

*Global Connections – Local Impacts
Opportunities and Challenges
for Cross-Border Open and Distance
Learning*

Dr. Don Olcott, Jr., Chief Executive

The Observatory on Borderless Higher Education (OBHE)

and

**Chairman of the Board, United States Distance Learning Association
(USDLA)**

Global Forum on Open and Distance Education

Shanghai, China

19-21 October 2008

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Higher Education, 2008



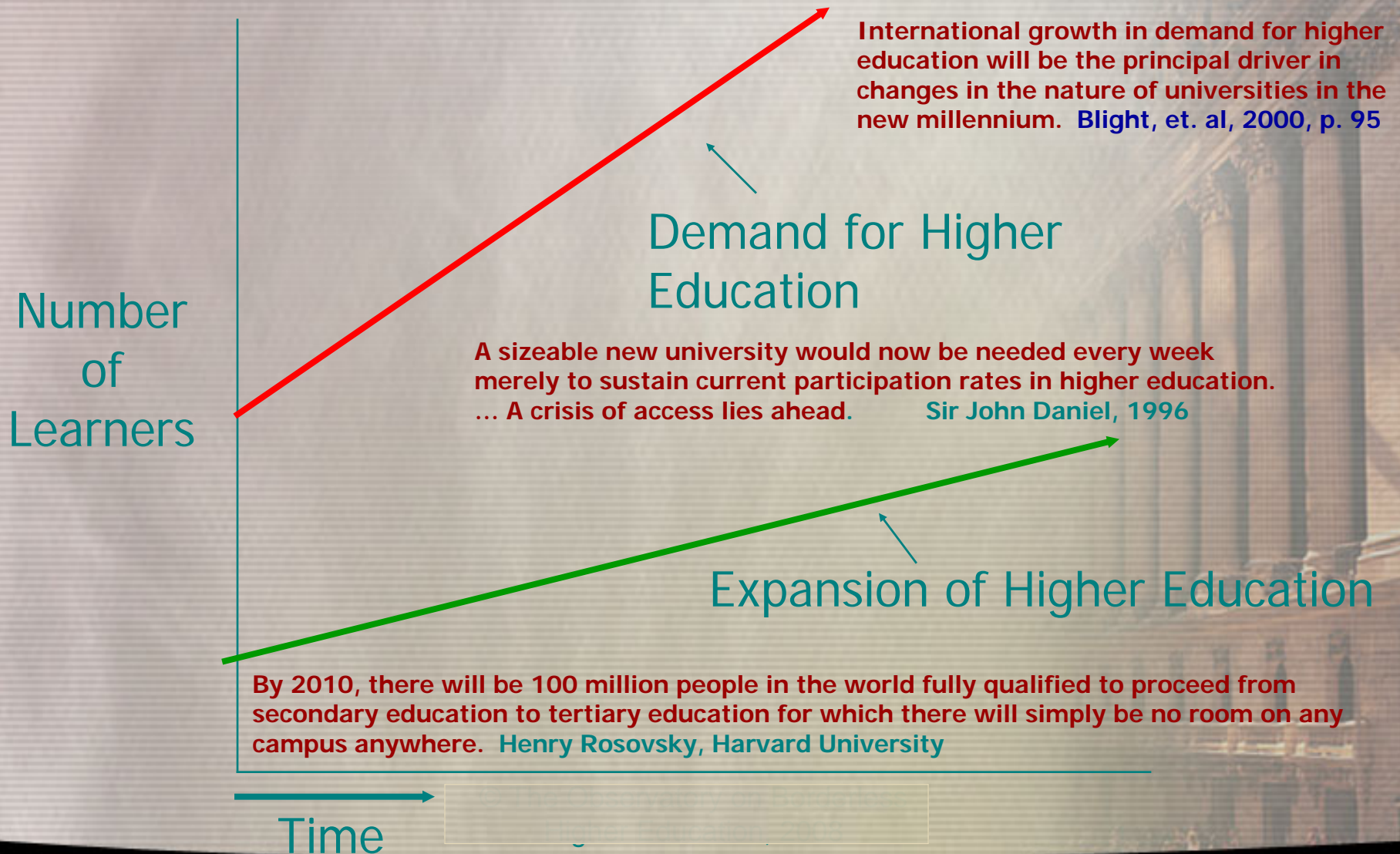
Liang Qichao (1919)

Impressions from my European Journey

‘Our nation has a great responsibility . . .
to enrich our culture with Western culture
and to enrich Western culture with our
culture, so that they may fuse into a new
culture.’

Access: The Global Challenge

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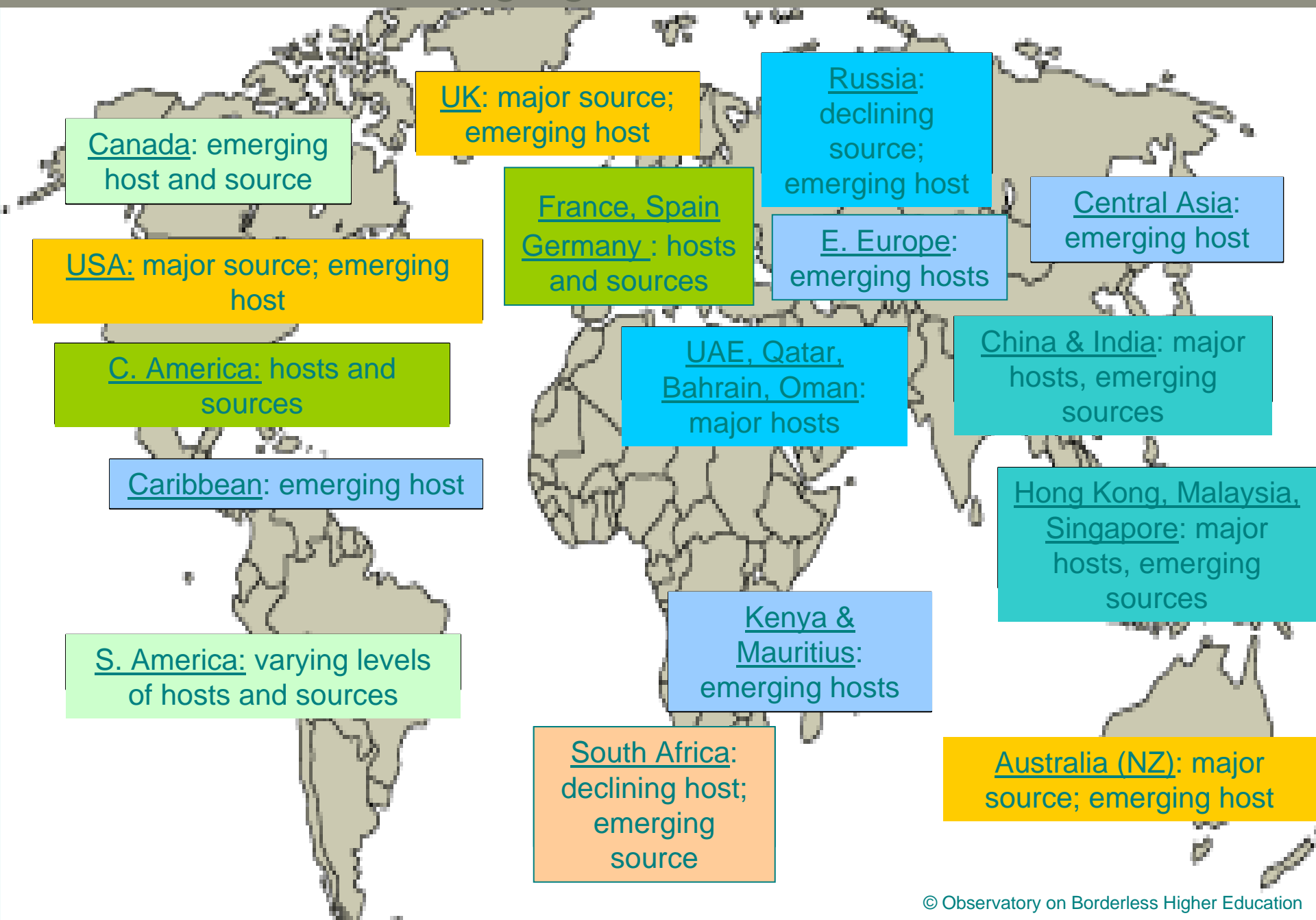
Going Global: The Driving Factors for Universities

- Alternative funding sources
- Adoption of 'English' as the global language
- Diversification and increase in international student mobility for higher education and employment
- Workforce needs – skills migration
- Demand by developed and developing countries for technology transfer and research collaboration

Trends in Global Cross-Border Higher Education

- Host nations are becoming more selective in approving and selecting foreign providers
- Cross-border research exchange is a rapidly growing priority among nations
- Quality assurance oversight agencies, internal and external, are monitoring universities operating in other countries more closely
- Competition for internationally mobile students is growing more intense each year

Emerging Hosts & Sources



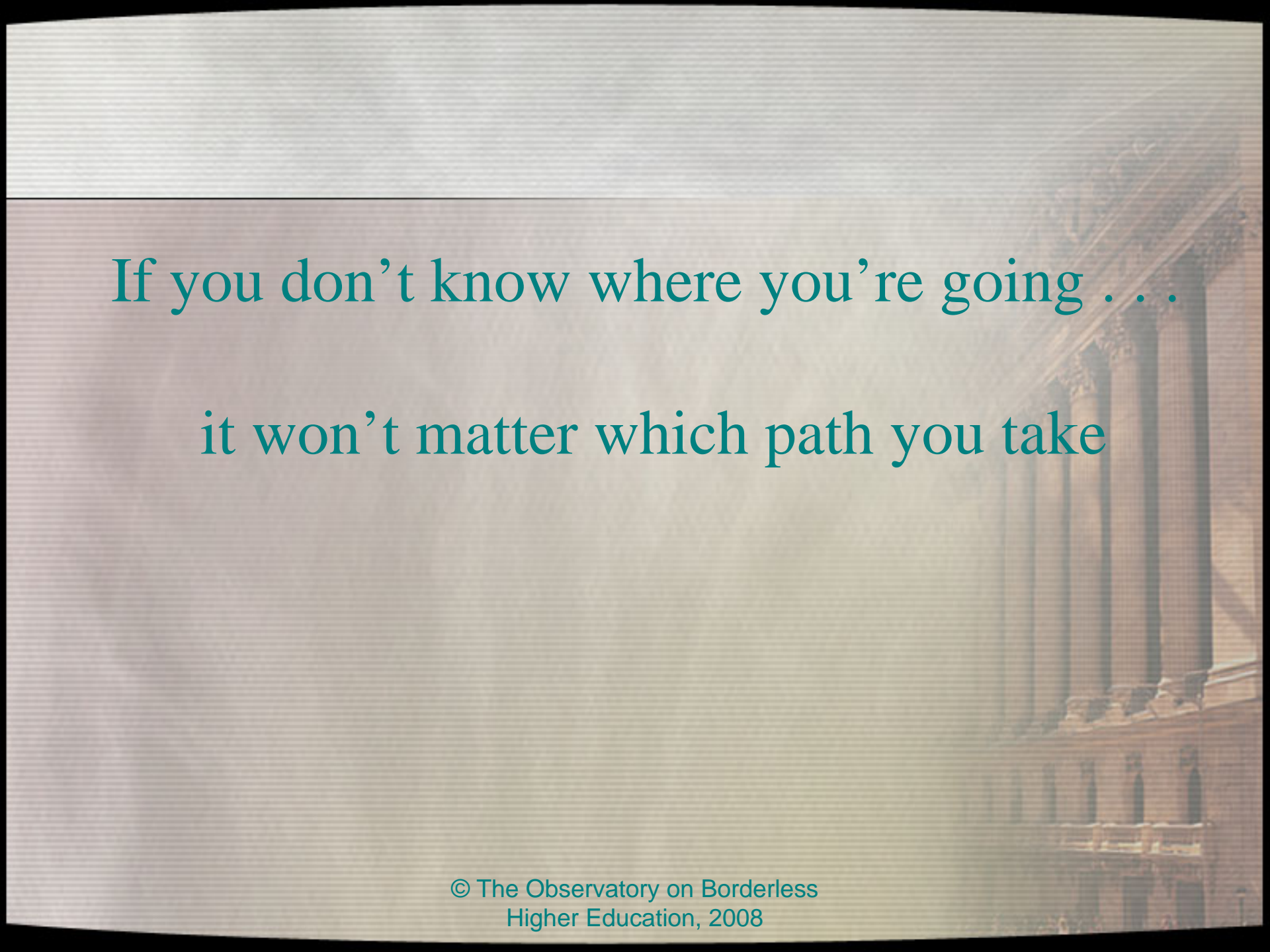
Defining the Global University (Thomas, 2007)

- Global brand penetration
- Comprehensive excellence in research, teaching, academic staff, facilities, leadership and governance
- Innovative global research
- Global distribution of teaching and learning
- Diverse student and staff demand – many international visitors
- Impacts on global issues and policy formation
- Close interactions with global business

Global Distance Learning (Ad) Ventures



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The background of the slide is a faded, sepia-toned photograph of a grand classical building. The building features a prominent portico with several tall, fluted columns supporting a decorative entablature. The perspective is from a low angle, looking up at the structure. The overall tone is historical and academic.

If you don't know where you're going . . .
it won't matter which path you take

Global Distance Learning

75% of global cross-border higher education is delivered in face-to-face formats

WHY?

Barriers to Global Distance Learning

- Academic programs, research, and tech transfer carry ‘real people’ credibility in host nations
- The research and best practices base for the interconnected impacts of online learning, language and culture is in its infancy
- Technology is not culturally neutral
- Digital divide is not an illusion . . . it is real and a major access barrier for global distance learning

The Cultural Imperatives

- Research the core cultural, language, social norms and traditions of the host nation – show respect
- Expand trans-cultural research towards creating teaching models that address technology, language, culture and social norms
- Build regional partnerships
- Student-centered learning - How can our global students make us better teachers?

Strategic Considerations for University Leaders

- Articulate how global distance education initiatives align with institutional mission and strategic goals
- Align distance teaching with instructional design formats that compensate and respect language, culture and social norms of foreign students
- Develop a risk management strategy for major international distance learning initiatives
- Why can you do it better than your competitors?

The Global Future for Distance Learning

- The global distance learning market will grow significantly in the next ten years
- Maintaining the focus on effective teaching and learning rather than the technologies
- Building partnerships with the right partners
- Creating and dissemination knowledge rather than just information

Mark Twain

Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.

The background of the slide is a faded, sepia-toned photograph of a grand classical building. It features a series of tall, fluted columns supporting a heavy entablature. The perspective is from a low angle, looking up at the facade of the building. The overall tone is historical and academic.

d.olcott@obhe.ac.uk

THANK YOU

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