OEWEEK

March 3-7, 2025

Evolution of Open and Distributed Education

Connie Blomgren, PhD

Terry Anderson, PhD

- Distance Education has ALWAYS Been About Access

- Access demands Openness

Distance Education has Always been about Access

Settled to Mobile

Settled to Refugees

Elites to Masses

Cohorts to MOOCs

'Normal' schools to 'Special students'

Urban to Rural

Paced to Self-paced

'At liberty' to Imprisoned

Rich to Poor

Young to Elderly

Able Bodied to Special Needs

- What type of open access and to whom? To what? When? At What Cost?

Open Education through a technological lens - Paul's Epistles

Correspondence Education

Guided Didactic Interaction Borje Holmberg (2020)
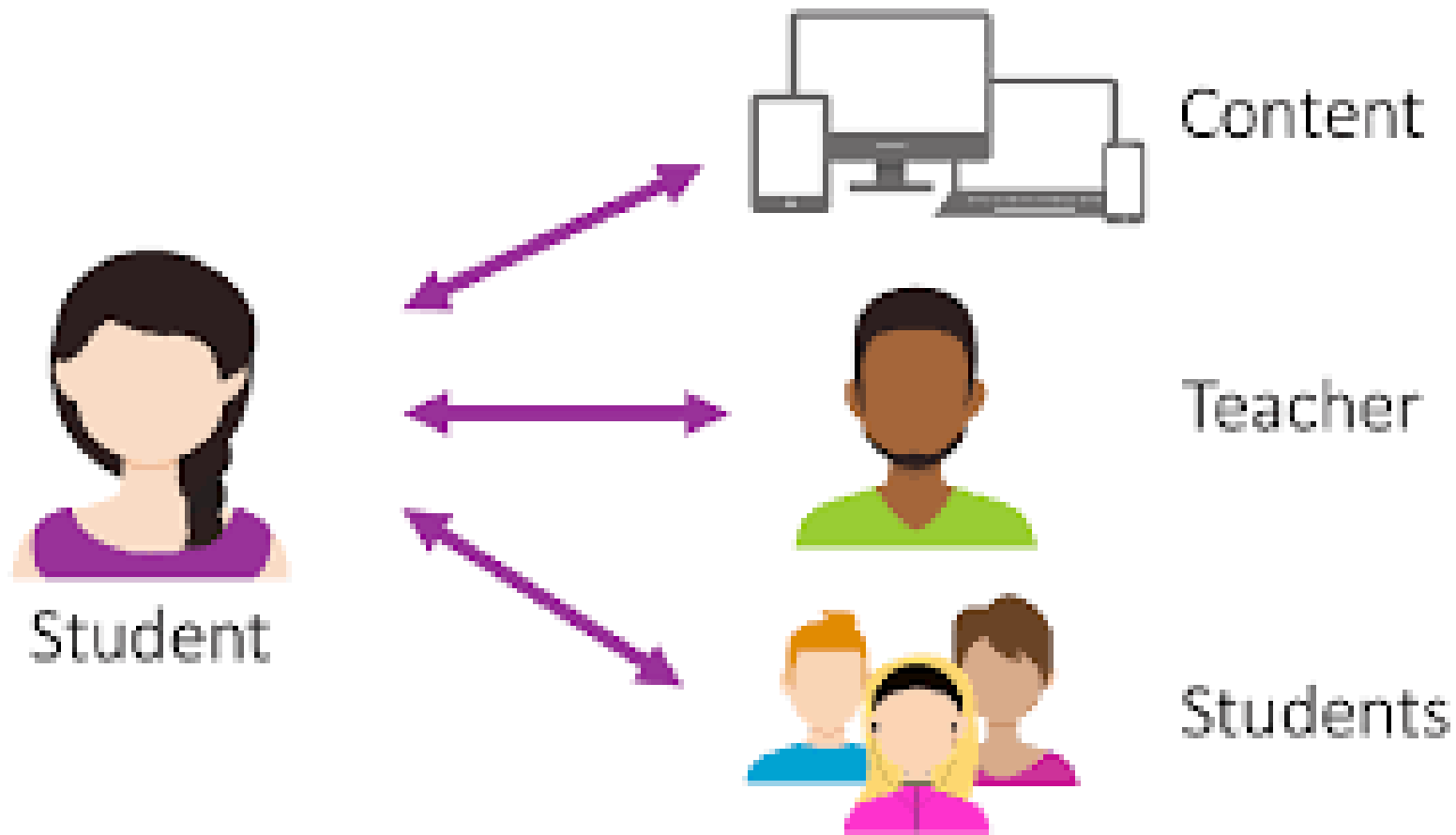
- One way media

"University of the Air"

School Car – via Train

Schuessler, K. and Schuessler, M. 1986 **School On Wheels** Boston mills press

# Open Through and Interaction Lens

Three Types of Interaction

Content

Teacher

Student

Students

Moore, M. G. (1989) Editorial: Three types of interaction. American Journal of Distance Education

CONTACT North Nord

Helping people living in Ontario, especially those in small, rural, northern, and remote areas, access the online education and training they need to get or retain a job, earn a promotion, or advance their career without having to leave their communities.

All Contact North | Contact Nord services are free and offered in English and French.
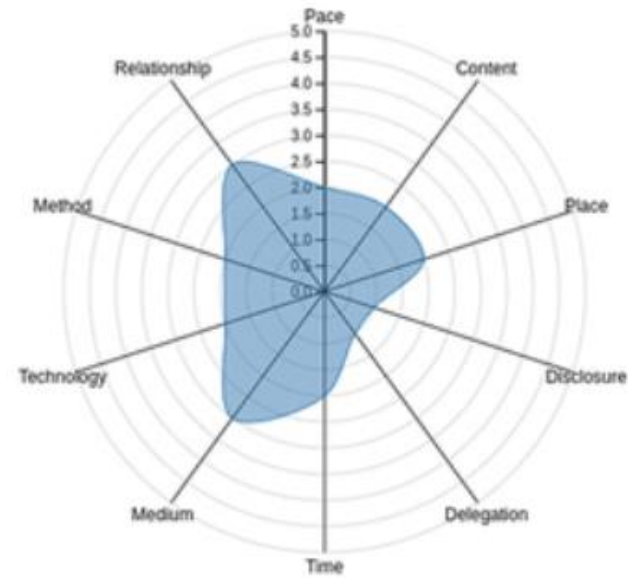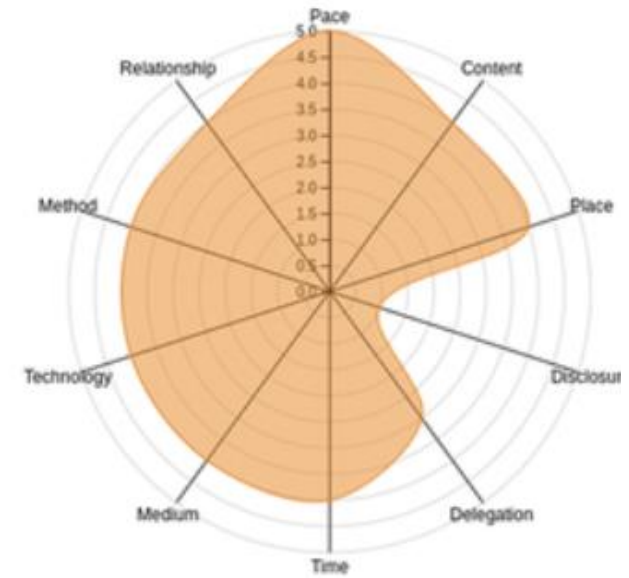
Audio Teleconferencing
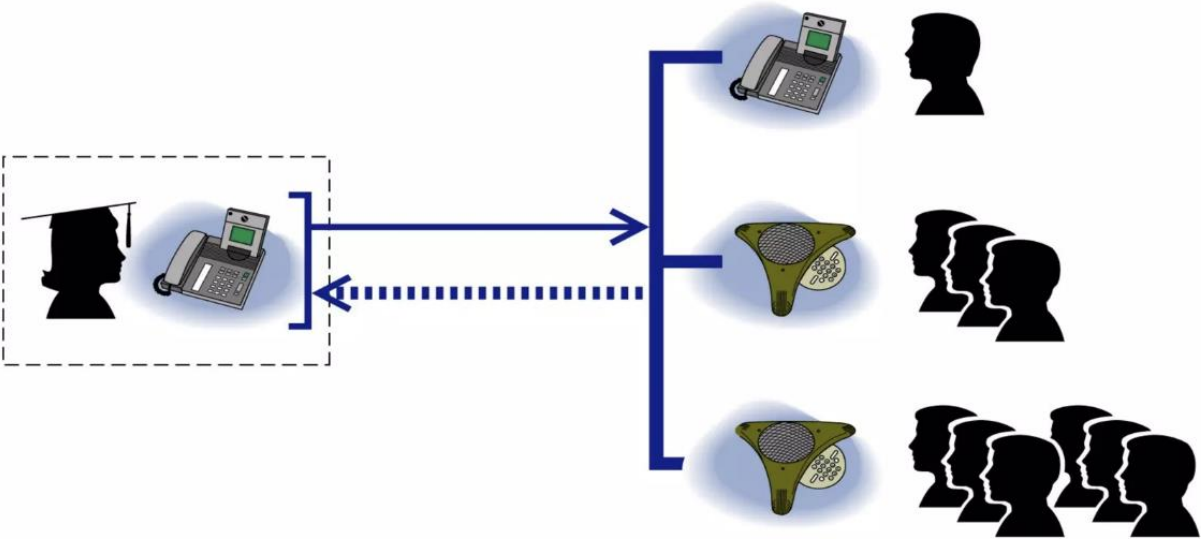
Video Conferencing

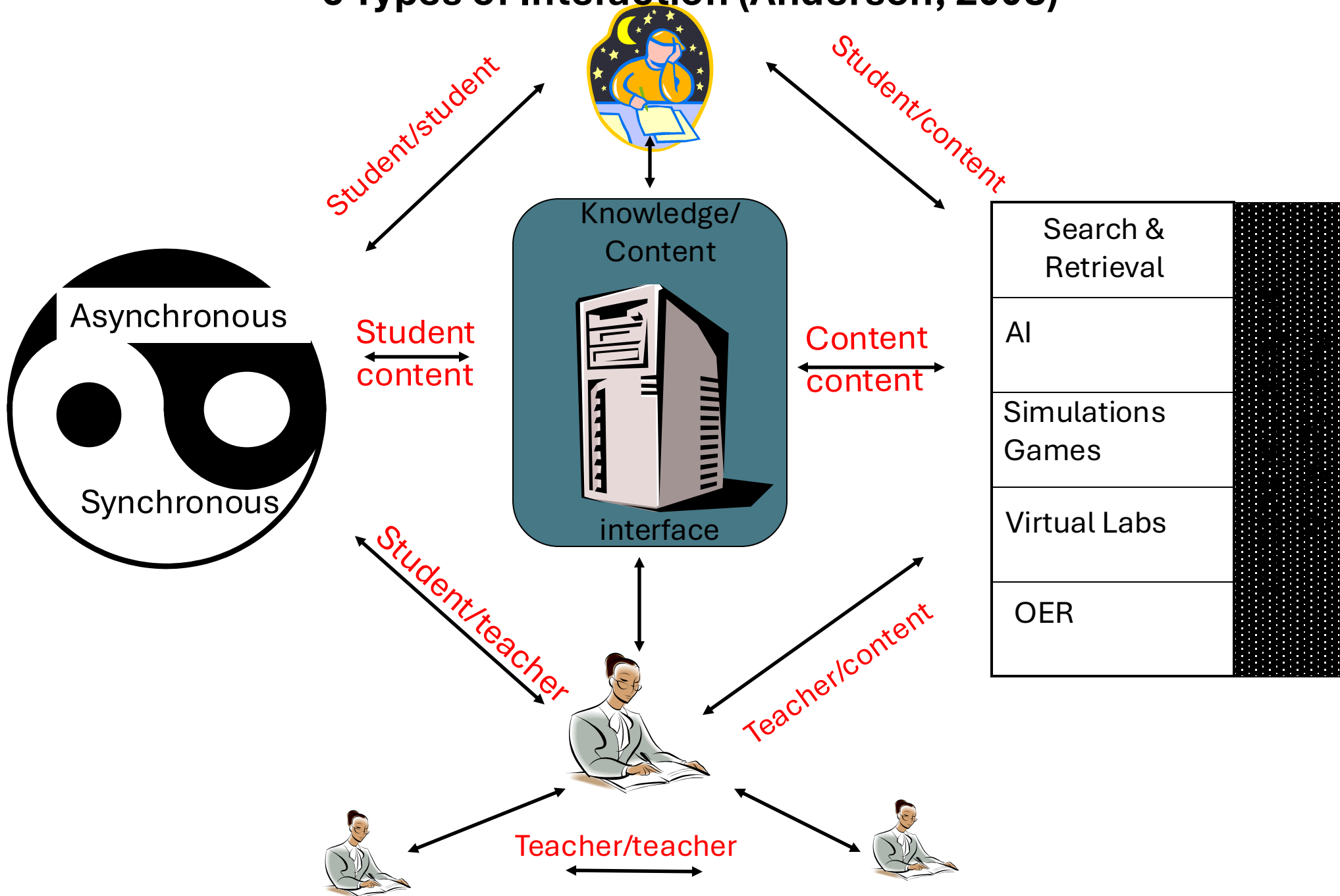Figure 3. **Decagon of cooperative freedoms (Dron & Anderson, 2014).**

6 Types of Interaction (Anderson, 2003)

Student/student

Student/content

Knowledge/
Content

Asynchronous

Synchronous

Student content

Content content

interface

Student/teacher

Teacher/content

Teacher/teacher

Search & Retrieval

AI

Simulations Games

Virtual Labs

OER

Distributed education through a Pedagogical Lens

Three Generations of Online Learning Pedagogies

1. **Cognitive Behaviourist** – Individual learning - May be *Self Paced,*

2. **Constructivist** – *Groups*

3. **Connectionist** – *Networks Sets, Collectives*

3 Generations Plaque

Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *International Review of Research in Open and Distributed Learning*, *12*(3), 80-97.

What is an 'Open" University?

"Open" typically means that the institution is accessible to a wide range of learners without the traditional barriers that other universities might have. This may include:

1. **Open Admission:** Minimal or no entry requirements, meaning students don't need specific qualifications to enroll.

2. **Open Access:** Flexible learning schedules, allowing students to study at their own pace, often through distance learning or online platforms.

3. **Open Learning Resources:** Provision of free or low-cost educational materials, making education more affordable and accessible.

4. **Open to All Ages and Backgrounds:** No age restrictions or limitations based on prior educational or social background.

5. **Open Enrollment Periods:** Multiple start dates or rolling admissions throughout the year.

Distance Education and especially Moocs

- High drop out rates
  - lack of motivation,
  - insufficient time commitment,
  - lack of structure or interaction with peers,
  - inadequate background knowledge,
  - casual nature of enrollment,
  - Intrusion of real life – family, job, dependents, illness etc..

Open to failure??

- Student services:
  - Extra resources – Internet
  - Peer support - Internet
  - Course and administrative questions
  - Personal tutoring
  - Personal counselling

Support services are not free!
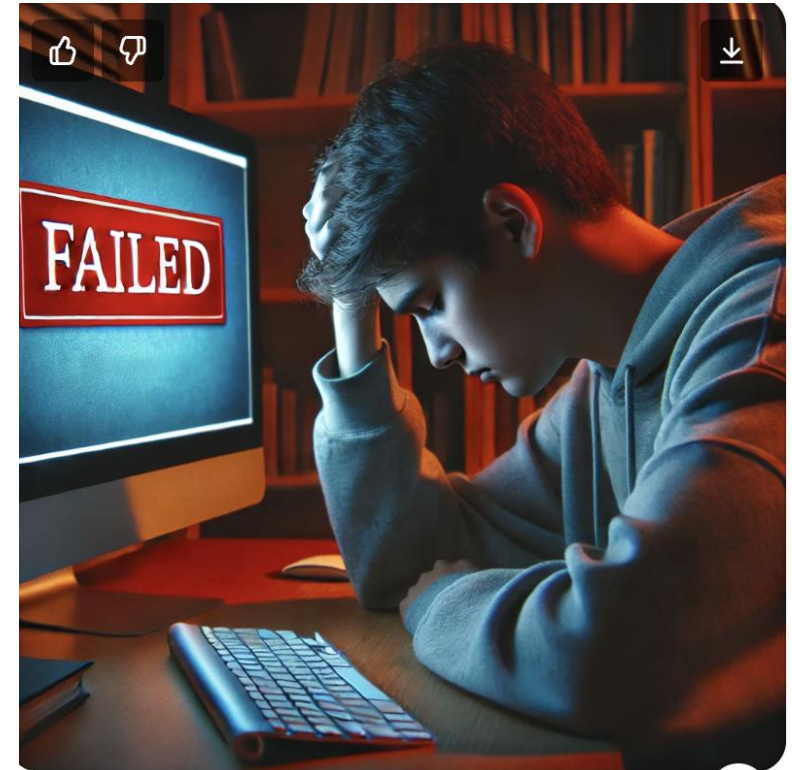
AI and Openness

- AI Tutor

Rust & Bryant (2025) Examining the Impact of Intelligent Agents on Instructor Presence and Student Achievement in the Online Classroom

- The integration of artificial intelligence (AI) in education can
  - enhance personalized teaching,
  - Improve adaptive monitoring of student progress
  - Develop and present engaging motivational strategies.

- challenges
  - data privacy concerns
  - risk of over-reliance on technology IP Violations
  - Value of human agency
  - Can we say "no" to AI?

Krystian TuczyńsKi, 2024

AI – Students or Teachers with a Disability

AI Creating OERs

- PLANNING: Generating ideas, outlines, objectives, summaries, lesson plans, discussion questions

- CREATING: Content, quizzes, rubrics, gamification, checklists, feed back prompts, assignments, assessments, examples or scenarios of theories and concepts, visual aids

- ENHANCING: proof reading and updating, images, translations, captions, mnemonics, analogies

Conclusion and a Plug

- The evolution of Distance and Open education has been, and continues to be, about Access.

- Access to everyone means increased cost and increases probability of failure.

- Access to what knowledge? Who benefits?
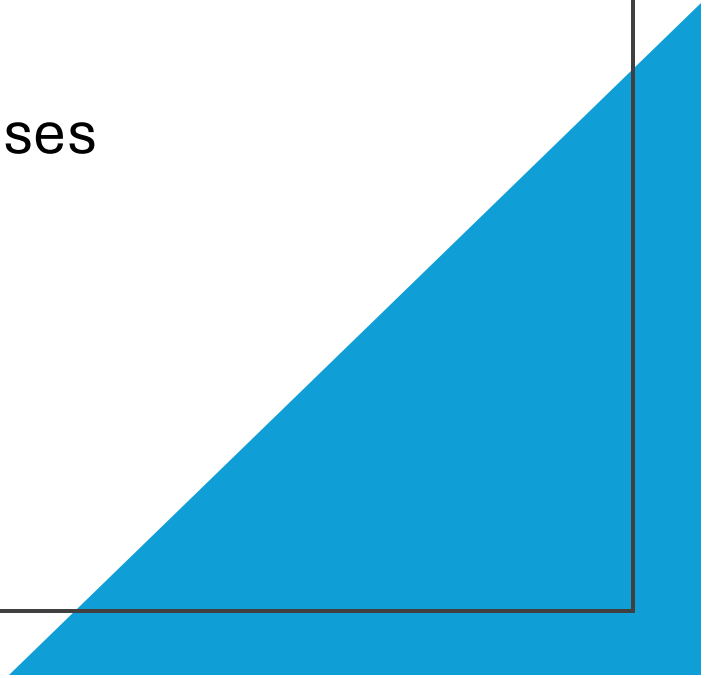
Canadian Coalition for Affordable Learning

1. Adoption and promotion of Open Educational Resources (OER);

2. Improving alternative and flexible delivery modalities, such as online and hybrid courses and programs;

3. Enhancing access to new learning paths such as through micro-credentials;

4. Enhancing the digital fluency of educators to more effectively leverage digital teaching & learning environments.

https://digitalcampus.ca/ccal/

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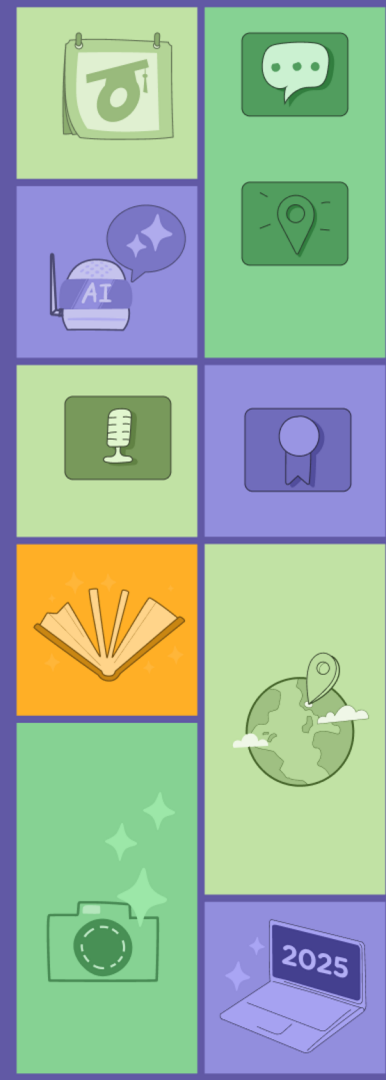
IRRODL and Open Education Research

A 25-year celebration

Panel: Dr. Terry Anderson & Dr. Constance Blomgren
March 5, 2025
CIDER: The evolution of open and distributed learning

Land Acknowledgement

Athabasca University, Canada's Online University, is proud to welcome a diversity of learners from all over Canada.
We celebrate and acknowledge Indigenous heritage, including the Ancestral Lands on which our buildings are located today in Athabasca. Athabasca University is located on the Traditional Territory of the Cree and the Métis. It is a meeting ground and home for many Indigenous Peoples.
We respectfully acknowledge that we live and work on the Traditional Lands of the Indigenous Peoples of Canada and we honour the ancestry, heritage, and gifts of Indigenous Peoples and give thanks to them.

"Athabasca River" by Constance Blomgren is licensed under CC BY-NC 4.0

Open Education Week

25 years of IRRODL as OER

MIT Open Courseware-OCW(2001) →

OpenCourseWare Consortium (2005)→

Open Education Consortium (2014) →

Open Education Global (2019) →

Open Education Week (2012) ↕

Open Education Global

- Member-based, global, non-profit supporting the development and use of open education around the world
  - OEG conference
  - OE Awards
  - OE Week
  - OEG Connect

- OEG supports and is involved with
  - Open educational resources (OER)
  - Massive Open Online Courses (MOOCs)
  - Open Data
  - Open Education Technology
  - Open practices and pedagogy
  - Open Access (OA) publishing

Open Education Week 2025

Send a card from where you are participating in #OEWeek or sharing something you learned during this CIDER event. More at Open Education Week

[Postcard](https://remixer.visualthinkery.com/r/6hVrYxcPWufP6mtZCbvA/TffEcl4XkzNsqwZKNQvh)

https://remixer.visualthinkery.com/r/6hVrYxcPWufP6mtZCbvA/TffEcl4XkzNsqwZKNQvh

25 Years of IRRODL as OER

IRRODL in 2025

Editor-in-Chief:

Rory McGreal (on leave)

Agnieszka (Aga) Palalas (acting)

Associate Editors:

Connie Blomgren

Dietmar Kennepohl

Adnan Qayyum

Formerly named the International Review of Research in Open and *Distance* Learning.

2024 Submissions: 745

Articles Published: 70

Acceptance Rate: 7%

Metrics:

CiteScore: 5.8

Scimago Journal Rank (SJR): 0.860

Source Normalized Impact per Paper (SNIP): 1.350

Journal Impact Factor (JIF): 3.17

h-index: 90

Over 70% of *IRRODL* articles published in 2023 were cited by authors in other Scopus-indexed journals.

IRRODL holds the #1 position among *all* Canadian Education Journals.

IRRODL is ranked as the #1 Open Access Education Journal in Canada.

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And…

- Special thank you to IRRODL Managing Editor

  - Serena Henderson who started with IRRODL in ???

- Special thank you to the technical support skills

  - Dan Wilton who started with IRRODL in ???

Snapshot of IRRODL visitation

🇮🇩 New Visitor from Jakarta, Indonesia with 1 pageview	Chrome	Android	February 24, 2025, 6:40 pm
🇩🇪 New Visitor from Germany with 1 pageview	Firefox	Win10	February 24, 2025, 6:38 pm
🇮🇳 New Visitor from India with 1 pageview	Safari	MacOSX	February 24, 2025, 6:37 pm
🇨🇭 New Visitor from Lausanne, Switzerland with 1 pageview	Firefox	MacOSX	February 24, 2025, 6:35 pm
🇮🇳 New Visitor from India with 1 pageview	Safari	MacOSX	February 24, 2025, 6:32 pm
🇺🇸 New Visitor from United States with 1 pageview	Edge	Win10	February 24, 2025, 6:29 pm
🇿🇦 New Visitor from Johannesburg, South Africa with 1 pageview	Chrome	Win10	February 24, 2025, 6:26 pm
🇿🇦 New Visitor from Johannesburg, South Africa with 1 pageview	Chrome	Win10	February 24, 2025, 6:25 pm
🇿🇦 New Visitor from Johannesburg, South Africa with 1 pageview	Chrome	Win10	February 24, 2025, 6:24 pm
🇬🇺 New Visitor from Hagåtña, Guam with 1 pageview	Firefox	Win10	February 24, 2025, 6:18 pm
🇬🇺 New Visitor from Hagåtña, Guam with 1 pageview	Firefox	Win10	February 24, 2025, 6:18 pm
🇹🇼 New Visitor from Taipei, Taiwan with 1 pageview	Chrome	Win10	February 24, 2025, 6:17 pm
🇹🇼 New Visitor from Taipei, Taiwan with 1 pageview	Chrome	Win10	February 24, 2025, 6:16 pm
🇨🇦 New Visitor from Kamloops, Canada with 1 pageview	Chrome	MacOSX	February 24, 2025, 6:15 pm

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Monthly Visitation Map

Visitor Map for Irrodl.org

22,028 total visits for: Jan 31, 2025 - Feb 28, 2025

— Recent/Now — within 24 days ago

Leaflet
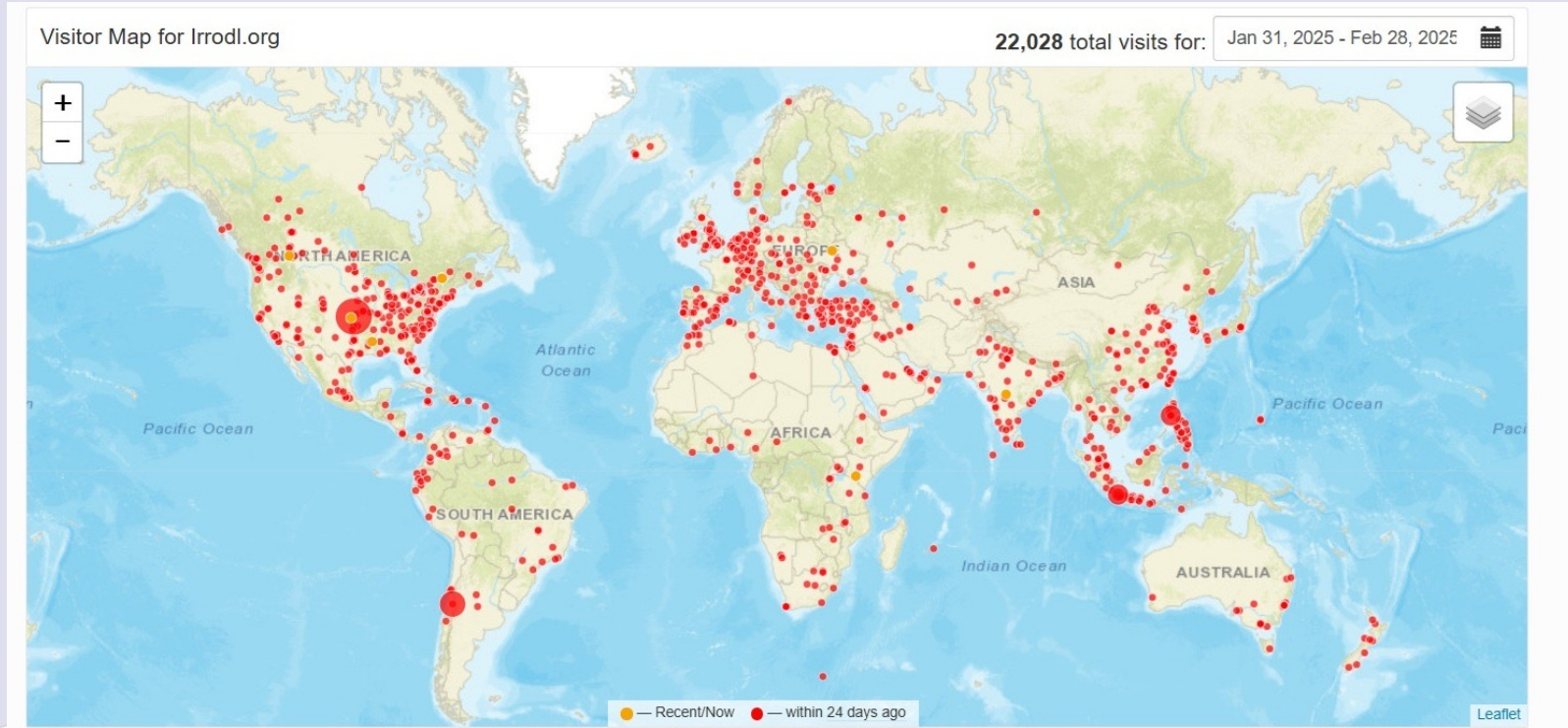
IRRODL

First Issue
International Review of
Research in Open and
Distance Learning
June 2000
6 research articles
3 book notes

Rocha Trinidade, A., Carmo, H., & Bidarra, J. (2000). Current Developments and Best Practice in Open and Distance Learning. *The International Review of Research in Open and Distributed Learning*, *1*(1). https://doi.org/10.19173/irrodl.v1i1.7

Current Developments and Best Practice in Open and Distance Learning   3

Keegan, 1993).

Given these two requisites, teaching and training systems may assume different shapes and mobilise different kinds of technological facilities, according to their objectives, target populations and available resources. We shall call them, from now on, *open and distance learning (ODL) systems*, whatever the relative proportion of time allocated to self-learning activities and face-to-face ones. The term *open* and *distance learning* provides an umbrella designation for all kinds of systems fitting roughly the above requisites (Trindade, 1992).

Current Developments and Best Practice in Open and Distance Learning

Armando Rocha Trindade

Hermano Carmo

José Bidarra

Abstract

Through the many documents regularly emitted by those dedicated to this activity, it is comparatively easy to describe factual developments in the field of open and distance education in different places in the world. However, it is much more difficult to produce judgements of value about their quality. Quality is a subjective rather than an absolute concept and may be examined from different analytical perspectives: consumers' satisfaction level, intrinsic value of scientific and technical content of learning materials, soundness of learning strategies, efficiency of organisation and procedures, adequate use of advanced technologies, reliability of student support mechanisms, etc. These parameters should be put into the con-

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Mishra, S. (2005). Online Education Using Learning Objects. *The International Review of Research in Open and Distributed Learning, 6*(1). https://doi.org/10.19173/irrodl.v6i1.215

Book Review – Online Education Using Learning Objects

Editor: McGreal, R. (2004). Online Education Using Learning Objects. RoutledgeFalmer: London and New York. Hardback. ISBN: 0 4153 3512 4

Reviewed by: Sanjaya Mishra, Reader in Distance Education, Staff Training and Research Institute of Distance Education, Indira Gandhi National Open University, India

In the context of online education, the use of "learning objects" (LOs) has received much attention in the recent past because of the range of "abilities" that LOs offer the field of teaching-learning. This book is all about creation of LOs, their standardization and contextualization, how LOs are currently used, and the emerging scenario of the semantic Web. McGreal's work complements the book Reusing Online Resources: A sustainable approach to e-learning, edited by Allison Littlejohn (Reviewed by Sanjaya Mishra: http://www.irrodl.org/content/v5.1/mishra_review.html).

Divided into five parts, Online Education Using Learning Objects covers 26 chapters excluding the introduction by the editor, Rory McGreal, who provides an excellent overview of learning objects and the concept of metadata "to help readers to get the most out of the chapters that follow" (p.14). In his overview of the terminologies and metaphors used in describing LOs, McGreal defines LOs "as any reusable digital resource that is encapsulated in a lesson or assemblage of lessons grouped in units, modules, courses and even programmes" (p.13).

Part I, "Learning Objects and Metadata," comprises five chapters presenting the basic concepts and pedagogy behind LOs. In Chapter 1, Stephen Downes – a guru of LOs – details the need for

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Gurell, S., Kuo, Y.-C., & Walker, A. (2010). The pedagogical enhancement of open education: An examination of problem-based learning. *The International Review of Research in Open and Distributed Learning, 11*(3), 95–105. https://doi.org/10.19173/irrodl.v11i3.886

The Pedagogical Enhancement of Open Education: An Examination of Problem-Based Learning

Seth Gurell
Brigham Young University

Yu-Chun Kuo and **Andrew Walker**
Utah State University

Abstract

Open education, as embodied in open educational resources (OER) and OpenCourseWare (OCW), has met and dealt with several key problems. The movement now has a critical mass of available content. Leveraging no small amount of funding and associated development, open education has the tools to collect, disseminate, and support the discovery of open materials. Now that the foundation for openness has been laid, practitioners are experimenting with new kinds of education and pedagogies associated with open content (Weller, 2009; di Savoia, 2009). Problem-based learning is one of many progressive pedagogies that might be combined with open education. This paper defines problem-based learning in the context of open education. Unique challenges are presented and discussed alongside possible solutions, realistic limitations, and calls for implementation in the future to test validity.

Keywords: Open education; problem-based learning; open educational resources; higher education

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Vol. 15 No. 5 (2014): Special Issue: Research into Massive Open Online Courses

Vol. 15 No. 5 (2014): Special Issue: Research into Massive Open Online Courses

Guest Editor: George Siemens

The dramatic increase in online education, particularly massive open online courses (MOOCs), presents researchers, academics, administrators, learners, and policy makers with a range of questions as to the effectiveness of this format of teaching and learning. In early 2013, the impact of MOOCs had been largely disseminated through press releases and university reports. The peer-reviewed research on MOOCs was minimal. The MOOC Research Initiative (MRI), funded by the Bill & Melinda Gates Foundation, addressed this research gap by evaluating MOOCs and how they impact teaching, learning, and education in general. This special issue reflects the research questions and methodologies deployed by MOOC researchers over the past year and represents the current front line evaluation of how open online courses are impacting education.

Research Articles

The employer potential of MOOCs: A mixed-methods study of human resource professionals' thinking on MOOCs

Alexandria Walton Radford, Jessica Robles, Stacey Cataylo, Laura Horn, Jessica Thornton, Keith E. Whitfield

HTML   PDF   MP3   EPUB

Writing to learn and learning to write across the disciplines: Peer-to-peer writing in introductory-level MOOCs

Denise K. Comer, Charlotte R. Clark, Dorian A. Canelas

Hilton, J., Hilton, B., Ikahihifo, T. K. ., Chaffee , R. ., Darrow , J. ., Guilmett , J. ., & Wiley, D. (2020). Identifying Student Perceptions of Different Instantiations of Open Pedagogy. *The International Review of Research in Open and Distributed Learning*, 21(4), 1–19. https://doi.org/10.19173/irrodl.v21i4.4895

Vol. 21 No. 4 (2020)

Full Issue   [FULL ISSUE

Editorial

Editorial - Volume 21, Issue 4
Rory McGreal   i-iii

HTML   EPUB   PDF

Research Articles

Identifying Student Perceptions of Different Instantiations of Open Pedagogy
John Hilton, Bryson Hilton, Tarah K. Ikahihifo, Reta Chaffee , Jennifer Darrow , JoAnn Guilmett , David Wiley   1-19

HTML   EPUB   PDF

Predicting Behavioural Intention of Manufacturing Engineers in Malaysia to Use E-Learning in the Workplace
Ai Ping Teoh, Yen Shi Tan   20-38

HTML   EPUB   PDF

Vol. 25 No. 3 (2024): Special Issue: Artificial Intelligence in Open and Distributed Learning: Does It Facilitate or Hinder Teaching and Learning?
[Vol. 25 No. 3 (2024): Special Issue: Artificial Intelligence in Open and Distributed Learning: Does It Facilitate or Hinder Teaching and Learning? | The International Review of Research in Open and Distributed Learning](#)

Vol. 25 No. 3 (2024): Special Issue: Artificial Intelligence in Open and Distributed Learning: Does It Facilitate or Hinder Teaching and Learning?

Full Issue 🗎 FULL ISSUE

Editorial

Special Issue: Artificial Intelligence in Open and Distributed Learning: Does It Facilitate or Hinder Teaching and Learning?

Ehsan Namaziandost, Afsheen Rezai   i-vii

🗎 HTML   🗎 EPUB   🗎 PDF

Research Articles

AI Application (ChatGPT) and Saudi Arabian Primary School Students' Autonomy in Online Classes: Exploring Students and Teachers' Perceptions

Ali Rashed Ibraheam Almohesh   1-18

OEWEEK

First Issue June 2000

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Current Developments and Best Practice in Open and Distance Learning

Armando Rocha Trindade

Hermano Carmo

José Bidarra

Abstract

Through the many documents regularly emitted by those dedicated to this activity, it is comparatively easy to describe factual developments in the field of open and distance education in different places in the world. However, it is much more difficult to produce judgements of value about their quality. Quality is a subjective rather than an absolute concept and may be examined from different analytical perspectives: consumers' satisfaction level, intrinsic value of scientific and technical content of learning materials, soundness of learning strategies, efficiency of organisation and procedures, adequate use of advanced technologies, reliability of student support mechanisms, etc. These parameters should be put into the context of specific objectives, nature of target populations and availability of different kinds of resources. In a specific geographic, social, economic and

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CC license April 2003

Tait, A. (2003). Guest Editorial - Reflections on Student Support in Open and Distance Learning. *The International Review of Research in Open and Distributed Learning, 4*(1). https://doi.org/10.19173/irrodl.v4i1.134

9

Tait, Vol. 4, No. 1 Editorial: Reflections on Student Support in Open and Distance Learning

Threstha, G. (1997), *Distance Education in Developing Countries: Definition*. United Nations Development Programme. Retrieved March 2003 from: http://www.undp.org/info21/public/distance/pb-dis2.html

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International *R*eview of *R*esearch in *O*pen and *D*istance Learning
Volume 11, Number 1.   ISSN: 1492-3831

March – 2010

IRRODL Policy Changes

Terry Anderson
Editor, IRRODL

The ongoing trend to openness, transparency, and accessibility affects each of us and our institutions, including this journal. This issue announces an important change to IRRODL's licensing requirements and a clarification of IRRODL policies.

We have changed our Creative Commons licensing to provide increased use and exposure of published articles. IRRODL's editorial board has decided to move from the Creative Commons

Attribution, Noncommercial, No Derivative Works licence to the more

accessible and simpler Creative Commons Attribution licence.

When we first adopted Creative Commons licensing we felt that others should NOT be able to extend the works of our authors directly (even with attribution) by creating derivative products. For example, without the 'no derivatives' restriction, a third publisher could merge two articles,

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IRRODL as OER

Anderson, T. (2013). Open access scholarly publications as OER. *The International Review of Research in Open and Distributed Learning*, *14*(2), 81–95. https://doi.org/10.19173/irrodl.v14i2.1531

Open Access Scholarly Publications as OER

Terry Anderson
Athabasca University, Canada

Abstract

This paper presents the rationale, common practices, challenges, and some personal anecdotes from a journal editor on the production, use, and re-use of peer-reviewed scholarly articles as open educational resources (OER). The scholarly and professional discourse related to open educational resources has largely focused on open learning objects, courseware, and textbooks. However, especially in graduate education, articles published in scholarly journals are often a major component of the course content in formal education. In addition, open access journal articles are critical to expanding access to knowledge by scholars in the developing world and in fostering citizen science, by which everyone has access to the latest academic information and research results. In this article, I highlight some of the challenges, economic models, and evidence for quality of open access journal content and look at new affordances provided by the Net for enhanced functionality, access, and distribution.

Artificial Intelligence Disclosure

- Artificial Intelligence Tool: Microsoft Copilot (Athabasca University Institutional Instance), accessed February 2025; Summarizing & Interpretation- Microsoft Copilot was used to summarize the journal articles used in this presentation.

References

Anderson, T. (2013). Open access scholarly publications as OER. *The International Review of Research in Open and Distributed Learning*, *14*(2), 81–95. https://doi.org/10.19173/irrodl.v14i2.1531

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Hilton, J., Hilton, B., Ikahihifo, T. K. ., Chaffee , R. ., Darrow , J. ., Guilmett , J. ., & Wiley, D. (2020). Identifying Student Perceptions of Different Instantiations of Open Pedagogy. *The International Review of Research in Open and Distributed Learning*, *21*(4), 1–19. https://doi.org/10.19173/irrodl.v21i4.4895

Mishra, S. (2005). Online Education Using Learning Objects. *The International Review of Research in Open and Distributed Learning*, *6*(1). https://doi.org/10.19173/irrodl.v6i1.215

Namaziandost, E., & Rezai, A. (2024). Special Issue: Artificial Intelligence in Open and Distributed Learning: Does It Facilitate or Hinder Teaching and Learning?. *The International Review of Research in Open and Distributed Learning*, *25*(3), i-vii. https://doi.org/10.19173/irrodl.v25i3.8070

Rocha Trinidade, A., Carmo, H., & Bidarra, J. (2000). Current Developments and Best Practice in Open and Distance Learning. *The International Review of Research in Open and Distributed Learning*, *1*(1). https://doi.org/10.19173/irrodl.v1i1.7

Tait, A. (2003). Guest Editorial - Reflections on Student Support in Open and Distance Learning. *The International Review of Research in Open and Distributed Learning*, *4*(1). https://doi.org/10.19173/irrodl.v4i1.134