

9-12 September 2019 | Edinburgh, Scotland

Wednesday | September 11, 2019

Registration: Time 8:30 – 9:00

PLENARY SESSION: Keynote 2

Room: President's Suite / Time 9:00 – 10:00

Speaker: Ms Sarah Brown, Chair, Theirworld and Executive Chair, Global Business Coalition for Education

Chair: TBC by OU

Tea Break: Time 10:00 – 10:30

PARALLEL SESSIONS

Sub-Theme: Equity and Inclusion

Room: Cap and Thistle 1 / Time 10:30 – 11:25

Track: Lifelong Learning

Parallel Session 4

Title of the Session: Skills Training for Marginalised Groups

This session will be an opportunity for exchanging experiences of providing lifelong learning for marginalised groups as well as those in prison. It explores areas such as their aspirations, problems encountered, motivation and accomplishments, and how these can be addressed with rehabilitative educational activities and support through the inclusion of practical skills for illiterate artisans.

Facilitator: Lystra Sampson-Ovid

Rapporteur: Zobaida Akhter

Paper ID	Title	Presenters	Institution	Country
98	Remembering the Forgotten: Benefits of Prison Education for Awaiting Trial Inmates in Nigeria	Francisca Anene	National Open University of Nigeria	Nigeria
174	An Impact Assessment of Training Package for Inculcation of Skills among Leather Goods Workers	Laura Osayamwen Sanjivani Mahale, Hemant Rajguru	Bols Attorneys and Solicitors Yashwantrao Chavan Maharashtra Open University	Nigeria India
251	Promoting Rural Development in Border Disturbed Regions of India through Inclusive Growth in Agriculture by Using Open and Distance Learning technologies (ODL)	Indrani Lahiri	Indira Gandhi National Open University	India

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83	Policy Interventions and Alternative Learning Pathways: Foundation Level Training in the Workplace	Anne Alkema	Industry Training Federation	New Zealand
84	Managing Student Transition from Conventional to Open Schooling: A Case Study of Namibia.	Heroldt Vekaama Murangi	Namibian College of Open Learning	Namibia

Room: MacPherson 1/ Time 10:30 – 11:25		Track: Innovation		Parallel Session 4
Title of the Session: Education for Women and Girls Is a Priority for Achieving Sustainable Development				
<i>This session takes a critical look at factors to be considered for achieving women's and girls' education where they are exposed to various challenges, such as low literacy levels, domestic labour as well as cultural bias against women's education. It reflects on innovative initiatives that involve civil society, government, business and local and international NGOs, working towards providing second-chance education and alternative learning opportunities within communities.</i>				
Facilitator: Mansah Prah		Rapporteur: Sabeen Almas		
Paper ID	Title	Presenters	Institution	Country
66	Inclusion and Diversity to Support Girls' Education in a Context of Low Literacy: Innovative Projects in South Sudan	Pia Philip	Gbudwe State Ministry of Education	South Sudan
		Jean Hartley	The Open University	United Kingdom
		John Benington	The University of Warwick	United Kingdom
		Mark Simmons	Friends of Ibba Girls School	United Kingdom
50	Significant Effects of Human Resource Management Practices on Open and Distance Teacher Educator (ODTE) Development: In Bangladesh Perspective	Motaharul Islam	Bangladesh Open University	Bangladesh
35	Use of Cost-Effective Digital Technologies for Empowering Pakistani Women of Disadvantaged Communities – A Reflective Narrative	Munir Moosa Sadruddin Sewani	Sindh Madressatul Islam University	Pakistan
147	Meta-Cognition in Teaching Skills A Better Approach to Teacher-Training Program	Mary George Varghese	MES Pillai College of Education and Research	India
202	A Multi-Sectorial Approach in Education for Equity, Social Inclusion and Empowerment in Botswana	Shadreck Balisi, Boingotlo Moses, Montlennyane Madisa, Phuthego Phuthego Molosiwa	Botswana Open University	Botswana

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Sub-Theme: Employability

Room: Moncrieff Lounge / Time 10:30 – 11:25		Track: Lifelong Learning		Parallel Session 4	
Title of the Session: Employability and Empowerment					
<i>This session presents a series of case studies in which learners have become more empowered as they have developed skills, and it explores the link between academic ambition and employability.</i>					
Facilitator: Bridget Dennis		Rapporteur: Phyllis Kasonkomona			
Paper ID	Title	Presenters	Institution	Country	
208	Supporting Empowerment of Female Readymade Garment Workers in Bangladesh through Lifelong Distance Learning Approach	Sadia Afroze Sultana, Ananya Laboni	Bangladesh Open University	Bangladesh	
184	Empowering the Handicraft Artisans through ODL Mode	Praveen Chauhan	National Institute of Open Schooling	India	
128	Empowering Girls and Young Women through the GIRLS Inspire Project	Samwel Gasuku	Institute of Adult Education	Tanzania	
141	Imparting Skills for Inclusive and Sustainable Development: An Open Schooling Perspective	Neelima Pant	National Institute of Open Schooling	India	
198	Learners' Perception of Their Own Employability Skills	Sushmita Mitra	Independent	United Kingdom	

Sub-Theme: Opening Up Education

Room: Up and Under Bar / Time 10:30 – 11:25		Track: Innovation		Parallel Session 4	
Title of the Session: Open Education for Development					
<i>These papers highlight the transformative work being done to expand access to and improve the quality and relevance of open and distance education. The session discusses the opportunities and challenges faced across a range of contexts, including national systems, regional organisations, professional communities and learning institutions.</i>					
Facilitator: Siatukimoana Vaea		Rapporteur: Kirk Perris			
Paper ID	Title	Presenters	Institution	Country	

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121	Adaptive Project Design: Early Insights from Working on the Transformation of the Distance Education System in Myanmar	Jon Gregson, Andy Lane, Matthew Foster	The Open University	United Kingdom
108	Regional Training and Research Institute for Distance and Open Learning (RETRIDOL) – Commonwealth of Learning Partnership: A 16-Year Journey in Pursuit of Opening up Access to Education	Patrick Eya, Moses Shaibu, Clifford Amiri	National Open University of Nigeria	Nigeria
278	Transformation of Open Distance Flexible Learning at the Intersection of National Reform of Vocational Education and Training	Caroline Seelig, Alan Cadwallader	Open Polytechnic	New Zealand
88	GO-GN: Lessons in Building an Open Research Community	Martin Weller, Robert Farrow, Beck Pitt	The Open University	United Kingdom
167	Lived Experience of Developing a Blended Learning Academic Programme in a Traditionally Presential University	Paul Birevu Muyinda, Samuel Ndeda Siminyu, Jessica Norah Aguti, Godfrey Mayende, Dianah Nampijja, Richard Kajumbula, Jamiah Mayanja, Dorothy Kyagaba Ssebbowa, Harriet Nabushawo, David Kabugo, Michael Walimbwa, Julius Shopi Mbulankende, Nazarius Turyakira Ghislain Maurice Nobert Isabwe	Makerere University University of Agder	Uganda Norway

Room: Cap and Thistle 2 / Time 10:30 – 11:25		Track: Quality		Parallel Session 4	
Title of the Session: OER and Perceptions of Quality					
<i>This session will address the concept of quality by examining student and faculty perceptions of and experiences with OER. Papers focus on their views about the quality and relevance of OER, the experiences that they value, and the institutional and technological barriers that impede learning.</i>					
Facilitator: Makotelo Teboho Motseko			Rapporteur: Yvonne Palma		
Paper ID	Title	Presenters	Institution	Country	

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279	Open Education in Kiribati: Stakeholder Perception of the Quality of eLearning Resources	Tekonnang Timee Aberaam Tebitaki	Kiribati Teachers College	Kiribati
117	A Study of Higher Education Students Awareness of MOOC (SWAYAM) Programme and Usefulness of a Teacher Education Course Offered through SWAYAM	Pravat Kumar Sahoo, Namita Sahoo, Usha Devi	University of Allahabad	India
47	The Impact of Technology Enabled Learning Implementation Using Moodle at the National University of Samoa: Analysis of Student Perceptions	Ioana Chan Mow, Tara Patu, Agnes Wong Soon, Oloa Lipine, Mose Mose	National University of Samoa	Samoa
122	TESSA Open Education Resources: A Springboard for Kenya's Competency-Based Curriculum	Sammy Mutisya	Maasai Mara University	Kenya
269	Opening up Access to eLearning Experiences: A Caribbean Case Study	Claudette Fongkong-Mungal Royston Emmanuel	University of West Indies Sir Arthur Lewis Community College	Barbados Barbados

Sub-Theme: Technology

Room: President's Suite / Time 10:30 – 11:25		Track: Lifelong Learning		Parallel Session
4				
Title of the Session: Scaling up Education and Training through MOOCs and OER				
<i>MOOCs and OER have the potential to improve access to educational programmes in many developing countries. They therefore provide a means for scaling up education and training. The papers presented in this session provide some evidence drawn from studies in different contexts.</i>				
Facilitator: Mohamed Ally		Rapporteur: Dennis Luseni		
Paper ID	Title	Presenters	Institution	Country
38	Achieving a Better Completion Rate in MOOCs through a Blended Approach	Kalpana Kannan, Mahendra Parmar, Sajjan Dixit, Urmila Deshmukh	Indian Institute of Technology Bombay	India
82	Supporting Professional Development through MOOCs: the TESSA Experience	Kris Stutchbury, Sandra Amos, Liz Chamberlain	The Open University	United Kingdom

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133	Impact Assessment of OER Repository of Bangladesh Open University	Md Mizanoor Rahman	Bangladesh Open University	Bangladesh
		Manas Ranjan Panigrahi	Commonwealth Educational Media Centre for Asia	India
		Santosh Panda	Indira Gandhi National Open University	India
139	A Review on Awareness Levels of Open Educational Resources (OER) and Free Technologies Used for ODL Fashion Education in the Case of the Open University, Sri Lanka	Himasha Gunasekara	The Open University of Sri Lanka	Sri Lanka

Room: Centenary Club Lounge / Time 10:30 – 11:25		Track: Innovation		Parallel Session 4	
Title of the Session: Scaling Up Education and Training through MOOCs and OER					
<i>MOOCs and OER have the potential to improve access to educational programmes in many developing countries. They therefore provide a means for scaling up education and training. The papers presented in this session provide some evidence drawn from studies in different contexts.</i>					
Facilitator: Mohammad Junaid			Rapporteur: A.K.M. Iftekhar Khalid		
Paper ID	Title	Presenters	Institution	Country	
146	Innovations in MOOC Platforms for Improved User Experience	Aditya Vadlamani, K.T. Revathy, T.V. Prabhakar	Indian Institute of Technology, Kanpur	India	
215	Integration of Artificial Intelligence Based Technologies in Development of OER	Venkata Suresh Pachigolla	Indira Gandhi National Open University	India	
261	Supporting OER Qualification and Creation: The TEL MOOC Case	Nathaniel Ostashevski, Dan Wilton, Martha Cleveland-Innes Sanjaya Mishra	Athabasca University Commonwealth of Learning	Canada Canada	
70	Developing a Framework for the Implementation of Augmented Reality in the Pedagogy of the Open University of Mauritius	Tomal Kumar Chadeea Paul Prinsloo	Open University of Mauritius University of South Africa	Mauritius South Africa	

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WORKSHOP and PANEL SESSIONS

Sub-Theme: Employability

Room: MacPherson 2 / Time 10:30 – 11:25

Workshop

Title of the Workshop/Panel: Integrating Employability in Universities and National Quality Assurance Frameworks

In many countries in Africa, higher education institutions are graduating increasing numbers of students every year, and in a variety of disciplines. While this is a positive development, which shows improving participation rates in higher education on the continent, it is also alarming that an increasing number of university graduates are failing to secure employment. Apart from being highly frustrating for both the graduates and their families, graduate unemployment poses a serious social threat in African societies. To alleviate this problem, universities must rethink their strategies and consider employability as an integral aspect of their role. Over and above this, the quality of an institution and of its programmes of study should be judged according to the extent to which they promote the employability of graduates.

With support from COL, seven southern African universities together with their respective national quality assurance agencies are working on integrating employability standards/guidelines into their quality assurance frameworks. The main purpose of this project is to encourage higher education institutions to have employability strategies that are explicitly built into programmes of study and other student support activities of the university. As an integral part of the quality assurance frameworks, employability standards/guidelines will help universities monitor how well they are implementing employability activities. Equally important, national quality assurance agencies will use the standards/guidelines to monitor the same at the national level.

To date, the seven institutions have developed employability standards/guidelines, which they have piloted to identify existing gaps in terms of initiatives being implemented and competencies and skills that are being imparted to students. National quality assurance agencies have also used the guidelines to collect data on employability from key stakeholders in higher education, like registrars and quality assurance directors of selected universities. The preconference workshop was most revealing in terms of what is currently in place in institutions and the gaps that need to be eliminated. Insights gained through the pilot will inform employability strategies that will be implemented in project institutions for the remaining part of the project.

Facilitators/Moderators:

- Catherine Margaret Amiss, University of Namibia
- Ephraim Mhlanga, South African Institute for Distance Education, South Africa
- Romeela Mohee, Commonwealth of Learning

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Sub-Themes: Opening up Education; Technology; Employability; Equity and Inclusion

Room: MacPherson 3 / Time: 10:30 – 12:25

Workshop

Title of the Workshop/Panel: Capacity Building and Skills Development in the Pacific with *Open, Flexible and Technology-Enhanced Learning*

Participants in this workshop were drawn from several Pacific Island nations, including Fiji, Tonga, Kiribati, Tuvalu, Vanuatu, Solomon Islands and New Zealand. Organisations represented by attendees at this workshop included government ministries, universities, churches, schools and other skills-development organisations.

The goals of the Shangri-La workshop were to consider data gathered from a baseline survey and an exploratory study of existing reports on the needs of Pacific Islanders in the following areas:

- Skills development for improving employability
- Resilience education, youth development and the education of women, girls and the vulnerable
- Primary and secondary education, and teacher professional development

An important output of the Shangri-La workshop has been the framing of initiatives and projects based on a consideration of existing data and in light of the experience of practitioners in the field. These initiatives will complement existing and ongoing efforts of governments and other agencies in the region or initiate new efforts to address identified needs.

Participants at this PCF9 workshop (i.e., government ministers and other invitees) will consider proposals from the Shangri-La (Fiji) workshop for their integrity and viability. Following this, these proposals will be further developed for consultation with stakeholders and subsequent implementation in the region with the support of USP, COL and MFAT (NZ).

Speakers/Presenters:

- Som Naidu, Pro-Vice Chancellor, The University of the South Pacific, Fiji
- Tom Haig, Ministry of Foreign Affairs and Trade (MFAT), New Zealand
- Mojito Jione, The University of the South Pacific, Fiji
- Sharishna Narayan, The University of the South Pacific, Fiji
- Deepak Bhartu, The University of the South Pacific, Fiji
- Venkataraman Balaji, Vice President, Commonwealth of Learning

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PARALLEL SESSIONS

Sub-Theme: Equity and Inclusion

Room: Cap and Thistle 1 / Time 11:30 – 12:25		Track: Quality		Parallel Session 5	
Title of the Session: Viable delivery models					
<i>This session will reflect on strategies that were used to integrate technology and OER to increase access and ensure improved learning outcomes. Presenters will be sharing the results of studies covering COL's TEL MOOC and C-DELTA as well as OER and technology-mediated learning.</i>					
Facilitator: Peter Oracha Adoyo		Rapporteur: Anita Devraj			
Paper ID	Title	Presenters	Institution	Country	
283	Evaluating Long-Term MOOC Impact: A Case Study of TEL MOOC	Leigh-Anne Perryman	The Open University	United Kingdom	
103	Implementing Commonwealth Digital Education Leadership Training in Action (C-DELTA) with Pre-service Teachers (PSTs) in New Zealand	Joanna Lim and Cheryl Brown	University of Canterbury	New Zealand	
248	How to Tame a Dragon: Scoping Diversity, Inclusion and Equity in the Context of an OER Project	Carina Bossu	The Open University	United Kingdom	
		Judith Pete	Tangaza University College	Kenya	
		Paul Prinsloo	University of South Africa	South Africa	
		Jane-Frances Agbu	National Open University of Nigeria	Nigeria	
166	Transformative Pedagogy for Teachers and Lifelong Learning in Teacher Training Colleges in Cameroon	Loveline Yaro	University of Buea	Cameroon	

Sub-Theme: Employability

Room: Moncrieff Lounge / Time 11:30 – 12:25		Track: Lifelong Learning		Parallel Session 5	
Title of the Session: Pedagogy for Employability					

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<i>Innovative pedagogies, especially open and distance learning, offer potential for developing employability skills. This session presents various examples.</i>				
Facilitator: Alan Cadawallader		Rapporteur: Humphrey Danso		
Paper ID	Title	Presenters	Institution	Country
6	The Effect of Innovative Pedagogy on Learning Performances of TVET Students in Technical Colleges in Lagos State, Nigeria	Funmilayo Doherty, Adowu Aneyo	Yaba College of Technology	Nigeria
74	Developing Open Access Materials to Support Professional Learning: Taking Making into Classrooms Toolkit and Companion Online Experience	Susan Crichton	University of British Columbia	Canada
		Elizabeth Childs	Royal Roads University	Canada
187	Open and Distance Learning (ODL) as a Strategic Tool for Improving Employability and Entrepreneurship in New Frontier Markets: The Case of Uganda	Charles Mbalyohere	The Open University	United Kingdom
		Jessica Aguti, Harriet Nabushawo	Makerere University	Uganda
18	Creating Channels of Employability through Lifelong Learning: An Impact Case Study of Arul Anandar College	Seniappan Jegan Karuppiah, Swaminathan Jayaseelan, S Basil Xavier	Arul Anandar College	India
100	Building Employability into a Traditional Curriculum: Partnerships and Frameworks to Help Transform Distance Education Curricula in Myanmar	Andy Lane, Susan Fawssett	The Open University	United Kingdom

Sub-Theme: Opening Up Education

Room: Up and Under Bar / Time: 11:30 – 12:25	Track: Quality	Parallel Session 5
Title of the Session: Overcoming Barriers to Quality Education		
<i>Insufficient teacher preparedness, poor infrastructure, lack of resources, policies that exclude learners whose home language is different from the language of learning, and gender roles that interfere with girls' ability to remain in school are among the barriers to quality education highlighted in this session.</i>		
Facilitator: Michael Bradshaw	Rapporteur: Patricia Benn	

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Paper ID	Title	Presenters	Institution	Country
137	When the Trainer is Untrained: Stakeholder Incapacitation in Implementation and Utilisation of Open Educational Resources in Kenya	Ann Hildah Kinyua	Chuka University	Kenya
230	Being Multilingual in a Bilingual Environment: Implications for Quality Education	Gratien G. Atindogbe, Midinette Endurance Dissake Koumassol	University of Buea	Cameroon
26	Factors Affecting the Girl Child Education in Nigeria	Veronica Odenigbo, Amaka Eze	Save a Life and Destiny Global Foundation	Nigeria
173	Open School Learners' Access to Paperless Initiatives at the Bangladesh Open University: Challenges and Barriers	Sabina Yeasmin, Md.Mizanoor Rahman	Bangladesh Open University	Bangladesh
		CRK Murthy	Indira Gandhi National Open University	India
150	Effectiveness of Self Learning Material (SLM) on Knowledge of Auxiliary Nurses and Midwives (ANMs) Regarding Behaviour Change Communication (BCC) Related to Antenatal Care	Laxmi Laxmi, Reeta Devi	Indira Gandhi National Open University	India
		Bimla Kapoor	Independent Researcher	India

Room: Cap and Thistle 2 / Time 11:30 – 12:25		Track: Lifelong Learning		Parallel Session 5	
Title of the Session: Widening Access to Lifelong Learning through OER					
<i>The first three papers in this session interrogate the potential of OER to address issues around inequality and social exclusion. They call for expanded access to learning, increased opportunities to access and create knowledge, and research and policy that support OER development and open-practice activities for adult and workplace learning environments. The session closes with two papers from Sri Lanka on lifelong learning</i>					
Facilitator: Karen Best		Rapporteur: Carina Bossu			
Paper ID	Title	Presenters	Institution	Country	
220	Potentials of Unencumbered OER on Lifelong Learning: A Critical Review	Debolina Halder	Indira Gandhi National Open University	India	

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142	Combatting Partiality: Bridging Social, Cultural, and Economic Divides through Higher Learning	Neil Fassina	Athabasca University	Canada
94	Perceptions of Postgraduate Alumni on Knowledge and Enhancing Skills: Experience of the Open University of Sri Lanka	Thusitha Jayasooriya, Chanika Jayasinghe, Gayathri Jayatilleke, Gaya Ranawaka	The Open University of Sri Lanka	Sri Lanka
243	Converting a Course from Traditional Teaching to Online Learning for a Blended Programme	L.S.K. Udugama	The Open University of Sri Lanka	Sri Lanka
		Suresha Perera	Sri Lanka Technological Campus	Sri Lanka
227	Role of Participatory Approaches in Wetland Management: Evidence from the Bundala Wetland of Southern Sri Lanka	Thushara Dharmawardhana Nilantha De Silva, Oscar Amarasinghe	University of Ruhuna	Sri Lanka

Sub-Theme: Technology

Room: President's Suite / Time 11:30 – 12:25 Track: Quality Parallel Session 5

Title of the Session: Technology-Enabled and Networked Learning

The integration of technology into mainstream teaching and learning has been the focus of many initiatives. The role of technology-enabled and networked learning in supporting peer collaboration and community engagement is discussed in this session.

Facilitator: Denise Whitelock **Rapporteur:** P.V. Suresh

Paper ID	Title	Presenters	Institution	Country
76	Integration of Technology-Enabled Learning at Higher Education in Developing Countries: A Case of Uganda Management Institute (UMI)	Resty Mwogeza Kamyia	Uganda Management Institute	Uganda
		Julianne Sansa Otim	Makerere University	Uganda
257	The Role of an Educator Mentor in a Technology-Enabled Community of Practice	Prince Charles Brainard	Freetown Teachers College	Sierra Leone
		Betty Ogange	Commonwealth of Learning	Canada
		Muhammad Junaid	Usmanu Danfodiyo University	Nigeria
		Melisa Allela	Technical University of Kenya	Kenya

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289	Seeing COL's Technology-Enabled Learning Benchmarks in the Light Provided by the ACOE Benchmarking Process	Michael Sankey	Griffith University	Australia
		Fernando Padro	University of Southern Queensland	Australia
290	Steps and Guardrails towards Technology-Enabled Learning: A Baseline Survey of Students and Teachers at Fiji National University	Deepak Prasad, Valentine Hazelman	Fiji National University	Fiji
134	Non-linear Navigation in Lecture Videos	Meenal Taunk, T.V. Prabhakar	Indian Institute of Technology, Kanpur	India

Room: Centenary Club Lounge / Time 11:30 – 12:25		Track: Innovation		Parallel Session 5
Title of the Session: Emerging Technologies				
<i>The use of emerging technologies is gaining traction in education and training, prompted by increased availability of cheaper, more powerful computing technologies. There is increasing focus on artificial intelligence (AI), augmented and virtual reality (AR/VR) as well as the use of blockchain in educational settings. The presenters in this session discuss their research findings on various innovative and emerging technologies.</i>				
Facilitator: Srikant Mohapatra		Rapporteur: Melisa Allela		
Paper ID	Title	Presenters	Institution	Country
92	Learning for Sustainable Development in the Fourth Industrial Revolution	Mohamed Ally, Norine Wark	Athabasca University	Canada
195	Promoting Morality in Virtual Reality Learning Systems	Muhammad Safdar, Gulfam Ali Safdar	International Islamic University	Pakistan
		Amtul Hafeez	Allama Iqbal Open University	Pakistan
		Muhammad Abdul Malik	Preston University Islamabad	Pakistan
250	iNOUN CHATBOT: User Experience and Usability of an Intelligent Student Support Agent	Adewale Adesina	National Open University of Nigeria	Nigeria
		Mayokun Philip Adegbite	MTN Nigeria	Nigeria

WORKSHOP and PANEL SESSIONS

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Sub-Theme: Opening Up Education

Room: MacPherson 2 / Time: 11:30 – 12:25

Panel/Workshop

Title of the Workshop/Panel: Harnessing the Potential of Openness for Higher Education and Lifelong Learning

Open education can ensure the flexibility and inclusivity of teaching/learning systems that contribute to the acquisition of the competencies and skills needed for active participation in social life and adequate engagement in dynamically changing labour markets. The concept of openness in higher education and lifelong learning may be considered from different perspectives, including:

- openness of mindsets and culture of knowledge sharing
- openness of content and licensing
- openness of education delivery
- openness of pedagogy and teaching/learning tools and practices
- openness as absence of restrictions in access to education
- openness in recognition of learning outcomes

To ensure the advancement of open education, all the above aspects should be taken into account, given the integration of digital solutions into the educational process is coupled with the revision of pedagogical approaches and adapting teaching practices.

In this context, the workshop is intended to provide a platform for critical reflection on the perspectives of openness in education in the digital age, as well as the opportunities for and implications of openness in post-secondary education and lifelong learning. The issues addressed within the workshop will also include the quality of open educational materials, the efficiency of open educational practices, smart tools and technologies used in the process of open education delivery, and appropriate digital skills required for success in open education enterprises.

Facilitator/Moderator: Ms. Svetlana Knyazeva, UNESCO IITE, Moscow

Speakers/Presenters:

- Airina Volungevičienė, Vytautas Magnus University, Lithuania
- Martin Weller, The Open University, United Kingdom
- Vasudha Kamat, former Vice Chancellor, SNDT Women's University, India

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Room: MacPherson 1 / Time: 11:30 – 12:25	Workshop
Title of the Workshop/Panel: Global Guidelines for Ethics in Learning Analytics	
<p>This workshop will be based on the report by Sharon Slade and Alan Tait on the need for guidelines for ethics in learning analytics to be developed on a global basis. The report was prepared with the support of an international working group for the International Council for Open and Distance Education and is available at https://tinyurl.com/yyrfjr2m.</p> <p>Learning analytics have over the last five years or more come to be regarded as core to the support of students through the use of big data techniques that allow close to real-time intervention, and the collection of data for institutional purposes. The challenges of the ethical issues have subsequently come to be better understood and are now central to any discussion of privacy, ownership of data and the learner as subject or object of programmes of study.</p> <p>The aim of the workshop will be to talk with colleagues committed to the development of ethical frameworks for learning analytics, using the report as a basis for further development. The core points identified in the report will be brought out, and we will develop a number of practical perspectives on the ethical issues. Participants are asked to read the report in advance.</p>	
Facilitator/Moderator: Alan Tait, Emeritus Professor, The Open University, United Kingdom	

Lunch Break

Room: President's Suite / Time 12:30 – 14:30	
OU Special Presentation: How Blockchains Are Transforming Adult Education	Time 13:00 – 14:00
Facilitator: John Domingue, The Open University, United Kingdom	

PLENARY SESSION: Keynote 4

Room: President's Suite / Time 14:30 – 15:25
Speaker: Professor Sugata Mitra, Professor Emeritus, Newcastle University, United Kingdom
Chair: Dr Neil Fassina, Athabasca University, Canada

PLENARY SESSION: Special Address

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Room: President's Suite / Time 15:30 – 16:30

Speaker: Professor Rose Luckin, Professor of Learner Centred Design, University College of London, United Kingdom

Chair: Professor Datuk Dr Asma Ismail, Universiti Sains Malaysia

Tea Break: 16: 30 – 17:00

PARALLEL SESSIONS

Sub-Theme: Equity and Inclusion

Room: Cap and Thistle 1 / Time 17:00 – 18:00

Track: Innovation

Parallel Session 6

Title of the Session: Equitable Access to Quality Education

This session will look at various factors that prevent inclusive, gender-friendly learning environments. The presenters will share their experiences and suggest solutions and strategies for policy makers and practitioners to work towards gender-friendly and inclusive learning environments.

Facilitator Lystra Sampson-Ovid **Rapporteur** Kuldeep Agrawal

Paper ID	Title	Presenters	Institution	Country
130	Flipped Learning as an Alternative for Effective and Efficient Learning Pathway in Technical and Vocational Education and Training (TVET): Evidence from Koforidua Technical University – Ghana.	Buckman Akuffo, Smile Dzisi, Samuel Okae-Adjei	Koforidua Technical University	Ghana
149	Clear and Present Danger! Quid Pro Quo Sexual Harassment as a Limit to Female Access to Quality Tertiary Education in South-West Nigeria	Francisca Anene	National Open University of Nigeria	Nigeria
254	Implementation Status of Inclusive Education Practices in Regular Primary Schools in Siaya County, Kenya	Laura Osayamwen	Bols Attorneys and Solicitors	Nigeria
157	Alternative Learning Pathways: Participation of Girls in Education in Kajiado County, Kenya	Peter Adoyo	Maseno University	Kenya
		Teresa Njue	Masai Technical Training Institute	Kenya

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Room: Centenary Club Lounge / Time 17:00 – 18:00		Track: Innovation	Parallel Session 6	
Title of the Session: Learning Analytics and Assessment				
<i>The use of learning analytics for improved learning and teaching outcomes is discussed in this session. One paper focuses on e-authentication in assessment.</i>				
Facilitator: Madhu Parhar		Rapporteur: Bimali Indrarathne		
Paper ID	Title	Presenters	Institution	Country
158	Assessing Freshman ICT Literacy- A Case Study of UPNG Open College	Tuai Erapae	University of Papua New Guinea	Papua New Guinea
87	Tracking (Un)Belonging: At the Intersections of Human-Algorithmic Student Support	Paul Prinsloo	University of South Africa	South Africa
112	Learning Analytics: Analysing Trends in Online Learning Activities for Masters' Students at Botswana Open University (BOU)	Lekopanye Tladi, Tebogo Seretse	Botswana Open University	Botswana
262	Did You Really Do This? e-Authentication Raising Confidence in e-Assessment	Chris Edwards, Denise Whitelock, Alexandra Okada	The Open University	United Kingdom
229	Using an Online Technology Accessibility Strategy Towards a Leadership Programme for Professional Development at an Open and Distance Learning (ODL) University	Mmabaledi Seeletso	Botswana Open University	Botswana

EXCELLENCE IN DISTANCE EDUCATION AWARDS

Room: President's Suite/ Time 18:00 – 19:00

Chair: Professor Asha Kanwar, President and CEO, Commonwealth of Learning

Awards presented to COL Honorary Fellows and recipients of Awards for Excellence in Distance Education.