Unpacking the Future of Open and Distance Learning: Trends and Policy Considerations for Higher Education in Namibia

12th Annual Public Lecture, National Council for Higher Education in Namibia, Windhoek
14 March 2024

Paul Prinsloo
University of South Africa (Unisa)
X14prinsp

Image by Gerd Altmann from Pixabay

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What do you expect of a public lecture?

Einstein image: https://www.flickr.com/photos/donkeyhotey/12637209434
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I am a weaver

Weave image: https://commons.wikimedia.org/wiki/File:The_shuttle_being_used_to_weave_the_kente_1.jpg

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1. Context: Crises and transitions

2. Learning at the backdoor: reclaiming the revolutionary humanitarian potential of distance education

3. Points of departure
   a. Distance education and e-learning
   b. Not all e-learning are equal
   c. The costs and economics of open and distance learning
   d. Breaking the iron triangle
   e. Distance education as industrialised process

Providing online, distance education in low bandwidth contexts

4. Some trends to consider

5. (In)conclusions: Implications for distributed regulating distributed learning in Namibia - some pointers

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Image by Alexandra_Koch from Pixabay

We cannot and should not underestimate the impact Covid-19 had on:

- Our understandings of digital access
- The potential of technology
- The importance of instructional design/learning design in facilitating effective and appropriate online learning
- The ‘human” cost in 24/7/365 online education environments

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Before Covid-19, the lecture hall (no matter how big, was considered to be the ‘gold’ standard of education provision

Image credit: Pixabay

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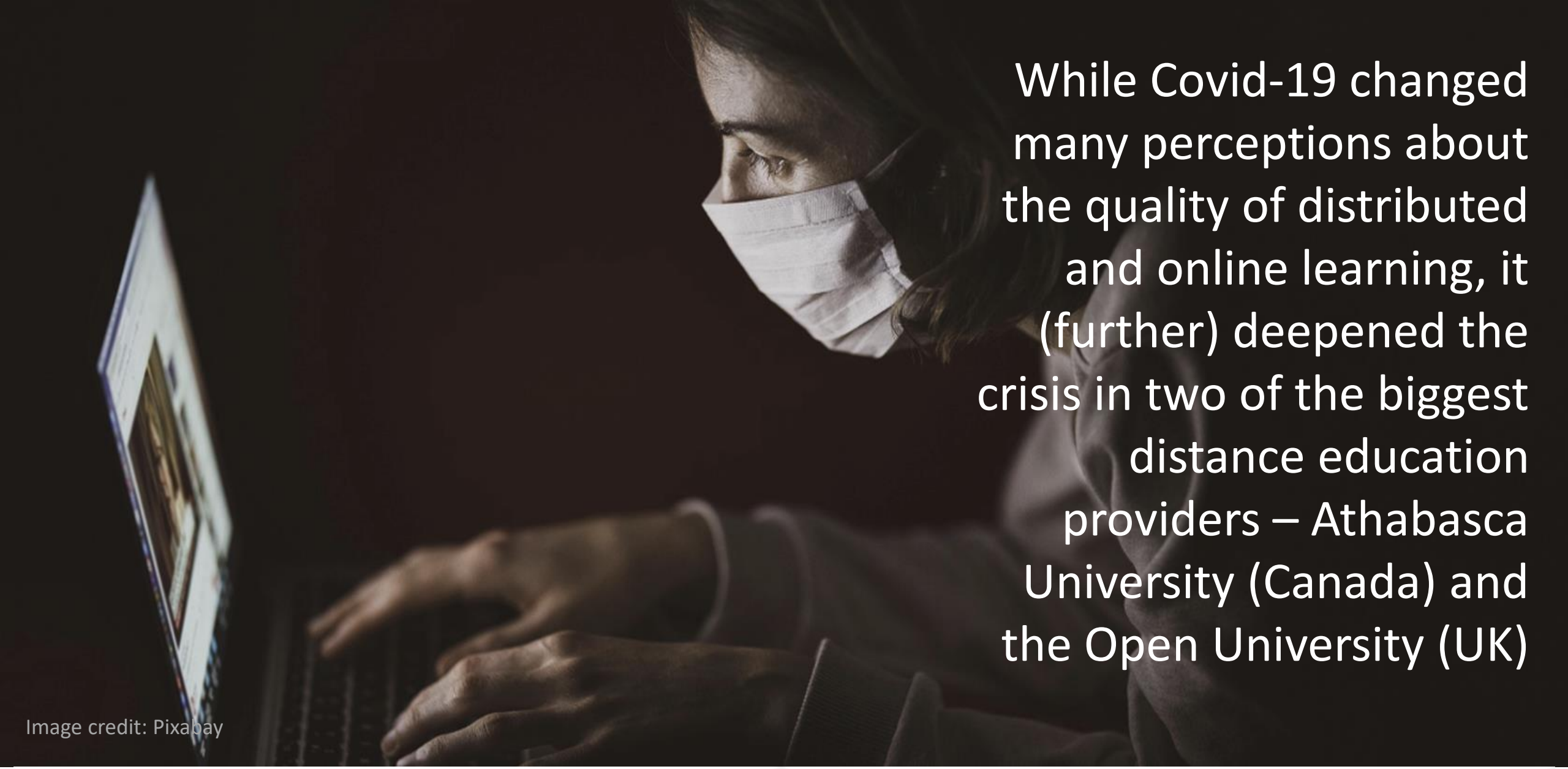

While Covid-19 changed many perceptions about the quality of distributed and online learning, it (further) deepened the crisis in two of the biggest distance education providers – Athabasca University (Canada) and the Open University (UK)

Image credit: Pixabay

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Open universities in crisis, or transition?

Athabasca University

2015

Athabasca University faces insolvency; president reassures students

For many faculty and staff, the fiscal uncertainty is a cloud hanging over convocation

CBC News · Posted: Jun 12, 2015 2:55 PM EDT | Last Updated: June 12, 2015

CBC | MENU

2018

WIRED

SANJANA VARGHESE BUSINESS 13.11.2018 06:00 AM

The Open University started as a radical idea, now it's in trouble

The Open University started as a radical experiment that disrupted education. But now it's in trouble: courses have been cut, applicants are in free fall and that's before you account for online courses

The Open University

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Open universities in crisis, or transition?

CBC | MENU

Athabasca University

Province threatens funding cuts to Athabasca University over virtual campus plan

2022

Advanced education minister demands new plan by Sept. 30

Michelle Bellefontaine · CBC News · Posted: Aug 02, 2022 6:49 PM EDT | Last Updated: August 3, 2022

Open University posts £25 million deficit as recruitment drops

2024

Some other larger universities also in deficit as universities publish accounts amid bleak climate on funding

January 3, 2024

John Morgan

Retrieved from https://www.timeshighereducation.com/news/open-university-posts-ps25-million-deficit-recruitment-drops#:~:text=The%20Open%20University%20has%20recorded,climate%20for%20the%20English%20sector.

The Open University

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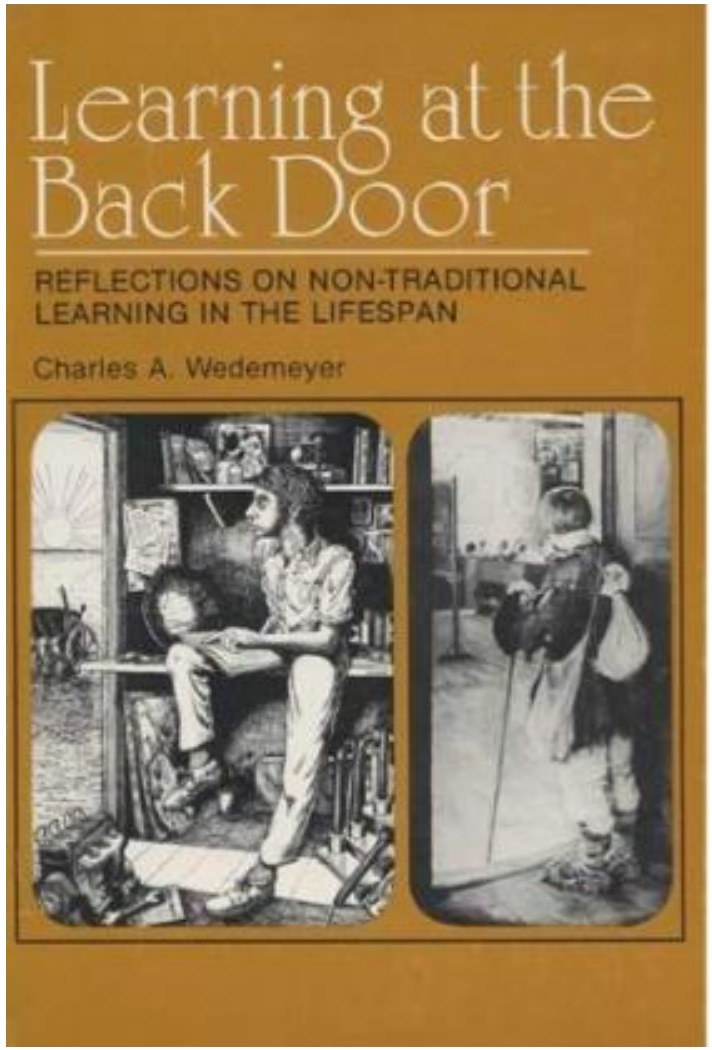
Understanding the crises/transition

- Institutional factors, legacy beliefs and structures
- National legislation, regulatory and funding frameworks
- International trends in higher education – e.g., online learning
- Macro-societal factors – e.g., Covid-19

To understand these crises and transitions we need to take a step back and have a look at where it all started…



Learning at the back door. Reflections on Non-Traditional Learning in the Lifespan

Charles A Wedemeyer (1981). The University of Wisconsin Press

Non-traditional learning include, but are not limited to:distance learning, in dependent learning, open learning, external studies, correspondence study, home study, radio education, television education, satellite education self-directed learning, etc.
(Wedemeyer, 1981)

Image credit: https://commons.wikimedia.org/wiki/File:1897_Bogdanov-Belsky_At_School_Doors.jpg

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Learning at the back door, also calls to mind, how **the front door**, in many societies, have been and are meant for those with social standing, often of a particular class, race or gender while **the back door** was used for those of a non-acceptable, lower class, different race or gender – the workers and working class, the "Other" – those who did not qualify, meet the admission requirements or could pay the fees.

There is still an enduring belief is that distance education continues to be the 'back door', of lesser quality

Image credit: https://commons.wikimedia.org/wiki/File:1897_Bogdanov-Belsky_At_School_Doors.jpg

But, is there another way to look at educational provision at the back door? *The revolution at the back door*

"We have experienced a revolutionary adaptation of teaching and learning to new technological and social conditions. **There is no other form of teaching and learning that has broken away from tradition so sharply, that is so flexible and conducive to further societal changes of the post-industrial knowledge society.** Distance education achieved a first significant breakthrough in the reform of higher education"

(Peters, 2010, p. 56; emphasis added)

Peters, O. (2010). *Distance education in transition: Developments and issues.*5th Edition. BIS-Verlag der Carl-von-Ossietzky-Univ.

The humanitarian ideal of distance education

Distance education has, primarily, a "**humanitarian task of providing access for *all* learners, with special focus on those disadvantaged by distance, by precarious economic conditions, by belonging to discriminated minorities, or by being disabled.** Obviously, this mission is now relativized by a growing number of privileged students who do not learn at a distance because they are forced to do this by unfavorable circumstances, but rather for reasons of convenience only"

(Peters, 2010, p. 32; emphasis added)

Peters, O. (2010). *Distance education in transition: Developments and issues.* 5th Edition. BIS-Verlag der Carl-von-Ossietzky-Univ.

How do we re-embrace the revolutionary beginnings of distance education – celebrating the opportunities it creates especially to those excluded, those ‘outside’ of normal admission requirements?

Image by LIMAT MD ARIF from Pixabay

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To what extent does distance education produce qualifications to keep their graduates at the back door, providing them access to only parts of the Masters' house – the kitchen and the warehouse?

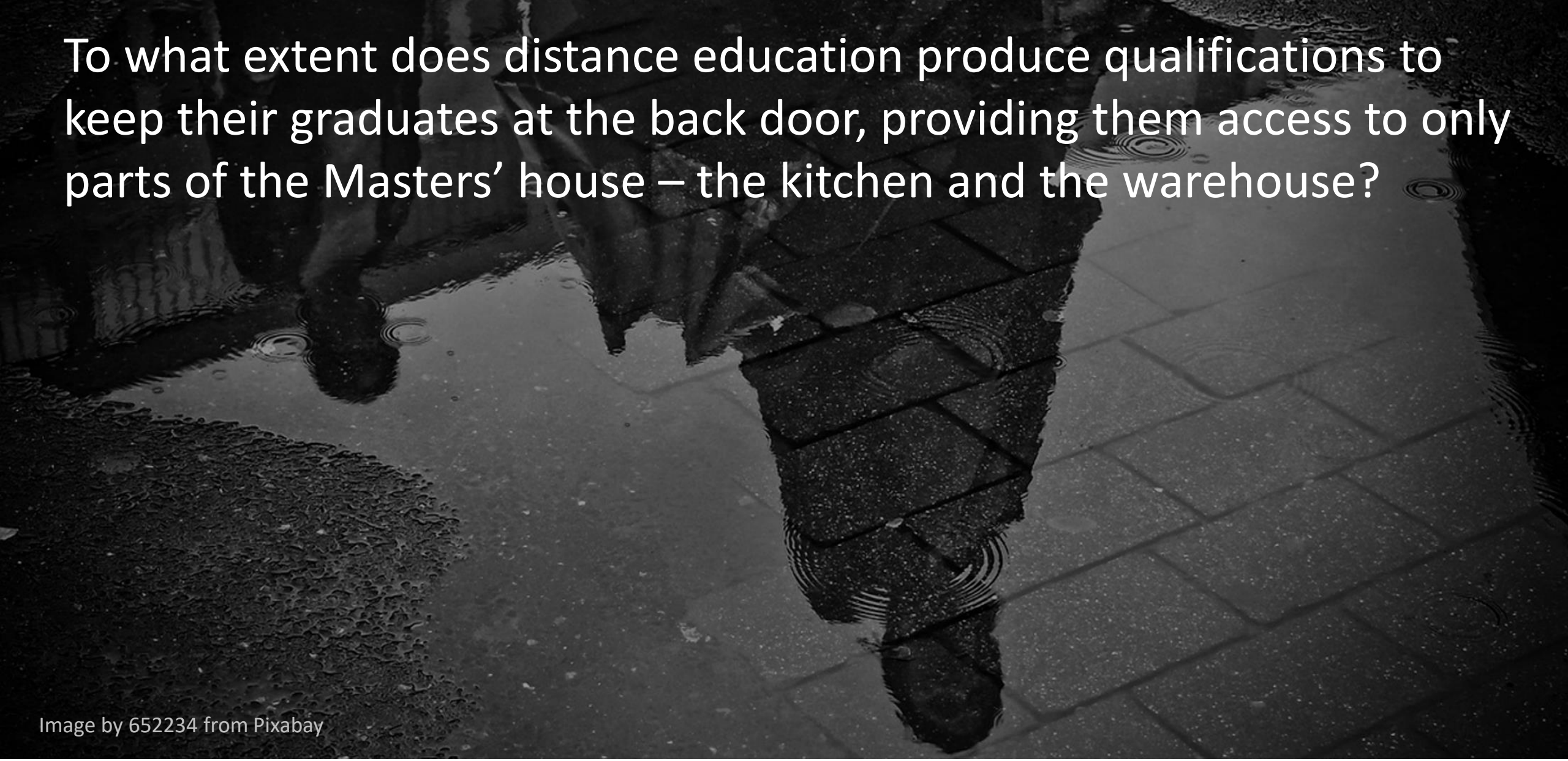

Image by 652234 from Pixabay

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What can we do to ensure distance education as a quality, affordable and equitable educational opportunity?

Image by 5191107 from Pixabay

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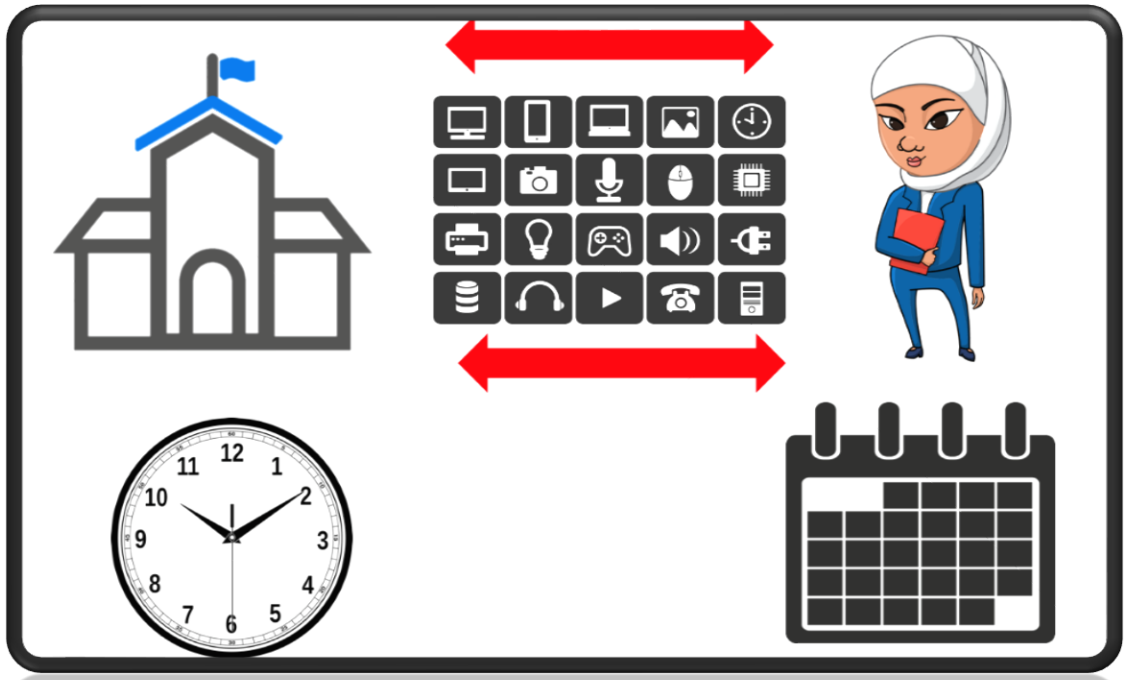
Key clarifications to act as guiding principles

1. In embracing (open) distance learning, the exact parameters of 'openness' should be clearly stated in terms of registration periods, admissions, curricula, time-to-completion, prerequisites, registration requirements and reregistration.
2. When a program or course is offered (and funded) in an online mode, it should should be made clear what it entails – the level of (compulsory activity, etc.).
3. The cost, quality and access in (online) distance education are dependent on a range of variables and are interdependent.
4. Appropriate and effective distance education requires a *whole-system* design, development and delivery process and quality assurance
5. Student success in distance education contexts need to be understood as *different* – with respect to student progression and institutional responsibilities.

The strange family of Distance Education…



- **Dedicated** distance education institutions
- **Open distance learning** institutions
- Traditional higher education institutions **with distance education departments centres** or schools/ dual mode
- Traditional higher education institutions offering some courses and/or programs **only** online
- Different combinations such as blended, hybrid e.g., during Covid - Emergency Remote Teaching and Learning (ERTL)

	Campus	Open	Distance	Printed only + digital or internet supported	Online	Blended – f2f plus online	Blended – *printed* plus online
A		(X)	X	X			
B		(X)	X		X		
C		(X)	X				X
D			X		X		
E	X				X	(X)	

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	Campus	Open	Distance	Printed only + digital or internet supported	Online	Blended – f2f plus online	Blended – *printed* plus online
A		(X)					
B		(X)	X		X		
C		(X)	X				X
D							
E		X			X	(X)	

- How do national governments decide how to fund these different possibilities in public higher education?
- How does one quality assure these different possibilities – public and private?
- How do changes in modes of delivery impact on accreditation (of institutions and programs) and quality assurance?
- Are there qualifications that should not be offered/accredited in some forms of delivery?

Six pointers

1. Distance education and e-learning overlaps but are not the same
2. Not all e-learning are equal
3. The costs and economics of open and distance learning
4. Breaking the iron triangle – cost, quality and access
5. Distance education as industrialised process
6. Providing online, distance education in low bandwidth contexts

Image by Mario Aranda from Pixabay

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1

Springer Link

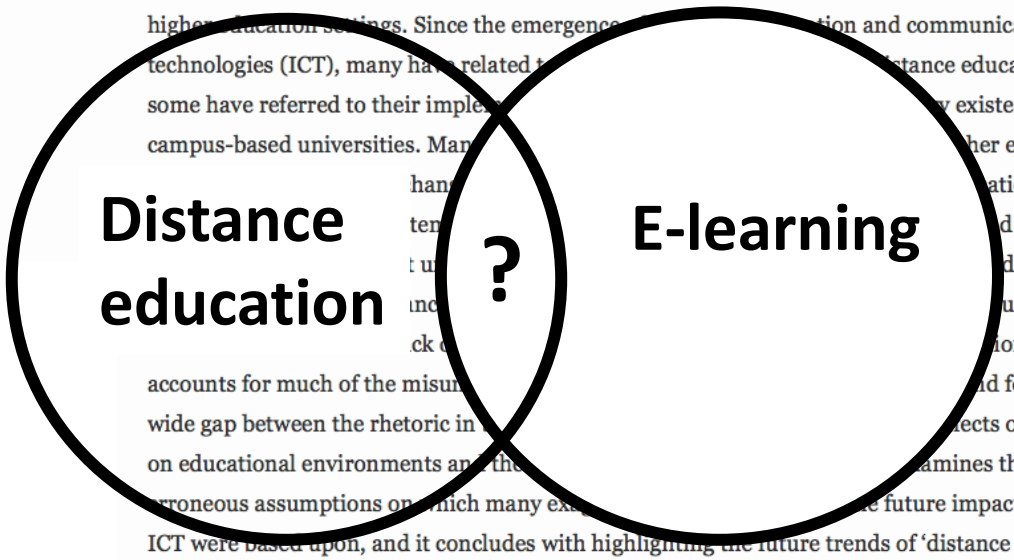
2005

Higher Education
June 2005, Volume 49, Issue 4, pp 467–493 | Cite as

‘Distance education’ and ‘e-learning’: Not the same thing

Abstract

This article examines the distinct differences between ‘distance education’ and ‘e-learning’ in higher education settings. Since the emergence ... tion and communication technologies (ICT), many have related t... stance education, and some have referred to their imple... y existence of campus-based universities. Man... her education ... han... ation in ... ten... d *vice* ... t u... distance ... inc... ut are by ... ck ... ion’ accounts for much of the misu... d for the wide gap between the rhetoric in ... ects of the ICT on educational environments and the ... amines the erroneous assumptions on which many ex... e future impact of the ICT were based upon, and it concludes with highlighting the future trends of ‘distance education’ and ‘e-learning’ in academia.



- Distance/proximity
- Target populations
- Cost

But not all e-learning are the same…

Guri-Rosenblit, S. (2005). ‘Distance education’ and ‘e-learning’: Not the same thing. *Higher education*, *49*(4), 467-493.

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Not all e-learning are equal

2

Low-cost e-learning: Drop-off-and-go

Business class e-learning

Interactivity

Self- regulated learning, student-content/student-student interaction

Highly structured, high interaction, teacher-student ratios = small, student=student/student-content

Image credit: https://commons.wikimedia.org/wiki/File:Low.cost.carrier.easyjet.arp.jpg

Image credit: https://en.wikipedia.org/wiki/Emirates_(airline)

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2014

GOVERNMENT NOTICE

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

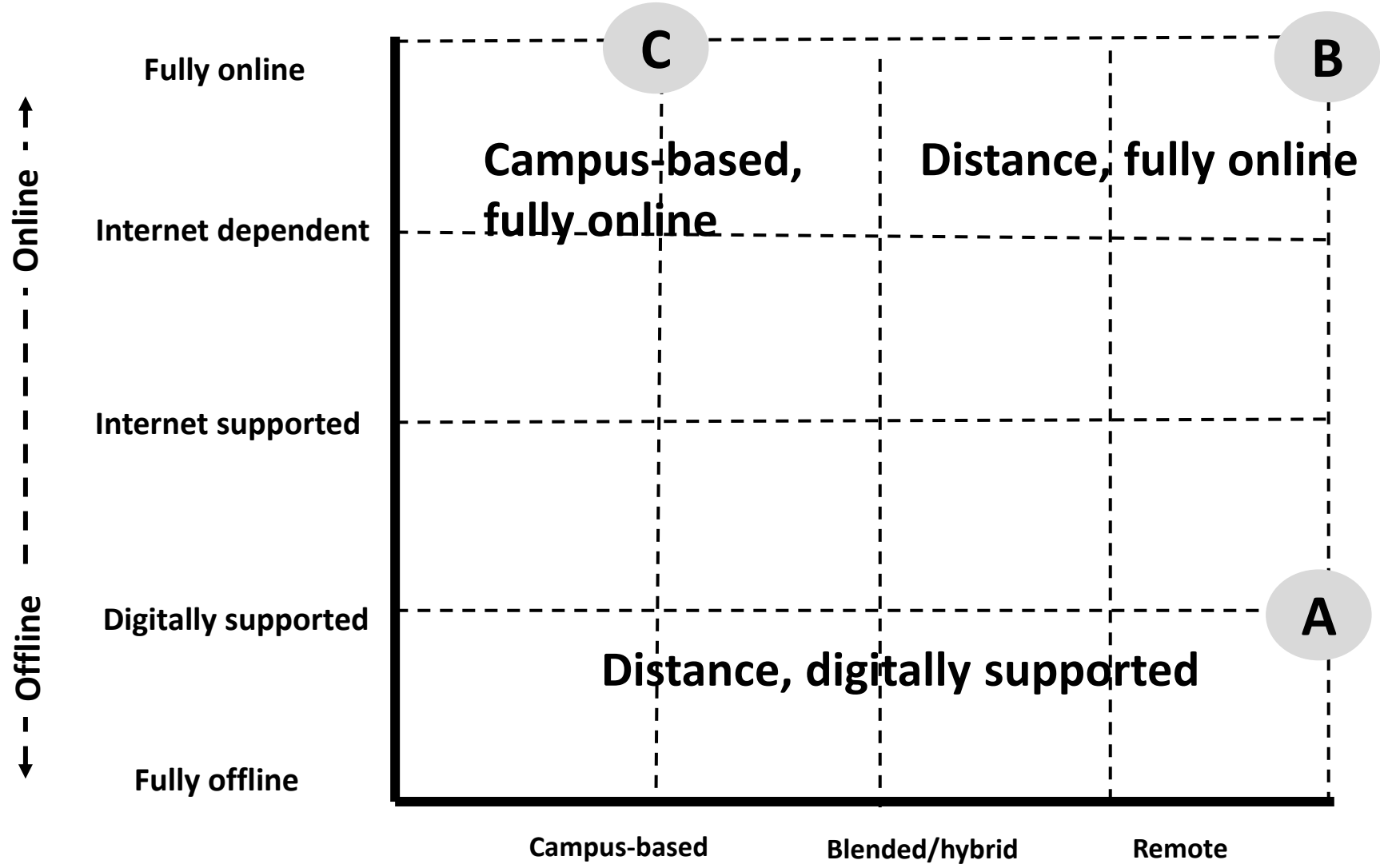
No. 535 **7 July 2014**

POLICY FOR THE PROVISION OF DISTANCE EDUCATION IN SOUTH AFRICAN UNIVERSITIES IN THE CONTEXT OF AN INTEGRATED POST-SCHOOL SYSTEM

I, Dr Bonginkosi Emmanuel Nzimande, MP, Minister of Higher Education and Training, hereby publish the *Policy for the Provision of Distance Education in South African Universities in the Context of an Integrated Post-school System* as set out in the Schedule as policy in terms of section 3 of the Higher Education Act, 101 of 1997.

A South African understanding of the nuances and possibilities re online* learning

Department of Higher Education and Training. (2014). Policy for the provision of distance education in South African universities in the context of an integrated post-school system. Retrieved from h https://www.gov.za/documents/notices/higher-education-act-policy-provision-distance-education-south-african



Department of Higher Education and Training. (2014). Policy for the provision of distance education in South African universities in the context of an integrated post-school system. Retrieved from h https://www.gov.za/documents/notices/higher-education-act-policy-provision-distance-education-south-african

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Distance education is a mode of provision based primarily on a set of teaching and learning strategies (or educational methods) that can be used **to overcome spatial and/or transactional distance between educators and students**. It avoids the need for students to discover the curriculum by attending classes frequently and for long periods. Rather, it aims to create a quality learning environment using an appropriate combination of different media, tutorial support, peer group discussion, and practical sessions.

[...]

The term 'distance education' as a mode of provision therefore refers to provision in which students spend **30%** or less of the stated Notional Learning hours in undergraduate courses at NQF Levels 5 and 6, and **25%** or less in courses at NQF Level 7 and initial post-graduate courses at NQF Level 8, in staff-led, face-to-face, campus-based structured learning activities.

Department of Higher Education and Training. (2014). Policy for the provision of distance education in South African universities in the context of an integrated post-school system. Retrieved from https://www.gov.za/documents/notices/higher-education-act-policy-provision-distance-education-south-african

Institutions opting for distance education as a mode of delivery **need to establish systems and processes** for decentralised distribution of learning resources, communications, learner and learning support, as well as formative and summative assessment.

Open (and) distance learning (ODL) refers to the use of distance education methods to support the realisation of open learning purposes and principles. Omission of the "and" as in Open Distance Learning implies that ALL distance programmes offered are based on open learning principles.

Department of Higher Education and Training. (2014). Policy for the provision of distance education in South African universities in the context of an integrated post-school system. Retrieved from https://www.gov.za/documents/notices/higher-education-act-policy-provision-distance-education-south-african

Open learning typically involves making provision to support a wider range of student choices regarding access, curriculum, pacing, sequencing, learning modes and methods, assessment and articulation. **Students studying through ODL approaches typically take longer to complete their studies as they need to balance study and other commitments.**

Guiding students towards making informed choices based on workload, and the assumption that completion of a course or programme of study **will typically take twice as long to complete is an important feature of responsible ODL practice**; as is trying to assist students not to take longer than three times minimum time to complete for the sake of coherence and the complications arising from curriculum renewal processes.

Department of Higher Education and Training. (2014). Policy for the provision of distance education in South African universities in the context of an integrated post-school system. Retrieved from https://www.gov.za/documents/notices/higher-education-act-policy-provision-distance-education-south-african

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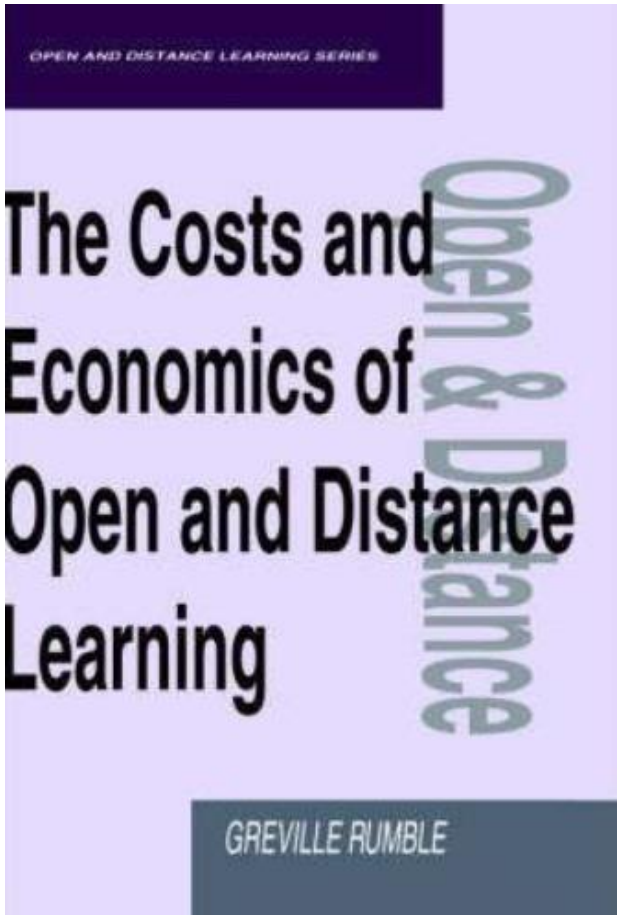


"Of course, not all distance education systems are cheaper than the alternative, conventional means of teaching and training" (Rumble, 1997, p. 2)

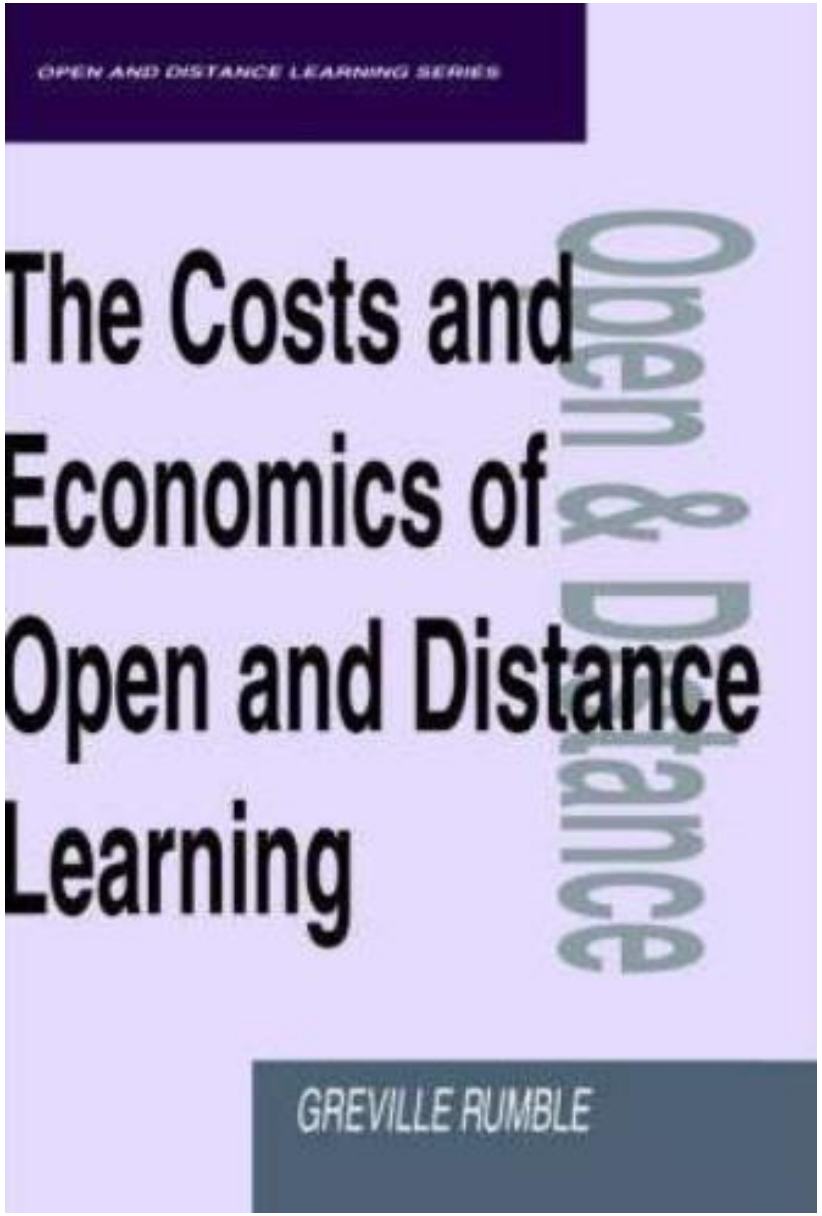
"There is plenty of evidence that open and distance education can be more cost efficient than traditional forms of education, **but this is not necessarily the case**"

(Rumble, 1997, p. 204; emphasis added)

Rumble, G. (1997). *The costs and economics of open and distance learning*. London, UK: Routledge.

"… there is very little that can be concluded with certainty. Policy-makers and institutional leaders should be aware of lifting solutions off the shelf, hoping that the economic benefits that may be said to apply in one socio-economic environment will transfer, along with the media and the technologies, to another"

(Rumble, 1997, p. 204)



Rumble, G. (1997). *The costs and economics of open and distance learning*. London, UK: Routledge.

4 The iron triangle – access, quality and cost

4

“There is a growing realization that government provision of higher education in traditional modes alone cannot accomplish this [the massification of higher education] task”

Breaking Higher Education’s Iron Triangle:

By John Daniel, Asha Kanwar, and Stamenka Uvalić-Trumbić

Daniel, J., Kanwar, A., & Uvalić-Trumbić, S. (2009). Breaking higher education's iron triangle: Access, cost, and quality. *Change: The Magazine of Higher Learning*, *41*(2), 30-35.

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Breaking Higher Education's Iron Triangle:

By John Daniel, Asha Kanwar, and Stamenka Uvalić-Trumbić

"Quality is identified with exclusivity. The lecture bazaar model brings in another dimension of quality, namely expenditure per student:
the more the better."

"The costs of reproducing and distributing eLearning materials are tiny, so it costs little to widen access to them. An examination system, allied to elements of distance learning, could give wide access and consistent quality at low cost. Supporting examination candidates and distance learners is much easier today because of the development of the Web, eLearning, and open educational resources."

Daniel, J., Kanwar, A., & Uvalić-Trumbić, S. (2009). Breaking higher education's iron triangle: Access, cost, and quality. *Change: The Magazine of Higher Learning*, *41*(2), 30-35.

Breaking Higher Education's Iron Triangle:

By John Daniel, Asha Kanwar, and Stamenka Uvalić-Trumbić

"…instead of expecting students to enroll for a complete package of teaching and assessment, **institutions will need to unbundled and personalize the different elements of their support, allowing students to pick the amount and kind of assistance that they need and can afford**"

"Placing the functions of teaching and examining *in different institutions* makes issues of quality and standards much easier to address."

Daniel, J., Kanwar, A., & Uvalić-Trumbić, S. (2009). Breaking higher education's iron triangle: Access, cost, and quality. *Change: The Magazine of Higher Learning*, *41*(2), 30-35.

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IRRODL

International Review of Research in Open and Distance Learning

Vol. 12.2
February – 2011

Head of Gold, Feet of Clay: The Online Learning Paradox

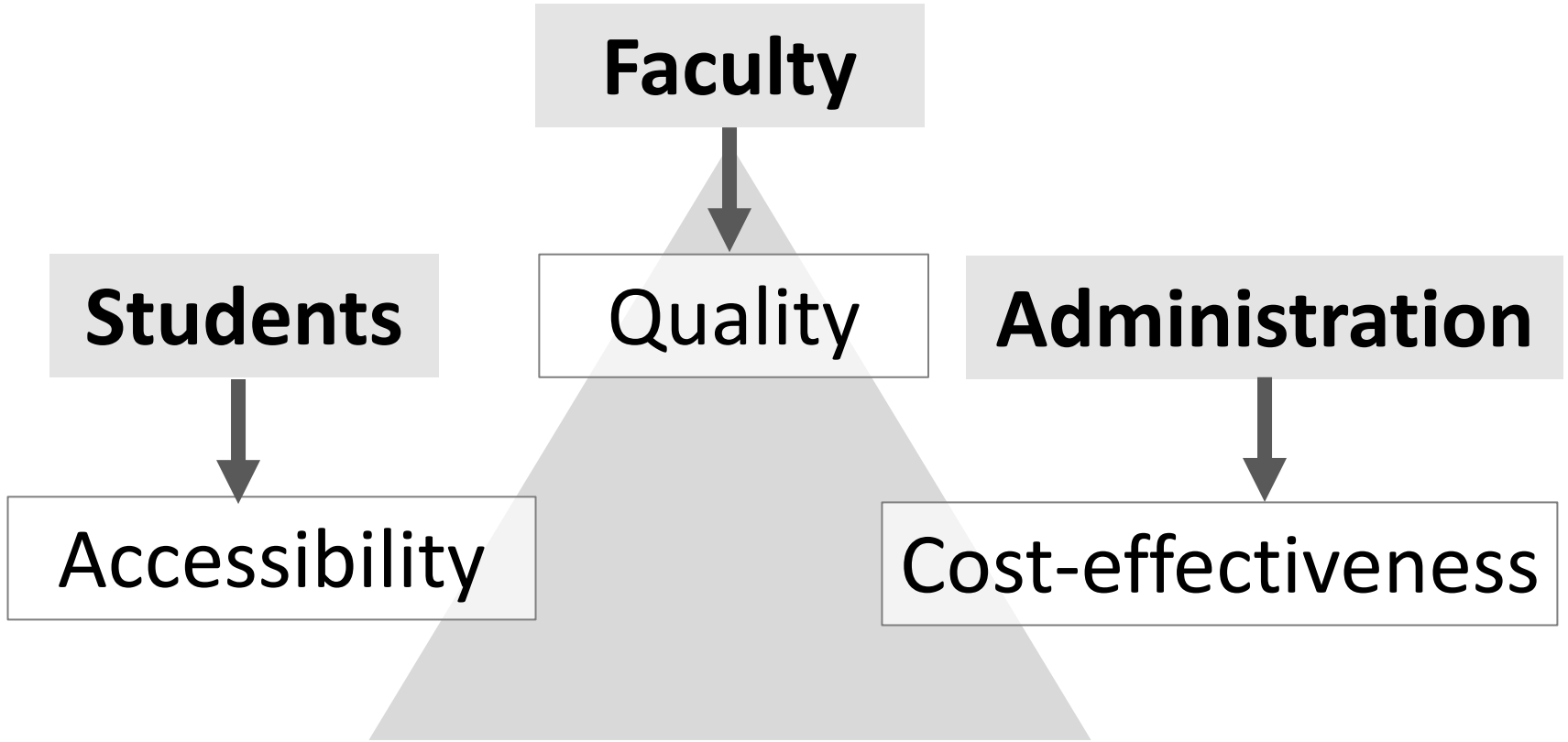
Michael Power and **Anthony Gould-Morven**
Laval University, Canada

"[D]istance education can achieve any two of the following: flexible access, quality learning experience and cost-effectiveness – **but not all three at once"**

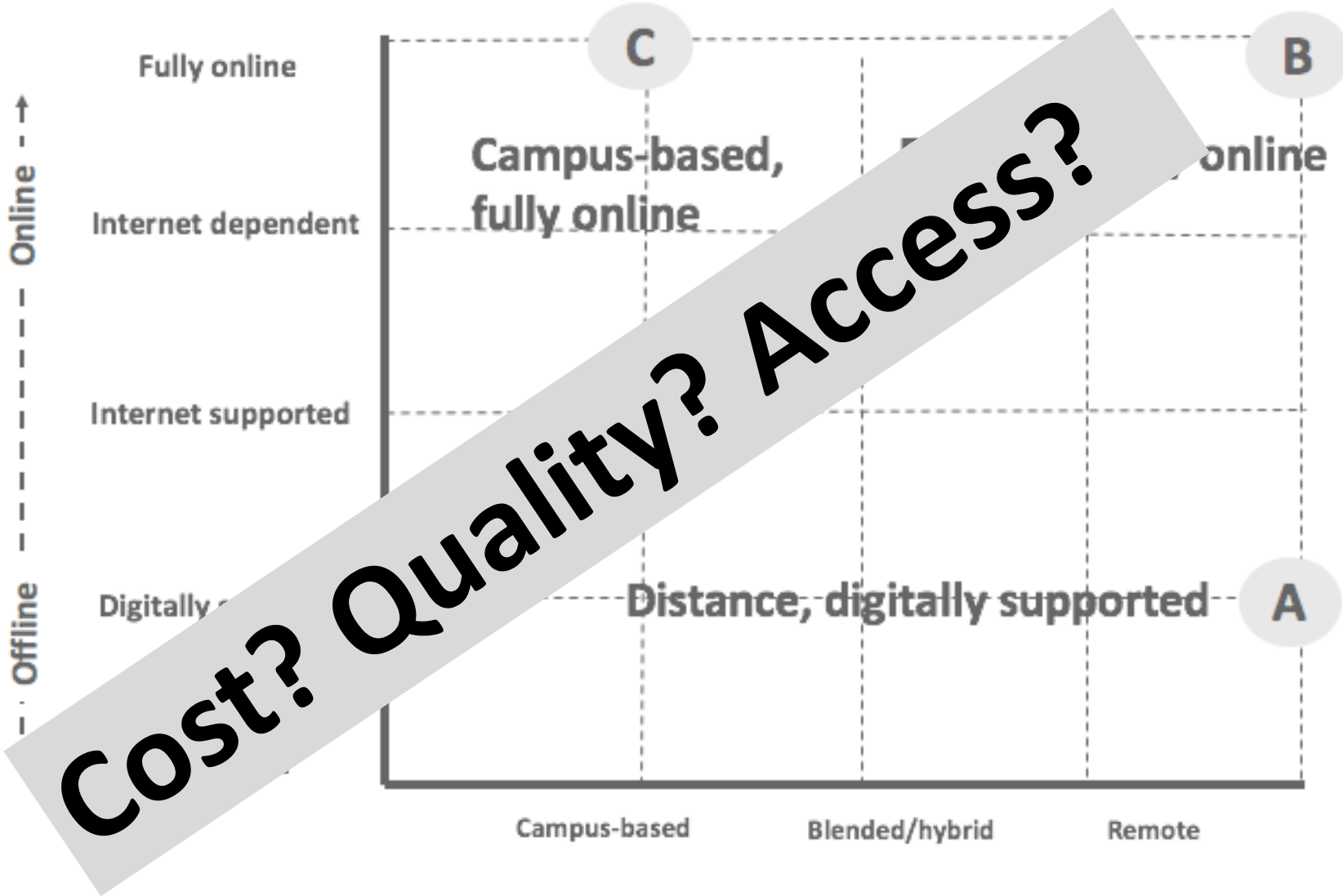
(Kanuka & Brooks, 2010, in Power and Gould-Morven, 2011, p. 23)

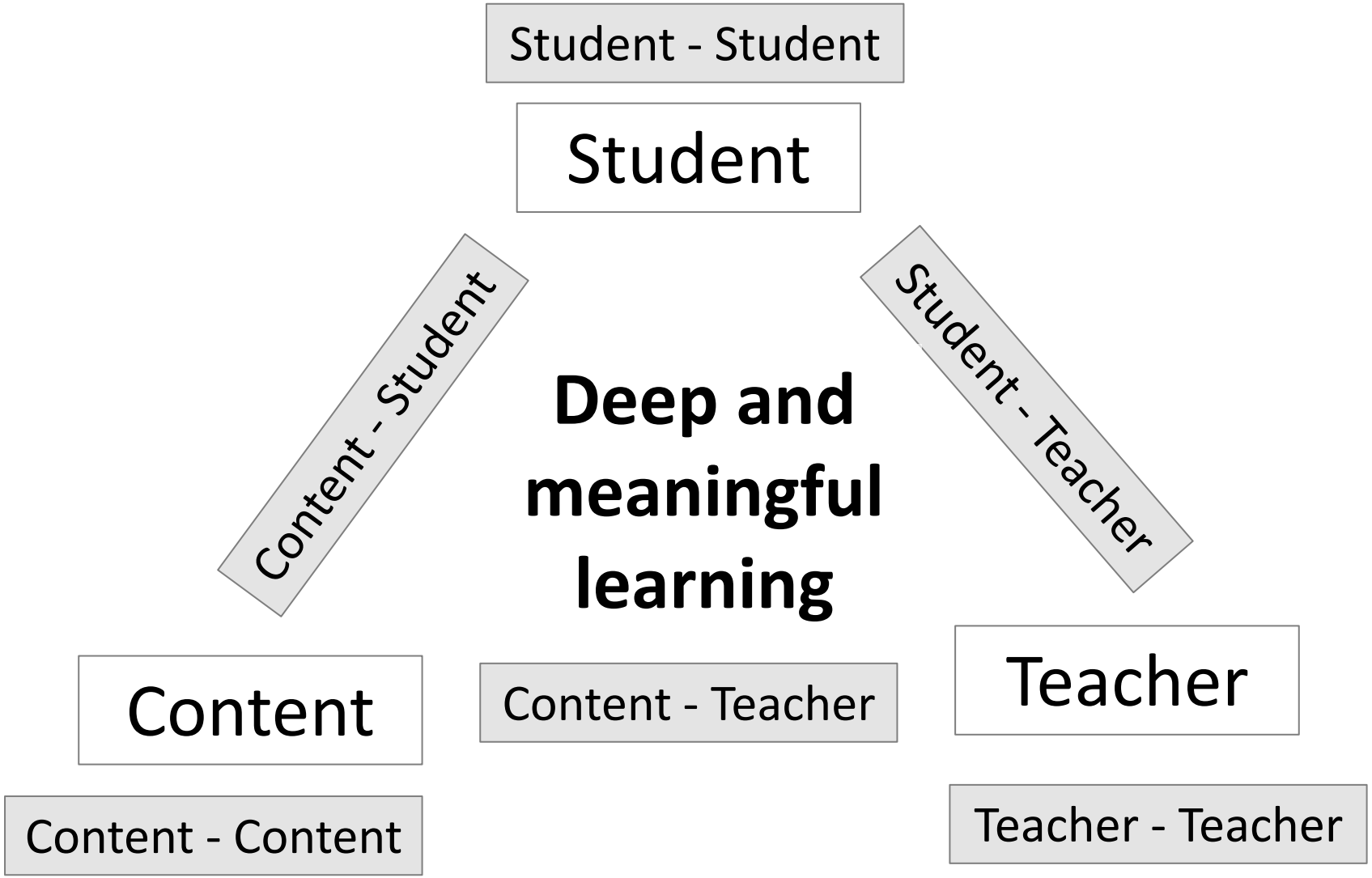
Considering three stakeholder groups – students, faculty and administrators – who values which aspect the most and how does this impact on other stakeholders?

Power, T. M., & Morven-Gould, A. (2011). Head of gold, feet of clay: The online learning paradox. *The International Review of Research in Open and Distributed Learning*, *12*(2), 19-39.



What happens when ensuring quality costs more and limits access? What happens when costs are cut, or student numbers increased to ensure economies of scale? And what happens when students demand high quality at low/no cost?


Fully online
Internet dependent
Internet supported
Digitally
Online
Offline
C
B
A
Campus-based, fully online
online
Distance, digitally supported
Campus-based
Blended/hybrid
Remote
Cost? Quality? Access?



Anderson, T., & Garrison, D. R. (1998). Learning in a networked world: New roles and responsibilities. In *Distance Learners in Higher Education: Institutional responses for quality outcomes. Madison, Wi.: Atwood*.

The e-learning iron triangle

Quality?

Access?

Cost

Low-cost e-learning: Development costs

Business class e-learning: Development and delivery costs(instructor, tutors salaries)

Interactivity

Self- regulated learning, student-content/student-student interaction

Highly structured, high interaction, teacher-student ratios = small, student=student/student-content

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Image credit: https://en.wikipedia.org/wiki/Emirates_(airline)

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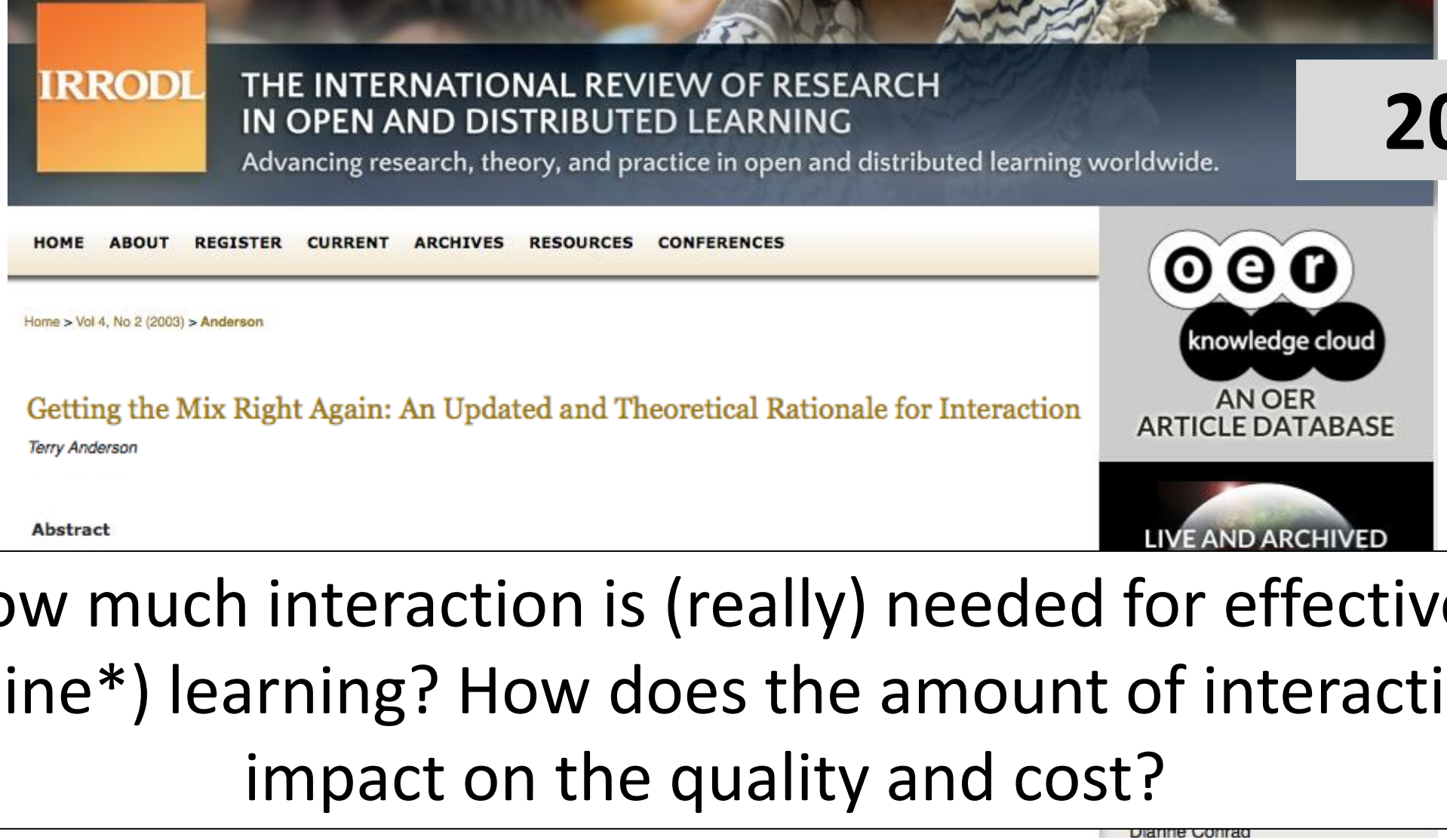

2003

How much interaction is (really) needed for effective (online*) learning? How does the amount of interaction impact on the quality and cost?

Anderson, T. (2003). Getting the mix right again: An updated and theoretical rationale for interaction. *The International Review of Research in Open and Distributed Learning*, *4*(2), 1-14. https://doi.org/10.19173/irrodl.v4i2.149

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5

How does distance education as “the most industrialised form of education” survive *and thrive* in the digital era?

Image credit: https://za.pinterest.com/pin/341569952970101904/

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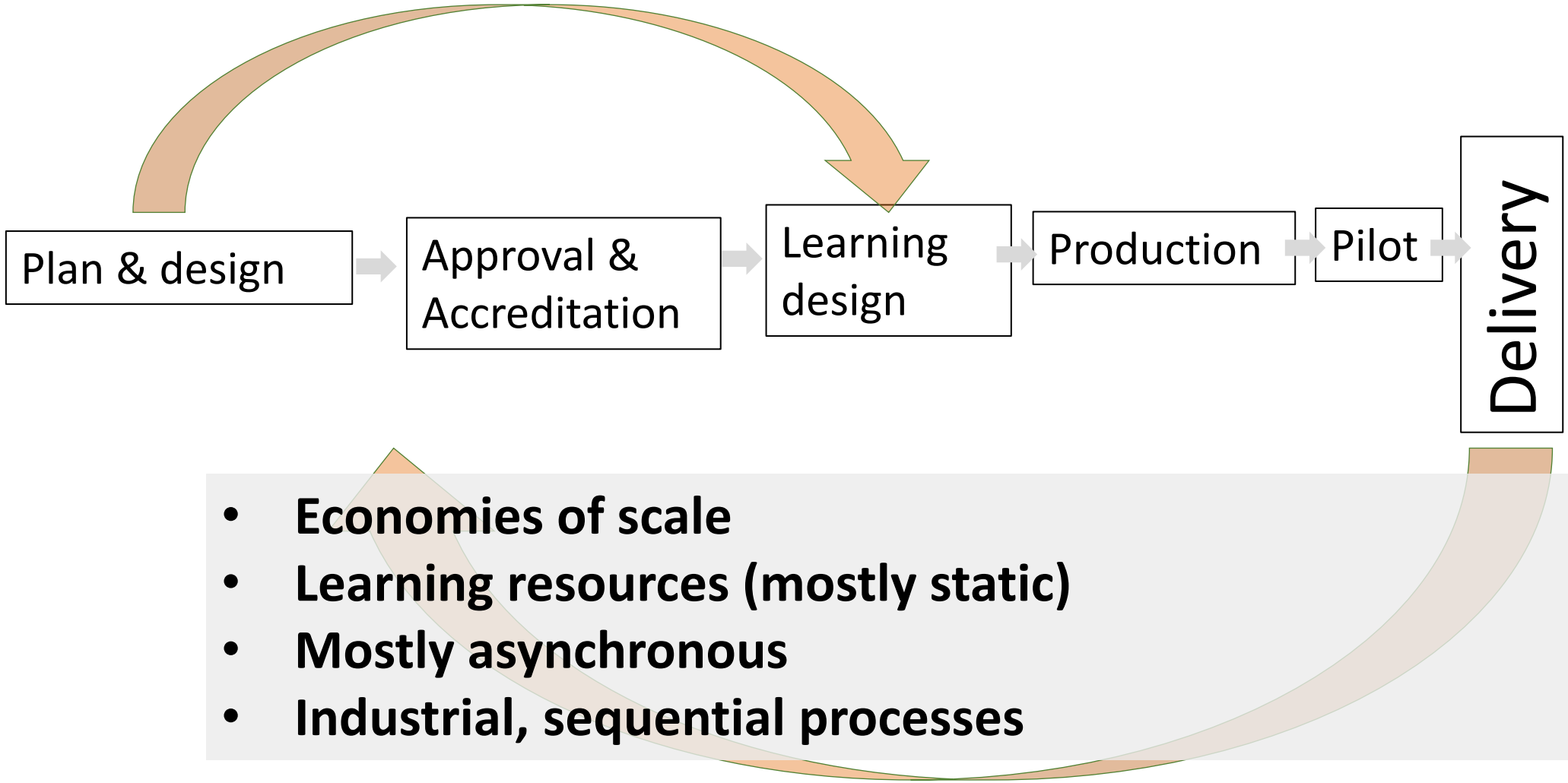
Print-based, fully offline delivery



Quality Assurance of the process *and* product

- **Economies of scale**
- **Learning resources (mostly static)**
- **Mostly asynchronous**
- **Industrial, sequential processes**

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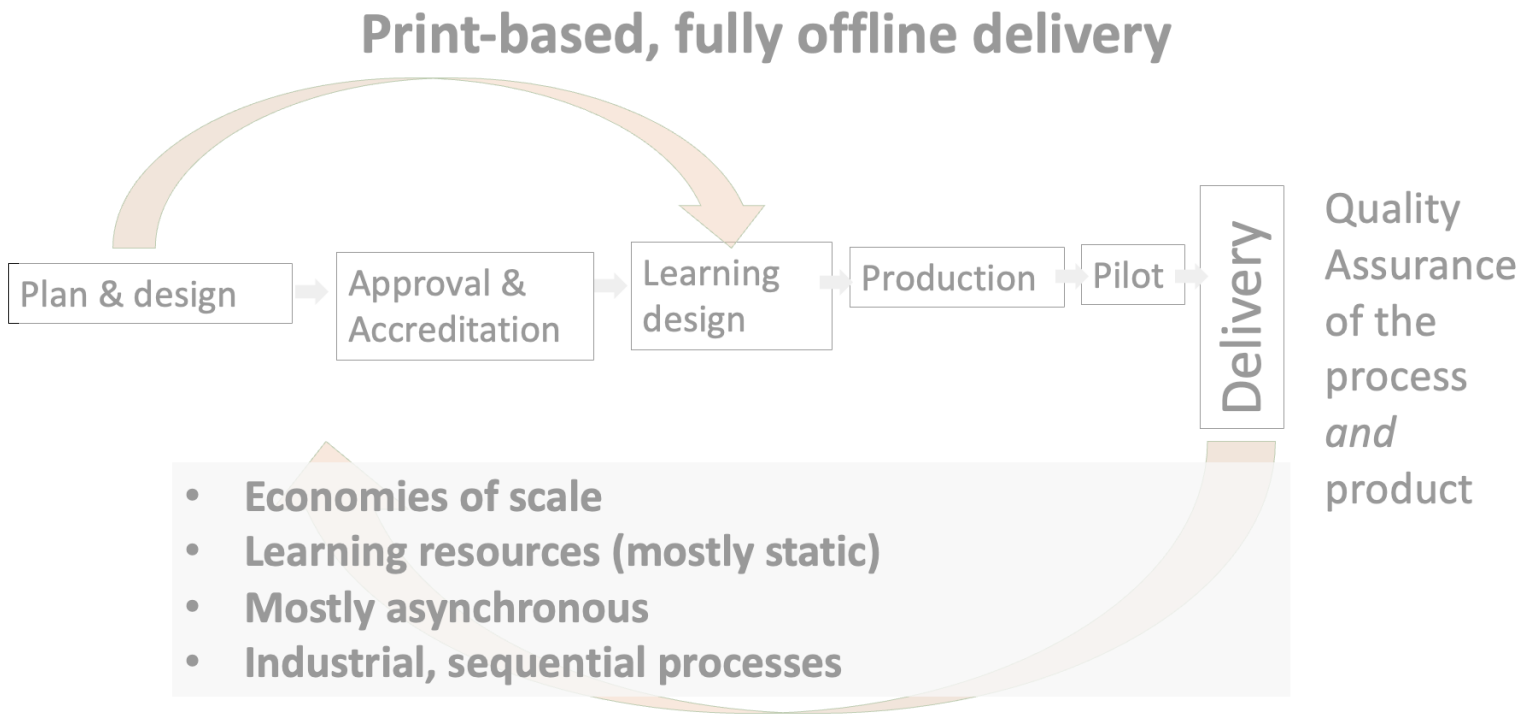
How ***different*** are the processes used in an industrialised, print-based distance education model from approving, designing, producing and delivering (**online***), (**open***) **distance education**? How do costs, quality and access change?



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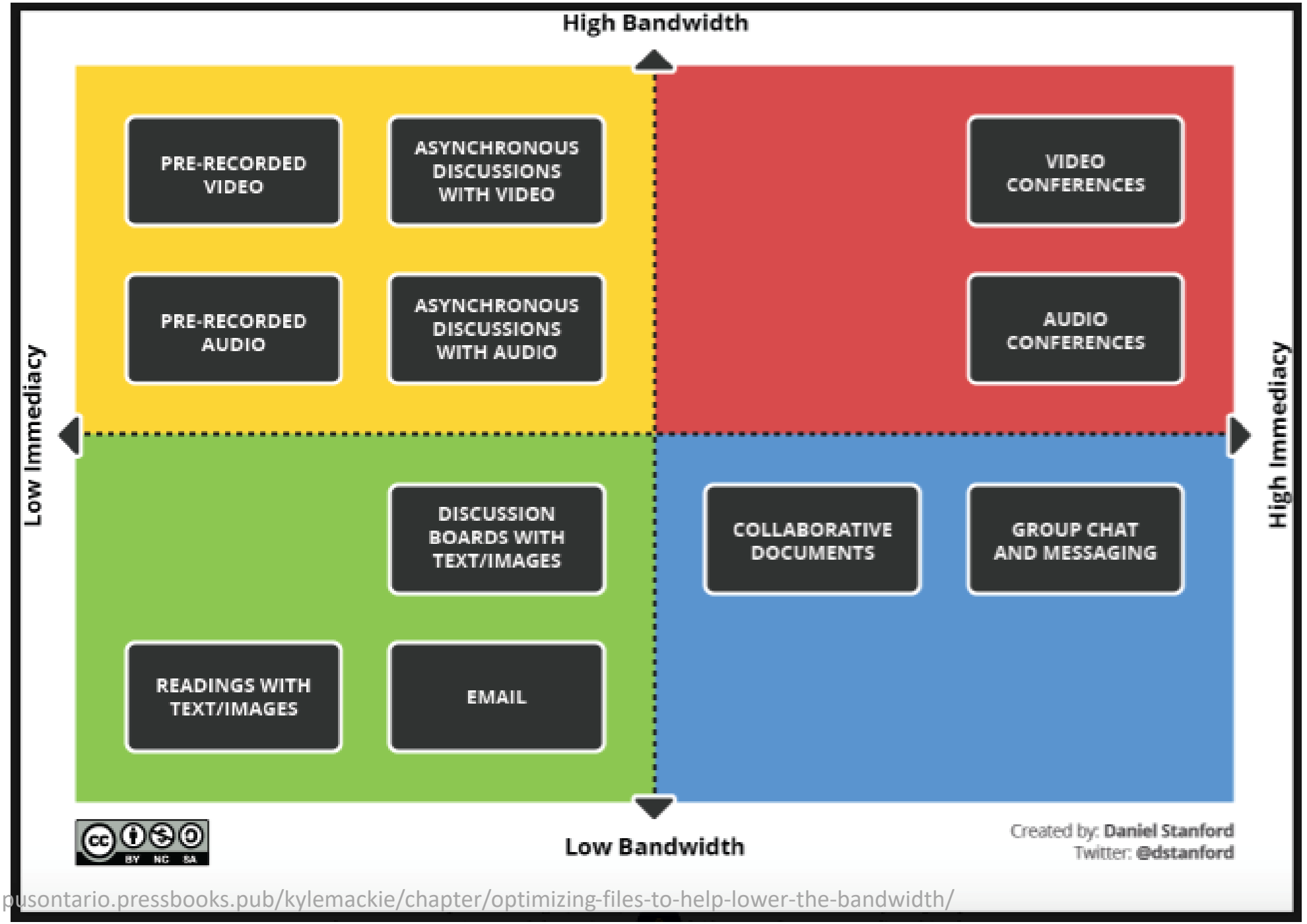

https://ecampusontario.pressbooks.pub/kylemackie/chapter/optimizing-files-to-help-lower-the-bandwidth/

Image by Gerd Altmann from Pixabay

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EDUCAUSE 2024 Higher Education Trend Watch

by **Nicole Muscanell** Monday, January 8, 2024

Rank	Trend
1	Increasing need for data security and protection against threats to personal privacy
2	Demand for continued hybrid and remote work arrangements
3	Increased efforts towards creating equitable and inclusive environments and experiences
4	More attention to well-being and mental health
5	More calls for data-informed decision-making and reporting
6	Increased focus on improving hybrid and online learning
7	Growing efforts towards digital transformation and institutional resilience

Retrieved from https://www.educause.edu/ecar/research-publications/higher-education-trend-watch/2024

Key Findings

1. A majority of respondents (85%) felt that having access to remote/hybrid work options is important, and two-thirds (66%) reported that they do currently have options for remote/hybrid work.
2. A majority of respondents (85%) indicated that they have more than one primary area of responsibility. This number may continue to increase due to understaffing and budget constraints.
3. A majority of respondents (63%) said that staffing issues have had a negative impact on their department/unit's services and operations, and financial constraints are the biggest challenge for staffing.

Key Findings (cont.)

4. Excessive workloads and burnout are negatively impacting mental health and morale; 82% of those experiencing "a lot" of burnout within the past 12 months reported having an excessive workload as compared to 47% of those experiencing little to no burnout.
5. More than half of respondents are likely to apply for other positions in the next year, and those experiencing burnout are significantly more likely to apply for other positions than those not experiencing burnout.

Key Findings (cont)

6. The job functions that saw the largest increase in time demands were artificial intelligence (AI); faculty training and development; and online, hybrid, or distance learning. The job functions that saw the greatest decline in time demands were staff education and training, library, and learning space design and management.
7. Digital literacy (especially AI literacy) and adaptability and agility were identified as important competency areas for the future.

CARNEGIE LEARNING

Back to Blog » *Beyond the Buzzwords: Unpacking Education Trends for 2024*

Beyond the Buzzwords: Unpacking Education Trends for 2024

- AI and education
- Gamification
- Experiential learning
- Microlearning
- Soft skills development

What are the implications for cost, quality and access in distance education contexts?

Retrieved from https://www.carnegielearning.com/blog/2024-trends-in-education/

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Forbes

In 2024, 5 Big Issues Will Shape Education

- Artificial intelligence and the use of new technologies to transform learning
- Student engagement, advocacy, and agency
- Teacher and leader pipelines
- Future-ready education and systems to deliver it
- Rethinking what, when, and how we assess student learning

What are the implications for cost, quality and access in distance education contexts?

Retrieved from https://www.forbes.com/sites/vickiphillips/2024/01/03/in-2024-5-big-issues-will-shape-education/?sh=137fd9e528d9

https://datareportal.com/reports/digital-2024-namibia

JAN 2024

POPULATION ESSENTIALS

DEMOGRAPHICS AND OTHER KEY INDICATORS

TOTAL POPULATION

2.62 MILLION

FEMALE POPULATION

51.8%

MALE POPULATION

48.2%

YEAR-ON-YEAR CHANGE IN TOTAL POPULATION

+1.5%

+39 THOUSAND

MEDIAN AGE OF THE POPULATION

21.5

URBAN POPULATION

55.2%

POPULATION DENSITY (PEOPLE PER KM²)

3.2

OVERALL LITERACY (ADULTS AGED 15+)

92.3%

FEMALE LITERACY (ADULTS AGED 15+)

92.3%

MALE LITERACY (ADULTS AGED 15+)

92.2%

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OVERVIEW OF INTERNET USE

ESSENTIAL INDICATORS OF INTERNET ADOPTION AND USE

NAMIBIA

TOTAL INTERNET USERS

1.63

MILLION

INTERNET USERS AS A PERCENTAGE OF TOTAL POPULATION

62.2%

YEAR-ON-YEAR CHANGE IN THE NUMBER OF INTERNET USERS

+1.5%

+24 THOUSAND

MOBILE INTERNET PROXY[1]: SHARE OF SOCIAL MEDIA USERS ACCESSING VIA MOBILE DEVICES

98.7%

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SHARE OF WEB TRAFFIC BY DEVICE

PERCENTAGE OF TOTAL WEB PAGES SERVED TO WEB BROWSERS RUNNING ON EACH KIND OF DEVICE

NAMIBIA

MOBILE PHONES	LAPTOP AND DESKTOP COMPUTERS	TABLET DEVICES	OTHER DEVICES
67.39%	**30.69%**	**1.90%**	**0.02%**
YEAR-ON-YEAR CHANGE	YEAR-ON-YEAR CHANGE	YEAR-ON-YEAR CHANGE	YEAR-ON-YEAR CHANGE
+12.2% (+733 BPS)	**-20.0% (-767 BPS)**	**+26.7% (+40 BPS)**	**-75.0% (-6 BPS)**

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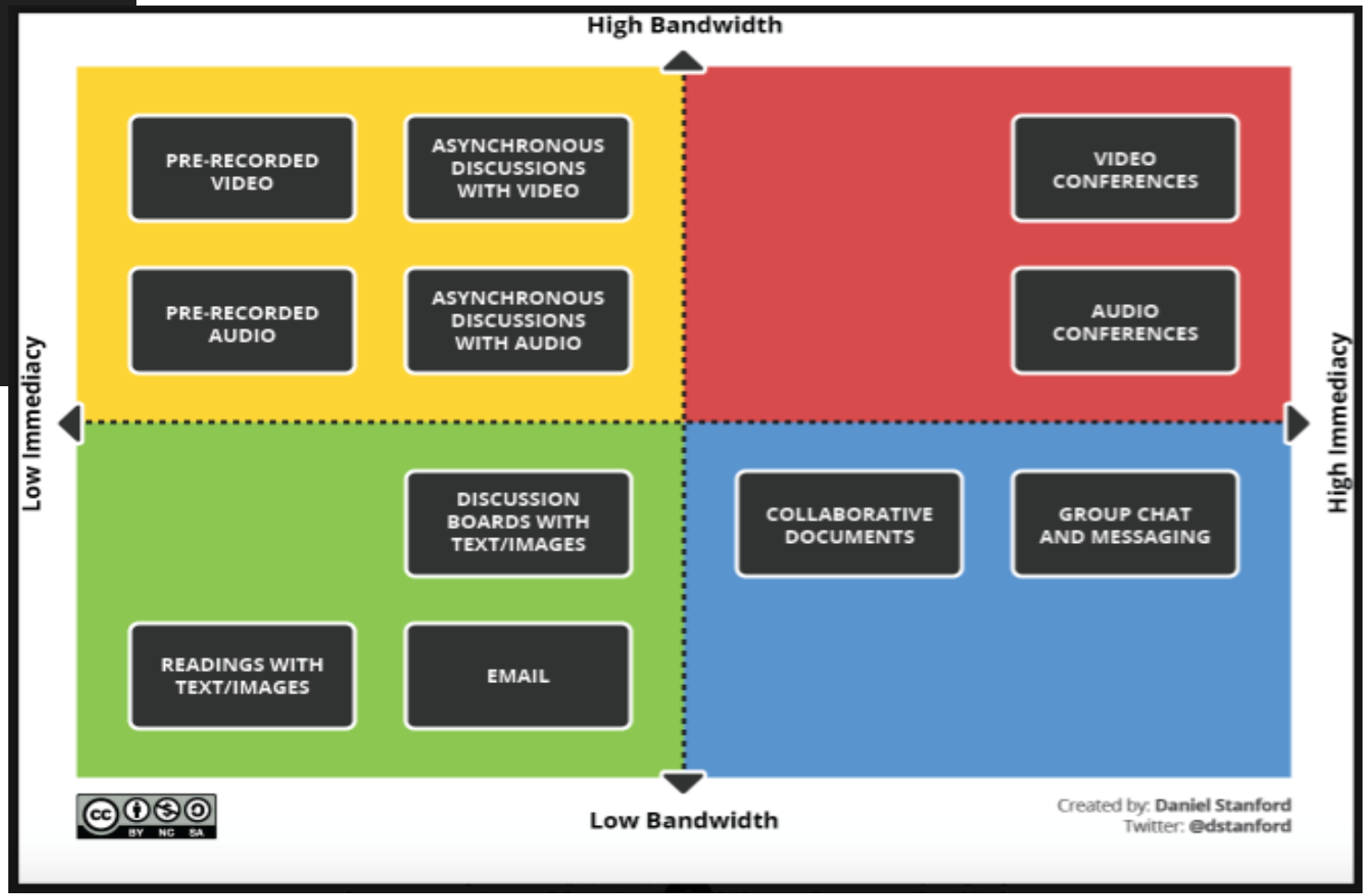

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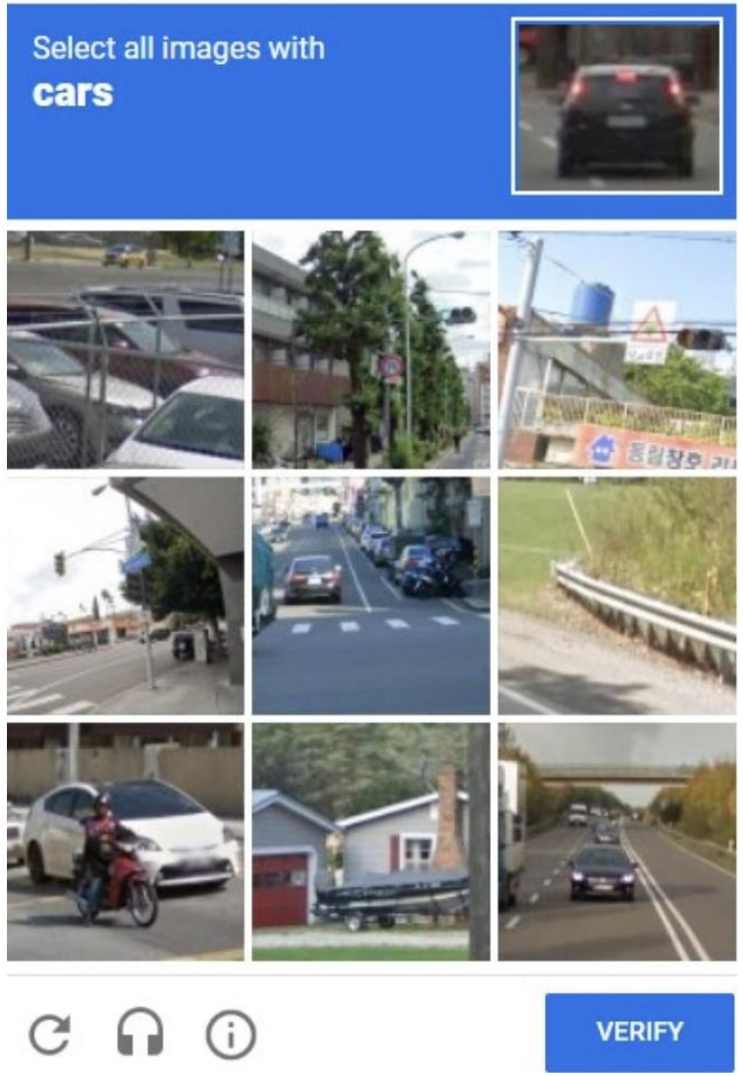
This is not a summary. Some pointers…

1. (Open) distance education is a many-splendoured phenomenon and should be guided **what is appropriate in a particular context**, taking note of international trends of good practice.
2. Quality assurance and accreditation of institutions/ programs face an incredibly difficult task, especially when funding depends on definitions, students' futures depend on accreditation and online learning comes in many shapes and sizes.
3. **The 'iron triangle' is still a very helpful** ways to consider the tensions between cost, quality and access, in the context of **different stakeholders' expectations**.
4. We must consider what form online learning takes in a **low bandwidth** context as Namibia without ignoring the seemingly inevitable digital transformation of society.

6. We should **not attempt to replicate residential or face–to-face learning** experiences – but find a new the liberatory, if not revolutionary potential of (open) distance education.
7. Effective, appropriate and quality (open) distance education is not possible **without effective and response administrative and student support systems and staff**.
8. (Academic) staff burnout is real and a huge concern. Without staff that are well and feel appreciated, quality teaching and learning is not possible.
9. What are the implications for **24/7/365** for systems, staff, processes, students, accreditation and quality assurance?

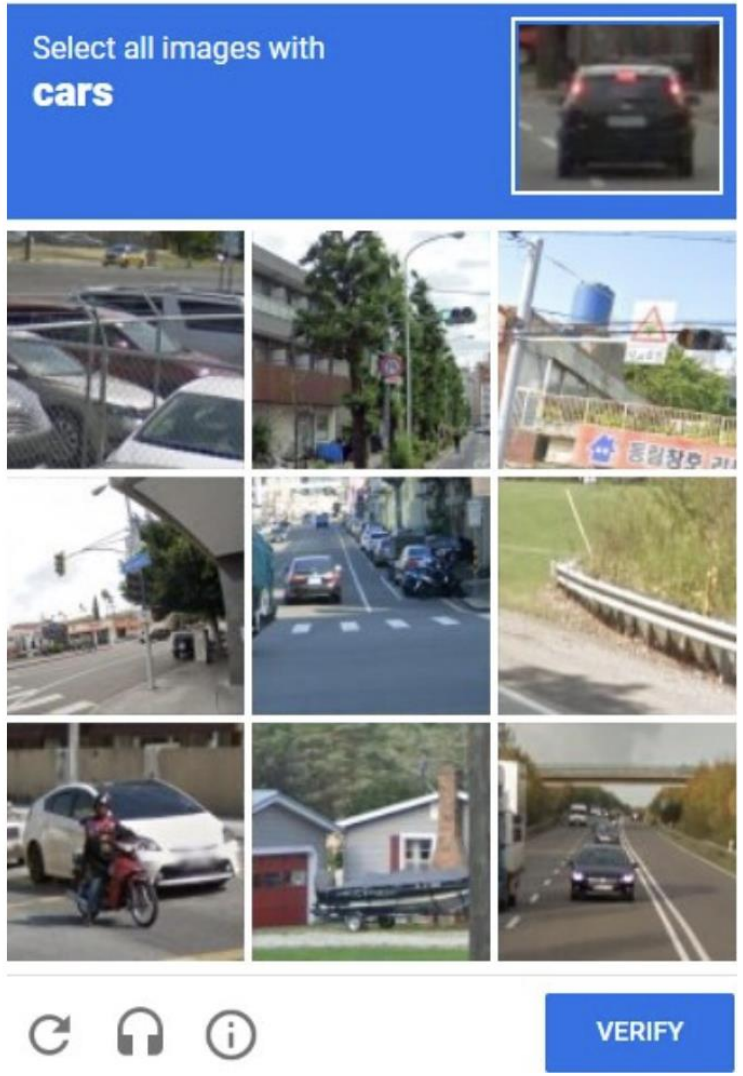
10. Artificial Intelligence (AI) is a major game-changer with implications for cost, quality and access. But more than cost, quality and access, Large Language Models have dramatic implications for knowledge, coming-to-know and validation of knowledge claims.

- What can/should we automate?
- What are the quality, cost and access implications for automating elements of student administration, teaching and learning, and … assessment?
- What should we NOT automate?



Accreditation and quality assurance – 12 pointers

1. Was it specifically designed, planned, costed and quality assured for distance education (less than % campus)?
2. Who are the (envisaged) students? How does the course/program address their specific aspirations and needs?
3. What is the distance education/e-learning background/experience of the teaching staff?
4. Were the course materials and the learning experience designed by a team of professionals consisting of at least a discipline expert, an instructional expert, industry, students, ICT and language editor?
5. How appropriate is the materials/content/interactivity for the technology requirements of the course?
6. Are students informed regarding what materials are included/excluded in their registration fees, as well as additional requirements regarding compulsory aspects (e.g. work-integrated learning/practicals) that may have cost implications?



Accreditation and quality assurance – 12 pointers

7. What are the envisaged levels of interactivity (students-students, students-content, student-teacher, student/teacher/AI) and what are the implications for student-teacher ratios, quality, access and cost?
8. What are the (compulsory)asynchornous/synchronous elements in the offering and are students informed?
9. Do students know exactly what technologies they should have access to, how often, and at what level of competence?
10. What early warning alert systems are in place to alert teachers/support staff of student drop-out/disengagement?
11. What are the support systems in place for staff (administrative, ICT and psycho-social) and students (cognitive, administrative, ICT and psycho-social)?
12. How will the integrity of the summative assessment be assured?

Over to you … weave the future of (open) distance education in Namibia

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Thank you

Paul Prinsloo (Prof)
Research Professor in Open Distance Learning (ODL)
College of Economic and Management Sciences,
Anton Lembede Building, Office 5-21
University of South Africa (Unisa)
T: +27 (0) 12 433 4719 (office)
prinsp@unisa.ac.za
Personal blog:
http://opendistanceteachingandlearning.wordpress.com
X profile: *@14prinsp*