

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)

Thank you very much. Distinguished guests, colleagues, and to our Chinese hosts' here today, it's a pleasure to be here. I'm humbled by your generous introduction given. There are so many leading presidents and vice chancellors gathered together. However, I must share with you that about four months ago, I was on the island of Corfu in Greece with a couple of colleagues of mine and we were having dinner. I was telling them about my upcoming trip to Shanghai to speak to the SCOP presidents and vice chancellors. One of them commented to me, 'I've been waiting my entire career to be able to tell a room full of presidents exactly what I think.' Anyway, it's nice to with you in Shanghai.

Reflections – 1988: A Look Back to the Future

One of the things I would like us to do, recognizing you are all very very young, is to go back 20 years and reflect about where we were in this profession. 1988 was the origins of open and distance education as we know it today. But just think about the world in 1988, it's pretty remarkable when you reflect about how far we've come in the last 20 years. At the same time, I was reminded of some my own experiences in distance education about 1988. If you recall, maybe some of you can relate to this, but I remember this time as the beginning of more and more journals of distance education. In some corners of the globe, associations began to arise around distance education. And there were very few professional conferences compared to today. In the U.S., at that time, there were three distance conferences, three. Today, there are probably 100 conferences related to educational technology and/or distance learning each year around the world. We also began to hear public assertions that distance learning can make money or at least save us money. And, most importantly, that distance learning can reduce faculty workload and free up time for other academic pursuits. Well, we've learned some lessons along the way. What I find interesting is that I think we may be at another critical crossroads for technology and the future of higher education.

Access: The Global Challenge

Indeed it was around 1988 that we began hearing that quintessential question: Is distance learning as effective as classroom instruction? I remember a president charging me with ensuring that our distance learning program would mirror the standards of our classroom instruction across the university. I said, "Are you certain that's what you want to use as the standard Mr. President?" Of course, he was perplexed by my response. It is important to remember that our faculty' were truly

autonomous and for anyone to question the quality of teaching was not in the public domain. Faculty assessment was fundamentally a departmental oversight responsibility laden with the typical politics and unwritten rules that govern the academic organization. We presumed that regular classroom instruction must be high quality, I have had faculty over the years who have engaged in distance learning tell me that distance learning had made them better teachers. Why? Faculties began to question their assumptions about the teaching-learning process and systematically examine how their content objectives, student interactions, and assessment methods contributed to better teaching and learning. In retrospect, I think we've made incredible progress over the past twenty years. I also think we have some very real challenges on the horizon to move forward in the global environment. Lets look at the key driver in this new global higher education market: access.

This opening slide on access depicts what you already know. We have a lot of people coming back to higher education. The number of eligible students is increasing yearly. One of the last estimates was there will be 100 million eligible students in the year 2010 and recently that estimate has increased to approximately 120 million. Paradoxically, if these estimates are correct, why is it such an increasingly competitive marketplace? Well, of course 120 million students don't come back to school at the same time. They have different reasons, varying family, employment, and community responsibilities they must manage. The fact of the matter is the number of learners out there is increasing certainly much faster than we could even imagine accommodating by building new campuses. What role will open and distance education play in the future in meeting this increasing global demand? I'll return to this question a bit later.

Playing on the International Stage: The Driving Factors

i. Financial factors

What factors are driving universities into global markets? First and foremost is the need to secure additional revenues. University leaders have to look at the financial aspect as one of the key considerations in going global. In sum, government reductions in funding to higher education is driving institutions toward new ways of securing alternative revenue sources.

ii. International language: English

We are seeing a gravitation towards "English" as the global language, particularly in business and commerce. More and more universities across the world are offering programs in English most notably at the post-graduate levels. This trend has also served as a catalyst for increased levels of competitiveness of competition for international students. It is not clear to me that this movement will continue over the long-term or if there will eventually be cultural and social resistance to English. Although there are valid reasons for business degrees to require English fluency for international commerce, I do not believe we will see this same increase in the arts and sciences, education, and other academic disciplines. For example, there is a private business school in France called ESC Lille where all the masters' and doctoral

programs are taught entirely in English. These type of institutions are, in fact, competing with traditional Anglo universities for international students. The historic English speaking countries like the U.S., UK, and Australia are now seeing their foreign competitors remove one of the traditional Anglo competitive edge factors.

iii. Diversification and increase in international student mobility

We are seeing one result of the interconnectedness of a global society and economy by the diversification and increase in international student mobility. Students believe having a study abroad experience and/or some international experience as important to their portfolio for future employment after university. Students today are also simply more adventurous in exploring global learning experiences and engaging in the benefits of travel, exposure to new cultures, meeting new friends, and living in another country.

iv. Workforce needs – skills migration

Obviously, workforce needs and skills migration is a priority for many governments to attract a highly talented workforce for the future. Many of you are familiar with the Bologna Process in Europe. This mobility model is driven by a reciprocal recognition of credentials and skills that will allow today's students, who are tomorrow's workforce, to move seamlessly across international borders for employment. The Bologna model is being considered in other regions of the world for facilitating the mobility of the labor force to meet national demands for high skill labor. There is no question that this model will increase in the future. It will become a competitive edge for nations who can attract workers to meet critical labor shortages and needs.

Trends in Global Cross-Border Higher Education

i. Host nations are becoming more selective of entering foreign providers

What are some of the key trends in cross-border higher education? First, host nations are becoming more selective of entering foreign providers. I think this has been happening probably for about the last four years. Certainly China has become a bit more selective in the kinds of institutions and partnerships allowed into the country. This trend is occurring in other regions of the world and is likely to increase in the future. The important questions for you are what kinds of partnerships are in the best interests of your university? Who do you want to compete with in the global market? Who don't you wish to compete with in this arena? And finally, what competitor institutions can you effectively compete with to ensure future success? In sum, you will have to assess the competitive attributes of your institution in the global market and adapt accordingly to changing economic and market demand circumstances.

ii. Cross-border research exchange is a rapidly growing priority among nations

Cross-border research exchange is also an essential component of international partnerships between nations and universities. Institutions that can combine academic

programmes and research exchange into their partnership formula will be well positioned for the future. I should also mention that quality assurance agencies are engaging in broader oversight of cross-border higher education programs and are paying more attention to what institutions are doing abroad.

iii. Emerging hosts and sources

This slide provides a general visual graphic of cross-border activity across the globe. Host nations are those that have foreign providers located in-country. Source nations are those that deliver programs into another country. During the past five years, most of the cross border growth has occurred in East Asia and the Gulf states. Unsurprisingly, the three countries that deliver the most across-border higher education are the UK, the U.S., and Australia. These three nations also have the largest foreign student populations. However, this global landscape is changing and we are seeing a new regionalism emerge across the globe. This means more and more students are considering study abroad within their region and institutions are exploring more partnerships with their sister institutions in the region.

Defining the Global University

One view of what it means to be a global university has been presented by Vice Chancellor Eric Thomas of the University of Bristol. Professor Thomas argues that a global university has global brand penetration, it has comprehensive excellence in research, teaching, academic staff, it is engaged in global research, it delivers programs abroad, it has many foreign visitors on its campus, and it impacts global issues and policy formation. Of course, not every institution can do all these things. If we agree with this model then only large, comprehensive research universities can truly be global universities. In some respects this is an elitist and rather narrow view of the global landscape. With the many global issues this planet must resolve, we need many players on the international stage. Leaders need to determine the global role of their own institution and engage in activities that reflect the academic strengths of the institution. And maybe this is the easiest way to suggest to all institutions if you don't know where you're going, it really doesn't matter which path you take. As former U.S. president Dwight David Eisenhower once said, 'the plan is nothing, planning is every thing.'

Given we have a broader understanding of the factors and drivers of the new global higher education market, the question I pose to you is this. Why has the level of global distance learning failed to keep pace with the broader progress of educational technology? Given the progress we have made with technology over last 20 years, it would seem plausible that we would be seeing an increasing amount of global distance education in today's global market. This is not the case. Why? What are the barriers to global distance learning? Let's take a look at some of these.

The Global Distance Factors

i. The credibility of "real people" and choosing for the best learning practices

When you spend a lot of money for technology, for research, for academic programs, having 'real people' on the ground seems to carry some credibility. Another possible

reason is the limited research base for addressing the interconnected impacts of online learning, language and culture. I don't know if we really know very much about what is 'lost in translation' when online programs in English are delivered to non-native speakers of English. When I talk to faculty about teaching international students they often tell me about the miscommunication that goes on in the face to face classroom. The next question, of course, is then what happens in online environment where content is delivered in English? I think we need to take a more empirical look at this process.

ii. Technology is not culturally neutral

Technology is not culturally neutral. We know that technology can be very threatening to culture, to language. How do we find ways to communicate that is not the intent, even though sometimes that maybe an intentional consequence in some way? I believe it was two years ago in Thailand, they limited the number of programs delivered in English. Why was this done? In Thailand, as in many other cultures, language and culture are intimately connected. The increasing number of programs in English was perceived as a threat to the language and to the culture. Now, those are not the kinds of issues we necessarily talk about and grapple with every day. But I think they are issues we must talk about in a global environment of partnerships where language and culture are critical issues in the delivery of higher education.

iii. Digital divide

There is a growing disparity between the haves and have-nots in terms of free and easy access to technology. We can break it down by developing or developed countries, we can break it down by rural and urban and by age and gender. We can go on and on and on. Access to programs is irrelevant if potential students lack the basic access to the technology tools, infrastructure, and support services to support their learning.

iv. Funding or redistributing resources to conduct research in international distance teaching

It's amazing how many conferences I've been to on distance and open learning and I heard keynote speeches address distance learning potential as if everybody was wired by Bill Gates and had everything they needed technologically. And I'm talking about conferences where half of the participants were from third world countries and developing countries. To them, the issue of access isn't about the students being able to take online courses, the issue here is to have reliable, low-cost technologies to get to the content. So, you know, what means one thing to us at times it means something different to others. And for some institutions, doing some of these things, particularly in challenging economic times, means making difficult financial decisions. Are you willing to redistribute resources to engage in research that looks at these cultural and language barriers to online learning? If you are going to serve students online in international markets, these are not easy questions and I certainly have no definitive answer to offer you. We have competing interests for resources within the university.

This competition for resources thereby requires leaders to make difficult decisions about what gets funded and what doesn't.

Strategic Considerations for Institutional Leaders

i. Articulating clearly that international distance education initiatives align with institutional mission and strategic goals

Global distance learning requires leaders to clearly articulate how these initiatives align with institutional mission and goals. For you, in this room, who lead stand alone open and distance learning universities, that's probably a given, but I assure you in the rest of higher education it is often an afterthought by some leaders. In fact, at times it is fascinating to see how quickly distance education was marginal on Friday but became very important by Monday to respond to a potential global initiative.

ii. The instructional design formats of distance teaching should respect language, culture and social norms of foreign students

Aligning distance teaching with instructional design formats that compensate and respect language, culture and social norms is a critical barrier to global online learning. I'm not suggesting that we haven't done work in this area. There has been excellent work done by some institutions yet generally these issues have been overlooked.

iii. Developing a risk management strategy for major international open and distance learning endeavors.

It never ceases to amaze me how truly great universities are at creating things , research, partnerships, academic programs, and the list goes on and on. What universities are usually notorious at is their capacity for getting out of partnerships. How do you get out of a partnership that's not working? How can you say, oh well, we thought this would be a good partnership for many positive reasons? Perhaps no one is fault but the partnership is not working and the irony is that the only response sometimes is for more resources to be expended in an effort to save an initiative.

So what do you do? The answer is an exit strategy needs to be talked about from the outset. The problem, of course, is that when you have opening discussions, everyone wants to be positive and gracious and what to do if the partnership isn't working is left out of the discussions. Indeed, this is only natural but I think you have to find ways to have discussions about those kinds of difficulties and challenging questions. What if it doesn't work out the way we planned? How do we remove our organization from the partnership, learn from the process, and move on? Why can you do it better than your competitors? Again the competitive questions you need to ask are these. Who do you want to compete with? Who don't you want to compete with? And, perhaps the most important practical question is what organizations can you compete with successfully?

iv. Enlightenment of a little story: How can you do it better than your competitors?

Perhaps a story often told by Sir John Daniel, President of the Commonwealth of

Learning, will illustrate this competitive challenge. Given we are being hosted by our colleagues here in Shanghai, I'll use a Chinese metaphor and call this the crouching tiger story. Two gentlemen who come out the jungle glance back to see a tiger is chasing them. As they start running away, one of the gentleman says 'there's no way we can out-run that tiger'. The other gentleman glances over his shoulder at his friend and says 'oh I'm not trying to out-run the tiger, I'm just trying to out-run you!'

Who do you want to compete with and why? And the competition issue is only part of the challenge. There is also the partnership issue. Who are you going to partner with? What are the characteristics that you are looking for in your potential partners? Are you interested in short-term or long-term partnerships? The criteria for these may be different. So, again, the competitive issue is an important one. Who do you want to compete with and why and how can you do this effectively?

The Future

i. The global distance learning landscape and market will expand exponentially

The future for global open and distance learning, as I said earlier, is wide open. I think it is very interesting that in a 20 year period we've almost come full circle, and open and distance education is once again in a very strategic position to move higher education forward. Today, there are different reasons for this and one is simply that someone went and invented the Internet. This transformation has changed the way we do everything from education, banking, and insurance to entertainment, personal relationships, and travel. We truly do live in cyberspace on a daily basis.

ii. Maintaining the focus on effective teaching and learning

We also have an important responsibility for maintaining the focus on effective teaching and learning rather than the technologies. Perhaps this sounds a bit obvious and yet we have forgotten this at many junctions along our journey. I would also acknowledge to you that the scrutiny faced by distance educators about academic quality, effective learning and removing the primacy of the faculty member from the teaching and learning process is not only unwarranted, it is simply not true.

We have a substantial body of research that has shown clearly that distance learning is as effective as face-to-face classroom instruction and that students perform equally well academically. Do any of you ever remember having arguments in the 60s and 70s about whether faculty were using overhead projectors or chalk boards? These were the technologies of teaching and learning and yet we called them teaching aids.

The technologies of open and distance learning empower learners across the globe and provide access where access otherwise would not exist for learners. We need not apologize or make undue claims about the potential of our profession. We simply need to embrace our profession and educate others on the tools of our trade. Remember, being challenged at times is good for all of us, for our students, and for our profession.

iii. Engaging in partnerships with the right partners

As I shared earlier, universities must also assess their research capacity along with the academic programs they can offer globally. We must engage in partnerships with the right partners. I believe this is one of the biggest challenges we will have in the future. In conclusion, and as Henry L. Mencken once wrote, ‘for every complex problem there is a simple solution and it’s wrong! I wish you well on your journey. Thank you!

Response and remarks

Remark1 [Pranee Sangkatavat, President, Sukhothai Thammathirat Open University]:

Thank you! Mr. Chairman, executive ICDE committee, President and vice-chancellor from open and distant university and dear friends. I feel very much honor to have joined this conference and I am just appointed to be the fifth president of STOU a couple months ago, So, I was just new. (I just know that I have to respond for this presentation when I step on the bus). Anyway, let’s get back to the presentation. First of all, I’m very impressed with Dr. Don’s presentation with you look back and look forward for the future, for global open and distance learning. Let me talk a little bit about Thailand, especially about my open university and I will ask you a few questions according to your presentation. In Thailand, I may say, 30 years ago, we have the real boundaries. Higher education was established with the establishment of STOU (Sukhothai Thammathirat Open University). Before 1978, all higher education in Thailand was classroom-base university. STOU then was established to open to border of classroom, to the working people who do not have opportunity to enter to the university. Besides, these groups, we also serve a specific group, such as the leader from the religious all to our country. And also, the worker from the industrial even though the prisoner, so, we serve a variety group of people. OK, anyway, up until now, STOU was produced more than 300,000 graduates to serve the nations. However, due to the development of the new technology, such as information and communication technology. We are challenging by the penetrating, information and communication technology and by the global languages. I mean the English. It is also our real barrier, OK, and the different culture between western and eastern is also need to be justified. In this case, can you suggest me how to overcome these issues?

Response (Dr. Don Olcott, Jr.):

We have opened up dialogues and leadership institutions need to truly define what the overall international strategy is. Let me explain what I mean, Mandam . The US has 4,130 colleges and universities. I know about 10 million students, less than 1 percent of American students study abroad, 1 percent. And there is a president in anyone of those institutions in America who isn’t going out publicly and saying we need internationalized curriculum, we need to prepare global students, and we need to do all these kinds of things which in ways some hypercritical if you ask me, and so, I think what we need to do is...and I just use that as an example. It’s not a critique of American higher education. It’s just again...it were the right interaction you don’t lie up and I think we need to open up dialogues with our international students. One of the things I will share with presidents who are trying to recruit lots of international

students to the personal question I will used to ask is: Are you prepare to spend the money and use the staff necessary to ensure that you can provide support services to those students when they are on your campus? And it's amazing how many answers I don't care. I mean he just look at me like as this silly question. So, I think we need to teach each other about each other's culture, each other's languages. I, myself, am a bit concern about this push to global English, I mean certainly it makes cities here a times, go places, and do things. But what we are loser on that? I mean I love other languages; I'm a language person, so I happen to...but I just wonder if we ever take the time to think about what we may lose in this process that we think would be so creative by moving forward. And I think in the same win we need to stop long enough to have dialogue and talk about these issues across eastern and western cultures.

Remark2: (Professor Helge Hoivik, Oslo University College):

I would like to give a brief comment on that. Since last summer we conducted the first summer school with participants from many different countries including China and Sudan. And one of the amazing experiences was to define the courses mostly the linguistic from the outside. Using all the available materials on the internet in the various personal in Norwegian English but also all the languages. And at the same time, using the automatic translation mechanisms now available. So that, the entire course material could be translated into a rapidly port of Sudanese participants into Chinese for the Chinese participants by the click one button. Now, the quality of the translation, you know, is on the high level at this stage, but that will improve in next five to ten years. So, it was more a conceptual issue, to define the learning environment as having more multiple languages, so that the word faces at the same time. Thank you!

Remark1 (Pranee Sangkatavat):

Even though, right now in Thailand, we put English course to be our compensatory course for primary and secondary school level, but still, you know, English is thinking to be a great barrier for us to be global to learn internationally. But we use English as, you know, a media for learning.

Remark3:

I really take back to the also ICDE conference 1988. I don't think that one as many as in this room. I usually think that's a nice experience. Dr. Berry, they found that open university in Britain, organized in Saedeglu. Not on that mean program of the agenda of the conference. He showed us an experiment, this is why I want to speak about it. It was at that time a cold war. It also organized between the MIT in the United States and the University of Beijing in China. How can you give a classroom on technological subject being the satellite was, at that time, a new invention? How you can use satellite and have an interactive Chinese students. Here is the lecture going mantic only with the help of Chinese professor. The second experiment was to get a Chinese professors give their lecture to the MIT, American students on mainly. The answer was you have to care even in technology for local needs, local mentality, language problems, things like this and it didn't work. This is just a reflection on the reflections.

无国界高等教育的挑战与前景

无国界高等教育观察组织执行主任与美国远程教学协会董事会主席 唐·奥尔科特(美)

尊敬的各位嘉宾、各位同行以及我们的东道主，大家好！能来这里我感到非常高兴。刚才对我如此慷慨的介绍令我感到愧疚，因为今天有这么多的校长、副校长聚集在一起。但是我必须和大家分享的是大概四个月前，我和几位同事去在希腊的科孚岛上聚餐，我跟他们说我要来参加上海的这次会议，并在开放教育大学校长常务会议上为校长们做报告。他们中有人对我说，“在我的整个职业生涯中，我一直期待着能在校长云集的会议厅里把我的真实想法告诉大家。”不管怎样，我很高兴能和大家相聚上海。

一、反思 1988 年：回顾过去展望未来

首先，我想和大家一起把时间倒退到 20 年前，那时的我们都非常年轻，请各位回忆一下当时我们的事业处于何种情形。我们都知道，1988 年是开放与远程教育开始的一年。但大家若细想一下 1988 年的世界就会发现，20 年之间我们所取得了极大的进步。同时，这让我想起了 20 年前自己在远程教育领域的一些经历。如果你回忆一下，或许你们中的某些人也有与我相似的经历。但我记得在这段时期，越来越多的远程教育杂志开始创办。有关远程教育的协会在世界的某些地方也开始建立起来了。与现在相比，当时的远程教育专业会议还相当少。而如今，全球每年都有近上百场有关教育技术或远程学习的会议。我们也开始听说一些远程学习能够赚钱或者至少为我们省钱的公开论断。并且更加重要的是远程学习能够减少在职人员的工作负担，能有空闲的时间来实现学术追求。当然，我们在这一过程中也吸取了不少经验与教训。我发现比较有意思的是，我们当时可能正处于科技与未来高等教育发展的另一个关键的十字路口。

二、受教育权：全球性的挑战

事实上，大概就在 1988 年我们开始听到这样一个经典的问题：远程学习与课堂教学同样有效吗？我记得一个校长曾指责我并让我保证远程学习计划将会反映大学课堂教学的标准。我说：“校长，您真的想把它作为标准吗？”当然，他被我的这个回答弄得不知所措。非常重要的一点是，我记得我们的教工是真正自治的，并且在非公共领域内，任何人都可以对教学的质量提出质疑。教师评价根本上就是部门的监督职责，通过各种象征性的政纲和未成文的规定来管理学院机构。我们由此推测常规的课堂教学肯定是高质量的，在那些年进行远程学习的教师告诉我说，远程学习使他们成为了好教师。为什么？教师们开始质疑他们关于教学过程的设计，并系统地考察他们的教学目标、学生互动、评价方式对提高教学是如何起作用的。回顾过去的 20 年，我认为我们已经取得了巨大的进步。同时，我认为在全球化环境下，远程学习在向前推进的过程中还面临着一些非常重大的挑战。让我们一起审视在这个新的全球高等教育市场中的关键驱动力：受教育权。

第一张幻灯片中关于受教育权的描述大家都已经了解。我们有很多人回来接受高等教

育，符合条件的学生的数量每年都在增加。据前些年的预计，到 2010 年，符合条件的学生数量将增加到 1 亿，最近预计的数据将会增加到 1.2 亿左右。自相矛盾的是，假如这些估计是正确的话，为何是一个越来越具有竞争力的市场？当然，也有 1.2 亿的学生不会再回到学校。他们有各种不同的原因，从家庭、职业到他们必需承担的社区责任。事实上，通过建设新校区，外在学习者的数量正在增加，其速度显然要比我们所能想象的还要来得快。为了满足将来这种日益增长的全球需要，开放与远程教育会扮演什么样的角色呢？我会在晚些转向这个问题。

三、走向全球：大学的驱动因素

(一)经济因素

是什么因素把大学推向全球市场呢？首先是保证额外收入的需要。大学领导们必须将财政方面看成是大学走向世界的关键因素之一。大体上，政府减少对高等教育的投入正促使高等院校寻找其他经济来源的新方式。

(二)国际性语言：英语

其次，大家都知道，英语是国际通用语言，尤其在商业活动中。世界上越来越多的大学都在开设英语课程，最为显著的是在研究生课程中。这种趋势也已作为增加留学生竞争力和竞争水平的一种催化剂。我不清楚这种运动是否将长期持续或者它们最终是否会对英语产生文化与社会阻力。尽管有一些合理的理由要求获得商学位的学生有流利的英语来进行国际商务活动。我不相信在文理科、教育学及其他学术性科目上也会让我们看到同样的增长。例如，在法国有一个名为里尔高等商学院的私立商业学校，在那里，所有的硕博士课程都是全英语教学的。事实上，这种类型的大学正与传统英式大学竞争留学生。历史上重要的英语国家例如美国、英国和澳大利亚正在看着他们的外来竞争者移除传统英式的竞争优势因素。

(三)留学生流动性的增强及其多样化

我们见证了由于留学生交流的增加与多样化带来的全球社会与经济相互联系的结果。学生们认为，有一种国外留学经历或者一些国际交流经历对于他们在大学毕业后就业是非常重要的。如今学生在探寻国外学习经历、参与国际旅行、暴露新文化、遇见新朋友以及在其他国家生活方面更加喜欢冒险，敢做敢为。

(四)劳动力需求及技术迁移

显然，劳动力需求和技术迁移是未来许多政府在引进未来高水平人才和劳动力方面是优先考虑的。你们中的许多人都熟悉欧洲博洛尼亚进程，这种迁移模式是受证书和技能方面的相互承认而推动的，它将允许今天的学生（明天的劳动力）顺利地跨过国界去进行就业。博洛尼亚模式正在为世界其他地区所考虑来加速劳动力的迁移，从而满足国家对高技术劳动者的需求。毫无疑问，这种模式在将来会增加。对于那些能够引进劳动者来满足严重的劳动力短缺与需要的国家来说，这将成为他们的竞争优势。

四、全球跨边界高等教育的趋势

(一)东道国对国外课程提供者更加挑剔

跨边界高等教育的关键趋势有那些呢？首先，在国内提供教学课程的外国提供商的审批

与选择正在变得更加挑剔。我想这大概也就是最近四年的事情。其中之一就是中国，中国现在在对寻求合作伙伴的开发机构的挑选也越来越严格了。这种趋势在世界的其他地方也正在发生而且在将来还可能会增强。重要的问题是，什么样的合作伙伴关系是你的大学最大利益？你想和谁一起在全球市场中竞争？在这个领域你不想和谁一起竞争？最后，你能同什么样的机构进行有效竞争来保证将来的成功？总之，你将不得不评定你的大学在全球市场中的竞争力，并根据经济 and 市场需求状况的改变而相应地进行调整。

(二) 跨国研究交流快速成为各国大学的首要任务

国家之间，大学之间的跨国研究交流也是国际合作的一个不可或缺的部分。将来，那些能够把学术计划与研究交流结合起来并成为他们的合作规则的机构则会占据有力位置。我也应该提一下的是，质量保证代理机构正在对跨国高等教育课程进行广泛监督，他们更加关注国外的研究机构正在做些什么。

(三) 新兴的东道国与来源国

这张幻灯片中的概览图为大家形象地说明了全球高等教育机构的跨国活动情况。东道国是国外课程的进口国，而来源国则是课程的出口国。在过去的 5 年间，大多数的跨国交流增长发生在东亚和美国的墨西哥湾沿岸各州。不足为奇的是，英国、美国和澳大利亚三个国家输出了绝大部分的跨国高等教育课程，他们拥有最大的外国学生人数。但是，这个全球前景正在改变，我们正在见证一个新的区域政策在全球的诞生。这意味着越来越多的学生正在考虑在他们所在的区域内出国留学，同时高等教育机构正在与区域内的姊妹机构开拓越来越多的合作伙伴关系。

五、全球大学定义

布里斯托尔大学的副校长托马斯为全球大学下了定义，他认为全球大学有着全球性的品牌渗透力，有着全面而又出色的研究、教学、专业人员，致力于全球性的研究，向国外输出一些课程，有许多外国游客参观校园，对全球问题和政策形成产生一定的影响。当然，并非每个机构都能完成所有这些事情。如果我们赞同这个模型的话，那么只有那些大的，综合性的研究型大学才是真正的全球大学。从某种程度上讲，我们考虑到这也是一种“杰出人物统治论”的观点，而且也是对全球视野的一种相当狭隘化的理解。因为有许多全球性问题需要去解决，在国际舞台上，我们需要许多“表演者”。领导者们需要确定他们自己机构的全球性角色，同时也要参加一些能够反映他们的机构的学术实力的活动。如果你不知道你要走那条路的话，可能这就是对于所有机构来说最简捷的一个方式，而你选择那一条道路则无关紧要。正如美国前总统艾森豪威尔所说：“计划是无关紧要的，计划的过程才是一切”。

假如我们对于新的全球高等教育市场的因素和推动者有了更广泛的理解的话，那么我想问大家一个问题——为什么全球远程学习的程度跟不上教育技术的大跨步前进的步伐呢？由于我们的教育技术在过去的 20 年里取得了长足的进步，我们似是而非地看到，在今天的全球市场中的远程教育的份额也在日益增加。然而，事实并非如此。这是为什么呢？全球远程学习的障碍是什么？下面，我们来看看几个因素。

六、全球远程因素

(一)“真人”的可信度及最优学习实践的选择

当你为了技术、研究、学术项目花了很多钱的时候，现场“真人”看起来好像意味着某种可信度。另一个可能的原因就是关于在线学习、语言与文化之间的相互影响的有限研究基础。我不知道是否我们真正的了解在英语网络课程传送给非英语国家的学习者时所产生的“翻译中的失真”现象。当我和我的教职员工谈论有关留学生教学的时候，他们经常会讲到面对面的课堂教学中所发生的“错误传达”的问题。下一个问题，当网络学习环境中的所有内容都是用英语表达的话，那么又将会发生什么事呢？我想，我们需要以更加经验化的观点来看待这一过程。

(二)科技不具有文化中立性

科技并不是文化中立的。我们知道，科技会对文化、语言造成很大的威胁。尽管有时候从某种程度上说这种威胁是一种带有目的性的结果，但我们如何才能找到一种交流的方式来表明这种威胁实际上不带目的性的呢？我相信泰国在两年前就限制了英语授课课程的数量。为什么要这样做？在泰国，正如其他国家一样，语言和文化是紧密联系在一起。他们感觉到用英语教授的课程数量的持续增长会对他们自己的语言和文化造成威胁。那些并非是我们每天必须讨论和解决的问题。然而，在全球合作的环境下，语言和文化成为了高等教育过程中的关键问题，因此，我认为它们是我们必须要加以讨论的问题。

(三)数字分配

能够自如简捷的拥有科学技术的国家和不能这样做的国家在对技术的拥有上的差别越来越大。这种科技方面的差异，我们可以通过发达国家与发展中国家之间的努力消除它，我们可以通过城乡之间的努力消除它，我们也可以通过年龄与性别上的努力消除它。我们可以持续不断的这样做。如果有潜力的学生们无法使用科技工具、基础设施以及为支持他们学习提供的服务，那么学习课程就是无关紧要的。

(四)开展国际远程教学研究的投资或资源的再分配

令人非常惊异的是，在我参加过的许多关于远程与开放学习的会议中，我所听到的关于远程学习的潜力的演讲就像所有的人都被比尔盖茨用金属丝连接了起来，好像他们需要的任何一样东西都要藉由科技来完成。而且我所上面谈到的“会议”的参加者几乎有一半来自第三世界国家和发展中国家。对于这些国家来说，问题并不在于学生有没有能力学习网络课程的问题，而是他们是否有机会利用可靠、低廉的技术获得学习内容的问题。因此，对于我们来说有着某种含义的事情对于其他人来说却有着不同的含义。而且，对于某些机构来说，尤其是面对经济时代的挑战时，利用科技的问题就意味着要做出艰难的财政决策。你愿意把资源再分配到那些有关“文化和语言是在线学习的障碍”的研究上去吗？如果你将要在国际市场中提供给学生在线服务，那么这些就不是简单的问题，而我，当然也无法给大家确定的答案。我们对于在大学之间争夺资源有着浓厚的兴趣。这种对资源的竞争也因此要求领导者在“什么能和什么不能带来资金”方面做出艰难的选择。

七、机构领导者的战略考虑

(一)清晰说明与机构使命和战略目标相一致的国际远程教育行动

全球远程学习要求领导者清晰说明远程教育行动是如何与机构使命和目标相一致的。对

于在座各位开放和远程学习大学的领导者来讲，这可能是一个已知的问题，但是我确信这也会引起高等教育的其他领域的一些领导者的再思考。事实上，有时候我们看到远程教育在星期五是不重要的但到了星期一很快又对潜在的全球行动做出回应从而变得非常重要，这是一件非常吸引人的事。

(二)远程教学的教学设计形式应该尊重语言、文化和外国学生的社会规范

对于全球在线学习来说，教学设计形式要均衡并且要尊重语言、文化和社会规范这是一个关键性的障碍。我并不是说我们在这方面没有做出过努力。有一些机构已经做的相当出色了，然而总体来讲这些问题还没有被注意到。

(三)为主要的国际开放和远程学习的努力开发风险管理策略

大学在创造、研究、合作、学术项目等等许多方面都是多么的优秀，这向来让我感到震惊不已。大学做的不好的地方通常是它脱离合作伙伴关系的能力。你如何脱离一种不再起作用的合作伙伴关系？你怎么能说：“我本来以为由于各种积极的原因这会是一种好的伙伴关系。”？可能，任何一个人都没有错，但是伙伴关系已经不再起作用了。具有讽刺意味的是唯一的回应有时只是针对为了保留主动性而消耗更多的资源而做出的。

所以你该怎么做？答案就是从一开始我们就需要讨论一种策略的存在。当然，问题是当你身处一个开放式讨论的时候，每个人都想要表现的积极、亲切。那么当这种合作伙伴关系不再发挥作用的时候你怎样才能从讨论中抽身而出呢？确实，这是很自然的，然而我想你应该寻找一些方式来讨论一下这些困难和具有挑战性的问题。如果它没有按照我们计划的方式运行，我们怎样让我们的组织脱离伙伴关系，从这个过程学习，然后继续前进？为什么你能够比你的竞争者做得好？同时，你需要在这里问的一些竞争性的问题是——你想要和谁竞争？你不想和谁竞争？可能最重要的实际问题是你能成功地和什么样的组织竞争？

(四)一则小故事的启发：你如何比你的竞争对手做得更好？

约翰·丹尼尔先生——英联邦学习共同体主席经常讲的一则小故事或许可以阐明这种竞争性的挑战。既然我们来到了上海，那么我想借用一个叫做“蜷缩的老虎”的中国寓言故事来加以说明。有两个绅士正并肩前行，其中一个无意中向丛林中瞥了一眼并看到了一只老虎正在追赶他们。两个人赶快跑了起来。其中一个说：“我们没办法跑过那只老虎啊！”另一个人瞥了他的朋友一眼说：“我没想跑过那只老虎，我只是在尽力跑过你！”

你想要和谁竞争？为什么？同时，竞争的问题只是挑战的一部分。与此同时还有合作伙伴关系的问题。你想要和谁合作？你寻找的潜在合作者有着怎样的特点？你对长期合作感兴趣还是对短期合作感兴趣？标准是不同的。所以，我再次强调竞争问题是一个非常重要的问题。你想要和谁竞争？为什么？你怎样有效地做这些事？

八、未来

(一)全球远程学习前景和市场将会大幅度扩大和拓展

正如我所说，全球开放和远程学习的未来一片光明。在 20 年的时间里，我们几乎走完了完整的一圈，开放和远程教育再一次站在了高等教育前面的战略位置上，这是非常有趣的。现在有各种不同的原因可以用来解释这件事，其中一个非常简单的原因就是有人发明了因特网。这项改革改变了我们做事情的方式，从教育、银行业、保险业到娱乐、个人关系和信息

的传播。我们确实生活在一个建立在日常生活基础上的电脑空间中。

(二)继续将注意力放在有效教学和学习上

我们还有一项重要责任就是要把注意力放在有效教学和学习上而不是科学技术上。可能这听起来是显而易见的，然而我们在我们的“旅途”中的许多“交叉点”上将这一点忘记了。同时，我也想告知大家，远程教育者关于学术质量、有效学习、和消除教职员在教学和学习过程中的首要地位的审查是未获承认的，简直就是错误的。

我们有一个研究的实质部分清晰表明了远程学习和面对面的课堂教学一样有效，学生在学业上也有着同样好的表现。不知在座各位有没有人记得在六七十年代的时候有一个有关教师要使用放映机还是要使用黑板的争论。这些都是教学和学习技术。迄今为止，我们都称之为教学辅助手段。

开放和远程学习能够使得学习者“穿越”整个世界，并且能为学习者提供别的地方不能提供他们的访问入口。我们不必为我们的职业潜能感到抱歉或做出不适当的要求。我们仅仅需要信奉我们的职业并用我们的商业工具去教育他人。请记住，不时地接受挑战对于我们所有人来说都是好事。我们的学生，还有我们的职业。

(三)致力于与合适的合伙人建立伙伴关系

正如我上面所讲到的，大学必须评估他们的研究能力和他们能提供的全球性的学术课程。我们必须致力于与合适的合伙人建立伙伴关系。我相信这是我们将来会遇到的最大的挑战。总而言之，正如亨利·麦凯恩以前所写的：“每一个复杂的问题都有一个简单的解决方法，但它是错的！”祝愿你们在旅程上一切顺利！

谢谢！

评论与回应:

评论 1 (布兰妮·桑卡塔维特 (Pranee Sangkatavat), 泰国苏可泰开放大学):

非常感谢！主席先生、国际远程教育会议的执行委员会以及来自开放大学与远程教育大学的校长们，特邀官员及各位亲爱的朋友们，大家好！能够参加这次会议我感到非常荣幸，几个月之前，我刚被任命为泰国苏可泰开放大学的第五任校长，所以，在各位面前，我还是新人，请多多包涵！（就在我踏上车的时候才得知我要给这个演讲做出回应。）

让我们回到今天的演讲上，首先，唐·奥尔科特博士演讲给我留下了深刻的印象，您首先回顾了全球开放与远程学习的过去，然后又展望了它的未来。下面请允许我来谈一下泰国的情况，尤其是我所在的苏可泰开放大学，然后再根据您的讲演提一些问题。可以这么说，30 年前的泰国存在真正意义上的边界。高等教育是随着苏可泰开放大学的创办而开始建立起来的。1978 年之前，泰国所有的高等教育都是基于课堂教学的大学，后来苏可泰开放大学建立了开放教室。这些教室为那些没有机会进入大学学习的劳动者提供学习的场所。我们不仅为这群人服务，还为一些特定的团体服务，例如全国的宗教领袖、来自工厂的工人甚至是囚犯。所以，我们为各种各样的人服务。一直到现在，我们的开放大学总共为国家培养了 30 多万名毕业生。然而，由于新科学技术的发展，例如信息与通信技术，我们不仅受到了信息通讯技术的挑战，也受到了国际性语言——英语体系的渗透。我们也有自己的现实阻碍，比如东西方文化差异需要加以正视。针对这种情况，您能否给我提些建议来克服这些问题

吗？

回应 (唐·奥尔科特) : 我们前面已经展开了关于此问题的探讨 , 其中一点就是需要领导机构界定真正的整体国际战略是什么。下面我来解释一下自己对此的理解。美国现有 4130 所高校 , 大概 1000 万学生 , 其中仅有不到 1% 的美国学生在国外留学。但我们却不知道有哪一位美国校长敢站出来公开发表言论说我们需要国际课程 , 我们需要为国际学生做准备 , 我们需要做与此相关的所有事情。如果您一定要问我们需要做什么 , 我认为我只是把它当作一个例子 , 这并非是对美国高等教育的批评 , 它只是一种正确的交互关系 , 您没有必要对此隐藏什么 , 我们需要做的就是开展与国际学生的对话与交流。对那些想要大量招收国际学生的校长而言 , 我想与大家分享一个我经常问的问题 : 从那些国际学生踏入您的大学校园之日起 , 您有没有准备好投入足够的资金与教师来保证对他们的服务质量 ? 而在座的各位也将会吃惊的发现我对他们的许多答案都很不以为然。我的意思是他们会认为我提的问题很愚蠢。而我的观点是我们的教员需要相互教授彼此的文化与语言。就我自己而言 , 我比较关心英语这一全球语言的推行问题。因为我们的城市只有在稳定的环境下才能发展 , 我们个人在一个有共同语言的环境里才能顺利出行 , 也才能做自己想做的事情。在这个语言的推行过程中 , 我们失去了什么 ? 我热爱其他民族的语言 , 我是一个使用语言的人 , 我只是想知道我们在此过程中将要失去什么 , 假如我们曾经思考过这个问题 , 那么我们在前进的道路上就会有所创新了。而且我也认为在前进的过程中我们需要留下足够的时间展开对话并讨论有关东西方文化的问题。

评论 2 (Professor Helge Hoivik) , 奥斯陆大学院 (Oslo University College) :

我想对您的发言做一个简短的评论。自去年夏天开始 , 我们开办了第一期暑期学校 , 参与者来自世界上各个不同的国家 , 包括中国和苏丹。其中最令我惊讶的经历就是要从外界界定课程的语言问题 , 并且使用互联网上可利用的所有材料 , 它们有很多的语言版本 , 不仅包括挪威式的英语这一种语言 , 还有其他的语言。不过 , 现在我们可以利用自动翻译器了。所以 , 只要您按一下按钮 , 整个课程资料就会自动译成您所需要的语言 , 例如 , 苏丹学习者需要苏丹语 , 中国学习者需要汉语 , 语言自动翻译器就会按照您的操作翻译成苏丹语或汉语。但目前 , 要想达到较高水平的语言翻译质量 , 还需要 5 到 10 年的时间。所以 , 如何界定多样化的语言学习环境更是一个概念上的问题 , 同时 , 也是整个世界所面临的问题。谢谢大家 !

评论 1 (布兰妮·桑卡塔维特 (Pranee Sangkatavat) , 泰国苏可泰开放大学) : 即使在今天的泰国 , 我们把英语课程当作是小学和初中阶段的补修课程 , 但是 , 英语仍被认为是我们成为我们走向全球 , 进行国际化学习的一个巨大障碍。不过 , 好在我们只是把英语当作一种学习的媒介。

评论 3 : 回想起 1988 年的国际远程教育会议 , 我也有幸参加了。虽然参加那一次会议的人数还没有这间会议室的人多 , 但我一直认为那也是一次非常美好的经历。那次会议上 , 贝瑞博士发现英国的开放大学其实是在萨伊德格鲁 (Saedeglu) 组织的 , 这可不像我们的会议议程那样一目了然。当时 , 他给我们展示了一个试验 , 这就是我为何要谈及的原因。那时还处在冷战时期 , 试验是在美国的麻省理工大学和中国的北京大学进行的。您如何才能讲授一堂科技课 ? 那时卫星是一样新发明。您如何利用卫星与中国的学生保持相互联系 ? 只有在中国教授的帮助下 , 这个讲演的内容才具有预言性。第二个试验是如何让一位中国的教授

为美国麻省理工大学的学生 (主要是美国学生) 讲课。解决的方法是你必须关注当地科技的需要，当地的精神，语言问题之类的事情，但这并不起任何作用。这只是一种反射引起的倒影而已。

(夏冬杰校)