Internationalising Education: Implications for teaching and learning and the curriculum

Keynote presentation at the International Distance Education Conference

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Kia ora!

Hello
Interpretation is influenced by our cultural “instruments”
Investments in ICT

• Educational institutions and successive governments have made significant investments in ICT infrastructure, hardware, software and Professional Development (PD) to meet the needs of “21st Century” learners.
Why?

• To enable learners to participate successfully in the “knowledge age” driven by increasingly globally-connected learning environments
Impact

• Investment in ICT PD, while improving the administrative use by staff, has not significantly increased the use of e-learning pedagogy in teaching and learning.
Our Perceptual Instruments

• Conceptions of Teaching

• Conceptions of Learning

• Conceptions of the Curriculum
Conceptions of Teaching Transmission
Facilitation
“Can’t I just email you a link to my blog, miss?”
Conceptions of Learning

Reception

Engagement

Captured Audience

Review

Repeat

Reflect

Repurpose

Active Participants
Competence to Capability

There is a natural association between;

• Teachers and learners acquiring skills (are competent)

• Deploying these skills in their professional practice and learning environments (are confident)

• Know the use of ICT is beneficial to themselves as professionals and as learners (are capable).
Curriculum as Product

Unqualified

Acquisition

Assessment

Qualified

Progression
Curriculum as Process
New Zealand Case Study

ICT PD Review 2009
Deficit Model

- Identified Content Prescribed
- Expert
- Teaching Deficiencies Addressed

External

- Receive
- Recall
- Repeat
Empowerment Model

Content Needs Identified

- Text
- Interactive graphics

School needs

- Audio
- Resources
- Video

Existing Skills Extended

- Review
- Reflect
- Repurpose

Leadership

Internal
Reflection

Premise

Deep-learning is dependent on individuals making meaning of their experiences through ongoing reflection.
Inherent Risk

• Individuals are now responsible for the identification of learning events relevant to their specific needs.

• Are they prepared for this?
Curriculum Development

Certificate in open flexible and networked learning
# Benchmarking

## Level 4

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>10472</td>
<td>Demonstrate knowledge of support systems required for the provision of open, flexible, and networked learning (OFNL)</td>
<td>5</td>
</tr>
</tbody>
</table>

## Level 5

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 10476 | Facilitate student learning in an open and distance learning environment  
*This standard is expiring. The last date for assessment to take place is 31 December 2011.* | 9       |
| 25779 | Develop materials for open, flexible, and networked learning (OFNL)         | 10      |
| 25781 | Facilitate learning in an open, flexible, and networked learning (OFNL) environment | 9       |

## Level 6

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 10473 | Develop open and distance learning materials  
*This standard is expiring. The last date for assessment to take place is 31 December 2011.* | 12      |
| 10474 | Manage the design of teaching and learning in open and distance learning materials  
*This standard is expiring. The last date for assessment to take place is 31 December 2011.* | 14      |
| 10475 | Support open and distance learning through teaching and learning technologies  
*This standard is expiring. The last date for assessment to take place is 31 December 2011.* | 12      |
| 25780 | Manage the provision of open, flexible, and networked learning (OFNL)        | 15      |
### Reflective Framework

<table>
<thead>
<tr>
<th>Examine the relationships between participants in OFNL.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
</tr>
<tr>
<td>I have a good understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) that exist in open, flexible and networked learning environments.</td>
</tr>
<tr>
<td>I have evaluated the impact different relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) have on student learning in different contexts.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td>I can provide digital evidence of my understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) in open, flexible and networked learning environments.</td>
</tr>
<tr>
<td>I can provide digital evidence of how my understanding of the relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) has been used in my practice in different contexts.</td>
</tr>
<tr>
<td><strong>Moderation</strong></td>
</tr>
<tr>
<td>My understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) in open, flexible and networked learning environments has been peer reviewed.</td>
</tr>
<tr>
<td>Practical application of my understanding of the relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) has been peer reviewed and assessed.</td>
</tr>
</tbody>
</table>
The CAT

The Competency Assessment Tool (The CAT) has been designed to enable you to assess your current competency in a defined range of activities.

Demonstrate knowledge of support systems required for the provision of open, flexible, and networked learning.

- Demonstrate a commitment to the role of an OFNL teacher as a responsible and ethical practitioner. Understanding (Green) Evidence (Green) Moderation (Red)
- Demonstrate research-based knowledge of pedagogically effective use of OFN technologies. Understanding (Red) Evidence (Green) Moderation (Yellow)
- Apply OFNL technology in a range of environments to meet the needs of a diverse student population. Understanding (Green) Evidence (Yellow) Moderation (Green)

- Competent, confident and capable in this aspect
- Has a degree of competence and confidence in this aspect
- Needs to acquire competence and confidence in this aspect
Pictorial Carpet

Step 1
Participants are asked to reflect on their current practice using the CAT.

Step 2
Their responses are aggregated to provide a “pictorial carpet” illustrating their capability in open, flexible, and networked learning.

Step 3
They can now use this pictorial carpet to identify their strengths and areas of potential improvement.

- Competent, confident and capable in this aspect
- Has a degree of competence and confidence in this aspect
- Needs to acquire competence and confidence in this aspect
Portfolios

• A professional portfolio is the *purposeful* collection of an individual’s activity. Structured to demonstrate effort and achievement against professional standards.

• In accreditation environments digital portfolios can provide a protected space where learner evidence of competencies can be rigorously controlled and systematically evaluated.
Curriculum Design: Empowerment & Equity
Equity in Education

Premise
To provide open access to internationally recognised education regardless of culture, physical location, economic background or language.
International Recognition

• When countries “credential” qualifications do they favour content and structure?
• Are individual conceptions of “quality” focused on institutional brands?

• Dependency or Empowerment?
Assessment Rubrics

• What would happen if
  – multiple international organisations identified and agreed upon “best-practice standards”
  – these standards are used to create assessment rubrics
  – the use of these assessment rubrics are consistently “monitored” by an international consortium

Reflective Frameworks
When we understand the score
We play the tune
Haere rā

Goodbye