ICT-Supported Distance Education towards Lifelong Learning for All in Asia

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and

Sub-Projects Implementation Manager
Openness and Quality in Asian DE Project
Roadmap

1. PANdora: PAN Distance and Open Resource Access Project (2005-2008)
   – Objectives, Coverage, Key Findings
2. “PANdora 2”: Openness and Quality in DE in Asia Project (2010-2012)
   – Objectives, Sub-projects, Approaches, Target outcomes
3. Concluding Note
The Pan Asia Networking Program

- A program of the International Development Research Centre of Canada (IDRC)
- Aim: To understand the positive and negative impacts of Information and Communication Technologies (ICTs) on people, culture, the economy, and society, so as to strengthen ICT uses that promote sustainable development on the Asian continent.
2005-2008

Aim: To examine various emerging ICTs in the context of tertiary and lifelong education in Asia to promote more affordable distance education (DE)

12 countries in Asia: Bhutan, Cambodia, China, India, Indonesia, Laos, Mongolia, Pakistan, the Philippines, Sri Lanka, Thailand, and Vietnam
Specific objectives of PANdora

• Conduct research into the effectiveness of ICTs in different situations relating to ICT access: geographic, socio-economic, gender, pedagogical and cultural
• Foster collaborative research efforts among ICT specialists and institutions in the region incorporating lessons learnt from previous and ongoing projects
• Develop access models for distance education provision
• Develop shared resources (including software) for distance education
Specific objectives of PANdora

• Investigate the effectiveness of instructional procedures for specific ICTs
• Provide training in the practices of ICT research, evaluation and content development
• Learn, exchange, collaborate and share ICT-related information with major tertiary institutions in developing countries working in distance and flexible learning
• Prepare policy guidelines and/or standards for ICT-supported distance education in the region
PANdora’s 9 sub-projects

1. Accessibility, acceptance, and effects of DE technologies
2. Viability of mobile SMS technologies for non-formal DE
3. Evaluation and adaptation of DE open source software
4. ICT-based distance teacher education
5. Instructional design training for ICT-based DE
6. A repository of reusable learning objects for Asian DE
7. e-Assessment methods and models for student evaluation
8. Best practices in DE technology for capacity-building
9. DE practices for policy recommendations
1. While educators and learners in the sub-region are well aware of the advantages of ICT in tertiary and lifelong education, the **affordability and accessibility of ICTs** remain a problem and there is a noticeable inequality in the use of ICT-supported DE and digital resources across countries in the South Asian sub-region.
PANdora’s key findings

2. Learning objects (LO) that are useful and which can be shared as Open Educational Resources (OER) were developed. But there are diverse learning needs in Asia and there is a need to study further how new technologies such as OER can be designed, developed and implemented to assure quality both for formal and informal learning, at manageable costs.
PANdora’s key findings

3. There appears to be much scope for developing SMS technology as a means of delivering instructional and administrative support in the Asian region and beyond.

4. A survey conducted in eight countries in Asia found that Asian instructional designers (ID) feel the need to upgrade their ID knowledge and skills for ICT-supported DE development and delivery.
Openness and Quality in DE in Asia (aka PANdora 2)

- Aim: To improve the quality of distance education and lifelong training delivery to remote, rural and marginalized communities in Asia and respond to their livelihood and health concerns
Research Questions

1. To what extent is ICT-supported DE a viable solution to expand openness and access to lifelong education opportunities to remote and marginalized communities in Asia using practical approaches that best address adult learning behaviors?

2. How best can the newer technologies and arrangements such as Open Educational Resources (OER) be applied to design, develop and share curriculum, technology applications and methods of assessment and evaluation to assure quality both for formal and informal learning, within manageable costs?
Objectives

1. To develop a **common framework** across the region and across disciplines to reflect the **optimum intersection between access, pedagogy and ICTs** for rural and marginalized communities in skills training and lifelong learning.

2. To identify the **impact on adult learning** of employing different pedagogical approaches through a number **ICT-supported DE programmes** to increase the awareness of policy makers in the region about the value of **appropriate technology support** to improve lifelong learning and training effectiveness.
Objectives

3. To examine participants’ reactions (e.g. satisfaction), knowledge/skills acquisition (e.g. learning achievement), application (e.g. behavioral changes on the job), and organizational/societal results (e.g. changes in management styles, bridging gender divide) of different ICT-supported DE technologies and services to **improve policy guidelines** at programme, institution and government levels.
Objectives

4. To identify various quality assurance (QA) practices and standards in the region and develop a set of QA common standards and key performance indicators, at course, institution and policy levels, for Asian ICT-supported DE in formal, non formal and informal lifelong education settings that will facilitate the development of policy guidelines.

5. To establish, quantitatively and qualitatively, the extent of practice and concerns in using sharable OER by institutions and individuals in Asia and elsewhere, and explore strategies to develop, adapt, localize, and share OER for lifelong education in Asia, through a specific case study.
## Sub-projects

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<tr>
<th>Sub-Project Titles</th>
<th>Participants</th>
<th>Technologies</th>
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<tbody>
<tr>
<td>The Effectiveness of Different Distance Learning Approaches to a Non-formal Course for Farmers in Kamchai Mear District, Prey Veng Province, Cambodia</td>
<td>Farmers in rural Cambodia</td>
<td>SMS and interactive multimedia</td>
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<tr>
<td>Analysis, Development and Evaluation of Internet &amp; FM Radio Technology-Integrated Distance Farmer Training in Tibet</td>
<td>Farmers in rural Tibet</td>
<td>Internet and digital radio</td>
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<td>A Lower Secondary Education Programme by Distance Learning Mode for the Youth of Angkoul Village, Krong Kep District, Cambodia</td>
<td>Out-of-school youth in rural Cambodia</td>
<td>Interactive multimedia</td>
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<td>Distance education in Emerging Health Issues in Nomadic Mongolia</td>
<td>Nurses and rural communities in nomadic Mongolia</td>
<td>Television using still pictures and animation, and SMS</td>
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<tr>
<td>Development and Evaluation of Use of Distance Education Technologies in Enriching the Theoretical Aspect and Clinical Practicum in Nursing in Nepal and the Philippines</td>
<td>Nurses in rural Nepal and in the Philippines</td>
<td>Multimedia and asynchronous and synchronous communication technologies</td>
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<td>Quality Assurance (QA) Models, Standards and Key Performance Indicators for ICT-supported Distance Education (DE) in Asia</td>
<td>Formal, non-formal &amp; informal DE institutions / programmes</td>
<td>Covering a variety of ICTs</td>
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<td>A study of the current state of play in the use of Open Educational Resources in the Asian Region</td>
<td>Institutions and individuals in Asia using/ developing OER</td>
<td>Digitized OER</td>
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Approaches

• a collaborative networking model
• a Project Board offering professional consultation in a flexible and open way
• a wide range of research designs and methods: surveys, case studies, design-based methods, comparative, quasi-experiments, and ethnography
• integration of gender and social analysis
Target project outcomes

• Enhancing knowledge about recent DE practices and innovation including digitized OER and QA standards in the region
• Building a body of evidence, including guidelines and strategies related to ICT-supported DE design and implementation, quality assurance and OER in the lifelong learning and training context;
• Supporting policy making and practice in distance education with research evidence
• Accumulating regional expertise in DE research and capacity building
• Influencing government interventions in ICT-supported DE
DE towards lifelong learning for all

• Need for lifelong learning for all levels of society, especially for less-skilled and lower-income groups
• Limitations of conventional face-to-face education systems in Asia, especially in transitioning countries
• ICT-supported distance education as a valuable tool
• Need to extend the application of DE from higher education and partly in basic and primary education, to lifelong education, including health and agricultural extension, the education of women and girl children, teacher training and the training of professionals and adult learners

(Jung et al., 2010)
References


Photos from: