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Asia-Europe Meeting
ASEM Education and Research Hub
for Lifelong Learning

Seminar G Speakers and Abstracts

Seminar **G- 'ICT's role for learning unlimited'**

at Room D169 at 1530- 1700 on 29 May 2012

Chair: Professor Taerim Lee, Korea National Open University

G1: *Development, Distribution and Publishing of Cross-media Learning Content for Lifelong Learners*

Dr. Tsuneo Yamada, Center of ICT and Distance Education, the Open University of Japan (OUJ-CODE)

The learner characteristics in OUs (open universities) and LLL (lifelong learning) institutions are broader than traditional universities and schools. For example, thirty percent and more of the OUJ students are over fifty years old. Their academic backgrounds and occupations are also various. The institutions are requested to assure the quality of learning even if they must admit all of the applicants because of the government and institutional policies for open education and LLL. In order to prepare for the diversity of learners and their learning processes, the institutions as course/ content providers should have variable and flexible learning platforms and content by utilizing advanced ICTs.

In order to learn in more comfortable learning environment, OUJ uses digital broadcasting (TV or radio, terrestrial and/or satellite), printed materials, the Internet and these combinations as delivery media. While computer/Internet literacy classes are held in all regional study centers (at least one center in each prefecture, totally 57) and many elderly students study hard, the utilization of more user-friendly and accessible media, such as smart media, is also examined in pilot studies.

Another issue is how to deliver the right content at the right timing to each learner. It suggested that courseware should be reconstructed in each context at least partially, that is, that personalization of learning should be realized. In order to customize learning content under the financial and human resources in assuring the quality, some strategies for sharing and reuse of the materials and the pedagogical data are indispensable. At OUJ, the content production for each medium has been independent each other. For example, copyright clearance was processed in each phase (i.e. printed textbook, broadcasting program, video streaming version of broadcasting program, open content and so on) by different producers and production units. A probable solution to realize efficient development of cross-media content is to build up an in-house integrated production system and content distribution infrastructure including a materials repository.

Another solution is to share learning materials and pedagogical data cross-institutionally and to exchange them on the digital marketplace, free of charge or in proprietary fashions. In order to facilitate the international sharing and exchange of quality learning content, the national hub organization in each country and region, which managed the functions for federated repositories and meta-referatories, established the Global Learning Objects Brokered Exchange (GLOBE) consortium in September 2004 (the current number of GLOBE member organizations is 14). An initial objective of GLOBE was to provide a global infrastructure to share data for cross-institutional searches world-wide and to support to realize "critical mass". Now, it is to provide various value-added services to learners and teachers in order to find the right content from innumerable repositories on the globe.

In this presentation, we focus on the development, distribution and publishing of cross-media learning content, introduce several concepts and practices which realize customization and personalization, considering the sustainability, and discussed the new collaborative frameworks among institutions and business models under private/public partnership for our unlimited lifelong learning.

G2: *Professional and Practice Learning Environment*

Dr. Mary Thorpe, Professor of Educational Technology, the Open University UK

The Open University provides social work degree qualification for over 10% of social work graduates annually and makes innovative use of ICT as a core element in students' learning experience. The OU's expertise in this area was recognised in the award of a HEFCE-funded Centre of Excellence in Teaching and Learning (CETL) in 2005, titled the Practice-based Professional Learning CETL. This Centre funded a range of practice learning projects, including in 2010 The Practice and Professional Learning Environment (PePLE), whose aim was to create an online learning environment for social workers and related staff, at http://peple.open.ac.uk/

The role of ICT was seen as potentially important in the context of social work. Over preceding decades, loss of experienced staff, increasing workloads and the growth of target-driven organisational cultures have meant that it is not always possible to provide opportunities for reflective supervision by a qualified social worker with appropriate training and experience. In addition, online access to both resources and computer-mediated communication is more widely available. In theory, expertise does not have to be limited by the current staffing in particular workplaces since expertise can be accessed in the form of research and good practice documentation, and online discussion of the issues these raise. Although in practice not all social workers have good access to technology, the project set out to create an online environment providing audio-visual and text resources for flexible use by either individuals or teams in the workplace. A basic forum area is also available on the site and with signature of a licence agreement, workers within an organisation are free to use the site as they choose, once they have registered. The aim is to support effective continuing professional development in the workplace, in areas of child protection and some aspects of adult services, and to support in particular the supervisory relationship through specially-commissioned structured learning resources intended for both the supervisor and supervisee. An overview of the project and its evaluation will be delivered.

G3: *Sharable Thai OER: Enhancing Learning Unlimited*

Dr. Thapanee Thammetar, Assistant Professor, Faculty of Education, Silpakorn University / Director of Thailand Cyber University Project, the Office of the Higher Education Commission, Ministry of Education, Thailand

Thailand Cyber University Project (TCU), under the Office of the Higher Education Commission has supported distance learning via the internet science 2005. Operated under the e-Education Policy of the second Thailand National ICT Policy Framework, IT 2010 (2002-2016), TCU acts as a center assisting all the higher education institutes to use Information and Communication Technology (ICT) to enhance education quality and provide e-learning to people at all levels in order to increase educational opportunities and to support the lifelong learning of the Thai people.

Since its establishment, TCU has been actively promoting sharable Open Educational Resources (OER) to all Thai Universities. TCU can be referred to as a public content provider, supporting utilization of ICT to enhance quality of education at national level. Resources provided include courseware, learning media, e-books, e-journals, and digital content (research articles, theses and dissertation, etc.). These educational resources are made available in electronic form, reachable by all with the help of the internet at http://www.thaicyberu.go.th.

Presently, TCU is offering over 700 freely available courses on the website. More than 100,000 learners have enrolled in one or more courses, and more than 1,400,000 people have visited the website so far. In addition, TCU has also offered a range of certificate programs, which over 10,000 persons have participated to date.

TCU is pioneering for development and effective deployment of self-paced learning media, as a best practice model suitable for the context of Higher education in Thailand (for example: delivering

digital content via IPTV technology). To realize this goal, TCU establishes a "Common Infrastructure" inter-connecting nine major state universities across the country in nine different regional areas. This "Common Infrastructure" enables sharing of the educational resources belong to its member institutions and sub-networks, thus serving as a national hub of Thailand Open Educational Resources (Thailand OER).

As a hub, TCU provides a central web portal, as a mechanism for the members to search for educational contents within the national network and from inter-connecting Global network through TCU Gateway. In addition, TCU also focuses on development of human resources by conducting full-range of e-training programs via TCU Academy. Combination of strong human development programs and strong inter-connecting network should enable Thailand OER to its full potential.

In summary, Thailand OER is clearly seen as a critical success factor in enhancing education of the country, which has constantly been underlined in recent Educational and ICT policies issued by the Government or related Authorities. With the support from TCU, Thailand OER should hopefully be flourished and hence enhancing quality of learning to the unlimited, as well as enabling lifelong learning for all the Thai people in the near future.