unique occasions for Members to become involved in our work, to contribute their expertise and to make known their views about future IAU themes.

Yes, ICTs offer valuable tools for new ways of learning and communicating, but in an activity as profoundly social as education continues to be, technology cannot replace face-to-face interaction among peers. Equally so, though IAU is planning a webinar series, we continue to offer meeting opportunities to our Members and others interested in lively exchanges of perspectives and mutual learning. So please turn the pages of this *IAU Horizons* to find out more about both – ICTs in learning and IAU's activities past and future.

Eva Egron-Polak

IAU Horizons 20.1-2 – Highlights

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IAU 2014 INTERNATIONAL CONFERENCE

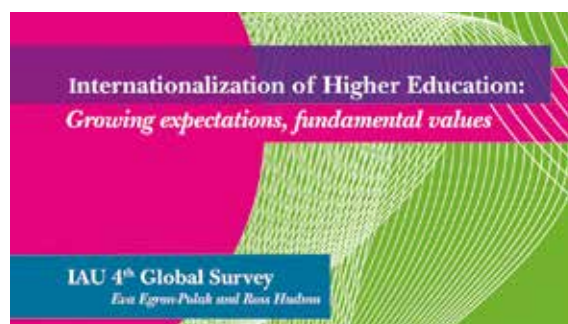
IAU thanks the Universidad Científica del Perú and its Rector, Professor Saldaña, for having hosted both the Board and the Conference in Iquitos last March. The Conference attracted participants from all five continents and allowed to discuss and adopt the *IAU Iquitos declaration on higher education's role on sustainable development*. The text of the Declaration is published on the IAU HESD Portal and on pages 4 & 5.



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IAU 4TH GLOBAL SURVEY REPORT NOW PUBLISHED!

The report of 4th edition of the *IAU Global Survey on Internationalization of Higher Education* was released on April 1, 2014. This report results from the analysis of the data collected from 1,336 HEIs from 131 different countries – the largest and most geographically comprehensive collection and analysis of primary data on internationalization ever undertaken.



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IAU PROJECTS

Much has happened since the last issue of IAU Horizons came to your desk. Read about the ongoing and new projects in internationalization, sustainable development, education for all, doctoral programmes, access and success, LEADHER, ethics and about new national review projects the association is getting involved in.



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IN FOCUS: ICTS IN EDUCATION – REVOLUTION OR EVOLUTION?

17 authors from China, Chile, the UK, France, South Africa, Canada, India, Malaysia, Thailand, USA have contributed papers in which they share very different perspectives on the future developments, use and impacts of ODL, OER and MOOCs with the magazine's readership. The papers raise challenging questions calling for further debate.



IAU CALLS

Call for Expressions of Interest: ISAS programme open to IAU Members

The Call and application form are available on the IAU website www.iau-aiu.net



Call for Internationalisation experts to work with IAU on new IAU – UFESCDI project on Internationalization of Higher Education in Romania

See page 10.

Calls for input ! HEEFA, HESD and IDEA-PhD portals!



www.heefa.net



www.idea-PhD.net



www.iau-hesd.net

Get involved and bring your projects and initiatives in the fields of Education for All and Higher Education; Sustainable development and innovative approaches to doctoral education to the attention of the global higher education community.



IMPORTANT IAU DATES – MARK YOUR CALENDAR !

2014 CONFERENCES

23-26 September: 4TH ASEM RECTORS' CONFERENCE (ARC4) AND STUDENTS' FORUM, ON INNOVATIVE PARTNERS FOR CHANGE: UNIVERSITIES, BUSINESS AND SOCIETY – ASIA & EUROPE MOVING FROM PRACTICE TO POLICY AND ACTION, organized by the Asia-Europe Foundation in partnership with IAU, ASEAN Universities Network, Chulalongkorn University, Office of Higher Education Thailand (OHEC), Bangkok, Thailand.

9 November: INTERNATIONAL CONFERENCE ON HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT: HIGHER EDUCATION BEYOND 2014, coorganised by UNU in collaboration with UNESCO, UN DESA, UNEP, UN Global Compact – PRME initiative and IAU, Aichi Nagoya, Japan.

Contact: h.vantland@iau-aiu.net / www.iau-hesd.net

10-12 November: UNESCO WORLD CONFERENCE ON EDUCATION SUSTAINABLE DEVELOPMENT, Aichi Nagoya, Japan. The International Association of Universities is invited to act as a coordinator of the workshop on “**CLUSTER II-3 HIGHER EDUCATION AND RESEARCH**”. The Preparatory Meeting for Workshop Coordinators will be held on 25 and 26 June, at UNESCO, in Paris. More information in the course of the Summer.

For expressions of interest: contact: h.vantland@iau-aiu.net / www.iau-hesd.net

2014 IAU WORKSHOPS AND SEMINARS

17 September: IAU-EAIE 2ND INVITATIONAL EXECUTIVE SEMINAR ON: “ARE GRADUATES FIT FOR PURPOSE?”, EAIE Annual Conference, Prague, Czech Republic.

18 September: IAU-ACUP SEMINAR ON DOCTORAL EDUCATION AND E-SUPERVISION, EAIE Annual Conference, Prague, Czech Republic.

19 September: IAU-MCO WORKSHOP ON INTEGRITY AND ETHICS IN EDUCATION, RESEARCH AND ADMINISTRATION/MANAGEMENT, Uppsala University, Sweden.

18-20 November: IAU HEEFA FOLLOW-UP SEMINAR, Hacettepe University, Ankara, Turkey.

Fall: INTERNATIONAL IAU IDEA-PHD SEMINAR, University of Ghana, Ghana.

2015

5-6 May: 80TH IAU ADMINISTRATIVE BOARD MEETING, Accra, Ghana.

7-8 May: IAU GLOBAL MEETING OF ASSOCIATIONS (GMA 6), ON PRIVATE PARTICIPATION IN HIGHER EDUCATION: TODAY AND TOMORROW?, co-organized with Association of African Universities (AAU) and hosted by University of Ghana, Accra, Ghana.

28-30 October: IAU INTERNATIONAL CONFERENCE 2015, ON INTERNATIONALIZATION OF HIGHER EDUCATION – MOVING BEYOND MOBILITY, organized in partnership with Siena University, Italy.

2016

IAU 15TH GENERAL CONFERENCE, Bangkok, Thailand. Tentative theme: “**AUTONOMY, SOCIAL RESPONSIBILITY AND ACADEMIC FREEDOM IN A CHANGING WORLD**” – Theme and dates to be defined.



REPORT ON IAU 2014 INTERNATIONAL CONFERENCE

➤ BLENDING HIGHER EDUCATION AND TRADITIONAL KNOWLEDGE FOR SUSTAINABLE DEVELOPMENT,

Universidad Científica del Perú, Iquitos, Peru, 19-21 March 2014

The IAU Iquitos Conference attracted participants from a wide variety of universities from around the world to debate and share ideas on issues of common concern. It touched on the very issue of better *Blending Higher Education and Traditional Knowledge for Sustainable Development*.

The Conference allowed addressing the key issue of Education for Sustainable Development and it gave way to dynamic comparative approaches to sustainable development issues. The programme was developed in such a way as to offer a unique opportunity for participants to interact in small groups of peers to exchange ideas, practices and to work closely with each other from different institutions, networks and organisations. Also, the conference offered a unique opportunity to learn more about the issues at stake in the Higher Education Sector in different regions.

The outcomes of the discussions help define the IAU's position with regard to the Post-2015 Development Agenda.

➤ THE MISSION AND VISION OF THE UNIVERSIDAD CIENTÍFICA DEL PERÚ (UCP)



Prof J.R. Saldaña, Rector UCP



“UCP is much dedicated to rethinking the way in which teaching and research is being carried out and to

develop innovative approaches that would suit the needs of today's student communities. The role and functions of universities and of UCP in particular is to foster educated, open minded and critical leaders who will be able to take informed decisions to ensure a better future for all in Iquitos, in Peru and far beyond. Hence UCP has a strong interest in developing its teaching, research and administrative work incorporating sustainable development principles at all levels, in fostering interdisciplinarity and strong engagement with the community and as well as to develop its internationalization plan strategically, in order to foster better understanding of the world for its students and staff. This motivated UCP to focus the Conference on Blending Higher Education and Traditional Knowledge for Sustainable Development.

UCP is well positioned in the city of Iquitos, the region of Loreto and as well in Peru and the Amazon Region. It embarks on global projects such as Tropimundo; is involved in the Beca 18 programme; takes part in the global IAU Platform on Higher Education for Sustainable Development and many other projects aiming at bringing about a change in the minds of students and staff, both locally and internationally. UCP endorses the IAU statements of principles and, by adopting these, it aims to foster academic freedom and university autonomy in order to develop the kind of academic programmes required to this end.

The Amazon is unique; it is in a way the centre of our world. The wealth of the Amazon flora and fauna deserves constant care and research to safeguard and promote it for the benefit of all. And we believe that this conference can contribute to this end by making the international community aware of what it is and what it stands for.

The Meeting came at a very timely period. The United Nations Decade of Education for Sustainable Development (UN-DESD) comes to an end at the end of this year. The deadlines set for the Millennium Development Goals are also approaching, yet results to date are still a long way off from those expected. The Decade that began in 2005 has emphasised that higher education needs to be transformative in supporting the sustainability agenda. Higher education must be adept to change in order to benefit



a greater majority of the world's population. What innovative changes should higher education institutions undergo to facilitate this transformative process? This is one of the overarching themes this event will focus on.

Given the collective and individual experiences gathered during the Conference, there are positive solutions and alternatives that were debated to further improve the quality of education and to enrich the higher education experience for students and researchers, thus increasing the benefits to society as a whole, and in a sustainable way.

The outcomes of the Conference will be presented at the UNESCO World Conference on Education for Sustainable Development, in Aichi-Nagoya in November 2014, and taken up in the discussions that will help shape the post 2015 agenda for education.”



Prof Dzulkifli Abdul Razak,
President, IAU



“The Conference participants came together to share ideas and lessons about strategies that work for promoting sustainable development. Higher education institutions from around the world have been innovative in trying to address the challenges of the Millennium Development Goals. Yet, the targets set for 2015 have not been reached and new plans have to be committed to ensuring quality of life for all.

IAU has taken steps to this end and is developing a new strategic plan of activities for the coming four years. All programmes and projects aim at contributing to developing quality education for all. As for Sustainable Development (SD) and the promotion thereof by Higher Education, IAU has been active in many different ways ever since it signed the IAU Kyoto Declaration in 1993, took part in the key global Conferences since Kyoto, Johannesburg and Bonn and is involved significantly in the preparations for the UNESCO World Conference on Education for Sustainable Development (ESD) 2014, in November which will mark the end of the UN Decade on ESD and mark the launch of the post 2015 Education Agenda activities.

IAU develops a global Portal on Higher Education for Sustainable Development (HESD) to showcase higher education institutions, projects and targeted actions to promote SD at leadership, campus, research, teaching and administrative levels. Many of your institutions are represented in the portal and we invite you to continuously update information as published in order for the portal to really service its purpose: promoting SD; exchanging ideas; develop new and innovative alternatives for a better future.

That the theme of this Conference was about Blending Higher Education with Traditional Knowledge broadens the vista of SD in reclaiming the role of local culture, heritage and wisdom in co-creating knowledge for a more diverse and inclusive audience in a democratic way.”

☞ CONFERENCE DOCUMENTS

Presentations addressing overarching themes such as “What Kind of Future do we want?”; “The Role of Higher Education in Promoting Sustainable Development”; “The post-2015 ESD Framework for Action: Higher Education’s Commitment to the Future” are available online on the Conference WebPages alongside the conference Programme Book and the Speakers’ bio notes and abstracts:

www.iau-aiu.net/civicrm/event/info?reset=1&id=353.

⊕ IAU Iquitos Statement on Higher Education for Sustainable Development

In preparation for the IAU 2014 International Conference on *Blending Higher Education and Traditional Knowledge for Sustainable Development*, the IAU drafted *The IAU Iquitos Statement on Higher Education for Sustainable Development* (HESD). It is designed as one of the Association’s contributions to the UN – Decade for Education for Sustainable Development.

All Conference participants and all IAU Members were invited to comment on it. Once finalized, it will be tabled at the UNESCO World Conference on Education for Sustainable Development in Aichi Nagoya, Japan, in November 2014.

For ease of reference, the latest version is published below. The electronic draft version is available at: www.iau-hesd.net. The final version will be made available there as well.

Contacts: h.vantland@iau-aiu.net; iau@iau-aiu.net

IAU Iquitos Statement on Higher Education for Sustainable Development

Following the IAU 2014 International Conference on *Blending Higher Education and Traditional Knowledge for Sustainable Development*, Iquitos, Peru, March 2014

1. We, Members of the International Association of Universities (IAU) as well as representatives of the broader higher education community, reaffirm our commitment to the role of higher education in the transition to more sustainable societies and to pursuing sustainable development within and through our respective institutions.
2. As the *United Nations Decade on Education for Sustainable Development* comes to an end, and the Millennium



Development Goals near their scheduled completion, the post-2015 Agenda is being shaped. The higher education community is ready to contribute to the development and implementation of the post-2015 Agenda.

3. It is our shared belief that only with the full engagement of higher education in the post-2015 Agenda will it be possible to create the intellectual, economic, environmental and cultural conditions required for a sustainable future for all.
4. We applaud the commitments and promises made at the world events held in Stockholm, 1972, *Rio de Janeiro*, 1992, *Johannesburg*, 2002 and "Rio + 20", 2012, to make our world better for all, for present and future generations.
5. In line with the IAU longstanding engagement in the elaboration of the following declarations:
 - **IAU Kyoto Declaration**, 1993
 - **Bonn Declaration**, issued at the UNESCO World Conference on Education for Sustainable Development to mark the mid-Decade, 2009
 - **Rio + 20 People's Sustainability Treaty on Higher Education**, June 2012;
 - **Commitment to Sustainable Practices of Higher Education Institutions** on the Occasion of the UN Conference on Sustainable Development, Rio de Janeiro, Brazil, 2012

We renew our commitment to Higher Education for Sustainable Development and we agree to develop new actions and strengthen current initiatives to respond proactively to these resolutions and recommendations.
6. To build synergies and promote collaboration in the search for effective and innovative approaches to solving today's as well as future sustainable development challenges, IAU commits to offering an open, interactive and collaborative forum for discussion and action, to raise awareness and advocate for change. Using the interactive *Portal on Higher Education for Sustainable Development*, inter alia, IAU will showcase higher education institutions' activities from around the world and offer networking opportunities.
7. Undertaken collectively, these and other efforts can facilitate changes in higher education to better achieve sustainable development. Working together can create greater impact in, among others:
 - *Whole institution approaches in translating Sustainable Development into institutional agendas,*
 - *Mainstreaming sustainable development concepts and principles in all fields of study,*
 - *Research on sustainable development issues,*
 - *Community engagement to anchor sustainable development in local tradition, language and culture, and to better blend traditional knowledge in higher education,*
 - *Sustainable leadership development and practices,*
 - *Transdisciplinary approaches to sustainable solutions,*
 - *Campus greening and sustainability,*

- *Networking to consolidate knowledge, experiences and impact on sustainable development.*

8. Far more resources, human, organizational and financial, must be mobilized to achieve sustainable development locally and globally. Only collective and collaborative efforts will advance knowledge for successful sustainable development measures and bring about lasting change.
9. IAU expertise, the conclusions of the IAU 2014 International Conference and the input of the wider higher education community led to this Statement. It will be presented at the 2014 *UNESCO World Conference on Education for Sustainable Development*, and to those involved in setting the goals and implementation strategies for the post-2015 Agenda.
10. The IAU Iquitos Statement should be used to advocate for the recognition of the important role of higher education in the post-2015 Agenda.

The electronic version is available at: www.iau-hesd.net

► REPORT ON THE IAU 79TH BOARD AND STRATEGIC PLANNING MEETINGS, March 2004



The 79th Administrative Board meeting of the IAU took place from 16 to 19 March 2014, just prior to the International



Conference in Iquitos, Peru, hosted by Rector Saldaña of the Universidad Científica del Perú. Though numerous topics were addressed during the Board meeting, a full day was reserved for the launch of a strategic planning exercise that would see a new Strategic Plan proposed to the General Conference of IAU in Thailand in 2016. Board Members confirmed that the IAU needs to build on its strengths but also to even better take into account the evolutions in higher education and the needs of its diverse membership. The proposed new Vision and Mission statements were approved; these will help structure the IAU strategic plan and its implementation action lines. This work will continue at the 80th Board meeting scheduled to take place in Accra, Ghana, in the first week of May, 2015.



In the meantime, IAU will conduct a **Membership Survey** to gather input and feedback from all members, Affiliates and Associates. Thanks in advance to those who will provide us with their views!

The Board members also took into consideration that alongside the strategic planning exercise, the IAU Secretariat will plan and elaborate a new submission for funding to the Swedish International Development Agency, whose current grant to IAU will end in June 2015. The two processes will be closely linked as IAU will fully integrate its projects funded by Sida into its overall strategy. In this regard, a recent external evaluation of the Sida-supported programme of activities at IAU provided valuable analysis and recommendations, underlining the unique niche that IAU offers to institutions from around the world to meet as equal partners. The generally positive report echoed the Board's view that IAU needs to concentrate its efforts more and suggested that a strengthened focus on leadership and peer-to-peer learning be taken into consideration.

▶ AROUND THE WORLD WITH THE BOARD

Dzulkifli Abdul Razak, *President IAU, Former Vice-Chancellor, University Sains Malaysia (USM), Malaysia*, indicated that finances, increasing demand for higher education and governance were the three main issues on the agendas of leaders of Malaysian higher education institutions at a time when the Malaysian education system is being revisited due to the merger of both the education and the higher education ministries. Consultations and consolidation processes are underway this year. IAU has assisted the Ministry in pulling together a panel of 8 international HE leaders and other experts who met with

the Minister and HE staff to discuss and question, validate and legitimise the processes. The Report was submitted in April.

Pam Fredman, *Rector, Gothenburg University, Sweden*, underlined the importance of the current Swedish discussion about the issue of 'university autonomy': what does this concept mean today?; what do university leaders want? As far as the financial situation of higher education institutions in Sweden is concerned, she reported that they are better off than in many countries. Noteworthy is the recent and significant increase in research funding. HE leaders discuss the necessity to increase students' spaces to offer access to more students than is the case today. Yet with elections coming up, there are a lot of short cited decisions that are being taken and the situation overall is rather instable. Universities are calling on the government to allocate 'non labelled funding'. They are also calling on the government to address the negative impacts of the introduction of tuition fees for foreign students (non EU) since 2011 which resulted in a 90% drop of international students from outside Europe and in a real competence issue in the country. Companies are complaining about the situation and, as a result, the number of compensation scholarships is being increased; yet the issue is not resolved.

Manuel Fernós, *President, Inter American University of Puerto Rico (IAU-PR)*, talked to the difficult financial situation of **Puerto Rico** due to a decade long history of 'borrowing' which has just recently be put on hold and resulted in a period of financial austerity marked by substantial budget cuts, which, in part, heavily impact on HEIs as well. This calls for a more creative approach to financial issues by the different HEIs and translates into increase of fees and small increases in Pell grants. At the same time and due to the same bad economic situation, PR has lost a large proportion of its 'active' population; this affects the HE enrolment figures. In response, IAU-PR has created a center out in Florida to follow the students and to ensure that it does not loose on student numbers and thus on financial support. The universities goals are to prepare students to become citizens of the world; to prepare them for the labour market; to educate new leaders for



Puerto Rico. In light of the above, higher education institutions are pressured to be more efficient and to better define their role in their country development and in society as a whole.

Olive Mugenda, *Vice-Chancellor, Kenyatta University, Kenya*, talked to the Implications of the Constitution of Kenya, 2010, on Higher Education: in Kenya, numerous developments as well as challenges have arisen following the enactment into law of the Constitution of Kenya, 2010. This new Constitution recognizes education as a basic human right and offers a solid foundation for the government's commitment to education, and for extensive reforms in policy, legislation, and curriculum aspects of the education sector. In higher education, among other developments, the Commission for Higher Education was restructured and strengthened with an expanded mandate for accreditation, quality improvement and quality assurance in all universities, both public and private.

Closely tied to the issue of quality is the theme of relevance. Kenya Vision 2030 places great emphasis on the link between education and the labour market, the need to create entrepreneurial skills and competences, and the need to strengthen public and private sector partnerships. This has considerable importance for the structure and focus of the education system and curriculum.

In the area of governance in Higher Education, the Universities Act, 2012 strengthened the role played by university Councils in the appointment of senior University managers. Among other responsibilities, the Council approves major university policies. Policies are important instruments of governance.

Stephen Freedman, *Provost, Fordham University, USA*, underlined that affordability and accessibility were two of the key issue on the HE agenda in the United States today. The issue of rising tuition fees even at public institutions, with some fees reaching up to 40 to 50.000 dollars annually is a real societal issue especially at times when the value proposition of higher education in the context of volatile economic situation

is hard to defend. The Obama administration plans to make HEIs more accountable to the public sector. Federal grants targeted for higher education are to be accountable with respect to outcomes; yet this measure encounters much resistance.

Betsy Boze, *Former President, The College of the Bahamas*, reported on political changes in **The Bahamas**. The government cut higher education funding by 25% and did not allow increases in tuition fees which have remained the same for 14 years, at a time of increased enrolment and transition from a two year college to baccalaureate and master's degrees. A loan from the InterAmerican Development Bank will provide funding to complete a new graduate business building, additional residence halls and energy efficiencies. Through BAMSI (Bahamas Agricultural and Marine Science Institute) on the island of Andros, the College will reduce dependency on imported food by expanding agricultural programmes. They have partnered with The Island School to create the COB Cape Eleuthera Institute in marine sciences. COB received an Erasmus Mundus grant and a Confucius Institute.

Pornchai Mongkhonvanit, *President, Siam University, Thailand* indicated that Thai universities need to become more independent; this can be achieved through the revision of their management system, by ensuring academic freedom and by strengthening networks between institutions in order to decrease government involvement. Universities, both Public and Private, need to work together in order to develop new strategies and long term plans to be ready for the ASEAN Community by 2015. As well, HEIs are adjusting their semesters to the Western system (1st semester starting in Late August and 2nd semester starting in January) to accommodate foreign student exchanges and to increase the internationalization of Thai HEIs. Regarding the quality assurance system, Thai HEIs will move towards the fourth round of External Quality Assessment 5 year's cycle, by using a new set of key performance indicators. However, there are still some questionable indicators and elements that need consultation and improvement in order to assure the accuracy of the QA system.



The further development of the Thai higher education system is marked by the proliferation of privately run universities or privately run departments inside some public universities. HRH Princess Sirindhorn has graciously founded a new private college “Chitralada College of Technology” with a view to ‘produce’ efficient workforce and ‘good members’ of the Thai society. Petroleum Authority of Thailand has also planned to establish a new private research institute which focuses on graduate studies. This institution aims to become one of the world class higher education institutions. Fifteen public universities, including some leading universities such as Chulalongkorn University and Mahidol University, also restructured themselves and became Autonomous universities. In addition, Thai universities are emphasizing more on employability through cooperative education and experiential based learning.

Yutaka Tsujinaka, *Executive Advisor to the President, University of Tsukuba, Japan*, stressed the university differentiation dynamics affecting the HE sector. Last November, the Minister of education announced a plan for governance changes and called for increased national university cooperation to counter the impacts of decentralisation on the sector and to enhance change processes for high quality and independence at Japanese Universities. Japan as well faces slightly decreasing tendency of student numbers. This fact, combined with the pressure, nationally, due to global competition to innovate, led to the differentiation strategy developed by the government which allows it to select a series of institutions and reinforce their research mission. In 2014, 86 national universities are still relying on more than 60 to 70% on government funding. Competition between the universities is increasing.

Goolam Mohamedbhai, *Honorary IAU President, Mauritius*: At national level, the government’s major plan is to turn Mauritius into a higher education hub by attracting foreign institutions and students. The sector is evolving quickly: the University of Mauritius was the first university to be created back in 1967, and the second university was set up in 2000. In 2012, two new public institutions were created: the University of Mascarene and the Open University of Mauritius. Several foreign institutions have now been set up, although the quality of some of them has lately come under severe questioning. At the sub-regional level (the SADC region which covers 15 Southern African countries), SARUA is undergoing major changes. It used to be funded mainly by a development agency which has not renewed its funding. SARUA is therefore turning into a membership fee-based university association.

In the absence of **Etienne Ehlé**, *Secretary General, Association of African Universities (AAU)*, Prof Mohamedbhai reported that AAU has been closely involved in the World Bank initiative of creating African Centres of Excellence (ACE) in West and Central Africa. The AAU has helped in the selection of 18 such Centres, 10 of which are based in Nigerian universities. The ACEs, funded by the World Bank, focus on postgraduate teaching and research in areas relevant to Africa.



In **Nigeria**, Universities were hit by a national strike of academic staff over the last 5 months; it called for increased funding for higher education. This crisis was resolved last month and resulted in an additional 2 billion dollars to Nigerian Universities, and is to be allocated to improving the infrastructure and offer better training capacity building for staff. The Government has committed itself to providing 2.6 billion dollars per year to improve the situation said **Professor Ambali**, *Vice Chancellor, University of Ilorin, Ilorin, Nigeria*. In addition, UCs consortium (6 universities in Africa) met two months ago: among the decisions taken was the creation of new research institutions.

Angelo Riccaboni, *Rector, University of Siena, Italy* stressed the fact that the Italian public system is under severe financial constraints. The higher education sector is trying to develop a differentiation strategy that would allow for better management of the overall system. A simplification of administrative procedures is also needed. Universities call for increased public funding based on better recognition of the value and contributions of higher education to the development of society as a whole. Youth unemployment is a huge issue. The legitimisation of higher education outcomes based on a critical evaluation of research outputs and employability of students is being prioritized today.

Howard Newby¹, *Vice-Chancellor, University of Liverpool, United Kingdom* could not attend the meeting in Iquitos yet submitted the following comments on the situation in the UK: We are now entering a pre-election period in the UK and therefore the coalition government is not minded to engage in any major policy changes until the next election in May 2015. For the same reason it has postponed the introduction of new legislation on Higher Education until the next Parliament after the election. In meantime therefore recent developments have been rather technical and detailed rather than representing new policy initiatives. Two such examples may be referred to: 1. Shortly before Christmas the government announced that it would be removing the cap on undergraduate student numbers for individual universities. For many decades successive governments have given universities quotas on the number they

1. Sir Howard Newby could not attend the Board meeting but sent in his comments on the situation in the UK today.



can admit. This abolishes the cap and is seen by government as a further example in moving market forces in to education so popular and prosperous universities will be able to expand if they wish to and therefore react to increasing demand for places in those institutions from prospective students; 2. Also shortly before Christmas all UK universities made their submissions for the evaluation of their research excellence outputs formerly known as the Research Assessment Exercise, now known as the Research Excellence Framework. Based on these evaluations they allocate the core research funding to universities from 2016 onwards, this as in the past is likely to concentrate funding on a small number of universities. One new aspect this time is that it has included the evaluation of impact of research which will be worth 20% of the proposed allocation. Results are out in December 2014.

Patricia Pol, *Policy Advisor for European and international Affairs, France*, underlined the importance of the July 2013 Law on Higher Education and research and its implementation. It calls for the creation of new “Communities or associations of institutions”, i.e. around 30 higher education and research Centres grouping universities, ‘grandes écoles’ and research institutes. This will lead to the signing of 30 regionally based contracts with the Ministry. Purpose is to strengthen innovative projects in the fields of research and education. On the one hand, negotiations are under way to develop a national strategy for HE; on the other, to generate a new national research strategy. Both initiatives are run in parallel but with a coordinated process. A committee of 25 people has been called into life which mandate is to issue a report in June when the new strategy for higher education is to be adopted. As well, a new accreditation system has been developed which is to evaluate and accredit study programmes. At the same time the ‘FUN’ (*France Université Numérique*) has been launched. This in the context of serious budgetary constraints, upcoming European elections, the launch of the new Erasmus+ Programme and Horizons 2020 strategy.

Marianne Granfelt, *Secretary General, Association of Swedish Higher Education*, indicates that in **Sweden** the current system

for quality assurance of higher education is being questioned and that the institutions have jointly developed a proposal for a new system. The system proposed by the HE sector is aligned with European Standards and Guidelines and the sector hopes for change. About 25 percent of the courses and programs evaluated, using the present quality assurance system has been given the overall assessment: ‘inadequate quality’. It must really be questioned if this is an accurate evaluation of the Swedish higher education system.

Daniel Hernandez Ruipérez, *Rector, University of Salamanca, Spain*, stresses the very difficult financial situation of the country and the impact on its universities: on the one hand, the severe cuts in research funding and cuts in services costs and, on the other, the dramatic increase in tuition fees. The latter is not a decision taken by the universities themselves but by the respective governments; it is not based on quality criteria, and has resulted in an important differentiation in tuition fees between the regions. Two universities may offer the same studies but charge completely different fees. The current situation makes it almost impossible to hire professors or even to retain them. Recently, 250 professors have left the University of Salamanca. In Spain, though other tenured teachers are not, are civil servants and that is one of the reasons why positions are frozen. This is resulting in a significant brain drain, marked by the flight of young researchers to other European countries and beyond. This has a direct impact on the dynamics of the universities, their quality and also the amount of research of research undertaken throughout the country. This is a very sombre reality, especially if one considers that in 2009 Spain was in an excellent research and teaching position in Europe. The case of Spain was indeed a story of success but today this is sadly no longer true. The Rector still hopes for change in the near future.

Godehard Ruppert, *Representative of the Bavarian University Association and President University of Bamberg*, spoke about the situation pertaining to higher education in **Germany**. He pointed out that, despite increasing numbers of students, the funding for the university system has not grown in the same

way. In addition, universities are funded exclusively by the 16 individual states of Germany, which financial means vary substantially. Three states provide financial compensation for the remaining 13. The federal government can only provide financial benefits to universities in the context of projects, but these are limited to a maximum term of 10 years.

The German Excellence Initiative has brought large amounts of money into the universities and has advanced development. It remains to be seen whether the new federal government will manage to establish continuing, stable funding beyond the project's financial limits. Despite all of the financial problems, tuition fees, which were introduced only a few years ago, have once again been repealed.

Justin Thorens, *Former President IAU and Former Rector, University of Geneva, Switzerland*, drew attention to the issue that called most attention in the press lately: Switzerland is very democratic – positive in itself – but this calls many referenda into life and most recently one questioning the relation of the country to the European Union: if Switzerland is not part of the EU there still are many treaties that link the country to the union. This allows for considerable immigration into the country. The recent referendum questioned the number of people who should or not be allowed to enter the country and aimed at reducing this number. Switzerland as well takes part in many European research programs and closing down the frontiers to immigration is very problematic. What this results into as well is the questioning of the participation of Swiss students in Erasmus programs. The referendum passed on the basis of a very slight majority. Its results are subject to numerous analysis and discussions nationally and internationally. On another note, Swiss HEIs do, like so many others around Europe and beyond, encounter problematic financial issues.

Roberto Escalante, *Secretary General, Association of Universities of Latin America and the Caribbean (UDUAL)* reacting to the above, mentioned that the Spanish situation paradoxically benefited to Latin America where HEIs in various countries see Spanish Professors apply. This is for instance the case of Ecuador. Furthermore he notes that there is a lot of room for improvement as far as democracy is concerned in Latin America. New phenomenon is the fact that left wing governments try to regulate very strongly what is happening in universities. Again the example of Ecuador can be cited where the government regulates everything. In Peru, a new university law reducing university autonomy is about to be passed. In Argentina as well new such laws are being passed. Arguments invoked include the idea that universities have not done their job properly; that they are not giving back to society as is expected. They are said to not (sufficiently) relating to local contexts. Yet the government interference and government's wish to regulate is worrisome and a solid response to this situation is yet to be given. Escalante further mentions a new initiative: the creation of a kind of Erasmus programme for Latin America, entitled SELAC, which as well is to be led by the governments.

Universities are contesting the validity of the project. Finally it is to be noted that a new UNIVERSIA initiative is to be discussed in July.

Juan Remigio Saldaña, *Rector, Universidad Científica del Perú, Peru* recalled the state of 'adolescence' in which the emerging country of Peru still is as far as its development is concerned. It counts on much enthusiasm from its youth. There are still a number of problems at the level of the government but these problems are being addressed. The cabinet needs to develop and renew to address the issues. Each year the national PBI increases by 6% thanks to the extraction of raw materials such as copper, gold and petroleum. Fruit and vegetables are being exported to Europe, Asia, and other Latin American countries. The country is developing its cooperation strategy internationally. As far as universities are concerned, they are fighting current reforms and in particular a new law which calls for the abolishment of university autonomy. The president of the Peruvian Rectors Conference is working on this issue. Collaboration with the government is being developed and further institutional cooperation is as well being sought. English is still not mastered enough to allow for better integration into international arenas but it is slowly being integrated at all levels of education.

Walid Moussa, *President, Notre Dame University – Louaize, Lebanon*, first noted that over the last 10 years Lebanon faces an increasing massification of higher education; second he stressed the 13% increase of the population and 25 to 27 % of the higher education body. This raises a serious quality assurance issue. International QA bodies came to Lebanon to help. The third issue is the issue of funding of the private sector. In Lebanon 4.3 percent of the population is in higher education today. The future of the students, in a country where the economic situation is problematic and where work cannot be guaranteed, calls for an in depth reflection. Many new projects are being undertaken with the European Union and in the context of Erasmus+, yet the issue of quality assurance and the possible adaptation to the market need full attention.

Khalid Omari, *President, Jerash University, Jordan*, announced that the country launched a full review of not only the higher education systems but as well of all higher education networks. This may raise new governance issues. New Quality assurance mechanisms are being put in place while number of students enrolling in higher education is increasing rapidly and significantly. To respond to increased demand for access the private HE sector is developing. Prof Omari as well underlined the burden on the country resulting from the presence of more than 700.000 Syrian and huge numbers of Iraqi and Palestinian refugees. Given the precarious situation in which these populations live, no tuition fee is charged when they attend HE. To address the institutional capacity challenges this raised so called 'caravan teaching' has been put in place.

This roundtable allowed to quickly scan the constantly evolving higher education landscape, globally.



REPORTS ON IAU PROJECTS

► IAU GETS INVOLVED IN NATIONAL STRATEGIC PLANNING

⊕ IAU takes part in the review of the National Higher Education Strategic Plan in Malaysia finalized

November 2013 – April 2014



Meeting at the Malaysian Ministry of education and with the MRT, in KL, in March 2014

Following initial discussions with the Minister II and officials of the Ministry of Education in Malaysia in November 2013, held in conjunction with the IAU Executive Committee meeting, IAU agreed to contribute to the review of the HE strategic plan underway in Malaysia. The IAU subsequently signed a Memorandum of Understanding (MoU) with the Malaysian Review Team and collaborated with the MRT by bringing international perspectives to the extensive review process. The Malaysian Review Team had already spent many months assessing the accomplishments and progress made towards reaching the goals of the National Higher Education Strategic Plan and identifying challenges and adjustments required to strengthen the current strategy. IAU's contribution represented the last piece of a highly consultative process on the part of the MRT. IAU set up an international panel composed of 8 experts from different parts of the world with

wide-ranging experience in different dimensions of higher education. The experts provided comments and examples of good practice from their respective experiences and contexts and their contributions were discussed during a 3-day meeting in Kuala Lumpur from 5-7 March 2014. The meeting was attended by some 30 advisors and researchers who formed part of the Malaysian Review Team. During the meeting, the international expert panel also had the opportunity to pay an official visit to Dato' Seri Idris bin Jusoh, Minister II of Education in Malaysia to highlight important aspects of the discussions. Informed by the exchanges and discussions during the meeting, IAU submitted the final written report to the Malaysian Review Team at the end of March. The IAU contribution, bringing together expertise from widely diverse higher education systems was much appreciated by the MRT and the experience was highly enjoyable for all involved. IAU hopes to extend similar advisory services to other systems or institutions around the world. We also await the further developments of Malaysia's ambitious higher education reform plans.

⊕ IAU in Romania / IAU – UFESCDI project on Internationalization of Higher Education in Romania



uefiscdi

On April 1, UFESCDI signed the final documents concerning signed new reform and HRC

development project in support of higher education development in Romania and an inception meeting has been scheduled for May 22 and 23 in Paris to launch this **18 month-long** initiative which builds on IAU's expertise and advisory services in the field of internationalization. The goal is to provide support and advice to 20 Romanian higher education institutions interested in strengthening or developing their internationalization strategy and to assist in the development of a national strategy for internationalization in Romania.

IAU Call for Experts in internationalisation!

IAU will call on a wide network of experts to assist in the implementation of this project. Internationalization experts from IAU Member institutions – especially in Europe – interested in taking part in this project are invited to submit their CV to the IAU, using the following form: www.iau-aiu.net/content/roster-experts.

For more information please contact Ross Hudson at r.hudson@iau-aiu.net

► INTERNATIONALISATION

⊕ The IAU 4th Global Survey has been published!

Internationalization of Higher Education: Growing expectations, fundamental values



Launch IAU 4th Global Survey on Internationalisation at the EAIE, in Amsterdam, on 1 April 2014

The report of 4th edition of the IAU Global Survey on Internationalization of Higher Education was released on April 1, 2014. This report presents from the analysis of the data collected from 1,336 HEIs in 131 different countries – the largest and most geographically comprehensive collection and analysis of primary data on internationalization ever undertaken.

By assessing institutional internationalization trends over time and comparing developments across regions, this study provides unique insights on the internationalization process, its benefits, drivers and also the underlying values and concerns. Of the many results of the survey, highlights include:

- **Institutions world-wide are focusing on internationalization:** 53% of the respondents report that their institution has an internationalization policy/strategy and 22% report that one is in preparation. 16% indicate that internationalization forms part of the overall institutional strategy.
- **Student mobility and international research collaboration** are the highest-priority of internationalization activities, cited by 29% and 24% percent of respondents respectively, as their top priority.
- **Student knowledge of international issues** is the most significant expected benefit of internationalization, noted by 32% percent of respondents. This is the same finding as in the IAU 3rd Global Survey (2009) and the 2nd Global Survey (2005).
- **International opportunities** being available only to students with financial resources, was ranked by respondents as the most significant potential risk of internationalization for institutions (31%), while the most significant societal risk is noted as commodification/commercialization of education (19%).
- In the majority of regions, respondents indicated that their geographic **focus for internationalization was on their own region**. Europe is also a strong focus for most regions.
- **Limited funding is the major internal and external obstacle** to advancing internationalization. This finding was also true in the two previous IAU Global Surveys.
- Respondent institutions report that they seek to **promote values of equity and sharing of benefits** through their internationalization strategy and activities.

The book includes approximately 100 figures and tables presenting, comparing and analyzing aggregate and regional results. It is an invaluable resource for anyone working on or interested in internationalization of higher education.

With all IAU sponsoring partners on hand (**European Commission, NAFSA, British Council and EAIE**) the 4th edition of the IAU Global Survey report was formally launched in Amsterdam. The launch was held in conjunction with a retreat organized by EAIE for the editors, members of the Editorial Advisory Board retreat for the Journal of Studies in International Education. The co-authors of the report, Eva Egron-Polak and Ross Hudson presented a number of key findings of the study at the event.

⊕ Presenting the 4th Global Survey results at international conferences

The results of this survey have attracted interest in the press and have been or will be presented at a number of international conferences such as the British Council's Going Global 2014 event in Miami and at this year's NAFSA Conference in San Diego and elsewhere.

The Survey's results will fuel the debates at the upcoming **IAU International Conference 2015 on Internationalization of Higher Education – Moving beyond mobility**, to take place on 28-30 October 2015 at Siena University, Italy. **Mark the Dates!**

As well, IAU is preparing to organize a series of Webinars which will focus on the survey's results for this fall.

ORDER YOUR COPY ONLINE!www.iau-aiu.net

To order your copy of the report *“Internationalization of Higher Education: Growing expectation, fundamental values”*, please complete and return the order form available here: www.iau-aiu.net/sites/all/files/Final_order_form_4th_Global_Survey_1_0.doc

For more information, including the Executive Summary Report, and to see various related press articles, please visit the IAU website at: www.iau-aiu.net/content/iau-global-surveys

Contact: Ross Hudson, Coordinator, Internationalization: r.hudson@iau-aiu.net

+ **New:** Study for the European Parliament on ‘Internationalisation of Higher Education’

IAU partners with the *European Association for International Education with the Centre for Higher Education Internationalisation (CHEI)* at the Università Cattolica del Sacro Cuore in Milan, Italy, in a study for the European Parliament on ‘Internationalisation of Higher Education’. The study will build on reports of the state of internationalisation in 16 countries, 10 of which in Europe and 6 outside, as well as on the Results from the 4th IAU Global Survey on Internationalisation and the European Barometer of EAIE. The study will also include an analysis of digital learning and internationalisation by the director of the Observatory for Borderless Higher Education.

The study will be led by Prof. Hans de Wit, director of CHEI and Dr Fiona Hunter, Research Associate of the Centre in Milan. The partners won the tender of the European Parliament in a competition with 15 other proposals.

The study is due to be completed by the end of 2014/beginning of 2015. Among the countries that will be included in the study are Romania and Malaysia, two countries where IAU is already highly involved in internationalisation of the higher education sector.

+ IAU delivers ISAS projects in Japan and Botswana



This spring, expert teams working on IAU’s *Internationalization Strategies Advisory Service (ISAS)* were busy on two continents. One ISAS panel, chaired by Dr. Hans de Wit (the Netherlands and Italy), conducted a site visit at **Meiji University** in Japan, leading a panel composed of experts from Japan and the United

Kingdom. Also in April, an ISAS project which benefits from support from the Swedish International Development Agency’s grant to IAU saw the completion of a site visit to the **University of Botswana**. The panel, led by Clifford Tagoe (Ghana) included experts from the USA and Belgium and took place from 15-17 April. In both cases, the ISAS draft Report and Recommendations are prepared by IAU and first shared for feedback and comments with the institutions. Measuring their impact will take some time.

All IAU Member institutions benefit from a discounted fee for ISAS projects and are invited to consider this service. More information can be found at: www.iau-aiu.net/content/internationalization-strategies-advisory-service-isas

ISAS and Meiji University



by **Etsuko Katsu**,
Vice President International, Meiji
University



Meiji University site visit and related ISAS meetings and interview sessions, March, 2014

This year, Meiji University became the first university in Japan to receive the Internationalization Strategies Advisory Service (ISAS) from the International Association of Universities (IAU). This service is similar to the one given by IAU to Hokkaido University 2 years ago, prior to the establishment of the ISAS.



Meiji University was founded in January 1881 as the Meiji Law School, and has since expanded into one of the prominent private universities of Japan.

For over 130 years, with “Rights, Liberty, Independence, and Self-government” as its guiding principles, Meiji University is committed to educate students into “empowered individuals”.

Located in the heart of metropolitan Tokyo, our university attracts the largest number of applications throughout Japan. Being selected as one of the thirteen universities for the Global 30 Program, we are committed to pursuing internationalization in our university. Global human resource and the presence of Japanese universities in the global context has become the key agenda in the Japanese government’s new growth strategy. After completing the 5-years of the Global 30 program, and to prepare for the “top university initiative” grant which is planned to start this fiscal year, it was a natural progression for Meiji University, a member of the IAU, to call on this service to receive advice from internationalization experts.

Last year, the Secretary General of IAU, Ms. Eva Egron-Polak, visited Meiji University to attend our workshop on “Internationalization and Internal Collaboration in Meiji University”. This event gave us opportunity to comprehend the current state of internationalization in Japanese institutions and within Meiji University itself. This became the driving force for us to take part in the ISAS program.

The ISAS program consists of two phases, the Self-Assessment Report and the site visit with a series of meetings with the expert panels. For the first phase, we created a 70-page report that covered aspects of internationalization such as strategy, governing structure/assessment, student exchange, academic programs, internationalization of research, partner institution strategy, and so on. The analyzing and compiling process for the report helped us to systematically understand our university’s current state with regards to internationalization.

The site visit and related meetings and interview sessions was conducted in early March. The expert panel was led by Professor J.W.M. Hans de Wit (Internationalization of Higher Education at the School of Economics and Management of the Hogeschool van Amsterdam, University of Applied Sciences), together with Elspeth Jones, Emerita Professor of the Internationalisation of Higher Education, Leeds Metropolitan University and Prof. Hiroshi Ota (Center for Global Education, Hitotsubashi University). They interviewed the President, Executive Trustees (Academic Affairs), Vice Presidents, Deans to our Research Division, Employment and Career Development Support Division, International Division, and even foreign and Japanese students. The initial report was forwarded to us a few weeks after the site visit. We were given the opportunity to discuss and ask questions, before receiving their final report.

The significance of this service can be summarized into the following points.

- First, the interactive communication and the participatory process throughout the program helped us further deepen our understanding of internationalization.
- Second, advice we received from the experts was based not just on domestic view but also on global perspectives; this was truly meaningful.
- Third, this service gave us a chance to work together with various departments to consider how to collaborate internally between sections and faculties.
- Finally, the advices we received were specifically “tailor made” for us, making it easier to fully utilize them for our future internationalization strategy.

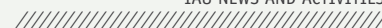
The important thing now, is how to implement their suggestions into our internationalization strategy. Using the PDCA cycle, we will put the ISAS recommendations into every year’s “President Policy” (plan), and execute, check, and assess them by the end of the academic year.

To think about the internationalization strategy is to think about the quality of education, the governance of our institutions, and university reform itself. The internationalization of universities is progressing around the world. Based on the counsel we received during the ISAS program, we would like to continue to grow in this area, and strengthen our global presence.

➕ Global cooperation / Internationalization: Global Dialogue on the future of internationalization,

Port Elisabeth, South Africa, January 2014

IAU contributed to the Global Dialogue on the Future of Internationalization that was organized from 15-17 January 2014 by the International Education Association of South Africa (IEASA) and hosted in Port Elisabeth by Nelson Mandela Metropolitan University, an IAU Member. Focusing on issues of equity, inclusion, social responsibility in equal measure as well as on concerns with mobility, international partnerships and internationalization of the curriculum, the participants debated about how to bring even more voices to hold a truly global dialogue on internationalization. They fully endorsed the IAU 2012 statement *Affirming Academic Values in Internationalization of Higher Education: A Call for Action and the International Student Charter* adopted by the European Association for International Education and the International Education Association of Australia. However, the main preoccupation was about specific actions that must be taken to deliver on these aspirational documents. Before the full report is prepared by the organizers, you can read the outcome of the Global Dialogue at: www.iau-aiu.net/sites/all/files/Global_Dialogue_2014_Declaration.pdf.



▶ IAU WORK ON HIGHER EDUCATION AND SUSTAINABLE DEVELOPMENT

⊕ **IAU Contributes to furthering the aims and goals of the UN Decade on Education for Sustainable Development by provide a platform for exchange and debate on HESD to its members from around the globe!**



To foster further dialogue and exchange on work undertaken over time by the IAU members to respond to the sustainable development challenges the world faces today, IAU is pleased to report on further developments of its global portal on HESD www.iau-hesd.net.

IAU is as well a key partner in the **HESD Aichi Nagoya Conference** and the **UNESCO World Conference on ESD**, held on 9-10-12 November 2014 respectively (see page 16).

IAU is also involved in the international debates to elaborate the **Post 2015 Agenda**.

↻ Open Call

If you wish to join the IAU Working group on HESD, please contact Dr H. van't Land (h.van't_Land@iau-aiu.net)

THE IAU HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT PORTAL IN FIGURES

- 260 higher education institutions are registered
- 130 organisations and networks are presented
- 250 actions can be consulted for inspiration and adaptation elsewhere
- 130 individual contacts are provided for you to network globally on ESD
- 80 sustainable development websites are registered

Register your institution / organisation and join this higher education community to exchange and share your initiatives and actions in support of sustainable development.

Some examples of information submitted on the portal by contributors:

- **University of Melbourne's** motto: *Postera Crescam Laude* – Horace, *Odes*, l. III. 30. (*We grow in the esteem of future generations*)
- **City University of Hong Kong's** sustainability mission: *The CityU positions itself as a world-class university, one that provides*

quality professional education and pursues applicable research in a manner that balances growth with social responsibility and sustainability. Through the concerted efforts of the Council, Court members, staff, alumni and students, we encourage participation in programmes and initiatives so that everyone can articulate their concerns for the planet and the people, particularly in the areas of energy and water conservation, recycling programmes and reducing our carbon footprint and caring for the society to ensure a sustainable future.

- **An-Najah National University's vision of sustainability** "An-Najah National University University (Palestine Territory) endeavors to become a reputable institution globally at the level of quality and higher education and at the same time to be the leading center for scientific research and an effective base for community service and leadership, contributing to the achievement of sustainable development.
- **Hanken School of Economics's** webpages on sustainable development www.hanken.fi/public/en/sustainable_development
- **Concordia University's Sustainability Coordinator** Mrs. Chantal FORGUES, chantal.forgues@concordia.ca

↻ Get involved!



Access the portal, submit information, use the information made available, circulate the information on the portal to your contacts!

The portal will be featured at the upcoming **UNESCO World Conference on Education for Sustainable Development** in November in Japan: make sure your institution's work is visible and register actions through the global IAU portal!

Contacts: iau@iau-aiu.net / h.vantland@iau-aiu.net
iau4@iau-aiu.net / www.iau-hesd.net

⊕ International Conference on Higher Education for Sustainable Development: Higher Education Beyond 2014

Sunday 9 November 2014, Nagoya University, Aichi-Nagoya, Japan



The United Nations University (UNU) is pleased to announce the upcoming **International Conference on Higher Education for Sustainable Development: Higher Education Beyond 2014**.



It will take place on 9 November 2014 at Nagoya University and is co-organized by UNU in collaboration with UNESCO, the United Nations Department of Economic and Social Affairs (UN DESA), UNEP, UN Global Compact Principles for Responsible Management Education (PRME) initiative and the International Association of Universities (IAU).

Marking the closing of the **UN Decade of Education for Sustainable Development** (DESD 2005–2014), the Conference will celebrate the achievements of various higher education initiatives throughout the Decade and review commitments to make more profound contributions to Education for Sustainable Development (ESD) beyond 2014. The Conference will highlight the major challenges and pathways for transformation of higher education institutions (HEIs), with a focus on scaling up and mainstreaming innovative practices in learning and knowledge development and research. The Conference will also be a follow-up to the engagement of HEIs with the United Nations Conference on Sustainable Development (Rio+20) including the **Higher Education Sustainability Initiative** facilitated by a group of UN partner organizations.

The Conference will include high-level panel sessions which will focus on the major areas of significance for the transformation of higher education and on innovative ways it can contribute to advancing sustainable development. This includes the whole institution approach and engagement with critical sectors and across sectors. The issues explored in the panels will be the focus of detailed breakout sessions highlighting the significant contributions of higher education as a whole to furthering the promotion of ESD beyond 2014 in a series of key areas, including; (1) advancing policy; (2) transforming learning and training environments; (3) capacities building of educators and trainers; (4) empowering and mobilizing youth; and (5) accelerating sustainable solutions at the local level.

The outcome of the Conference will be reflected in discussions at the **UNESCO World Conference on ESD**, which will be held in Nagoya, Aichi, Japan from 10 to 12 November 2014.

Registration will open on the Conference website in early July. For inquiries, please contact the Secretariat at (heconference@unu.edu).

⊕ UNESCO World Conference on Education for Sustainable Development

10-12 November 2014, Aichi Nagoya, Japan



In November 2014, UNESCO and the Government of Japan are organizing the UNESCO World Conference on Education for Sustainable Development – Learning Today for a Sustainable Future to mark the end of the UN Decade of Education for Sustainable Development (DESD, 2005-2014).

The World Conference represents a turning point for Education for Sustainable Development (ESD). To achieve sustainable development, political regulations and financial incentives are not enough. A fundamental change is necessary in the way people think and act. The international community has long recognized that education is crucial for bringing about this change.

The Conference will provide an opportunity to review the implementation of the UN Decade of Education for Sustainable Development (DESD) and celebrate the Decade's achievements. It will showcase initiatives, actors, networks and ideas that were stimulated by the DESD and that can help in identifying viable approaches to ESD, as well as key areas for future action.

The Conference will draw out the relevance of ESD to all efforts to improve the quality of education. It will highlight the role of ESD for the transition to green economies and societies and as a catalyst for cross-sector planning and programme implementation in different sustainability areas such as climate change, biodiversity and disaster risk reduction. It will also address how ESD can help move Sustainable Development policy and action forward to meet different global, regional, national and local needs.

With the target date of the Millennium Development Goals and the Education for All (EFA) objectives approaching in 2015, and two years after the Rio+20 Conference, the Conference will also highlight the relevance of ESD for the next set of global education and development goals. It will make concrete contributions to the post-2015 education and sustainable development agendas.

The Conference pursues the following four objectives:

1. Celebrating a Decade of Action: "What have we achieved, what are the lessons learnt?"
2. Reorienting Education to Build a Better Future for All: "How does ESD reinforce quality education?"
3. Accelerating Action for Sustainable Development: "How are sustainability challenges addressed through ESD?"
4. Setting the Agenda for ESD beyond 2014: "What are the strategies for our common future?"

The **Conference programme** will include a High Level roundtable, plenaries, 34 workshops, exhibitions and side events (see: www.unesco.org/new/en/unesco-world-conference-on-esd-2014/)

The Conference will be preceded by a series of **Stakeholder Meetings** in Okayama, Japan, from 4 to 8 November 2014. These meetings will bring together key groups such as UNESCO ASPnet schools, youth and higher education institutions and provide inputs and recommendations to the World Conference

on ESD (see: www.unesco.org/new/en/unesco-world-conference-on-esd-2014/about-the-conference/stakeholder-meetings/).

Participation in the 2014 ESD World Conference is by invitation only. Decisions regarding invitations will be made by the Conference Taskforce during the coming months, taking into account proposals received from various stakeholders from around the world.

► IAU WORK ON EQUITABLE ACCESS AND SUCCESS

⊕ **In line with work undertaken by the IAU in this field, IAU has agreed to get involved in the 2nd World Congress on Access to Postsecondary Education, European Access Network (EAN)**

Kuala Lumpur, Malaysia, October 2015

Launched in 2013, the World Congress on Access to Postsecondary Education aims to bring together all those who share EAN vision so that they can support and learn from each other and work together to achieve the goals set. The mission of this EAN initiative is *“to make a tangible impact on rates of participation and success in post-secondary pathways throughout the developing and developed world, where youth and adults are held back by poverty, birth, and other economic and social circumstances”*.

A series of three Congress has been initiated. The IAU coordinated a first workshop during the first World Congress, ‘Connecting the unconnected’, in Montreal, Canada, 7-10 October, 2013. It was Chaired by Prof. Hope Sadza, Vice Chancellor, Women’s University in Africa, Chair of the IAU Working Group on this topic (please see IAU Horizons Vol. 19, N° 3, available online on the IAU website).

The second World Congress will focus on ‘Building momentum and impact’ and will be held in Malaysia in September 2015. The IAU is pleased to announce that Eva Egron-Polak, Secretary-General of the IAU, is a member of the Executive Committee. The IAU will thus take an active part in the organization of this Congress.

To learn more about the World Congress initiative:

www.eanworldcongress.org/

More on IAU work in this field:

www.iau-aiu.net/content/access-and-success

Contact: Élodie Boisfer, IAU Programme Officer,
e.boisfer@iau-aiu.net.

► DOCTORAL PROGRAMMES

IAU work on Innovative approaches to doctoral education in Africa is being continued.

IAU is pleased to announce that three new experts accepted the invitation to join the IAU international **expert working group**. See www.iau-aiu.net/content/doctoral-programmes

A **strategy meeting** to develop new initiatives for 2015 -2020 will be hosted by the Chair of the Group: **Professor Aryeetey, Vice Chancellor, University of Ghana in Ghana in the fall**. More information will be published online soon.

Contact: h.vantland@iau-aiu.net

In the meantime, over the past few months, most of **IAU work has been concentrated on publishing a special issue of *Higher Education Policy* on IDEA (see below)** and on developing and improving the **IAU global portal on Innovative Approaches to Doctoral Education in Africa** www.IDEA-PhD.Net.



Innovative Approaches

to Doctoral Education in Africa

Launched in 2012 at the IAU 14th General Conference, the IDEA-PhD portal serves not only as an information bank, but also a space for (IAU current and future) partners in doctoral education to actively share news of their projects and events and to offer networking opportunities to all doctoral education stakeholders.

The **submission process** has been re-designed to make it easier for those who wish to share their information; it includes new submission guidelines. Portal visitors have the option to either submit information directly online or to download the submission form and send it to phdidea@gmail.com by email.

In addition to these administrative changes, IAU is pleased to inform that the portal is continuously updated with new information added on the behalf of the IDEA-PhD team. **Make sure your events and initiatives are listed** so they can be shared and attract the people you want! IDEA-PhD also made a place for itself on Twitter (@IDEAPHD). The team uses this to share news on global higher education and on the portal itself.

In April, the **Chair of the IDEA-PhD Working Group, Professor E. Aryeetey**, Vice Chancellor, University of Ghana and IAU Board Member, issued a **global Call for Input** that was shared with HEI leaders listed in the **IAU-AAU Guide to Higher Education in Africa**, and to interested university professionals across the African continent. Through this Call, Professor Aryeetey reaffirmed the importance of African HEIs to take ownership of this initiative and urged African higher education institutions to build a strong exchange and communication network for strong doctoral education in Africa and for Africa.

Since its launch, the portal's 'traffic' has steadily increased.

Last year, the portal welcomed over 4,000 visitors from around the world and in March 2014 it received five times the number of hits as in 2013.

IAU is looking to further increase the portal's reach with more active participation from within the African Higher Education communities for the benefit of Africa and way beyond.

As stated by Professor Aryeetey: there is no need for African Doctoral Programmes as such there is a need for strong doctoral programmes with global recognition and global reach yet with strong local relevance.

IDEA-PhD accepts posts concerned with upcoming events, calls for proposals or applications, and documents pertaining to the development of doctoral research and related programs. This is a unique opportunity for your institution to present its doctoral programs and related activities. It also allows you to stress the challenges you face and seek assistance from the broader higher education community.

Get involved by sending information you would wish to see published on the portal!

Excerpt from Prof Aryeetey's Call for Submission, April 2014

In addition, the Portal development team recently released a **User Survey** to measure the quality of IAU's work in the field. The survey aims to better monitor and evaluate the most common uses of the portal and the degree of accessibility and usefulness of information provided. The IAU IDEA-PhD portal will use the data harvested from this survey to improve both form and content to meet the continuously evolving needs of its users.

The Portal could not be developed without the modest but key financial support of the Swedish International Development Agency (Sida) and the expert cooperation and contributions from Nadja Gmelch, ACUP, and Luis Villarejo, UoC, Spain.

IAU owes a special thank you note to **Haley Norris**, student at Tulane University, USA and EDUCO Programme in France, who offered invaluable support to the IAU IDEA team during her internship at the IAU.

Interested to work at IAU as an intern on IDEA? Please contact Dr van't Land, Director Membership and Programmes Development and IDEA Project Leader: h.vantland@iau-aiu.net and Nick Poulton, Assistant Editor, n.poulton@iau-aiu.net

➡ New publication on doctoral education in Africa now available

The June 2014 edition of *Higher Education Policy (HEP 27/2)* focuses on Innovative Approaches to Doctoral Education in Africa (IDEA-PhD).

See www.iau-aiu.net/content/latest-issue-0

► IAU HIGHER EDUCATION/ RESEARCH FOR EDUCATION FOR ALL (AND MDGs) – HEEFA PROJECT

The IAU Project on increasing involvement of higher education (HE) and research in achieving the Education for All (EFA) Goals, otherwise known as HEEFA, comprises three types of activities related to Community Building (HEEFA Portal and Newsletter); Commitment Building (Reference Group); and Capacity Building.

Within the capacity building activity, the IAU team in collaboration with the Lady Irwin College, University of Delhi, an IAU Member institution, conducted a collaborative Workshop to strengthen links between higher education and EFA. It was held on New Delhi, India on 20-21 March 2014. Organised for the second time in Asia, this Workshop is the fifth of its kind, following those conducted with the University of Nairobi, Nairobi, Kenya (January 2013); Tribhuvan University, Kathmandu, Nepal (December 2012); Université de Ouagadougou, Ouagadougou, Burkina Faso (July 2010); University Autonoma del Estado de Morelos, Cuernavaca, Mexico (May 2010).

⊕ IAU HEEFA Collaborative Workshop

New Delhi, 2014

The aim of the IAU Workshop: *A three-step activity to envision higher education for EFA locally* is to strengthen local capacity in reinforcing the engagement of higher education – as a sector – in achieving EFA locally. It was developed based on outcomes from two pilot workshops conducted in Cuernavaca, Mexico and Ouagadougou, Burkina Faso in 2010. The module was then validated by the IAU Reference Group on higher education for EFA which is composed of 30 Members, representing all regions of the world.

The Workshop has been designed to increase awareness among the higher education community of EFA, and inversely, to



IAU HEEFA Workshop in New Delhi, in February 2014.

increase awareness of work accomplished by higher education institutions in EFA by other EFA stakeholders, including that of the higher education sector. Moreover, participants are challenged to think 'out of the box' on how to better and concretely engage higher education in EFA within their respective countries and to produce an action plan on how to move forward in this domain.

In New Delhi, the Workshop brought together 100 representatives from the higher education sector and other levels of education. The Ministry of Human Resource Development was represented by the Secretary of the Department of Higher Education and the Director General of the National Literacy Mission Authority from the Department of School Education and Literacy. It included 30 invited key high-level representatives from the higher education sector, other levels of education and local NGOs. For the first time, the Workshop was open to the student body and faculty which brought the participation number to 100 attendees.

The Workshop ended with the validation of a list of recommendations, amongst which was the use of the IAU HEEFA Portal. A three-pronged action plan was elaborated which highlights:

- The need for interdisciplinary research;
- Innovative and inclusive teaching pedagogies, such as practicum and new ECCE programs;
- The Creation of a Portal on community services and a Resource Center.

The Director General of the National Literacy Mission Authority expressed his personal interest to take up the outcomes of the Workshop.

The Workshop was also attended by two members from the IAU Reference Group on higher education for EFA, who came from the Universitat Politècnica de Catalunya (Spain) and the University of Delhi (India).

The IAU was represented by Nadja Kymlicka, IAU Consultant for the project, and Isabelle Turmaine, IAU Director, Information Centre and Communication Services.

⊕ Events in 2014

The IAU will conduct a 3-day end-project-review and **follow-up seminar on 18-20 November 2014**. It will be hosted by the **Hacettepe University**, an IAU Member, in **Ankara, Turkey**. The aim is to review outcomes of the IAU HEEFA Project and identify the way forward. The event is being organized to include the meeting of the Partner Advisory Group of the European Union project, *ICT4Information Accessibility in Learning (ICT4IAL)*, to explore HEEFA from the e-accessibility perspective. Organizing partners and Reference Group members from previous workshops will be invited.

HEEFA Team at IAU: Nadja Kymlicka (n.kymlicka@iau-aiu.net) and Isabelle Turmaine (i.turmaine@iau-aiu.net)

The HEEFA Project is undertaken with financial support from the Swedish Development Agency (Sida).

More at: www.iau-aiu.net/content/efamdgs

⊕ HEEFA Portal



“ **What are other institutions doing in EFA?**

Want feedback on your research in an EFA-related field?

Not sure what is EFA?

How can you get involved? ”

Visit the **HEEFA Portal** to get answers to these questions. Even better, register! www.heefa.net

The HEEFA Portal (Higher education for Education for ALL) is part of IAU's project to raise awareness of the contribution higher



education does make in achieving Education for All. To this end, the Portal aims to be the main entry for the higher education community to learn more and share ideas on EFA through its free online database, forum, quarterly newsletter and news updates. Registered users, – academia, PhD students, experts – can post their higher education projects, expertise and documents, primarily theses, into the free online HEEFA database.

To raise awareness of the HEEFA Portal, a communication strategy and online marketing campaign were launched during the EFA Global Action Week, 4-10 May.

► LEADHER

The **IAU Leadership for Higher Education Reform Programme (LEADHER)** creates opportunities for learning partnerships and collaboration among IAU Member Institutions. It gives expression to the IAU mission to **strengthen higher education worldwide** by facilitating exchange among its Members. Several competitions have been organized since 2007 and more than 65 IAU Members have benefited from grants enabling them to work collaboratively in diverse areas of reform underway at their institutions.

Funding for this programme is made available through the grant that IAU has obtained once again from the Swedish International Development Agency (Sida). In keeping with the Research for Development Policy and the goals that IAU shares with Sida, the overall focus of this Programme is the research and knowledge production function of universities in developing nations. Specifically the programme aims to increase and improve South-South as well as North-South cooperation among higher education institutions in order to strengthen research capacity and research management capacity in developing country universities.

⊕ 2013 Competition Winners

In 2013, 6 grants were awarded to projects leading to the reinforcement of the research mission of universities:

1. **Moi University (Kenya) and Alexandria University (Egypt)** worked together on a project aiming to increase reciprocally their abilities in terms of research training, in particular innovative doctoral programmes and in research capacity building through internationalization. Mutual learning visits were held in March (in Egypt) and November (in Kenya) 2013. Alexandria University and Moi University had started to collaborate sometime prior to receiving a LEADHER grant. However financial resources were needed to activate the MOU they had drafted and put their wishes of collaboration into actions.



Moi University (Kenya) and Alexandria University (Egypt) meet through a joint LEADHER project

2. University of Salford (UK) and University of Ilorin

(Nigeria) shared a project focusing on research training and in particular innovative doctoral programmes. The two institutions having identified their shared values and academic aspiration, this project was aiming to help them to foster their working relationships in health care, education and training. A delegation of 5 people from Ilorin University visited Salford University in May 2013. It has significantly enhanced the relationship of the two institutions, and it was decided, among others: to sign a MOU, to form a joint multidisciplinary research group and to explore further collaboration opportunities through teaching and learning technologies.



University of Salford (UK) and University of Ilorin (Nigeria) joint initiative



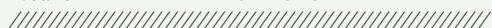
Leadher fosters exchange between universities as different as European Humanities University and Kenyatta University. Learn more about the programme online.

3. The National University of Lesotho (Lesotho) and Nelson Mandela Metropolitan University (South Africa) were selected for a joint project aiming: the development of a research office at the University of Lesotho; to explore potential for collaborative, innovative graduate programmes, particularly doctoral programs that meet the needs of Lesotho for its future economic growth; to develop innovative doctoral programmes that will contribute to the National System of Innovation in South Africa. The National University of Lesotho (NUL) team involved in executing the project visited Nelson Mandela Metropolitan University (NMMU) from 20 -23 May 2013, and NMMU teams had the opportunity to visit NUL from 21-23 August 2013.

4. Sahlgrenska Academy, University of Gothenburg, Institute of Medicine (Sweden) and Institute of Medicine, Tribhuvan University (Nepal): the main goal of this proposed international collaborative project was to focus on research planning and research training where the collaborating partners have a joint interest and complementary experiences. Specifically they wanted to (i) establish collaboration for developing PhD-training programs in Nepal and (ii) promote professional development and knowledge sharing between Sweden and Nepal that will strengthen both research capacity and research training. Two learning visits took place during spring (in Kathmandu, Nepal) and autumn (in Göteborg, Sweden) 2013.

5. European Humanities University (Lithuania) and Moldova State University (Moldova) worked jointly on a project of which the main goal was to bring changes to both EHU's and MSU's research management and capacity building, as well as to design and implement research policy and culture. The changes that were expected to be embraced at different levels – individual, group, departmental and institutional – have been motivated through mutual exchange of ideas on research management and strategies of implementation, as well implemented in part through building research partnerships. A unique learning visit was organized in November 2013.

6. Open University of Catalunya (Spain) and Kenyatta University (Kenya) with the participation of ACUP (Spain): the LEADHER grant enabled three Spanish specialists to visit Kenyatta University in July 2013. This visit was followed by a return one to Barcelona in October 2013. Entitled PLEDS (Personal Learning Environments for Doctoral Students), the project submitted was focusing on research training, in particular innovative doctoral programmes, and on the issues of the collection, maintenance and dissemination of research results (publications, patents, products etc.). It was aiming to analyze the use of digital technologies, more specifically the web 2.0 tools, in order to respond to the two main needs identified in doctoral education in sub-Saharan Africa: (i) the supervision of doctoral students and (ii) the visibility of research.



⊕ Ongoing 2014 activities

The 2014 LEADHER competition was launched in early November 2013. The IAU is pleased to say that no less than 22 applications have been received on this occasion! Having reviewed carefully all the applications received, the Selection Committee has taken its decision and the results of the competition were announced in March 2014. All the projects are now launched and the activities are currently going on. The 6 LEADHER projects selected for 2014 are the following:

Results of 2014 Competition

INSTITUTION	COUNTRY	RESEARCH AREAS
Daffodil International University	Bangladesh	• Innovative approaches to research capacity building via cooperation
Universiti Sains Malaysia	Malaysia	• Collection, maintenance and dissemination of research results (publications, patents, products etc.)
Institute of business Management	Pakistan	• Research training, in particular innovative doctoral programmes
Caucasus University	Georgia	• Research capacity building through internationalization
Ho Chi Minh City University of Transport	Vietnam	• Innovative approaches to research capacity building via cooperation
University of Salamanca	Spain	• Research capacity building through internationalization
University of Petroleum and Energy Studies	India	• Research training, in particular innovative doctoral programmes
Kwame Nkrumah University of Science and Technology	Ghana	• Innovative approaches to research capacity building via cooperation
James Madison University (JMU)	USA	• Innovative approaches to research capacity building via cooperation
University of Dar es Salaam	Tanzania	• Research capacity building through internationalization
National Aerospace University Kharkiv Aviation Institute	Ukraine	• Research training, in particular innovative doctoral programmes
University of Uyo	Nigeria	

The next **LEADHER competition will be launched in September 2014**, for projects to be carried out and finalized by 30 June 2015. More information will be made available on the IAU website in due time.

To learn more about LEADHER please consult www.iau-aiu.net/content/leadher and/or contact Élodie Boisfer, IAU Programme Officer (e.boisfer@iau-aiu.net).

► IAU WORK ON ETHICS IN HIGHER EDUCATION

Ethical considerations appear to be more and more frequently linked to a variety of aspects in higher education, starting with scientific integrity, plagiarism, student recruitment, faculty hiring and promotions but also covering the need to encourage understanding of ethical dilemmas among students and preparing graduates for dealing with complex ethical questions. The **joint IAU and Magna Charta Observatory (MCO) Working Group on Ethics**, chaired as of 2012 by **Prof. Stephen Freedman**, *Provost of Fordham University, USA*, is well-aware of this diversity and number of topics that come within the framework of ethical considerations in higher education.

Indeed, the IAU-MCO Guidelines, developed by the group are very comprehensive in that they adopt the 'ethical institution' as the overall focus and dress a full list of areas and actions that need to be addressed through policy and practice.

Upcoming Workshop as part of the 2014 Magna Charta Observatory Symposium, September 17 2014, Uppsala University, Sweden. Mark the dates!

During the most recent Working Group teleconference (28 January 2014) the members decided to organize a workshop related to the Guidelines as part of the 2014 Magna Charta Observatory Symposium marking the 26th anniversary of signing the MC Universitatum. The Symposium is entitled **University Integrity – Society's Benefit** and the workshop that IAU is coordinating will focus on **Ethics in Education and Research**. Confirmed speakers include **Kees Schuyt**, *Chair of the National Board for Research Integrity in the Netherlands*, **Sven Widmalm**, *Professor of History of Science and Ideas, Uppsala University* and **Inga Zaleniene**, *Vice-Rector for Research and International Relations, Mykolas Romeris University, Vilnius*. **Eva Egron-Polak**, Secretary General, IAU, will chair the session.

The full programme of the conference can be found at: www.uu.se/en/magnacharta/programme

IAU COLLABORATION AND NETWORKING

Since the last issue of IAU Horizons went to press, IAU was represented at the following events:

2014







Global Dialogue on the future of international education http://www.cbie-bcei.ca/	Port Elizabeth, South Africa	January
Magna Charta Observatory Council meeting	Amsterdam, the Netherlands	January
EU-USR FG (Focus Group on University Social Responsibility)	Brussels, Belgium	January
SiS Catalyst Policy Seminar Preparation Meeting and 1 day seminar on <i>Ethics, impact and inclusive excellence in higher education</i> – www.siscatalyst.eu/	Liverpool, UK	January
Salon de l'Étudiant "Étudier à l'étranger"	Paris, France	February
IAU Collaborative Workshop – HEEFA – Lady Irwin College, University of Delhi	Delhi, India	February
Malaysian National Higher Education Strategic Plan Review	Kuala Lumpur, Malaysia	March
IAU 2014 International Conference – www.iau-aiu.net	Iquitos, Peru	March
VISIR Seminar on e-Learning: Micro-innovation matters!	Brussels, Belgium	March
EAIE 25th Anniversary Event: <i>Economics and ethics in international higher education</i>	Amsterdam, the Netherlands	March
Innovact European Campus Awards	Reims, France	April
Princeton-Fung Global Forum	Paris, France	April
2nd and 3rd meeting ad hoc group on Competences for Democratic Culture and Intercultural Dialogue (CDCID)	Strasbourg, France	April & June
World Literacy Summit (WLS) – Oxford University	Oxford, UK	April
Going Global, British Council	Miami, USA	April
GEM 2014 (Global Education for All Meeting)	Muscat, Oman	May
8th Session of IFAP Council (Information for All Programme, UNESCO)	UNESCO, Paris	May
7th CCNGO/EFA meeting (Collective Consultation of NGOs on Education for All)	Santiago, Chile	May
ICT4IAL Fifth Project Advisory Group Meeting	Brussels, Belgium	May
NAFSA	San Diego, USA	May
Eurasian diversity and the role of universities for Sustainable Development – VII th Astana Economic Forum – Al-Farabi Kazakh National University	Astana, Kazakhstan	May
EAN Annual Conference 2014, <i>Hidden Potential or Hollow Promise? – Can Technologies Deliver Wider Access and Success in Higher Education?</i> www.ean-edu.org/	Edinburgh, UK	June
IAU takes part in EUA Council for Doctoral Education annual Meeting on "Doctoral Education : Think globally, act locally" – www.eua.be/eua-cde-liverpool.aspx	Liverpool, UK	June
IAUP Triennial Conference : IAU takes part in two sessions: a. <i>Session on sustainable development</i>; b. <i>Role of Women in Higher Education</i>	Yokohama, Japan	June
U-Multirank launch event www.multirank.org	Athens, Greece	June
UN-DESD MEETING	Paris, France	June



MEMBERSHIP NEWS

IAU is pleased to welcome new Members who joined and re-joined the Association since January 2014.

INSTITUTIONS

<p>École Nationale Supérieure des Travaux Public (ENSTP), Cameroon www.enstp.cm</p>		<p>University of Sadat City (USC), Egypt www.usc.edu.eg</p>	
<p>Islamic Science University of Malaysia, Malaysia www.usim.edu.my</p>		<p>Sharda University, India www.sharda.ac.in</p>	
<p>Petre Andrei University of Iasi, Romania www.upa.ro – rejoining institution</p>		<p>Holy Family University – Batroun, Lebanon www.usf.edu.lb</p>	
<p>Simad University, Somalia www.simad.edu.so</p>		<p>Chandigarh University, India www.chandigarhuniversity.ac.in</p>	
<p>De La Salle-College of Saint Benilde, Philippines www.benilde.edu.ph</p>		<p>Epoka University, Albania www.epoka.edu.al</p>	
<p>Cardiff Metropolitan University, United Kingdom www3.cardiffmet.ac.uk</p>		<p>COMSATS Institute of Information Technology, Pakistan www.comsats.edu.pk</p>	
<p>Box Hill Institute, Australia www.bhtafe.edu.au</p>		<p>Kazakh State Women’s Teacher Training University, Kazakhstan www.kazmkpu.kz</p>	
<p>Princess Nora Bint Abdul Rahman University, Saudi Arabia www.pnu.edu.sa</p>		<p>Nagoya Institute of Technology, Japan www.nitech.ac.jp</p>	
<p>Jimma University, Ethiopia www.ju.edu.et</p>		<p>P E S University, India www.pes.edu</p>	
<p>Raja university, Iran www.raja.ac.ir</p>		<p>Tehran University of Medical Sciences, Iran www.tums.ac.ir – rejoining institution</p>	
<p>Institut national de la recherche scientifique, Canada www.inrs.ca – rejoining institution</p>			



IAU by numbers


As of 1 June 2014, IAU counts:

- > 626 institutions (including 5 observers),
- > 28 Organisations,
- > 15 Affiliates and
- > 19 Associates.

OBSERVER

<p>Assam Don Bosco University, India www.dbu.edu.in</p>	
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AFFILIATES

<p>International Education Association of Australia, Australia www.ieaa.org.au</p>	
<p>Association of International Credential Evaluators (AICE), USA www.aice-eval.org</p>	

+ IAU NEW OFFICES

The IAU Secretariat has successfully moved to new offices at UNESCO, retaining its postal and email addresses as well as its staff telephone numbers. The new offices are located in the same building as most Members States' Delegations to UNESCO and allow the IAU to continue its collaboration with UNESCO. We are pleased to invite all Members travelling through Paris to visit us.

Contact: iau@iau-aiu.net

+ IAU CONGRATULATES

IAU congratulations **Juan Ramón de la Fuente**, Immediate past President of the IAU and former Rector of UNAM on his appointment as **Chair of the Academic Advisory Council of Laureate International Universities network in Mexico**.

Laureate International Universities is a major network of private higher education institutions, with over 800,000 students enrolled in some 75 institutions in 30 countries. Dr. de la Fuente's appointment signals a renewed effort to strengthen the quality of educational provision in the Mexican network of Laureate. More online at www.laureate.net/OurNetwork



Mykolas Romeris University, Vilnius, Lithuania, in collaboration with progressive European and Asian universities, namely University of Bologna, Middlesex University, Linnaeus University, University of Zagreb (EU), Dongseo University, Josai University, Huazhong University (Asia) have launched the Knowledge Consortium Social Technologies for a Smart and Inclusive Society (SOCTECH).

The overall aim of the result-driven Knowledge Consortium (SOCTECH) is to unite higher education institutions, as well as business companies to implement the vision of smart and inclusive societies via social technologies based innovations.

The objectives of the Knowledge Consortium European-Asian Social Technologies for a Smart and Inclusive Society is to:

- take part in research, educational and entrepreneurial projects under European and Asian funding schemes;
- facilitate co-creation and exchange of interdisciplinary knowledge;
- promote cross-continental exchange of students, academic and administrative staff;
- encourage cultural and entrepreneurial cooperation;
- enhance international and inter-sectorial service to society at individual, organizational and systematic level.

To join the SOCTECH please contact:
research@mruni.eu and kajasiunaite@mruni.eu.

In Memoriam

Alejandro Chao Barona, Mexico



The International Association of Universities is deeply shocked and saddened by the brutal killing of Dr. Alejandro

Chao Barona and his wife Sara Rojas Chao in their home. Both were personally known to and greatly admired by the IAU Secretariat and the Reference Group on HEEFA.

Dr. Chao distinguished himself as a tireless social activist for the recognition and preservation of indigenous knowledge and languages within his local community of Morelos and internationally. Widely respected, he served over 36 years at the Universidad Autonoma del Estado de Morelos (Autonomous University of the State of Morelos: UAEM), as professor and founding director of the Directorate of Community Development. He was also one of the founding members of the IAU Reference Group on HEEFA, successfully championing higher education EFA engagement within his home state of Morelos.

He and his wife Sara will be both remembered by their incredible generosity and kindness to all.

Elzbieta Karwat, Former Documentalist IAU



Elzbieta passed away in May. She worked for IAU for two decades and her contributions

to developing the IAU information centre were much valued and still form the basis of work carried out today. She will have enjoyed retirement far too shortly. A heartfelt goodbye to her and most sincere condolences to her family.

GET INVOLVED FURTHER IN THE LIFE AND WORK OF THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES BY BENEFITTING FULLY FROM THE SERVICES AND OPPORTUNITIES OFFERED, INCLUDING:

IAU CONFERENCES & SEMINARS

➤ See page 2 “Important dates!” for upcoming Seminars, expert group meetings, IAU 2015 international Conference, the 2015 Global Meeting of Associations and more.

NETWORKING & SHARING

Higher Education and Sustainable development (HESD)

➤ Register your University and showcase the actions it is undertaking to response to the need for innovative approaches to be developed to ensure a better future for all, through education, teaching, research, or community engagement. Register your actions and initiatives on the **IAU portal on Higher Education and Sustainable Development** at: www.iau-hesd.net

Education for All (EFA)

➤ Contribute information on higher education projects, documents and experts active in EFA on the **IAU Portal on Higher Education for Education for All (HEEFA)** at: www.heefa.net/

Innovative approaches to doctoral education in Africa (IDEA-PhD)

➤ Profile your doctoral education programmes, initiatives and opportunities online on the **IAU portal on IDEA-PhD** (www.idea-phd.net). Focusing mainly on Africa, the portal as well showcases collaborative projects with African HEIs; list and presents key policy documents of use to the development of doctoral programmes from around the world, etc.

➤ Take part in the User Survey as well at: www.idea-phd.net/

PUBLISH WITH IAU

➤ Share information on conferences, publications, other important events with the broader higher education community, by publishing details on the **News from Members** section of the IAU website. Please send your information to IAU at s.andriambololo@iau-aiu.net

➤ Announce your Job Opportunities online via GlobalAcademyJobs; see: www.iau-aiu.net/node/1085

PUBLICATION OPPORTUNITIES

➤ Submit a research paper to the peer reviewed **Journal Higher Education Policy!** More information online at:

www.iau-aiu.net/content/hep

➤ Write a paper, summarizing your recent projects or activities, or those of your organization, for publication in the *In-Focus section of IAU Horizons*.

➤ Submit publications for inclusion in the **International Bibliographic Database on Higher Education (HEDBIB)**.

Contact: a.sudic@iau-aiu.net

GRANTS AND SERVICES

➤ Review your institution’s internationalization strategy and related activities by undertaking an **Internationalization Strategies Advisory Service (ISAS) project with the IAU**.

Contact: r.hudson@iau-aiu.net and visit:

www.iau-aiu.net/content/isas

➤ Keep informed about upcoming LEADHER grant competitions: www.iau-aiu.net/content/leadher

MAKE USE OF IAU POLICY STATEMENTS, including:

➤ *IAU Iquitos Statement on Higher Education for Sustainable Development (2014)*

➤ *Affirming Academic Values in Internationalization of Higher Education: A Call for Action (2012)*

➤ *IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education (2012)*

➤ *Equitable Access, Success and Quality in Higher Education (2008)*

➤ *Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide (2005)*

➤ *Universities and Information and Communication Technologies (ICTs) (2004)*

➤ *Towards a Century of Cooperation: Internationalization of Higher Education (2000)*

➤ *Academic freedom, Institutional Autonomy and Social Responsibility (1998)*

➤ *The Buenos Aires Statement on Higher Education Funding (1994)*

➤ *Kyoto Declaration on Sustainable Development (1993)*

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IN FOCUS

ICTs in education – revolution or evolution?



by **Hilligje van't Land**,
IAU Director,
Membership and Programme Development



Dear Readers,

ICTs in education – revolution or logical evolution of things started quite a while ago? That is one of the questions that the 17 contributors to this In Focus section respond to while investigating the latest developments as far as MOOCs, OER, ODL, ICT based education are concerned. IAU comparative advantage is to once more offer gender balanced perspectives from around the world on the In Focus topic. In the opening paper, Heila Lotz-Sisitka, intrigued by the popularity of MOOCs, describes how she tested the MOOCs phenomenon, presents a kind of SWOT analysis and shares a set of fairly critical considerations. Three papers look at the ICT's ODL, OER and MOOCs potential for Africa. While assessing the innovation opportunities of ICT-based education, they question to what extent it will really make a difference on the continent. Severin presents a series of initiatives developed in Latin American, debates the 'Whys, 'What's and 'How's of technology and education and argues that the integration of ICTs in HE is not so much a technical challenge but rather an educational one. In a similar vein, Gore puts it that MOOCs are a milestone towards a more ergonomic HE system in the future. Varghese, now in India, underlines the fact that the general use of English is an obstacle to taking full advantage of courses on offer. The Thai team as well stresses the need for language and cultural perspective diversification for new developments to benefit all in a globalised world. Anuwar Ali talks about limitlessness of ICT supported teaching and research and of further democratization of HE as a result. Qiong Wang presents the Chinese approach to MOOCs, OER and ODL while the last two papers by Robertson & Olds and Belyavina look at it from an international perspective, stressing how difficult and time consuming it is to provide quality online courses. Turmaine concludes by making the case for OER to be reconsidered against the MOOCs wave. All make the case for technology in education to be used as a tool that should enable professors, researchers and students to improve the overall quality of education.

The bibliography generated through HEDBIB and provided on pp 44-45 offers further food for thought.

Enjoy your reading!

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Can MOOCs change the world?



by **Heila Lotz-Sisitka**, Professor, Murray & Roberts Chair of Environmental Education, Director, Environmental Learning Research Centre, Rhodes University, South Africa
h.lotz-sisitka@ru.ac.za



RHODES UNIVERSITY
 Where leaders learn

MOOCs arising everywhere

A new and popular educational discourse is emerging around Massive Open Online Courses (MOOCs). They are being proposed as a solution to the educational problem of reaching 'the masses', and to the problems of neo-liberal educational austerity measures. MOOCs are also an outflow of globalisation and globalised notions of life-long learning. They provide a means of educating people in their living rooms through flexible learning approaches.

One implication of flexible learning is that it is possible to learn what you like, when you like, and MOOCs are structured to allow for this kind of learning. This of course is convenient for sharing knowledge and providing education and training across wide geographical areas and time-zones; and for the busy professional, or for those with more free time arising from the gaps in full time employment flowing from a neo-liberal tendency towards impermanent and short-term, contractual work opportunities.

My interest in writing this short article is not so much to deconstruct or reveal the hidden political economies of globalization that are increasingly becoming a driving force of MOOC construction and consumption, but rather to focus in on some of the contents and processes of MOOC learning.

I work as a Professor and Chair of Environmental Education and Sustainability in Africa. Here MOOCs are being promoted within a rather different 'salvation' narrative that suggests that MOOCs will be able to do what governments and educators have not been able to do yet i.e. reach the masses of as yet uneducated learners, or those that struggle to gain access to formal education and training due to circumstances of poverty and disenfranchisement.

MOOCs as possible options for curriculum innovation?

In Africa, as elsewhere, there are major concerns about critical issues such as poverty, climate change and sustainable development. Universities across the continent have started re-orienting curricula and research programmes to address these seemingly intractable issues. African universities are struggling to re-orient content and pedagogy for new and emerging circumstances, leading to a range of studies to consider how this can best be done.

One example here is the recent Southern African Regional Universities Association (SARUA) 'Climate Change Counts' mapping study (www.sarua.org) that sought to identify how universities in southern Africa are currently responding to the challenges and imperatives for climate compatible development. This is a critical concern for universities and society, as the recent IPCC (2014) findings are showing Africa to be highly vulnerable to the impacts and effects of climate change – such that it threatens to reverse existing development gains on the continent.

One of the key issues identified in the SARUA mapping study, is the need for curriculum innovation. Another finding of the mapping study is that few southern African universities are making use of Web 2.0 approaches to enhancing curriculum innovation.

In probing this matter further, I sought to a) identify appropriate on-line courses that could potentially be used by universities, and b) examine their pedagogical and educational assumptions to establish the extent to which they offer potential curriculum innovation opportunities for universities in southern Africa.

A key finding of global MOOC studies is that while they are attracting high numbers of course participants, they are not leading to high numbers of course completions. Statistics on MOOC participation also show high levels of university student use of MOOC programmes. This would suggest that they have the potential to offer opportunities for pedagogical extension and/or supplementation, and/or a major source of curricula and training programmes for university students.

The first port of call was to examine whether there were any MOOCs on climate change or climate compatible development – this being the critical issue that we were investigating within the SARUA study. It was not surprising to find that on Coursera.org alone, there are already six MOOCs on climate change, but that none of these have been developed in Africa. There were also a number of associated MOOCs focusing on sustainable development and other related topics; none developed in Africa. I then decided to select and 'do' a couple of these MOOCs, to probe their pedagogy, epistemological assumptions and potential value as teaching programmes/resources in responding to the critical issue of climate change, as outlined in the SARUA study.

Approaching and doing the MOOCs provided for some moments of fun and useful learning interactions. Of particular interest was the careful structuring of the learning programme on a week-by-week basis; and the carefully constituted resource-based learning opportunities. The use of carefully selected and/or constructed video material offers a strong addition to traditional courseware texts – a type of expanded textbook? By structuring the use of video material in relationship to a written core text, the MOOCs allowed learners to access a dynamic array of visual learning resources.

Additional interesting features of the MOOCs are interactive ‘google’ hang out sessions, providing blogging and chat room opportunities for course participants to communicate with each other across space and time boundaries. An examination of these interactive sites revealed relatively high usage and some interesting dialogues on the topics being presented in the MOOC. This shows the potential of MOOCs for facilitating international dialogue on particular topics, which in a context of climate change learning can be highly beneficial, as climate change has implications at both local and global levels. Perhaps paradoxically, and certainly encouragingly, these on-line conversations showed a high level of interest in local contextualization of the global issues.

There were also some aspects of the MOOCs that were less than ideal for good learning. Key amongst these was the tendency towards using superficial assignments and assessment. Assessment practice on the MOOCs that I completed was somewhat patronizing, and could be seen to be something of a ‘dumbing down’ of education and learning to the lowest controllable denominator. While efforts were made to facilitate peer assessment, these were somewhat trivial, if not irritatingly incorrect or ‘misdirected’ at times. Qualitative peer assessment constructed as an inter-active activity amongst unknown peers anywhere on the planet is clearly not easy to achieve, since peer assessment is a highly situated and specialized practice if it is to be successful. Easy-to-complete tick box quizzes to test knowledge and textual comprehension made up the rest of the assessment. Besides the tick box quiz, other assignments, due to the need to keep them short for the kind of peer review and assessment system that had been set up, were mostly journalistic in construction and style. As one participant on a blog site said, “I thought I was enrolling for a climate change course, not a journalism course”.

Another key problem with the MOOCs that I completed was their epistemological structuring in relation to their purpose. A Climate Change MOOC would be ideally oriented towards supporting transformation towards climate resilient development and/or climate change adaptation and mitigation, while a Sustainable Development MOOC would ideally be oriented towards actualizing transformative sustainable development practices in a diversity of contexts. While such intentionality may be visible in the MOOCs, it is extremely difficult, if not impossible, to achieve such objectives when the programme privileges a knowledge transfer epistemology over emergent, praxis forms of ontologically located epistemological engagement. **An over-dependence on knowledge transfer epistemologies can inadvertently stifle more radical and transgressive forms of social learning. As such, MOOCs can lack adequate pedagogical mechanisms for local contextualization or for emergent, praxis-centred approaches to transformative action learning.**

In concluding my experiential learning encounter with some climate change and sustainable development MOOCs, I reflected

that there are some potential benefits for curriculum innovation –especially the access to a wider range of learning resources, and the possibilities for international exchange. However, unless the issues of contextualization, quality of assignments and assessments, and the epistemological trajectory favouring universalizing knowledge transfer approaches to learning are addressed, MOOCs may not provide the ‘salvation’ that they are apparently being set up to provide.

Researching MOOCs and their construction and consumption into the future

This short, fairly informal article on MOOCs has raised a number of areas for further research in relation to the rapid emergence of MOOCs and their associated salvation narratives. These include studies that might focus more on the political economy of MOOCs and their construction. Is ‘free’ really ‘free’, and if so for whom is this freedom being constructed and by whom? We have almost 100 years of post-colonial critique to provide some warnings here on the danger of MOOCs, in their current form and with their current pedagogies, becoming simply another neo-colonial instrument of control and marginalization in the global south. In the global north the risk might be of the promotion of singular agendas, with little recourse for critique of these. How open is open learning actually? And here it is worth noting from a practical perspective that when ‘doing’ my MOOCs I regularly had to drive into our local town because the bandwidth where I live (in a rural area in the Eastern Cape, South Africa) is inadequate to process the MOOC pedagogy. Are MOOCs then only for those with broadband access? And how can we begin to address an emerging trend of North to South construction and transfer in MOOC production?

There are also a number of pedagogical and curriculum questions that can be raised in relation to MOOCs that relate to the recontextualisation of knowledge, epistemological assumptions, ideological framings of curriculum, and quality of learning interactions and assessment practice. Additionally, there may also be the arising problem of the (seemingly predominantly white male) ‘academic guru’ using MOOCs to promote textbooks or ideological and scientific messages in the global arena. The spaces for strong intellectually engaged dialogical critique close down on a MOOC as the tendency is to privilege the ‘one way flow’ from the Harvard or Columbia or Potsdam or Yale Professor to the nameless and faceless Others (masses) who enrol for the course, much as they may have valuable insights to share.

While there are clearly some important benefits in the knowledge exchange that is possible via a MOOC, there is also a clear need for caution and critical engagement. In relation to specific subjects or areas such as climate change or sustainable development, where epistemological and ontological transformations may be more necessary than epistemological transfers of a new form of universalized globalized form of knowledge and pedagogy, it may well be premature or over-idealistic to hope that MOOCs can change the world.

01 Open, Distance and eLearning in Africa



by **Griff Richards**, PhD,
Manager, Educational Technology &
Learning Resources, African Virtual
University (griehards@avu.org)



AFRICAN VIRTUAL UNIVERSITY
UNIVERSITE VIRTUELLE AFRICAINE
UNIVERSIDADE VIRTUAL AFRICANA

It is estimated that only 6% of Africans can access post-secondary education. The development goal is set at 12% even though North America and Europe are somewhere around 45%. The gap is huge. This is not to say that African nations are not investing in post-secondary education. Nigeria has been busy building universities and now has 102 universities with over one million seats, but **the population continues to grow faster than campuses can be built and faculty recruited**. The African Virtual University (AVU), bolstered with funding from the African Development Bank, seeks to encourage sub-Saharan universities to build capacity to deliver education through open distance e-learning (ODEL). Open means anyone can try the courses, thus enabling access to those who were not in the top 5% in their university entrance exams. Distance means the learners seldom have to attend campus – they can complete the better part of their study at home or in a rural setting. Finally, eLearning increases the scalability of courses, more courses can be offered to more students by leveraging Africa's rapidly developing internet, and the wide use of mobile devices.

Key in the AVU strategy is the collaborative development of distance learning modules by faculty from 27 participating universities in 21 countries. Most Africans want to avoid the cost of buying textbooks, so it is important to ensure pertinent content is embedded in the modules. Next the modules are peer reviewed for content and organizational quality and finally they are disseminated under a Creative Commons license as Open Educational Resources so educators know they can freely adopt or adapt the materials for local use. AVU also trains a cadre of faculty in each university on how to develop and deliver online, and seeds hardware, software and connectivity to get ODEL moving in each site. As with any seed, the growth depends on nurturing. Senegal has trained some 13,000 rural teachers, and University of Nairobi has now 23 learning centres spread across Kenya capable of handling administration and examinations for some 65,000 learners.

The MOOC phenomenon has also arrived in Africa – many Africans choose to take the free online courses offered by

American and European universities. These massive open online courses that stick to the 13-week academic formula tend to have large enrolments but only about 5% of learners finish. Short, focused courses tend to have higher completion rates, for example a six-week course in peri-natal care in Africa had some 35,000 participants and about 65% completion rate. AVU foresees using a MOOC type approach for focused faculty development courses.

MOOC come in two flavours – the MOOCc (for constructivist) approach and the MOOCx (behaviourist) approach. As with the way any course is taught, the style of presentation, the amount of student-student communication and the type of assessments has a lot to do with the content being presented and the traditions of each academic discipline. Sciences and math courses are ideal for self-paced individualized instruction of the MOOCx, while a topic in the humanities and social sciences might do better in a “cohort” approach that facilitates the airing of opinion and the development of reasoning in small-group discussions in a MOOCc. Faculty members might benefit greatly by discussing and sharing promising practices, thus a MOOCc style course site would enable AVU to deliver high-quality faculty development courses across Africa. (Given there are about 640 universities in Africa, if one hundred faculty at each were to be trained in ODEL methods, that means at least 64,000 potential enrolments for an ongoing series of MOOCs.) A MOOC structure would also enable us to enlist the assistance of participating institutions to help delivery faculty development and, as required, to custom deliver their own faculty development programs. A similar approach is considered for a potential series of public seminar courses in Peace Building. Essentially, a MOOC approach enables large-scale delivery of courses, and avoids barriers of classroom space or distance to the nearest campus.

For post-secondary educators, these are interesting times. Never before has so much potential education been available for free to so many potential learners. However we should not get too excited. In Africa the attrition of learners from primary education through secondary to post-secondary education is very high. Africa also has a significant urban rural divide in terms of basic infrastructure like dependable electrical power, access to schools, health care and the internet. In some countries there is a large gender gap with significantly fewer females accessing all levels of education than males. Open Distance and eLearning has much potential, but it must build on the success of primary and secondary education, and initiatives in adult literacy. eLearners also need to learn about ICTS and how to learn in their new online environment. The potential rewards are tremendous for the emergent “global learner” becomes truly free to learn anything anywhere. **As access to post-secondary education soars beyond the current levels, there is hope that economic and social development will follow.**

02 MOOCs and OERs at the University of South Africa – Perils and Promise



by **MS Makhanya**
(Makhams@unisa.ac.za), **N. Baijnath**
(Baijnan@unisa.ac.za) and
R. Mare (Maremc@unisa.ac.za),
University of South Africa (Unisa)



The University of South Africa [UNISA] finds itself at a crossroads as it contemplates how to respond to multiple challenges from within and outside the institution. Rapid advances in technology have presented huge opportunities to reach more students in remote parts of the country and

across the continent. Learning management has never been easier. Opportunities to enrich the experience of students by drawing on a vast array of available multimedia and textual resources are unprecedented. The OER movement has tantalised us with a vision of a more equitable future for legions of learners. The MOOC phenomenon has virtually barnstormed the venerable halls of academia and created a frisson of excitement even while it has unsettled the business of higher education, which has been entrenched for centuries. **Staff Members have to learn and equip themselves with new skills in all areas of responsibility as the University digitizes rapidly.**

In the domain of OERs, Unisa has taken quite decisive steps in support of the movement. UNISA is a founding partner of the OERu initiative, and has already committed resources to the initiative. Within the institution itself, limited capacity to properly galvanise OERs and MOOCs has been a stumbling block. The management is in the process of developing the requisite capacity. The University is also engaged in a far-reaching strategic planning initiative currently which is anticipated to provide unequivocal direction on OERs and MOOCs for the next decade at least. Quite critically, the University is in the process of bedding down a new business model which responds appropriately to the affordances of technology, while addressing the particular challenges of unequal access to the internet and to reasonable quality devices at affordable prices for those on the margins economically.

Rapid advances in technology have at times had a disruptive effect on the key ICT systems and processes of the University, with interruptions in service at critical times. A raft of ICT projects (46) currently underway, have left the systems vulnerable to disruption. Many applications being instituted have to be tested dynamically, for parallel testing is not possible with the existing ICT architectural design. Where

applications work stably, reconfiguration of the hardware architecture to deal with exponential growth in demand, also poses a threat to stability. The University management has decided to focus its efforts for the rest of the year on stabilising the systems and key applications which support the teaching, learning and research enterprise of the University.

A priority for the University currently is to ensure service delivery for students. Even while the University does so, it has given sustained attention to how best it can harness open education resources and pilot a few MOOCs. Earlier this year, the University adopted a strategy document on OERs which spells out a clear direction for the creation of an enabling environment for the development and use of OERs to flourish. A key task is to unpick the often labyrinthine policy and regulatory prescripts which stand in the way of developing and disseminating quality OERs.

As far as MOOCs are concerned, the Vice Chancellor has given the go-ahead for the development of pilots which draw on existing online courses which show potential, and others which address pressing national needs. In all likelihood, the MOOCs will be developed as OERs and not driven by the profit motive, as is too often the case with current offerings.

The University is also cognisant of the manner in which MOOCs are delivered. They are clearly developed with self-guided students in mind. MOOCs require sophisticated knowledge of social media as well as online navigation skills. It is presumed that many international students who currently sign up for MOOCs already possess these skills as they are comfortable with online delivery of courses. A significant majority of students in the UNISA context require mediated and supported learning that would rule out MOOCs as offering a dominant avenue for good quality higher education.

A good MOOC employs many tools, including blogs, online discussion boards, social media, tagging, document sharing and video material. When done well, the production is complicated, time-consuming, and expensive. Although new technologies are continuously emerging, they remain expensive in the interim and broadband speeds that assist in the streaming of video material for teaching and learning, remain limited. Of necessity therefore, the University's approach is cautious.

Compounding matters for a society in transition such as South Africa, where huge economic and social inequalities continue to dog reform efforts, it is not always possible to persuade highly politicised constituencies to place their faith in a digital future in spite of incontrovertible evidence of the impact of digitization on the world of work and all facets of life. A fear often expressed is that a zealous march into a digital future with further disadvantage those already on the margins of society by placing new barriers to access in the form of unaffordable technology.

In spite of these challenges, the University has made an unequivocal commitment to equipping all its students with the essential elements of 21st century skills, a central capability among which is information literacy. As such the University relishes a future rich with possibilities for itself as a provider, and for its students.

03 MOOCs and Mobile Learning in an African context



by **Sandi Boga & Rory McGreal**, Athabasca University, Canada (rory@athabascau.ca)

Athabasca University *This is a summary of a paper published by the Commonwealth of Learning. To review the full text, please visit this website: www.col.org/resources/publications/Pages/detail.aspx?PID=472*

MOOCs (Massive Open Online Courses) are highly interactive online courses open to all on the World Wide Web. Some use OER and others rely on commercial content that can include video, multimedia and computer applications as well as text and graphics. MOOCs have the potential to enhance online education in developing countries by facilitating collaboration between people, places and technology. Coursera, the prominent American MOOC platform provider, has recently partnered with the World Bank and the Tanzanian government to provide MOOCs to African students in an ICT education initiative.

The New Economy Skills for Africa Program – ICT (NESAP-ICT) was launched in 2008 to support countries in Sub-Saharan Africa in building skills for the knowledge economy. Its focus is to support skills development of for Information Technology.

There are a number of challenges in implementing MOOCs in the developing world. MOOCs rely on digital technologies and e-learning spaces to achieve their goals. Many regions of the developing world lack not only adequate telecommunications infrastructure, but also access to computers, technical expertise, online learning skills and English language proficiency. Despite these challenges, MOOCs can be successful in the African context, as long as MOOC instructors are able to adapt content and make use of available and appropriate technologies. Mobile phones are ubiquitous in the developing

world, most people already know how to use them, and their use in education can be based on both traditional and newer pedagogies. Combining MOOCs with mobile phones can be a very powerful way to educate large numbers of people in the developing world.

For students in rural areas, mobile phones are particularly useful because they make educational content accessible not only in their villages but also at times of their own choosing. In addition, mobile devices provide a method of educational delivery that could be more cost-effective than other e-learning methods, and the ubiquity of mobile phones means that many people are already familiar with mobile phone applications, which will reduce cognitive load for students taking part in a MOOC for the first time. Moreover, students learn within their own context, making the experience more meaningful.

Mobile technology can be used with other technologies such as interactive radio, compact discs and even paper to provide African students targeted by the MOOC with a more accessible learning experience. Open Educational Resources (OER), free content available on the internet, that can be modified, mixed, localized or translated can be used to cost-effectively deliver training in a wide variety of formats. **Decision-makers responsible for bringing MOOCs into developing countries should not try to replicate the North American course experience, but rather focus on making the best use of the technologies already in place to empower the learners they are trying to reach.**

MOOCs could become a very useful delivery model in the developing world – but not necessarily when tied to a specific platform like Coursera. If developing countries allow themselves to be locked in to a certain MOOC platform, they may have to adhere to the foreign values put forth by the platform owners. As a result, developing nations may lose some of their autonomy and exclude potential local partners. This exclusivity will make developing countries vulnerable to the effects of cultural imperialism, and prevent true collaboration with other developing countries that may be facing similar issues.

A danger of for-profit companies like Coursera delivering MOOCs to the developing world is that they are revenue-focused. This compels them to be open to the possibility of accepting corporate partnerships that may not have the best interests of the learners in mind. Another issue is that commercial MOOC platforms copyright-protect their materials, which mean that developing countries will lose the ability to adapt, localize or translate content to their own context. Coursera's less flexible approach may also limit MOOC instructors in their ability to use publicly-available, high-quality OER in their MOOCs. This will negatively impact instructors' and learners' long-term ability to take control of their own learning.

A more appealing option would be to use an open-source MOOC platform in combination with OER, so that local instructors have the flexibility to adapt curricula to meet the unique needs

of their learners. Further to this, it seems unwise to import North American MOOC course formats wholesale, since many of the technological competencies required to complete such a course simply do not exist in developing countries, creating barriers to access for many students. Instead, to take full advantage of the MOOC format, implementers can use existing technologies such as radio and mobile phones. Instruction designed for mobile phones has a similar pedagogical underpinning to the instructional design of MOOCs, meaning that students can receive high-quality instruction on devices they are familiar with, while taking part in learning activities that are similar (or not) to those offered in North American MOOCs. The full report is available on the Commonwealth of Learning website www.col.org.

04 Technology in Education: Why, what for, and how



by **Eugenio Severin**, Director, Otro Contexto, Consultant, UNESCO, IDB, WB (es@severin.cl)

When it is said that technology will play a fundamental role in education in the 21st century, some interpret this statement as being about technological devices: gadgets, silicon, copper wire and plastic.

In this article, I will set out some general ideas about why this topic is important, what we see as the benefits that new technologies can bring, and how this can be done. I make no claim that this text will close the debate; rather, I hope to open up the dialogue.

Why should technology be in education?

How could new technologies be left out of education? The technical progress of the late 20th and early 21st centuries – in particular the development of information and communication technologies – has been the driving force behind the creation of the so-called “Knowledge Society”.

The way in which knowledge and science is produced; how we communicate with others; how we learn and educate ourselves; how we engage in society and productivity; how we entertain ourselves and share with others: in all areas of modern life, new technologies have emerged to make what we do possible.

As technologies are “integrated”, one of the results is that they become invisible (Cobo & Movarec, 2011). A technology reaches its zenith when we stop thinking of it as a technology.

We barely think of the technology that lies within a car, a television, an oven or a telephone. We simply use these items for the benefits that they offer us.

However, what is new is that for today’s children computers and the internet are also becoming invisible. They incorporate technologies into their life strategies, their ways of living and inhabiting the world. Children of the digital age (those born in the 21st century) are different: they think fast, they multitask, they are bored by long discourses, they look for simple and quick results, they refuse to be passive spectators, and they want to take the lead (OECD-CERI, 2006).

If children are different, and the demands of society are different, can education carry on being the same?

If technology is one of the key elements in creating the knowledge society, technology in education is not a good option: it is an obligation.

What are the benefits of technology in education?

Direct answer: **Technology must be used in education to improve the quality of learning. This is not a matter of children who “learn computing”. The goal is to offer students completely new learning experiences, collaborative knowledge communication strategies, centred on obtaining high quality, provable, measurable results.**

Curriculum content items continue to play a key role, but they are different. Why bother learning dates, biographies, formulae, and routines by heart, barely understanding them, if everything is just a click away on Google? Should we not use school time to understand, to contextualize, to relate, to use content in a creative way to communicate ideas, to create new knowledge?

The skills needed for the knowledge society must be forged in the school system. These have been dubbed “21st century skills”: critical thinking, creativity and innovation, communication and collaboration. An education system that does not formally and explicitly set itself the challenge of developing these skills is turning its back on its students, making it hard for them to perform in the workforce, as professionals and as citizens.

How is it done?

Until now the production of education has been a “black box”, with children entering on one side and students emerging on the other, with results that seems to satisfy no one. To date, reforms have set out to place new or better resources in the box: textbooks, school meals, updated curricula, teachers’ training and wages, or infrastructure. These initiatives have set out to “improve the conditions” under which education services are provided.

Despite the investments made, the results have remained unsatisfactory (Santiago et al, 2010; Cristia et al. 2011, Severin & Capota, 2011), mainly because the conditions may have changed but the education provided remains the same. Apart from the shining exception of a handful of innovative teachers and schools, education is exactly the same as it was a hundred years ago. Face on, hierarchical classrooms; an encyclopaedic and overburdened curriculum; traditional teacher training: no relevant changes have been made in these fundamental areas.

Technology in education offers a perfect opportunity to disrupt this stagnated situation, to shake up teachers', students', and families' education practices, and to change strategies, teaching methods, and philosophies of learning so as to bring them into line with the needs of the knowledge society. New technologies also allow us to monitor and evaluate these processes like never before (World Summit on the Information Society, 2003).

For example, 20th century education set out – and enjoyed significant success – in the task of democratization: that all children should have access to basic education that prepare them to join the workforce.

21st century education is more demanding. Our goal is for it to allow all children to achieve their utmost potential. For this to happen, an average education for average children is not enough. When we know that children are so diverse, what is the purpose in teaching them all the same subjects, with the same rhythm and speed, using the same strategies, without paying attention to their wide ranging abilities, tastes, and interests? For the first time in history, education technologies allow us to imagine a democratic and universal education that is at the same time personalized (Severin, 2011; UNESCO, 2013).

All in all, the integration of new technologies into education is not a technological challenge, but rather an educational challenge. And we are in no place to decide whether or not we want technologies to modify the panorama of our education systems; rather, we must think about how soon we want this to happen, and what we can do in order for it to represent an opportunity, in particular for the poorest – for whom traditional education indeed offers fewer opportunities.

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05 What's the diagnosis Doctor? Is it a MOOC?



by **Tim Gore**, Director Global Networks and Communities, University of London, UK



On 3 September, 2002, Napster was forced into liquidation by the incumbents in the music industry.

However, there was little to celebrate, other peer to peer sites sprung up and the industry was to change irrevocably. That year *Wired* wrote: *in its desire to slow the technology revolution, the recording industry continually shot itself in the foot. Fans have revolted; last year proved to be one of the worst in recent memory for CD sales because of it*¹. They should have read their Christensen². Napster was the symptom not the disease. The underlying disease was an inflexible industry out of touch with

1. "The Day the Napster Died." *WIRED*, Accessed May 16, 2014. <http://archive.wired.com/gadgets/portablemusic/news/2002/05/52540>.

2. Christensen, Clayton M. *The Innovator's Dilemma*, Vol. 2006. New York: HarperCollins, 2000

its customers who wanted the freedom to mould music into their lives in the way that ultimately iTunes and the new Napster supplied. The future is ergonomic – technology allows services to be wrapped around people’s changing lives.

In the same way, MOOCs are a symptom of something radical happening in higher education. Students are revolting against rigid structures, spiralling costs and uncertain outcomes. Ironically, Christensen warned us of this a year before MOOCs established themselves. His 2011 work with Eyring³ spoke of the dangers in a homogenous higher education system driving up costs as they pursued a race to the top making the sector ripe for disruption. In his analysis, disruption follows a predictable pattern. First, alternatives are made possible by technical innovation and these provide low-cost and often low-quality substitutes for existing products. The incumbents tend to shrug this off as it attracts few of their customers as quality does not match the incumbents. However, before long the innovators are improving the quality and relevance of their offering while still undercutting the incumbents. At this point, the customer base starts to desert the old providers and disruption is becoming a reality. Innovation continues and the old balance of power is at an end. We should shrug off MOOCs at our peril.

The University of London is arguably the leading UK-based provider of transnational higher education with 54,000 students studying for our degrees in virtually every country in the world. Students are able to study alone or through the network of recognised local teaching institutes covering more than 40 countries. **We launched a series of MOOCs for various reasons. One of the main reasons was to ensure that we were a part of the innovation and not a victim of it.** As we expand our range of MOOCs on offer and reflect on the lessons from the first series some of this learning is already establishing itself in our main programmes. We are an institution driven by an access mission and thus have always kept our cost base, and hence our fees, as low as possible. MOOCs are helping us improve support to students at scale but without incurring large variable costs that need to be passed on to our students. MOOC inspired discussion fora and other innovations are helping us do this. Meanwhile, many students try out our MOOCs and then join our degree programmes so we get a double benefit.

However, as I pointed out at the beginning MOOCs are not the end of the story. A report published last month surveying higher education experts about MOOCs reported: *Many interviewees envisaged a future of more “unbundling” of educational services, more choice for students in how their education is delivered, greater price competition among providers, and greater use of technology in education. Several questioned whether two or four year degrees are the most useful way to acquire an education and suggested that the flexibility of online education will allow for more “just-in-time” learning experiences throughout an individual’s career.*⁴

3. Christensen and Eyring, *The Innovative University: Changing the DNA of Higher Education from the inside out*. 2011

4. Hollands and Tirthali, “MOOCs_Expectations_and_Reality.pdf.”

If you are interested in how these trends may play out in mainstream campus-based universities it is worth looking at a document that MIT has recently published: *An Institute-wide Task Force on the future of MIT*⁵. MIT has taken on-board these underlying changes and seeks to reinvent itself in a way that adds flexibility and responsiveness. The old components are there – campuses, social spaces, lecture halls and sports facilities but the rationale of each has been rethought and made flexible. **MIT is unbundling its offer and reconceiving relationships between space and learning.** A little documented outcome of the MOOC world is a rekindled interest in teaching and learning by the great research-focussed universities. MIT is taking a hard look at the very large numbers of students seeking their education and currently turned away by the selective processes at work in a limited campus space and they are not alone in this.

MOOCs are a milestone towards an exciting future for a more ergonomic higher education system. I encourage us all to experiment and innovate and listening carefully to where students want to be in this new world.

Hollands, and Tirthali. “MOOCs_Expectations_and_Reality.pdf,” May 2014. http://cbcse.org/wordpress/wp-content/uploads/2014/05/MOOCs_Expectations_and_Reality.pdf.

MIT. “Institute-Wide Task Force on the Future of MIT Education,” 2014. <https://future.mit.edu/>.

06 MOOCs and higher education in developing countries



by **N. V. Varghese**, Director, CPRHE/NUEPA, New Delhi 110016, India (nv.varghese@nuepa.org)



Diversification of provision to massify higher education

The global demand for higher education is on the increase. A major share of this increase is accounted for by the developing countries since they experience the highest rates of growth in enrolment. The limited institutional capacities made it difficult to accommodate the demand for additional student places. Therefore, over the years countries have been moving away from relying solely on the traditional institutionalized modes to distance modes to provide higher education.

The existing models of online and distance learning opportunities such as Open universities in UK and Thailand,

5. Wide Task Force on the Future of MIT Education.”

UNISA in South Africa, Indira Gandhi National Open University in India, Wawasan University in Malaysia, African virtual university etc. represent examples of moving away from the traditional brick and mortar system of provision of higher education. By the turn of this century Open Educational Resources (OER) provided digitized materials free of cost and open to all. In fact, the MIT *OpenCourseWare* project of 2002 and the *Openlearn* programme of the Open University in 2006 extended free access to their courses online and popularized OER.

The further developments in this area led to the emergence of massive online open courses (MOOCs). The MOOCs represent a global low cost high volume flexible model of higher education and is seen as a sustainable cost-effective alternative model to massify higher learning. It is offered from various platform providers such as Coursera, EdX, and Udacity etc. The MOOCs have become the fastest growing segment of higher education.

MOOCs and developing countries

While MOOCs was seen initially as an American phenomenon, enrolment trends indicate that these courses are becoming popular in the developing countries as well. For example, India has emerged as the second largest country in enrolment in MOOCs.

There are several factors constraining the fast expansion of MOOCs in developing countries. The MOOCs need regular access to reliable broadband internet connectivity. Such technological infrastructure is not always available at affordable prices in many developing countries. Further, **the dominant language of MOOCs is English. In the absence of pedagogical support and lack of proficiency in English, it becomes difficult for many prospective students to take full advantage of the courses offered through various MOOC platforms.**

A majority of students (nearly 60 per cent) enrolled in MOOCs already possess a degree and are pursuing the MOOCs for a second higher education degree. This implies that MOOCs is less relied on to expand access to higher education than to enrich who already are/has been in the system. Given the fact that the challenge in the developing world is to expand access, doubts are raised on the reliability of MOOCs to extend opportunities for those who seek first degrees in higher education.

Does MOOCs pose a threat to the traditional system?

MOOCs, no doubt, have changed the views on organizing provision and facilitating teaching and learning in higher education. Does it pose challenge to the existing modes of delivery of higher education? The higher education of the future may see the live lectures being replaced by videos, course work and exams being conducted through internet and academic exchange through interactive online space. The MOOCs will extend the best educational resources to students around the world, unbounded by geography and time zones.

There are some who believe that MOOCs has the potential to replace the brick and mortar universities. Sebastian Thrun, the founder of Udacity predicts that, as a result of MOOCs, **“by 2060 there will, only be 10 universities in the world”**. This may perhaps be an exaggerated view on the role of MOOCs.

The most probable scenario in the immediate future may be what one has already started experiencing. Many universities are teaching their online courses in partnership with MOOCs providers and in other instances they complement traditional teaching with MOOCs.

For example, the Indian Institute of Technology (IIT), Bombay has joined EdX to offer MOOCs to train engineering teachers; the IIT, Delhi, offers a course on web intelligence in partnership with Coursera; COL in collaboration with IIT offers a MOOC on a mobile application which attracted nearly 90 per cent of those registered from relatively poor background. The Udacity in collaboration with Georgia Tech and AT&T offers MOOCs in Computer Sciences at the Master’s degree level. University Grants Commission of India has formed a high level national taskforce to develop norms to help universities offer MOOCs.

The Tsinghua University in China has launched a consortium of leading universities of China to offer MOOC’s in Mandarin. The efforts to rely on national language to offer MOOCs will eliminate language barriers to access the courses.

The MOOCs, no doubt, forever change the way students learn and universities teach. The developing countries welcome MOOCs essentially to enhance quality to attain global standards. The MOOCs are seen more as complementary mechanisms to reinforce quality rather than a threat to the existing higher education institutions in the developing world.

07 MOOCs: Opportunities, Impacts and Recommendation for Asia and ASEAN



by **Pornchai Mongkhonvanit, Wichian Premchaiswadi, Yhing Sawheny**, Siam University, Thailand



The Academic community considers two essential trends: collaboration, and openness

Nowadays, the dramatic growth in complexity and scope of modern sciences has exponentially amplified the demand for more cooperation among researchers in different variety of fields, and on multiple levels. Accordingly, modern research is team-focused, interdisciplinary, cross-institutional and cross-border. One more development in the academic community is increasing openness. Openness, which is defined as sharing knowledge to deal with achievement gaps, and to break academic obstacles, has increasingly been applied in self-archiving, Open Scholar, Open Educational Resources (OER), Open Access, OpenCourseWare (OCW), and so on. This collaboration and sharing has initiated some new models in scholarly communication, providing everyone with an opportunity to contribute to learning at the university level.

Asian universities on developing OCW and MOOCs

Udacity, Coursera and EdX are the common popular 3 platforms, representative of the MOOCs development. According to Waldrop (2013), a survey indicates that the courses offered by the 3 platforms were developed in 17 different countries, thanks to contributions from more than 60 different universities. On the other hand, the registered students reside in more than 220 countries. From 2012 to 2013, the growth of numbers of students joining and of courses made available has tripled. It demonstrates a fast growth of MOOCs. Consequently, the students coming from Asia are about 21.4% of the total, which is considered to be a high proportion (see Figure 2).

Figure 2 Places where different origins of MOOCs’ students come from (source: University UK, 2013)

ORIGIN	PERCENTAGE
North America	35.2%
Europe	28.2%
Asia	21.4%
South America	8.8%
Africa	3.6%
Oceania	2.8%

Universities in Asia were quite fast to go for OCW. Lots of them have established their own OCW courses and have formed alliances. As for MOOCs, Asian universities are considered to be dynamic but still in somewhat initial stages. According to a survey of the locations of MOOCs users, including ‘MobiMOOCs’, the majority are from North America and Europe, while Asia and Africa still have a limited contribution.

MOOCs Opportunities for Asia

Sebastian Thrun, the Stanford professor who co-founded Udacity, once said he was inspired by Salman Khan to bring education to where it currently does not reach (Thrun & Evans, 2012). With Asia’s first MOOCs launched in Hong Kong in April 2013, attracting students from North and South America,

Europe, Asia and South Africa, other MOOCs are offered by universities in Japan, Taiwan on the Coursera platform. Online learning is picking up steam. While some people consider online learning cost-efficient (Meyer, 2006), others refer to it as a kind of disruptive innovation in relation to higher education. A recent development is the outsourcing of online lectures in the name of “blended” courses, which resulted in opposition by the concerned faculty members. What this implies is the growing influence of MOOCs on the higher education landscape. Online learning via the MOOCs platform creates opportunities for people in Asia. **Although it will not be an easy task, we can make use of MOOCs to create a better society for future generations.**

The opportunities of MOOCs in Asia are listed as the following:

- To cope with the need for more universities in some countries and create a level playing ground;
- To cultivate the literacy of people in developing Asian countries;
- To make the dream of lifelong learning come true;
- To provide a chance for courses discovery by other countries;
- To allow learners a better world view and less cultural misunderstanding, as a result of a popular global educational system;
- To improve the capacity of lecturers so that they can be at the forefront of knowledge in their respective fields.

Recommendations

1. In Asia, there is still less accessibility of local languages MOOCs; English proficiency is still an obstacle and proves to be a threat for MOOCs users. The recommendation for this concern is to translate to other Asian languages such as Chinese, Hindi, Bahasa so that the knowledge will reach more people, especially the ones who are below the poverty line.
2. In the future, there may be a new trend to develop multilingual MOOCs, making it possible to choose the delivery language with the same MOOCs content. This can start with 6 U.N. languages, considering Asia as the largest world production base. The population of Asia constitutes 44.8 % of the world population; this will make knowledge more accessible to the ones who need it. This massive Knowledge penetration will play an important role in promoting world productivity.
3. Since Asia has a large wealth of knowledge in term of history and culture, building up the knowledge area of Asia by using MOOCs as a tool will preserve and advance this valuable asset of the region. In a 1991 paper published in the Harvard Business Review, Prof. Ikujiro Nonaka (Japan), Waseda University, mentioned the Spiral Model: the best way to advance knowledge is by sharing and reusing the knowledge. More coursewares about Asia’s Philosophy, Culture, History, Trade, Languages and way of living as well as case studies of Asia and Asian business should be encouraged.

4. One of the problems in accessing MOOCs is due to lack of infrastructure as the internet penetration in some parts of Asia is still somewhat low. It might be a good idea to set up Digital Learning centers in many locations. These would provide access to computers with good internet connectivity. In Asia, there are close to 3 billion people who do not have access to the Internet. The proposed centers would promote accessibility and free education for the population in Asia; this would reduce not only the knowledge gap but also the income gap and alleviated poverty among the people of Asia.
5. There is a suggestion to open and share the library resources in the same massive and systematic fashion as MOOCs. University libraries as well as some public libraries are believed to detain the wealth of knowledge that needs to be made more accessible and shared by virtue of modern technology. With MOOCs, the courseware's are already opened and shared. If the library and learning resources are opened and shared in the same manner, this can constitute a 21st century new kind of University, which can deliver massive knowledge to the world's population and to fulfil the commitment of higher education to be a public good.

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World Internet Users Statistics Usage and World Population Statistics www.internetworldstats.com/stats.htm

www.strategy-business.com/article/08407?pg=all

WORLD INTERNET USAGE AND POPULATION STATISTICS [June 30, 2012]

World Regions	Population (2012 Est.)	Internet Users Dec. 31, 2000	Internet Users Latest Data	Penetration (% Population)	Growth 2000-2012	Users % of Table
Africa	1,073,380,925	4,514,400	167,335,676	15.6 %	3,606.7 %	7.0 %
Asia	3,922,066,987	114,304,000	1,076,681,059	27.5 %	841.9 %	44.8 %
Europe	820,918,446	105,096,093	518,512,109	63.2 %	393.4 %	21.5 %
Middle East	223,608,203	3,284,800	90,000,455	40.2 %	2,639.9 %	3.7 %
North America	348,280,154	108,096,800	273,785,413	78.6 %	153.3 %	11.4 %
Latin America / Caribbean	593,688,638	18,068,919	254,915,745	42.9 %	1,310.8 %	10.6 %
Oceania / Australia	35,903,569	7,620,480	24,287,919	67.6 %	218.7 %	1.0 %
WORLD TOTAL	7,017,846,922	360,985,492	2,405,518,376	34.3 %	566.4 %	100.0 %

Source: www.internetworldstats.com/stats.htm

08 OER, Open and Distance Learning and MOOCs – Charting Higher Education's Digital Future



by **Anuwar Ali**, President/
Vice-Chancellor, Open University
Malaysia (anuwarali@oum.edu.my)



In March 2014, the satellite firm DigitalGlobe launched an online campaign to assist in the search for the missing jet MH370. Through its crowdsourcing platform, Tomnod, DigitalGlobe released millions of high-resolution satellite images for volunteers to comb through in the hopes of discovering vital clues that may benefit the search operations. In a matter of weeks, eight million people responded, effectively turning this campaign into the world's largest crowdsourcing project to date.

This is the kind of world we live in today. You and I can do things from our own computer terminals thousands of kilometres away from each other, yet still be connected: whether fighting for the same cause, taking up the same course, or contributing to one and the same community project. The DigitalGlobe campaign is but one recent example of the potential extensive reach of worldwide involvement via the Internet.

This virtual limitlessness by harnessing the power of the Internet has immense repercussions on the higher education landscape. Already, we have witnessed the redefining of boundaries in teaching and learning through OER, MOOCs and other Internet-based innovations. Even social media and mobile devices have transformed the way information is delivered and received – something that has tangible implications on the concepts of teaching and learning.

Thus, discussions of digital innovations like OER and MOOCs will inevitably bring focus to the potential future paths of higher education – paths that may have a lot to do with things like crowdsourcing and global online participation.

Technology-driven developments like these are always considered points of interest for open and distance learning (ODL) institutions. In fact, OER and MOOCs are often seen as extensions or even natural progressions of ODL, so it is unsurprising that they are often discussed as parts of the same package.

Having said that, it is also to be stressed that current major MOOCs developments and providers are emanating of based in the USA. Even in Europe, MOOCs are extremely recent: the UK based Open University launched its own MOOCs (FutureLearn) only in 2013; the same year other MOOCs projects were launched in Finland, France and Ireland. Although the OER community appears more universal, where MOOCs are concerned, many of us in Asia are still playing the role of spectators. How and to what extent such new innovations will affect ODL institutions remains to be seen.

From my perspective being part of a relatively young ODL scene in Malaysia, there is a need to create a balance between an eagerness to jump onto the bandwagon and a continued focus on quality and meeting learners' needs. Any technology-based innovation should thus begin with a thorough consideration of how it will influence our delivery system and pedagogical approach to teaching, learning and research.

At the Open University Malaysia (OUM), we think of OER and MOOCs as an opportunity to learn and adopt new ideas, although we realise a need to remain steadfast to our attention to quality and a learner-centred focus. An open and curious attitude is what fuels our exploration of technology-based projects, which over the years include developments like the internet radio (iRadio), video lectures (iLectures) and even a mobile application (OUM App) – the first of its kind for educational purposes in this country.

These projects have been designed with a specific type of learner in mind, i.e. the working adult, who is the most likely candidate to take up an ODL programme. Often, ODL programmes are designed with features to help working adults overcome their time and commitment constraints, which more often than not, leverages on the clever use of technology. For OUM, our pledge to remain learner-centred means that we are also keen on using technology to enrich the teaching and learning experience; which we realise as something we need to be mindful of not only for our local learners, but also for international learners who are located in more than 10 of our partnering educational institutions overseas. I believe this demonstrates the inherent importance of adopting and adapting educational technology for a global consumption in the ODL community.

OER and MOOCs appear especially useful in this regard. They represent a democratised and often equitable approach that encourages open access to learning materials and non-discriminatory educational opportunities. Those who are not directly involved with the creation and provision of OER and MOOCs can still benefit from the freely available materials, or by learning how other faculties teach and the preferences of a global audience.

In my view, this is the most important message for higher education. More important than the technologies and innovations themselves is a challenge on traditional boundaries of higher education, whereby the nature of this new digital era embodies an attitude that is moving closer to absolute

limitlessness and democratisation. This is perhaps the most compelling element of higher education's future and something we can all certainly look forward to.

09 Chinese MOOCs projects: An introduction



by **Wang, Qiong**, Director, X-learning Center, Graduate School of Education, Peking University, Beijing, China, 100871 (wangqiong@pku.edu.cn)



On May 8th, the icourse website (www.icourses.cn/home/), which is supported by the Higher Education Department of the Ministry of China, announced that a Chinese MOOC platform (www.icourse163.org/) for Chinese Universities was launched. There were 10 MOOCs open for registration in the news. Within two weeks, the list grew to 64 courses, half of them with open dates. On May 20th, the first five courses welcomed thousands of students. The Chinese MOOCs grow up faster and quickly. The reason why Chinese universities can open so many courses in a short time is because the Chinese Ministry of Education (MoE) has promoted course improvement for 10 years; there are about 3500 courses with national excellent course honors. MOOCs, the new innovation in world-wide Higher Education recently, have been implemented in China for two years. This paper will introduce the four levels MOOC actions in China, from professor to university and consortium levels, to MOE sponsored collaborative projects.

1. MOOCs by professors: personal pursuit for giving back to society

Following the OCW movements, many Chinese professors have opened their courses materials on the web, but seldomly like prof. Zhaofeng Luo, professor at the University of Science and technology of China, who really guides students outside campus through his course from begin to end via the Internet. His course is about literature management and data analysis, the basic skills for scientists. Prof. Luo announced his courses on the Science network, hosted by the Chinese Natural Science Foundation, and uses free video services to deliver course lectures. One course he started on March 22, 2013, saw 784 people register; 184 managed to complete it. Because of the lack of platform support, it is difficult to manage the students learning activities.

2. MOOCs at Universities: join in the elite groups

In 2013, two mainland China universities, Peking University

(PKU) and Tsinghua University, joined edX and three others, Shanghai Jiaotong University, Fudan University, Peking University, joined Coursera. For now, the four universities contribute MOOCs to these international platforms. For PKU, our goal is to create 100 MOOCs over five years. Dancing with world-wide elite universities is one reason for Chinese Universities to put courses on international platform. Other reasons include the aim to let more people know more about Chinese universities and make Chinese students learn different cultures thanks to interactions with international classmates. The challenges we meet include the slow access speed, the IP clearance and pedagogy changes. Not only do professors need be trained in how to teach and learn via web; students to be trained as well.

3. MOOCs through University Consortium: credit exchange

This kind of collaboration started in Shanghai with funding from Shanghai Education Bureau. On March 7th, 2013, 4 universities in Shanghai opened 7 courses to all 20 universities with four thousands students registered. Each course had a team consisting of one master professor responsible for the teaching and several professors enrolled as assistants (TAs). For example, the course on Principles of philosophy, delivered by prof. Wang Defeng, from Fudan University, counted 1K students divided into 40 groups with 20 TAs in 8 classrooms. The lectures were delivered via the web in real time and students in one distance classroom could ask the professor questions directly with microphone. The course examination took place in each university under supervision. There is a committee for courses selection criteria and credit authentication.

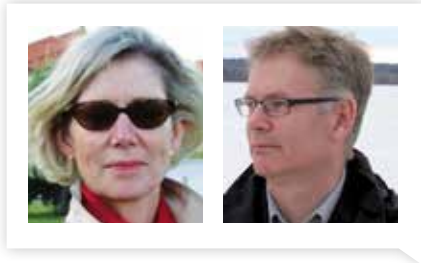
As of May 2013, this model has broadened and a consortium of 69 universities was set up to foster courses exchange between eastern and western universities. There are 53 courses on the list. Some of them are classroom broadcasting courses with online discussions, some of them are xMOOC-like courses – fully online.

4. MOOCs by MOE, China: innovative courses

Chinese MOE has promoted excellent courses for 10 years. One of the projects, similar to the MIT OpenCourseWare, collected 2515 undergraduate courses, 1043 Vocational courses, 209 online education courses and 143 Specific courses during 2003-2010. Another project called Open Video Courses started in 2010, and put 4164 video clips from 469 courses online. The project that just recently started is encouraging professors to create new MOOCs. There are several course teams with professors from different universities who are working on redesigning some most used basic courses in innovative ways. These courses are expected to be used widely and leading the innovation in pedagogy.

The big challenge we meet is that these new course materials are not open for just anyone to remix and use. How to make these investments valuable and play a more important role in improving higher education teaching and learning is not clear yet.

10 A MOOC on Globalising Higher Education and Research



by **Susan Robertson**, University of Bristol, UK (S.L.Robertson@bristol.ac.uk) and **Kris Olds**, University of Wisconsin-Madison, USA (olds@geography.wisc.edu)



We've just done our first massive open online course (MOOC)! Not as a

participant – we might add – but imagining, making and delivering it over a seven week period this spring to some 18,400 participants. And what a ride this has been.

We, or perhaps we should say Kris, first broached the subject “What about doing a MOOC on globalising higher education?” Our dive into the global/digital/public world had its genesis in 2008 and the now hugely successful GlobalHigherEd blog – now in its 6th year and notching up steadily toward ¾ million hits, as well as an associated Twitter feed: <https://twitter.com/GlobalHigherEd>. For a specialist subject – we've been constantly impressed with the level of interest in global higher education developments. And it is a sufficiently fast moving scene – to keep us busy, if not dizzy, with what we think it is worth sharing with others.

The move into the MOOC world felt a natural step. But thinking about it from this end of the experience – with the last class completed, it was also a huge step change in what needs to be in place in order to do it well. To begin – you need not just a level of expertise in your subject, but a very good team of educational technology experts around you that can help you translate your expertise into the formats that will make for a great learning experience. And we had that in spades via the University of Wisconsin-Madison, for which we are hugely grateful. Our MOOC was also somewhat unusual as we were two colleagues who have historically worked together on globalising higher education developments, but an ocean separated us. Learning to communicate over a distance, moving ideas and material back and forth, took both skill and trust. This process involved not just ourselves, but a whole crew of people as they stepped into to help us sort aspects of the development of the MOOC out.

But it was unusual from a different angle. Early on we decided that we wanted a text-based MOOC. Our reasons for this were that we wanted it to be accessible to as global an audience as was possible; we did not want bandwidth for instance to be an

issue. We also felt that we could more easily update the content going into the future, rather than be faced with high costs of rerecording a video to take in new developments or evidence. We tried to imagine who might take our class -- a busy administrator? Perhaps a university president or rector? Or journalist? -- where being able to print the text off, or download it on a mobile device, and read it when on a daily journey, might make more sense. We were also quite taken with recent experiments by the *New York Times* – of extended essays, with movies, podcasts and other moving parts embedded. We liked the look and feel of these efforts and wanted to see how far we could emulate this kind of format. We also wanted a MOOC that was an open access global commons, and a resource to think with and borrow from.

Saying yes, and diving in to deliver each week are two quite different questions. Yes, meant talking though the how, formats, imagining the students, how might we work together and so on. Doing it meant crafting each week, commissioning visual material, recording podcasts with experts around the world (including IAU-ers Eva Egron Polak, *Goolam Mohamedbhai*, and *Madeleine Green*⁶) and getting these transcribed, playing around with writing styles to ensure rigor of science but accessibility of ideas, thinking of challenging assessments, poking our nose into discussion forums and threads to engage as far as we could with our participants, and encouraging them from week to week to challenge each other around issues – from global research footprints to global competencies, national exporting strategies of countries around higher education, region building, and world class rankings. It meant monitoring issues like plagiarism from week to week.

We've finished now, and are really pleased with our efforts. This is not to say that we got it all right. But it is to say that we also know what things we would like to do differently in the future, and what new issues we would like to address. Our focus on the edges of innovation in higher education took us to the experimental, at times dazzling investments – like the King Abdullah University of Science and Technology in Saudi Arabia, and the emerging CUSP experiment in New York. This focus meant we tended not to spend as much time on the huge efforts that go into delivering higher education to an extraordinary number of students day after day – such as the community colleges. We aim to rectify this gap in any future rendition of the course.

But already we are receiving emails of thanks for course participants – who thank us for helping them think through their work in ways that have made a difference to them and their understanding. We're thrilled by this, as this is the great privilege we have as university academics. The MOOC helped us experiment with reconfiguring the in/out boundaries of the university; it provided us with an opportunity share our expertise with others, whilst at the same time being hugely aware that there is also a great deal for us to learn.

MOOC: www.coursera.org/course/globalhighered

6. Respectively Secretary General of the IAU, Honorary President IAU and IAU Senior Fellow.

11 MOOCs, MOOCs everywhere... What are we to think?



by **Raisa Belyavina**, Senior Research Officer, Center for Academic Mobility Research and Impact, Institute of International Education (IIE), Paris, France (RBelyavina@iie.org; rb2024@tc.columbia.edu)

In the last several years, the MOOC (Massive Open Online Courses) phenomenon has become a darling topic of higher education news outlets, a data-driven research pursuit for scholars, and cause of great debates within the higher education community. This article provides a brief overview of the evolution of MOOCs, suggesting that they are in fact not as revolutionary as we're led to believe; it also offers highlights of recent developments in the world of online education, and poses some practical and philosophical questions around the role that MOOCs (can) play in global higher education.

Since taking center stage in the discussion on the future of higher education, MOOCs have been portrayed by mass media and the publicity channels of MOOC providers as a nascent technological development. Yet MOOCs are merely a new mode of long-existing and progressively evolving education-delivery models that have provided remote access to higher learning since the 19th century. People interested in access to remote knowledge have utilized various mechanisms for overcoming the physical distance between learners and brick-and-mortar institutions of higher education. This is the longstanding practice of distance education, which includes old and new modalities ranging from mail correspondence courses to educational content delivery via telephone and video technology, and with the advent of the Internet, online education. MOOCs are the latest chapter in the book of alternatives delivery modes of higher education.

But is there something that distinguishes MOOCs from other forms of distance education, including other types of online courses? The answer is in the "M" for "Massive" and the (invisible) "F" for "Free". In 2008, when Canadian academics Stephen Downes and George Siemens first offered their *Connectivism and Connective Knowledge* course for free online, it drew 2,000 enrolments and triggered a cascade of other course offerings. The pivotal shift that thrust MOOCs into the spotlight was in the fall of 2011 when Professor Sebastian Thrun of Stanford University opened his *Artificial Intelligence* course for free online and the world saw an unprecedented interest in a single course offering at a higher education institution, drawing 160,000 enrolments from over 190 countries. Although a small percentage of students enrolled in this course completed it (MOOC completion rates remain notoriously low, hovering

below 10 percent) the course set a new precedent of access to higher education coursework. Today MOOCs are run by numerous platform providers, ranging from private sector companies such as Coursera and Udacity to large not-for-profit institutional partnerships such as EdX, which was established with the support of Harvard University and the Massachusetts Institute of Technology (MIT), each of which allocated \$30 million of dollars in support of the development of EdX.

So what do MOOCs mean for the future of higher education? Are they merely the technology du jour or do MOOCs have the capacity to rewire the higher education landscape in the second decade of the 21st century and beyond?

Optimists see the potential for MOOCs to democratize the knowledge generated in some of the world's most elite higher education institutions. People around the world who would not otherwise have access to such institutions now need only Internet access to take part in this knowledge capital. Yet in today's fast-paced environment in which higher education institutions in the U.S. and around the world are competing for global talent as well as tuition dollars, MOOCs pose both great opportunities and threats to traditional modes of education.

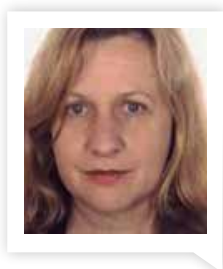
Many higher education institutions are in fact not jumping on the MOOC bandwagon. They contend that online education does not provide the same value for students as traditional education. On the other hand, in addition to the Harvards and MITs who are investing in MOOCs, other institutions, for example Georgia State University, are offering class credit to students who successfully complete MOOCs and are integrating the MOOC model into an online Master's degree in computer science – at a lower cost for students. While universities stand to lose tuition dollars by offering online education, institutions that offer MOOCs can also attract students who may not otherwise have had any interaction with the institution at all. Online courses present a great opportunity for international students to "sample" higher education in different countries and may play a role in the decision-making processes of where students choose to travel to pursue their studies. More research is needed to further explore this question as well as others. Here are several more developments to follow:

- **Monetizing MOOC's:** while MOOCs continue to be free for students, what remains to be seen is how MOOC providers will scale up their business models and whether MOOCs will eventually contribute as well to institutional bottom lines.
- **Accreditation:** questions around the credit-worthiness of MOOCs will continue to percolate as they have been already and higher education institutions (and accreditation bodies) will have to wrestle with the comparable value of online courses versus more traditional delivery modes of higher education content.
- **Pedagogy:** last but not least, **the intersection of education and technology is changing our**



understanding of classrooms, the role of the professoriate, as well as what counts as knowledge in the 21st century.

12 Open Educational Resources (OER) rather than Massive Open Online Courses (MOOCs) at IAU



by **Isabelle Turmaine**, Director, Information Centre and Communication Services, IAU (i.turmaine@iau-aiu.net)



Open Educational Resources (OERs) – “teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open

license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions”⁷ as long as the source is indicated and the result re-published – seem to have somewhat left the educational scene. Yet they had nurtured the hope of a better sharing of knowledge, of all knowledge, in every language and on all supports. They saw the development of major initiatives at the level of:

- Institutions, e.g. the OpenCourseWare (OCW) project of the Massachusetts Institute of Technology that offers access to all its courses online,
- Networks such as the Open Education Consortium which now has members in 52 countries,
- Or international organisations with UNESCO’s Paris Declaration on OERs (2012).

They then seem to have been overtaken by MOOCs (Massive Open Online Courses) which, as online pedagogical material, are not all OERs. Despite their name, they are not all freely adaptable at no cost by all, anywhere.

Yet, like the OERs, they were first developed on a large scale in the US and, if a planetary campus was once envisaged as their future, we are now witnessing their multiplication, each country wanting to have its own. Such a desire to adopt as one’s own a technological innovation and an educational concept has rarely been seen in such a short lapse of time. OERs, which are more democratic and long-lasting because of their publication under open licence, did not inspire such global enthusiasm. For

example, the Open Education Consortium only has members in three African countries: South Africa, Kenya, and Nigeria.

Yet, according to the Paris Declaration, OERs can meet the commitment of the World Summit on the Information Society (2003) to “build a people-centred, inclusive and development-oriented Information Society, where everyone can create, access, utilize and share information and knowledge”. Promoting them is in keeping with IAU’s commitment in its Declaration entitled *Universities and Information and Communication Technologies* (2004)⁸ “to defend and promote cooperation between higher education institutions in the sharing of their experiences, pedagogical material and equipment in order to enable the institutions of the world to fully participate in the exchange of information, knowledge and expertise”.

For all these reasons, **IAU has developed a training and support programme in the use, re-use and production of OERs for university librarians**. The idea of associating university librarians with the identification, production and dissemination of OERs and its impact on the development of OERs were analysed at a validation workshop that brought together university librarians from 12 African countries in Accra, Ghana in September 2013. Its origin was in the postulate that, if OERs had not been used to the full, it was because of the weak engagement of librarians – although, collectively, they had always been engaged in open access⁹.

At present, IAU is working on the elaboration of its strategy on information and communication technologies which will be submitted to the Executive Committee of the Association in October 2014. In this matter, in addition to the results of the Accra workshop, it will widely consult its members but it is already envisaging continuing to include OERs in this strategy. If one consults Google¹⁰ today, MOOCs seem to be in the trough of disillusionment in Gartner hype cycles, unlike OERs which seem to be gaining ground (20 million answers for the MOOC question compared to 1.7 million for OERs last year and 87 000 answers for the MOOCs compared to 200, 000 for OERs last month). This trend is worth looking at more closely for – in addition to its importance – it could mean a true reinforcement of the right to lifelong education for all, worldwide – something that IAU has always been working towards.

7. Source UNESCO, 2002

8. www.iau-aiu.net/sites/all/files/HE_ICT_Policy_Statement.pdf

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NEW IAU PUBLICATIONS

ANNUAL REPORT



The IAU Annual Report 2013, sent out to all IAU Members in paper format, profiles IAU's work and accomplishments over the past year and provides information about the achievements by priority themes, the publications issued during the year, and an overview of governance, membership and the financial report. Do not hesitate to contact Dr. Hilligje van 't Land, IAU Director membership and Programme Development (h.vantland@iau-aiu.net) and or Trine Jensen, Programme Officer (t.jensen@iau-aiu.net), should you wish to learn more about Membership in IAU.

INTERNATIONALIZATION OF HIGHER EDUCATION: GROWING EXPECTATIONS, FUNDAMENTAL VALUES

The IAU 4th Global Survey now available!



The report of 4th edition of the IAU Global Survey on Internationalization of Higher Education was released on April 1, 2014. This report results from the analysis of the data collected from 1,336 HEIs from 131 different countries – the largest and most geographically comprehensive collection and analysis of prima-

ry data on internationalization ever undertaken.

To order your copy, which includes a complimentary electronic copy of the executive summary, please complete the order form available online at www.iau-aiu.net, and return it to Morgane Baillargeant: m.baillargeant@iau-aiu.net

NEW IN HEDBIB

The April 2014 edition of *New in Hedbib* has been released. Containing references and abstracts of the latest higher education research articles and publications worldwide and links to online publications, this resource is produced from HEDBIB, the International Bibliographic Database on Higher Education. It aims at representing all world regions with a focus on IAU's priority themes – Equitable access and success in higher education, Education for All; intercultural dialogue; internationalisation; research and doctoral education; and sustainable development. Each edition highlights recommended publications.

Contact: Amanda Sudic (a.sudic@iau-aiu.net)

HIGHER EDUCATION POLICY



HEP, 26/4, DECEMBER 2013 was a special edition celebrating 25 years of the journal, and was entitled From the Vaults:

Revisiting, Revising and Reflecting on Higher Education Policy Research. With an opening article providing an analysis of the themes addressed over the past 25

years, this issue looks at the use of, amongst others, hybrid steering approaches, academic freedom and university autonomy, and understanding university third stream activities. A selection of these articles is still available free online at www.palgrave-journals.com/hep/index.html.

HEP, 27/1, MARCH 2014 brought together a collection of papers on various themes, including the differences and similarities in autonomy and freedom in a Nordic context, academic capitalism in Finland, university governance in Ukraine, and the impact of university outreach programmes on enrollment rates of low socio-economic status students in Israel.

All IAU Member institutions in good-standing receive HEP; they are also able to connect to the journal online using log-in details provided by IAU.

If you are not an IAU Member and wish to subscribe to HEP, please visit the journal homepage on www.palgrave-journals.com/hep/index.html.

HEP 27/2, JUNE 2014 is a special edition on **Innovative Approaches to Doctoral Education in Africa (IDEA-PhD)**, and which brings together papers on recent developments in doctoral education in Africa, as well as a selection of papers from various regions of the world. Cross and Backhouse (South Africa) look at evaluating doctoral programmes; Stackhouse and Harle (ACU, UK) look at issues to be considered for the future of doctoral education in Africa; Akuffo/Freeman *et al* (international teamwork) look at research capacity strengthening at one university in Uganda.

Other papers look at policy reform in Portugal, rankings in Taiwan, and strategy development in Irish HEIs.

➔ IAU WORLD HIGHER EDUCATION DATABASE (WHED) PORTAL



The **IAU WHED Portal**, brings the long-standing and well-known IAU WHED CD-ROM online free of charge! Go and visit it at www.whed.net

The WHED Portal – as its predecessor – is the unique tool where one can find information on higher education systems, main credentials, and over 18,000 higher education institutions in 184 countries. The data it includes is regularly updated thanks to the help of national bodies, the ENIC-NARIC Network, and higher education institutions themselves.

Free of charge for consultation to everyone, the **IAU WHED Portal** offers an enhanced access (**MyWHED**) to its **Members**; on top of full access to the database, it provides them with the

possibility to do advanced search (on both Institutions and Systems & Credentials), and export and print selected data.

Data on Institutions provide general Information, names of officers, divisions (with fields of study), degrees offered (with fields of study), student services and facilities, periodicals, student and staff numbers.

Data on Systems and Credentials comprise information on the pre-higher education system, the higher Education system, bodies, admission to higher education, recognition of studies, student life, and education level and entrance requirements with a short description of the main credentials offered in each country.

The IAU WHED Portal is regularly updated, so check for the date of the latest update and which countries it covers.

The *International Handbook of Universities (IHU)* – the print version of the WHED – will continue to be published by Palgrave Macmillan Publishers once a year. A one-year access to MyWHED will be offered to buyers of the IHU which next edition is to be released in September 2014 and can be ordered at:

www.palgrave.com/products/title.aspx?pid=663591, UK or <http://us.macmillan.com/internationalhandbookofuniversities-3/InternationalAssociationofUniversities>, US for the Americas.

Please send us your feedback on the new IAU WHED Portal. It is still being tested and your comments will help us make it more useful to you. If you have positive feedback, please don't forget to tell us too, it would encourage the team working on the IAU WHED Portal to make it even better!

Contact: b.inglisian@iau-aiu.net

➔ U-MULTIRANK: THE LAUNCH OF A NEW GLOBAL UNIVERSITY RANKING



U-Multirank, the new global university ranking is a unique new tool for comparing university performance, currently including information on 879 higher education institutions, more than 1,000 faculties and 5,000 study programmes from 74 countries. U-Multirank takes a different approach to existing global university rankings; it is multi-dimensional and compares university performance across a range of different activities grading them from "A" (very good) to "E" (weak). It does not produce a league table of the world's "top" 100 universities based on composite scores. Instead, it offers a user-driven approach enabling users to compare

particular sorts of universities ("like with like") in the areas of performance of interest to them and identify universities' strengths and weaknesses. The wide range of new indicators of performance cover five dimensions: teaching and learning, regional engagement, knowledge transfer, international orientation and research. U-Multirank shows the performances of the institutions as a whole, but also ranks them in selected academic fields: in 2014 the fields are business studies, electrical and mechanical engineering and physics; in 2015 the fields will be psychology, computer science and medicine. To register for 2015 or learn more about U-Multirank and how to compare universities your way, visit www.umultirank.org.

U-Multirank is led by an independent consortium, headed by the Centre for Higher Education in Germany and the Center for Higher Education Policy Studies at the University of Twente in the Netherlands. U-Multirank receives seed funding from the European Commission's Lifelong Learning Programme.



IAU HORIZONS, NOW REACHING VOLUME 20!

THE LAYOUT AND CONTENT CHANGED AFTER THE IAU 2008 GENERAL CONFERENCE; SINCE THEN 17 ISSUES HAVE BEEN PUBLISHED!

Besides providing details on the life and work of the Association, reporting on IAU General and International Conferences, Seminars and other events, bringing IAU Calls for participation in projects, programmes and activities, the magazine as well focuses on specific topics and trends of key importance to the higher education sector globally and locally.

IAU HORIZONS IN NUMBERS (SINCE 2008):

130 PAPERS
PUBLISHED

by **97** male authors
or co-authors

and **71** by women
authors or
co-authors

FROM OVER
100
DIFFERENT
COUNTRIES

* from **57** organi-
zations

from
some **74** HEIs

THE 17 ISSUES TOUCHED ON ISSUES AS VARIED AS:

- *Student Tuition Fees – perspectives from around the world* (Vol.19.3)
- *Innovative Approaches to Doctoral Education in Africa* (Vol. 19.2)
- *IAU 14th General Conference on: Higher Education and the Global Agenda – Alternative Paths to the Future* (Vol. 18.3 & 19.1)
- *The Contribution of Higher Education to Sustainable Development* (Vol. 18.2)
- *Re-thinking internationalization* (Vol. 17.3 and 18.1)
- *Strategies for Securing Equity in Access and Success in Higher Education – Perspectives from around the world* (Vol. 17.2)
- *Higher Education and Education For All* (Vol. 17.1)
- *Higher Education Partnerships and Collaboration* (Vol.16.3)
- *European Higher Education in the World – The 10th anniversary of the Bologna Process and launch of the EHEA* (Vol. 16.2)
- *Higher education and the global economic crisis* (Vol.16.1)
- *Student Learning Outcomes (SLO)* (Vol.15.3)
- *IAU Members Shaping the New Dynamics of Higher Education* (Vol. 15.2)
- *Mergers in Higher Education* (Vol. 15.1)
- *The IAU 13th General Conference – Conference Highlights* (Vol. 14.2-3)
- *Higher Education and Economic Imperatives: What's Up?* (Vol. 14.1)

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GILLES BRETON'S COLUMN



World-class universities

by **Gilles Breton**, Graduate School of International and Public Affairs, University of Ottawa, Canada
(Gilles.Breton@uottawa.ca)



In this column, aimed at shedding light on the changes and transformations that are affecting the academic world, it should be noted that the emergence of world-class universities occupies a place of choice. Even better, the pace of change in our academic world is such that we are already discussing the institutionalization of this new

university model. Such is the subject of the work published by Jung Cheol Shin and Barbara M. Kehn*, a subject which is justified by the important role played by these universities and their research activities in the new competitiveness of their respective state economies in the globalized knowledge economy on the one hand, as well as by the development, in the world of higher education, of the competition between these world-class universities to attract the best students, researchers, and research funds, and, of course, to improve their position in international rankings.

The work is an important contribution, both by its thorough and insightful theoretical remarks on the concept, and its definition of a world-class university, and by the detailed analysis, which is proposed on the specific situation of these universities. In this regard, the 12 countries studied are differentiated and grouped on the basis of a dual classification: the language used in English-language universities versus foreign language universities on the one hand, and the categorization of the university systems as being “developed” or “developing”. It offers a set of case studies that covers a wide range: six English-speaking countries, including the United States of America, the United Kingdom and Australia in the “developed” countries, as well as Malaysia, Singapore and Hong Kong in the “developing” countries. In the six non-English-speaking countries, one finds Germany, France and Japan in the “developed” countries and South Korea, China and Taiwan in the “developing” countries. It is not a discussion of classification criteria but the 12 cases studied offer an extremely rich overview of the situation of these world-class universities both at the global and national levels.

What to retain from this work? Beyond the specificity of every case study, the quality of which must be emphasized,

and despite their national specificities, the publishers of the book conclude that the process of institutionalization of world-class universities rests on a common strategy whose main components are the selection, in each country, of a small number of universities, strongly supported by the State, implementation of new governance to grant these universities the flexibility which is necessary to act as autonomous actors in the external funding resource market and – I might add – symbolically, reputation and status; an active commitment to improving their world ranking and, finally, a management of the professor-researchers which enrolls them in a culture of competition for research funding and career advancement.

Three comments in conclusion. A first observation, relatively commonplace, relates to the change of the status of world rankings in considering world-class universities. From objects of criticism, of which we emphasized the methodological weaknesses as well as their sociological impact, because they legitimized a new differentiation and a vertical hierarchy between the institutions, international rankings have changed status and have found a new utility and acceptance by becoming the essential basis of empirical data which enables the identification and analysis of a new model of universities.

The second point concerns the answer to the following question: “Which element has the greatest impact on the rise of world-class universities: their positioning in the competition between universities or their anchorages and their contribution to the international competitiveness of the economy of their State?” If the answer is the second element, it must be concluded that world-class universities are not currently institutionalized, but rather that national world-class research universities are institutionalized**.

Finally, to the question raised in the book “Does world-class university mean top -ranked universities or does it mean the university that contributes to humankind globally?” (p. 17), the work defines the contribution of universities to the destiny of the global community as being first and foremost of an economic nature. This obviously raises the question of the identity of universities and the acceptance or rejection of a reductionist approach that would essentially consider universities as economic actors.

* Publishers of “Institutionalization of World-Class University in Global Competition”, 6th work published in the collection: *The Changing Academy – The Changing Academic Profession in International Comparative Perspective* (Springer, 2013).

** On this point, read the work by R. Lacroix and L. Maheu, “Pleading Research Universities; Autonomous Institutions in a Competitive Academic World”, Presses de l’Université de Montréal, McGill-Queen’s University Press, Canada, to be published in the fall of 2014.



SELECTED ANNOTATED LIST OF PUBLICATIONS

BROWNE AND BEYOND: MODERNIZING ENGLISH HIGHER EDUCATION, Claire Callender, Peter Scott, Eds., London: Institute of Education Press, 2013 – 221 p. – ISBN 97-1-78277-023-7



This book examines the impacts of reforms in English higher education introduced subsequent

to the 2009 Brown Review. Contributors examine the history and context of the reforms as well as related issues, including: marketisation and the commodification of higher education; the drivers behind social mobility and widening participation and the subsequent impact of tuition fees; the entrance of new (specifically private) providers; the consequences on institutional autonomy and academic freedom; and the impact on post-graduate education and research.

GLOBAL MEDIA AND INFORMATION LITERACY ASSESSMENT FRAMEWORK: COUNTRY READINESS AND COMPETENCIES

UNESCO – Paris: UNESCO, 2013– 158 p. ISBN 978-92-3-001221-2



Media and information literacy (MIL) combines new literacies of media literacy, information

literacy, ICT and digital literacy as a compound interconnected concept. This publication introduces the rationale and provides a methodological framework for conducting an assessment of existing

competencies, at the national, institutional level and the individual levels. A technical annex includes questionnaires which have been developed for national agencies and for teacher training institutions. The International Association of Universities contributed to the development of this publication.

GLOBAL PERSPECTIVES ON INTERNATIONAL JOINT AND DOUBLE DEGREE PROGRAMS

Matthias Kuder, Nina Lemmens, Daniel Obst, Eds. / Institute of International Education [IIE][USA]; German Academic Cooperation Association [DAAD], New York : IIE, 2013 – 248 p. ISBN 978-0-87206-363-1



This publication brings together contributions on international joint and double degree programmes in different regional contexts. The book's first section describes and analyses the nature of collaborative degree programmes with an overview of recent research, developments and innovations.

The second section of the book focuses on institutional perspectives, providing examples of approaches and experiences in programme development and delivery at higher education institutions in Africa, Asia, Europe, the Middle East, North America, and South America. The third section focuses on country-specific experiences. The last two sections examine specific issues related to joint degrees: student demand, graduate employability and quality assurance issues.

GLOBALIZATION AND INTERNATIONAL EDUCATION, Robin Shields, London: Bloomsbury Academic, 2013 – 139 p. (Contemporary Issues in Education Studies) – ISBN 978-1-4411-3576-6

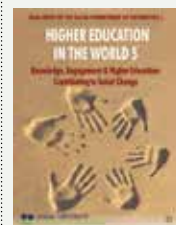


Aimed at students of Education Studies, the book provides a clear introduction to key international issues in education and considers the changes in education associated with globalisation. It has a strong focus on education and development and contains a brief history of international development and educational practices and the current role of Education for All (EFA). The relationship of education in settings of contemporary conflicts and emergencies is analysed. The role of ICT in education in developing countries is also explored. Higher education is specifically explored in one chapter of the book.

Higher education is specifically explored in one chapter of the book.

HIGHER EDUCATION IN THE WORLD 5: KNOWLEDGE, ENGAGEMENT AND HIGHER EDUCATION: CONTRIBUTING TO SOCIAL CHANGE. Global University Network for Innovation [GUNI]. – Basingstoke: Palgrave Macmillan, 2014, 368 p. (GUNI Series on the Social Commitment of Universities, 5) ISBN: 978-0-2305-3556-5 – www.guninet-work.org/guni.report/heiw-5-2013

This publication explores the roles of higher education institutions as active players in contributing to the creation of more just and sustainable world.

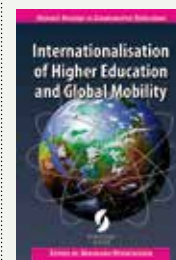


It examines the current concept of community university engagement and social responsibility

at both global and regional levels. The authors illustrate how universities have linked knowledge with society, presenting different practices, mechanisms and structures, including the impact of engagement in teaching, learning, research and institutional activities.

INTERNATIONALISATION OF HIGHER EDUCATION AND GLOBAL MOBILITY

Bernhard Streitwieser, Ed. – Oxford: Symposium Books, 2014 – 320 p. (Oxford Studies in Comparative Education) – ISBN 978-16873927-42-7



This book brings together essays by leading experts on the internationalisation of higher education.

The first section starts from a global perspective, providing a picture of the main trends affecting student and staff mobility today. The second part of the book contains region-specific studies of internationalisation and mobility. Finally, the chapters in part 3 share profiles of individual institutions, practitioners and participants involved in shaping international education in their everyday practice.

RECEIVED AT IAU

Source: HEDBIB, bibliographical database maintained by the IAU – <http://hedbib.iau-aiu.net/>

MAKING POLICY IN TURBULENT TIMES: CHALLENGES AND PROSPECTS FOR HIGHER EDUCATION

Paul Axelrod, Theresa Shanahan, Richard Wellen, Roopa Desai-Trilokekar, Eds. – Montreal and Kingston: McGill-Queen's University Press, 446 p. (Queen's Policy Studies Series) – ISBN 978-1-55339-332-0



This anthology is the outcome of an international Conference held in Canada in 2012. Leading higher education experts analyse and compare policy developments and convergences in the contemporary economic climate. Contributors examine the effectiveness of national and pan-national higher education policies and the consequences of economic on policy. They also explore in detail funding and funding agencies, the importance of research in policy development, access to higher education, the impact of globalisation, university autonomy and the role of university networks and alliances. While this book is broadly international in scope, a particular focus is on policy developments in the European Union and Canada as well as the United Kingdom and Australia.

MOBILITY WINDOWS: FROM CONCEPT TO PRACTICE, Irina Ferencz, Kristina Hauschildt, Irma Garam, Eds. / Academic Cooperation Association [ACA]. Bonn: Lemmens, 2013, 148 p. (ACA Papers on International Cooperation in Education) – ISBN 978-3-86856-009-1



This publication examines 'Mobility windows' – the period of time reserved for international student mobility within a study programme. It is an outcome of the 'Mapping Mobility Windows in European Higher Education' project coordinated by the ACA in cooperation with the (DZHW) in Germany and the Centre for International Mobility (CIMO) in Finland. The publication consists of three parts. The first articulates the definition and typology of mobility windows. The second explores how mobility windows are set up and implemented, looking at the challenges that occur and showcasing the identified solutions and best practices. The third part presents a set of recommendations for practitioners and policy-makers.

PORTABLE STATE GRANTS AND LOANS: AN OVERVIEW AND THEIR CONTRIBUTION TO OUTGOING STUDENT MOBILITY, Queenie K.H. Lam, Danja Oste / Academic Cooperation Association [ACA], Bonn: ACA, 2013 – 144 p. (ACA Papers on International Cooperation in Education) – ISBN 978-3-86856-011-4



This book contains an overview of the student financial support schemes in 31 European countries and the use of portable grants and loans by European mobile students. It includes

profiles of 11 selected countries that have opened up their schemes, fully or partially, to outgoing student mobility. These country profiles are for: Denmark, Finland, Norway, Sweden, the Netherlands, Ireland, Austria, Germany, Liechtenstein, Luxembourg and France.

TEACHING AND LEARNING: ACHIEVING QUALITY FOR ALL: EFA GLOBAL MONITORING REPORT, 2013-2014, UNESCO, Paris, 2014 – 462 p. ISBN 978-92-3-104255-3



This new edition of the EFA Global Monitoring Report is of particular importance for higher education because it clearly addresses how higher education critically contributes to achieving EFA. It specifically 1) draws education into the centre of development, illustrating its pivotal role in the post -2015 development agenda and 2) focuses on stakeholders, such as teacher training institutions, to ensure equitable learning and to provide the best teachers. The publication is divided into three parts. Part 1 provides an update of progress towards the six EFA goals. The second part presents clear evidence that progress in education is vital for achieving development goals after 2015. Part 3 puts the spotlight on the importance of implementing strong policies to unlock the potential of teachers so as to support them in overcoming the global learning crisis.

DEVELOPING INTERCULTURAL COMPETENCE THROUGH EDUCATION – DÉVELOPPER LA COMPÉTENCE INTERCULTURELLE PAR L'ÉDUCATION, Josef Huber, Christopher Reynolds, Eds. / Council of Europe, Strasbourg: Council of Europe Publishing, 2014, 128 p. (Pestalozzi Series, no. 3) – ISBN 978-92-871-7745-2

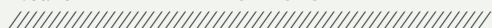


This book discusses the educational rationale and provides a conceptual framework for the development of intercultural competence through education. It includes a section detailing different pedagogical approaches and activities which are conducive to the development of intercultural competence.

THE LISBON RECOGNITION CONVENTION AT 15: MAKING FAIR RECOGNITION A REALITY, Sjur Bergan, Carita Blomqvist / Council of Europe, Strasbourg: Council of Europe Publishing, 2014, 312 p. (Higher Education Series, no. 19) – ISBN 978-92-871-7867-1



The Lisbon Recognition Convention is the main international legal text on the international recognition of qualifications and has been ratified by more than 50 countries. This book examines some of the challenges to the international recognition of qualifications. The authors review the policies and practice of recognition, link recognition to the broader higher education policy debate and consider the role of recognition in enabling individuals to move freely across borders.



September 2014

- 01-05** *University of Porto, Portugal*
ECER 2014 – The Past, the Future and Present of Educational Research in Europe
www.eera-ecer.de/ecer2014
-
- 03-05** *Manchester, United Kingdom*
2nd World Symposium on Sustainable Development at Universities
www.haw-hamburg.de
-
- 04-07** *Innsbruck, Austria*
EUPRIO 2014 – How to communicate in a world dominated by change
www.euprio.eu/conference
-
- 08-09** *Oxford Brookes University, United Kingdom*
UK and Ireland Higher Education Institutional Research (HEIR) network 2014 Conference – From Research to Action
www.triumphgroupinternational.com/event/27thcher
-
- 08-10** *CNR-National Research Council, Rome, Italy*
27th Annual Conference of the Consortium of Higher Education Researchers (CHER) – Universities in transition: Shifting institutional and organizational boundaries
www.baice.ac.uk
-
- 08-10** *University of Bath, United Kingdom*
British Association for International and Comparative Education Conference 2014 – Power, Politics and Priorities for Comparative and International Education
www.heirnetwork.org.uk/news/heir-network-2014-conference
-
- 16-19** *Prague, Czech Republic*
EAIE 2014 – Stepping into a new era – Two sessions are coordinated by the IAU
www.eaie.org/prague – For more information: iau@iau-aiu.net
-
- 17-20** *Cuernavaca, Mexico*
OWSD Fifth General Assembly and International Conference – Women Scientists in a Quest for Sustainability and Development
<http://owsd.ictp.it/news/cvcv>
-
- 19-21** *University of the Arctic, Yellowknife, NT Canada*
Symposium on Traditional Knowledge
www.uarctic.org
-
- 25-26** *Moscow, Russian Federation*
ICDE International Conference 2014 – Connecting the World – Open, Distance and e-Learning
<http://eng.mesi.ru/icde2014>
-
- 26-27** *Istanbul, Turkey*
International Seminar on Education for Sustainable Development – ESD at the Crossroads
www.learningteacher.eu/istanbul-seminar-2014

October 2014

- 20-23** *Dubrovnik, Croatia*
European Conference on Information Literacy
www.ecil2014.org
-
- 22-24** *Copenhagen, Denmark*
International Alliance of Research Universities Congress – Global Challenges: achieving sustainability
www.iaruni.org/sustainability/sustainability-congress
-
- 23-24** *AGH University of Science and technology Krakow, Poland*
EADTU Open and Flexible Higher Education Conference 2014 – Online learning and the future of higher education
<http://conference.eadtu.eu>
-
- 27-28** *Oxford, United Kingdom*
8th EDEN Research Workshop – Challenges for Research into Open & Distant Learning: Doing Things Better; Doing Better Things
www.eden-online.org



October 2014

- 28-30** *Hong Kong, China*
28th Annual Conference of the Asian Association of Open Universities – Advancing Open and Distance Learning: Research and Practices
<http://aaou2014.ouhk.edu.hk>

November 2014

- 05-07** *Hobart, TAS Australia*
14th International Australasian Campuses Towards Sustainability Conference – Bridging Divides: Connections for holistic sustainability
www.acts.asn.au/2014-acts-conference
-
- 13-15** *University of Barcelona Barcelona, Spain*
9th European Quality Assurance Forum – Changing Education – QA and the shift from teaching to learning
www.eua.be/eqaf-barcelona.aspx
-
- 23-27** *Adelaide, Australia*
12th International Symposium on Learning-Centred Higher Education – Learning to Research – Researching to Learn
<http://lihe.info>

December 2014

- 18-20** *Sakarya University, Doha, Qatar*
2014 International Distance Education Conference
www.id-ec.net

May 2015

- 07-08** *University of Ghana, Accra, Ghana*
6th IAU Global Meeting of Associations (GMA VI) – Private Participation in Higher Education: Today and Tomorrow?
www.iau-aiu.net/content/global-meetings-associations

October 2015

- 05-08** *Sunway University Bandar Sunway, Malaysia*
2nd World Congress on Access to Post-Secondary Education – European Access Network
<http://sunway.edu.my/university/EANWC2015>
-
- 14-16** *University of South Africa Pretoria, South Africa*
2015 ICDE World Conference – Growing capacities for sustainable & distance e-learning provision
www.icde.org
-
- 28-30** *University of Siena, Italy*
IAU 2015 International Conference
www.iau-aiu.net/content/international-conferences

This 'Calendar of events' is only an extraction of the **IAU online Global Calendar of Events**. The online version provides an overview of all conferences on HE organized around the world see: www.iau-aiu.net/content/global-calendar. To include other events, please write to: iau@iau-aiu.net

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IAU International Association of Universities, UNESCO House, 1, rue Miollis – F-75732, Paris cedex 15 – France
 Tel: + 33 1 45 68 48 00 – Fax: + 33 1 47 34 76 05 – E-mail: iau@iau-aiu.net – Internet: www.iau-aiu.net



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IAU 2015 INTERNATIONAL CONFERENCE

INTERNATIONALIZATION OF HIGHER EDUCATION: MOVING BEYOND MOBILITY

Siena, Italy
28-30 October, 2015

📍 WHAT?

Internationalization of Higher Education: Moving beyond mobility

Building on IAU's research and expertise on internationalization of higher education and in line with its policy statements, the Conference will explore the numerous dimensions of internationalization as a key to improving higher education and research quality.

📍 WHO?

300-400 Presidents, Vice Chancellors, Rectors and other senior higher education leaders as well as faculty members and internationalization experts, policy makers and association/network leaders and students.

📍 WHEN?

28-30 October, 2015

📍 WHERE?

University of Siena, Siena, Italy

To learn more and to ensure that IAU keeps you informed:
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Contact: e.boisfer@iau-aiu.net

IAU - UNESCO HOUSE

1 rue Miollis
75732 Paris Cedex 15, France
Tel : +33 1 45 68 48 00
www.iau-aiu.net

