



***The Challenges and Perspectives
of Borderless Higher Education***

**Dr. Don Olcott, Jr., Chief Executive
The Observatory on Borderless Higher Education (OBHE)
and
Chairman of the Board, United States Distance Learning Association
(USDLA)**

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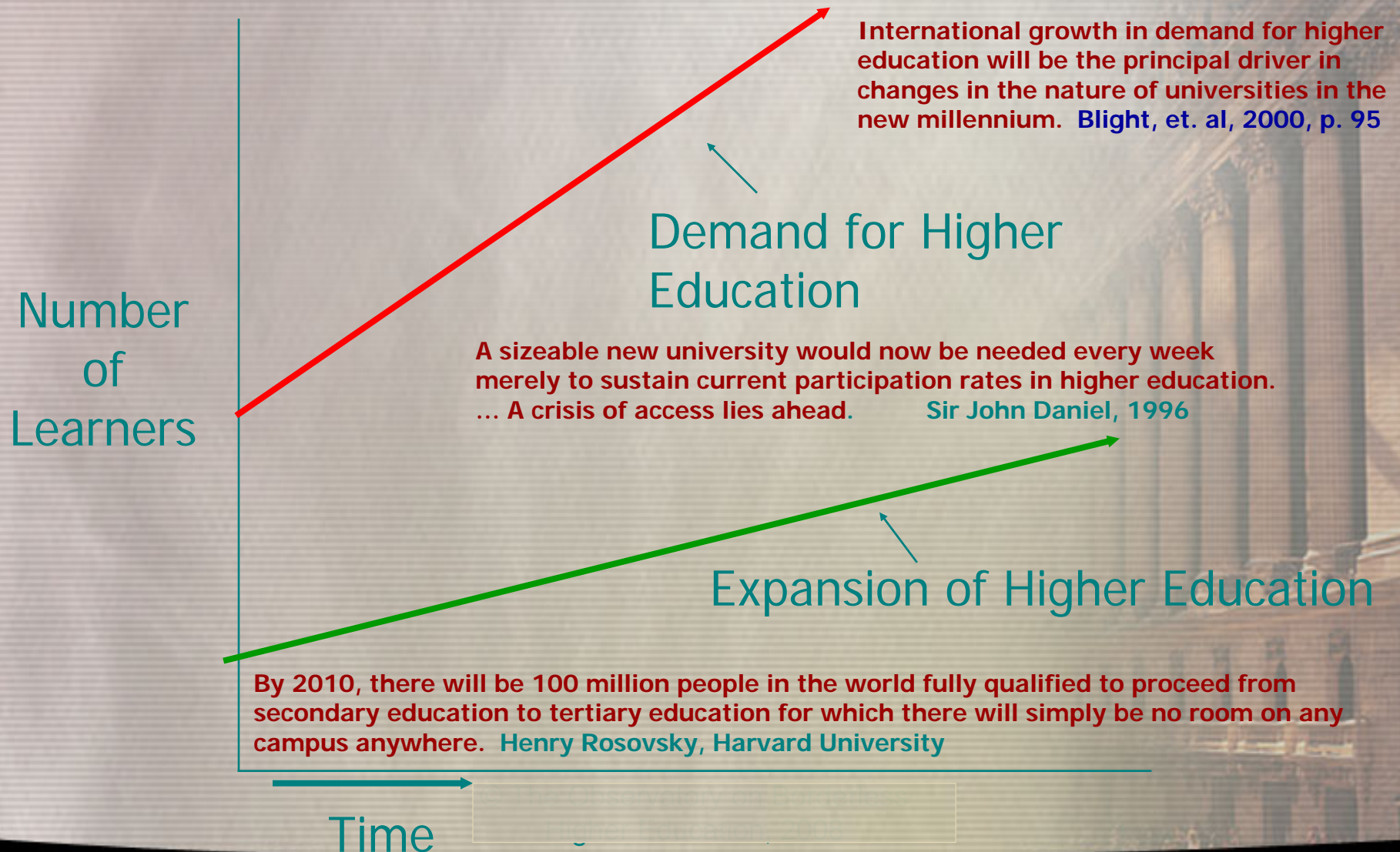
The background of the slide is a faded, sepia-toned photograph of a grand classical building. The building features a prominent portico with several tall, fluted columns supporting a decorative entablature. The architecture is reminiscent of neoclassical or Beaux-Arts styles. The image is positioned on the right side of the slide, with the rest of the background being a light, hazy gradient.

Reflections - 1988

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Access: The Global Challenge

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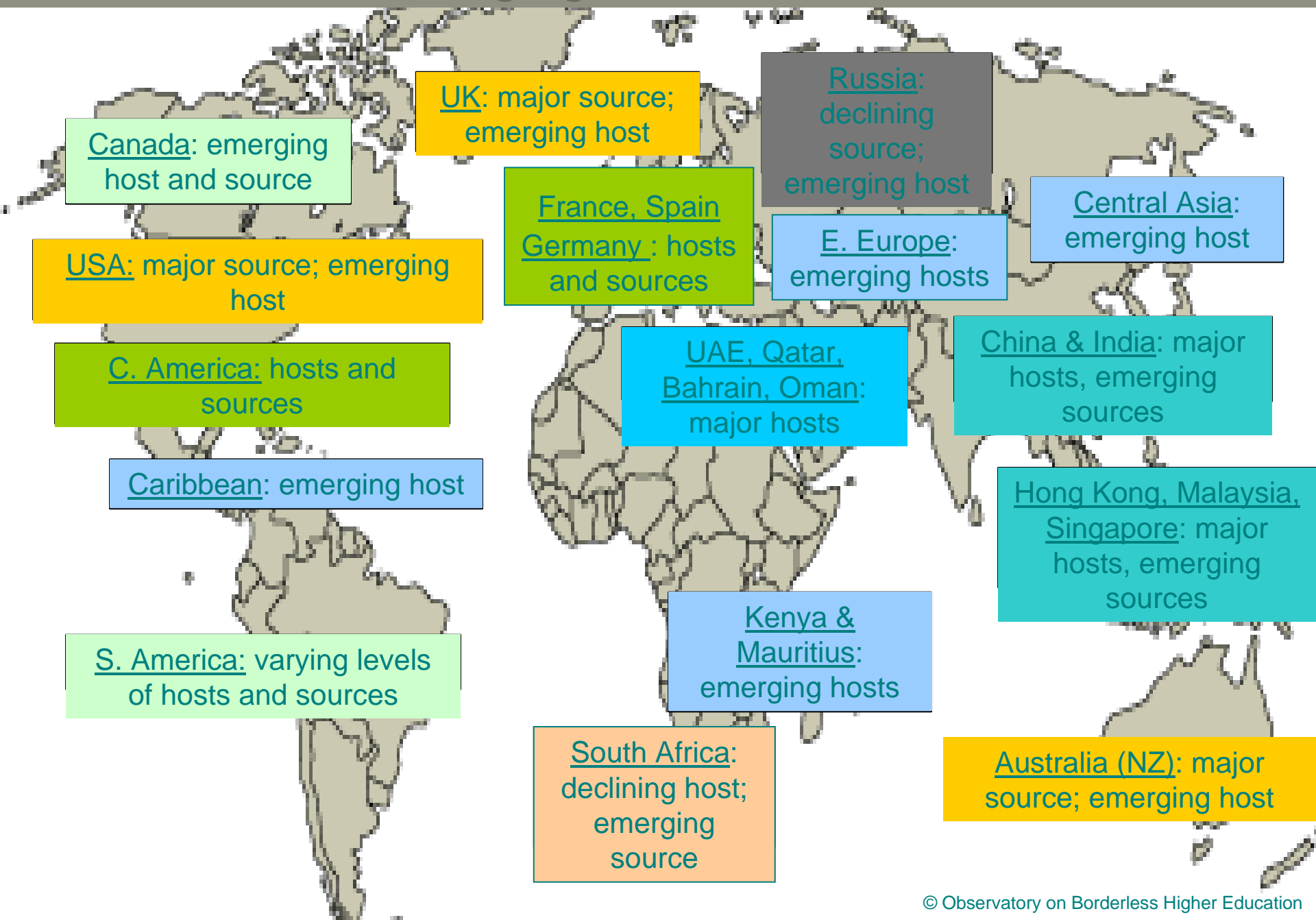
Playing on the International Stage: The Driving Factors

- Tapping alternative funding sources to replace reduced government allocations to tertiary education
- Exponential adoption of 'English' as the global language of business
- Interconnectedness of a global society and economy
- Diversification and increase in international student mobility
- 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 of entering foreign providers
- Asia, Europe, the Middle East, and Gulf States are most active cross-border host regions . . . this will change
- Cross-border research exchange is a rapidly growing priority among nations
- Quality assurance oversight agencies, internal and external, are paying increasing attention to universities operating abroad
- Competition for internationally mobile students is growing more intense each year

Emerging Hosts & Sources



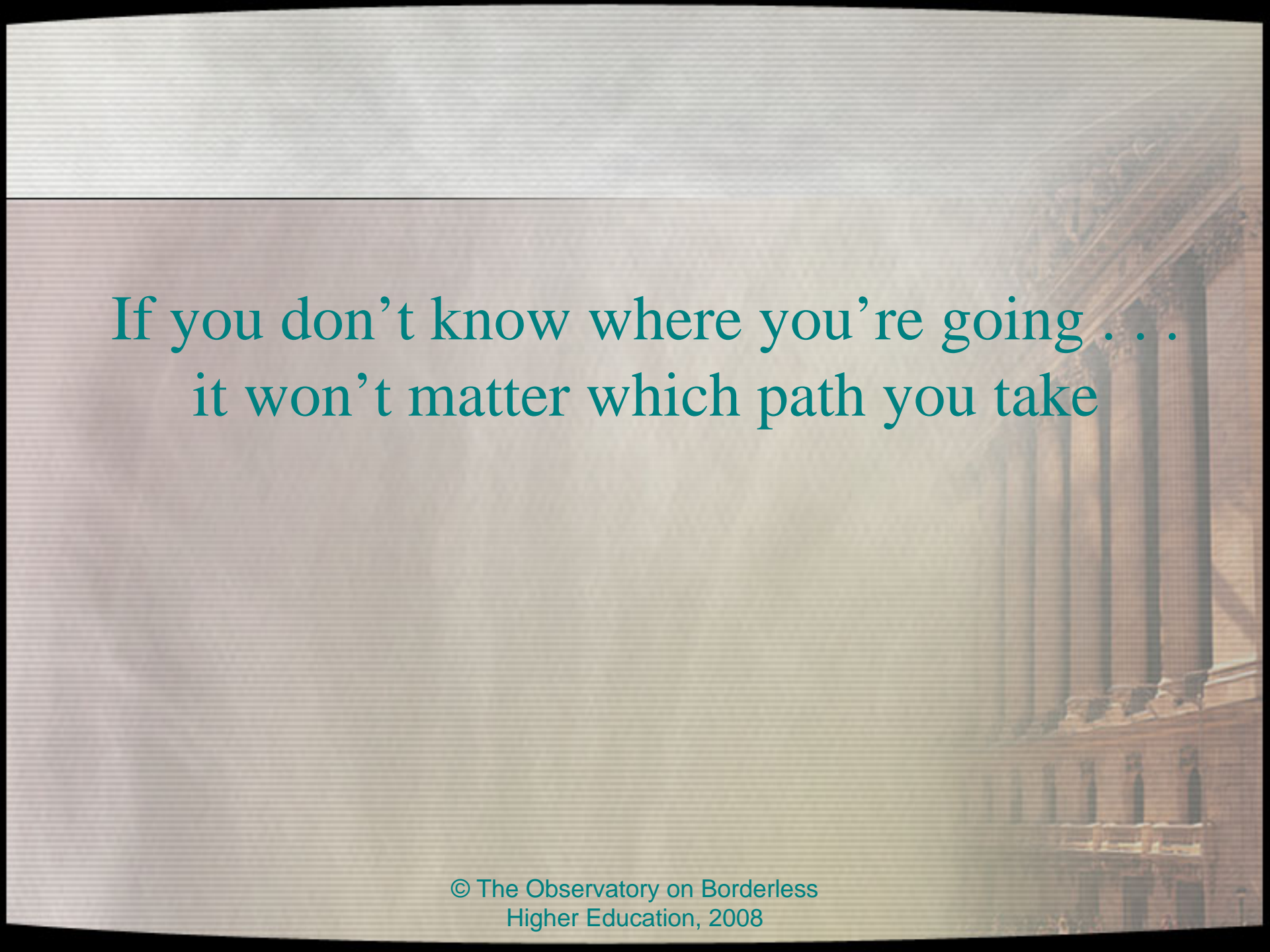
Defining the Global University (Thomas, 2007)

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

Global Distance Learning



25% - 50% - 75% of global higher education is delivered via open and distance learning formats?

The Global Distance Factors

- Western technology, academic programs, research, and tech transfer carry ‘real people’ credibility in foreign countries.
- 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 barrier for many countries.
- Funding or redistributing resources to conduct research in international distance teaching

Strategic Considerations for Institutional Leaders

- Articulating clearly that international distance education initiatives align with institutional mission and strategic goals
- Aligning distance teaching with instructional design formats that compensate and respect language, culture and social norms of foreign students
- Developing a risk management strategy for major international open and distance learning endeavours
- Why can you do it better than your competitors?
- A story

The Future

- The global distance learning landscape and market will expand exponentially
- Maintaining the focus on effective teaching and learning rather than the technologies
- Engaging in partnerships with the right partners

Henry L. Mencken

For every complex problem there is a
simple solution

And it's wrong!!!

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 structure, which recedes into the distance on the right side of the frame.

d.olcott@obhe.ac.uk

THANK YOU

www.obhe.ac.uk