PCF9
PAN.COMMONWEALTH FORUM

C·O·L
COMMONWEALTH
of LEARNING

The Open University | 50 YEARS

9-12 September 2019 | Edinburgh, Scotland

Monday | September 9, 2019

Registration

Time 8:30 – 10:00

Registration at the venue

Opening Ceremony

Room: President's Suite / Time 10:00 – 10:55

Speakers:
1. Dr Linda Sissons, Chair, Commonwealth of Learning
2. Professor Asha Kanwar, President and CEO, Commonwealth of Learning
3. Mr. Malcolm Sweeting, Pro-Chancellor, The Open University, United Kingdom
4. Professor Mary Kellett, Vice Chancellor, The Open University, United Kingdom

Plenary Panel: PCF9 Theme

Room: President's Suite / Time 11:00 – 11:55

Moderator: Sir John Daniel, former President and CEO, Commonwealth of Learning
Speakers:
1. Professor Abdalla Uba Adamu, Vice Chancellor, National Open University of Nigeria
2. The Honourable Michael Browne, Minister of Education, Science and Technology, Antigua and Barbuda
3. The Honourable Akila Viraj Kariyawasam, Minister of Education, Sri Lanka
4. Professor George Magoha, Cabinet Secretary for Ministry of Education, Kenya

Asa Briggs Lecture

Room: President's Suite / Time 12:00 – 12:55

Speaker: Lord David Terence Puttnam of Queensgate CBE
Chair: Professor Brenda Gourley, former Vice-Chancellor of The Open University, United Kingdom

Programme and venues subject to change; please check the App and the website frequently

Room: President's Suite / Time 13:00 – 13:30
OU – BBC Special Presentation **Facilitator:** TBC

Lunch Break

Room: President's Suite / Time 13:30 – 15:30
OU Special Presentation: Online and Distance Learning for Higher Education in Emergencies   **Time 14:00 – 15:00** **Facilitator:** Giles Mohan, The Open University, United Kingdom

Special Meeting

Room: Centenary Club Lounge / Time 15:30 – 16:30
Meeting of Facilitators and Rapporteurs (by invitation only) **Facilitators:** Anne Gaskell, V. Balaji, Sanjaya Mishra, Romeela Mohee

Informal Networking and Stadium Tour

Time 15:30 – 18:00
Stadium Tour (Only with prior booking) **Informal Networking (Free time for delegates)**

Welcome and Reception Dinner

Room: President and Thistle Suites / Time 18:00 – 21:30
Traditional three-course Scottish meal with ½ bottle of wine pp, tea, coffee. Ms Jane Constance, UNESCO Artist for Peace, and the Foot Stompin' Ceilidh Band will provide background entertainment. Return buses for select hotels available.

2

Programme and venues subject to change; please check the App and the website frequently

Tuesday | September 10, 2019

Registration: Time 8:30 – 9:00

PLENARY SESSION: Keynote 1

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

Speaker: The Honourable Danny Faure, President of the Republic of Seychelles
Chair: Dr Linda Sissons, Chair, Board of Governors, Commonwealth of Learning

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: Quality	Parallel Session 1

Title of the Session: Inclusive Strategies and Systems
The session will explore strategies, systems, approaches and technologies being used in various contexts to ensure that differently abled learners are not left behind.

Facilitator: Peter Oracha Adoyo   **Rapporteur:** Anita Devraj

Paper ID	Title	Presenters	Institution	Country
4	The Operation of Special Education Unit in the Regular Schools and Future Possibilities for Supporting the Implementation of Inclusive Education System in the Ampara District	Kanapathippillai Ketheeswaran	The Open University of Sri Lanka	Sri Lanka
10	Inclusion of the Visually Impaired Persons in the Electoral Process in Zambia: A Human Rights Approach	Pauline Mileji	Kwame Nkurumah University	Zambia
75	Deaf Education and Language-Based Curriculum: The Case of the Buea School for the Deaf	Koumassol Midinette Endurence Dissake, Gratien G Atindogbe	University of Buea	Cameroon Benin
213	Teacher Education at a Distance: What Are the Student Teachers Saying?	Mercy Ogunsola-Bandele and Ronke Ogunmakin	National Open University of Nigeria	Nigeria

3

| 131 | Dynamics of Peer-to-Peer (P2P) Quality Review: A Case of National Institute of Open Schooling (NIOS) of India | Md Mizanoor Rahman, Sabina Yeasmin | Bangladesh Open University | Bangladesh |

Sub-Theme: Employability

Room: Moncrieff Lounge / Time 10:30 – 11:25		Track: Quality		Parallel Session 1

Title of the Session: Quality for Employability

This session focuses on quality in learning as it relates to employability. Presenters bring a range of perspectives, including contextualising, training for competency, supporting learners, and learners' self-perceptions.

Facilitator	Kristen Reid	**Rapporteur**	Dines Phiri	

Paper ID	Title	Presenters	Institution	Country
21	Meta-Profiles to Enhance Competence-Based Training, Case-Study of the Faculty of Agronomy and Agricultural Sciences (FASA) Dschang Cameroon	Christopher Tankou	University of Dschang	Cameroon
153	Ensuring Quality in Lifelong Learning through Learner Support Services	Temilola Apena	National Open University of Nigeria	Nigeria
27	Developing Approach to Employability of Nigerian Graduates in Labour Market: Need for Curriculum Improvement	Martha Nkechinyere Amadi	University of Lagos	Nigeria
129	Developing an Institutional Employability Strategy – Supporting Diverse Student Cohorts	Mick Mccormick, Leanne Daniels	The Open University	United Kingdom
36	The Dilemmas of Teaching and Assessing Soft Skills and their Implications for Quality of University Graduates in Tanzania	Philipo Lonati Sanga	University of Dar es Salaam	Tanzania

Sub-Theme: Opening Up Education

Room: Up and Under Bar / Time 10:30 – 11:25		Track: Innovation		Parallel Session 1

Title of the Session: Innovations that Enhance the Learning Experience

Programme and venues subject to change; please check the App and the website frequently

This session focuses on innovative strategies that increase learners' chances of success. Presentation will explore the potential of digital games, learners' self-monitoring strategies in MOOCs, and innovative learner support initiatives.				
Facilitator Jane Roberts		**Rapporteur** Tony Mays		
Paper ID	**Title**	**Presenters**	**Institution**	**Country**
16	Can Games Based Learning Enhance Learning of Chemistry?	Kamalika Banerjee	Indira Gandhi National Open University	India
225	Assessing Effects of Digital Mathematical Games on Lagos Private School Students' Engagement in Number Bases	Josiah Owolabi	National Open University	Nigeria
276	Research on How Instructors Design and Deliver MOOCs to Facilitate Participant Self-Monitoring	Meina Zhu	Wayne State University	USA
		Curtis Bonk	Indiana University	USA
207	Stakeholders' Views on the Introduction of a Mature Age Pre-entry Support Programme at the University of Eswatini	Khetsiwe Eunice Mthethwa-Kunene, Talent Rugube, Patience Dlamini, Virginia T. Dlamini- Atinkola	University of Eswatini	Eswatini

Room: Cap and Thistle 2 / Time 10:30 – 11:25		**Track: Innovation**		**Parallel Session 1**
Title of the Session: Opening up Education – Frameworks and Policies				
The quest for universal access to education and advances in technology have pushed researchers to seek solutions to issues around access and affordability. Presenters in this session propose innovative frameworks, approaches and policies related to OER discovery and searching, funding models and regulations governing the use of mobile phones and language in schools.				
Facilitator Daniel Tau		**Rapporteur** Donald Peters		
Paper ID	**Title**	**Presenters**	**Institution**	**Country**
93	Directory of Open Educational Resources (DOER): A Discovery Service Framework to Provide Structured Access to OERs.	Madhan Muthu	Azim Premji University	India
		Ricky Cheng	Commonwealth of Learning	Canada
55	Application of Time Driven - Activity Based Costing in Botswana Open University	Eric Andalya	Independent Consultant	Kenya

Programme and venues subject to change; please check the App and the website frequently

		Lesedi Lesetedi Romeela Mohee	Botswana Open University Commonwealth of Learning	Botswana Canada
192	Are Minimal Digital Technology-Enhanced Learning Devices, a Devil or Messiah to Perennial Problems in the Learning Institutions? A Case for Zambian Secondary Schools	Charles Zulu	Ministry of General Education	Zambia
81	The Influence of Language and Literacy in Opening up Education of an African Child: A Case of Kenya	Edwins Baraza, Silvance Abeka	Jaramogi Oginga Odinga University of Science and Technology	Kenya

Sub-Theme: Technology

Room: President's Suite / Time 10:30 – 11:25	Track: Innovation	Parallel Session 1

Title of the Session: Pedagogy, Learning and Learner Support
The papers in this session highlight the significance of technology and digitisation in pedagogical practice, learning and learner support.

Facilitator: Denise Whitelock   **Rapporteur:** Bimali Indrarathne

Paper ID	Title	Presenters	Institution	Country
57	Learning Science Online: Inquiry Learning in Formal and Informal Settings	Eileen Scanlon	The Open University	United Kingdom
96	Using Digital Technologies to Support Open and Distance Postgraduate Learners at Botswana Open University	Lechani Goitsemang, Tebogo Ethel Seretse	Botswana Open University	Botswana
156	Effectiveness of Mobile Learning to Improve Letter Writing Skills Through Scaffolding Using WhatsApp – A Study on Working Adults	Viyangoda Gamage Chinthaka Naleen	University of Moratuwa	Sri Lanka
162	Connecting the Dots: Digitizing Teaching and Learning in Rural Schools in Uganda	Freda Aduno	Teach for Uganda	Uganda
104	Exploring the Potential of Mobile Learning in Distance Higher Education: A Case Study of the University of Jammu, Jammu, and Kashmir	Darshana Sharma	University of Jammu	India

Room: Centenary Club Lounge / Time 10:30 – 11:25	Track: Quality	Parallel Session 1

Programme and venues subject to change; please check the App and the website frequently

9-12 September 2019 | Edinburgh, Scotland

Title of the Session: Pedagogy, Learning and Learner Support				
The papers in this session highlight the significance of technology and digitization in pedagogical practice, learning and learner support.				
Facilitator: Andy Lane		**Rapporteur:** Aberaam Tebitaki		
Paper ID	**Title**	**Presenters**	**Institution**	**Country**
201	Using Game-Based Learning to Improve Second Language English Skills in South Africa	Hlengiwe Mfeka, Janet Thomson	SchoolNet South Africa	South Africa
217	Learner Experience of Technology Enabled Learning in Indian University	Jayashree Shinde	SNDT Women's University	India
228	Using Open Source Technologies to Design Courses for Student-Student Interaction and Building eLearning Skills	Danielle Dubien, Cheryl Brown, Niki Davis, Annelies Kamp	University of Canterbury	New Zealand
241	Orchestrating Knowledge Construction in Peer-Facilitated Online Discussion Forums	M. N. Kumudinee de Zoysa, S. Ruvinie Hettiarachchi, Shironica P. Karunanayaka	The Open University of Sri Lanka	Sri Lanka
		Som Naidu	The University of the South Pacific	Fiji
176	Developing a Digital Strategy for Distance Education in Myanmar	Jon Gregson	Development Dreamers	United Kingdom
		Beck Pitt, Tim Seal	The Open University	United Kingdom

WORKSHOP and PANEL SESSIONS

Sub-Theme: Equity and Inclusion

Room: MacPherson 2 / Time 10:30 – 11:25	**Panel**
Title of the Workshop/Panel: Gender Equality and the Empowerment of Women and Girls: The Case of the Commonwealth of Learning's GIRLS Inspire Programme	
The Commonwealth of Learning's Girls Inspire programme has produced a successful model for providing relevant skills that lead to livelihoods, contributing to ending child, early and forced marriage; and promoting gender equality and empowerment for unreached and marginalised women and girls in remote and rural areas of Bangladesh, India, Mozambique, Pakistan and Tanzania.	

Programme and venues subject to change; please check the App and the website frequently

Over the course of the project, various sets of qualitative and quantitative data were collected, and the Commonwealth of Learning (COL) and its partners gained tremendous insights into community perspectives, social norms, barriers to gender equality, employment opportunities, prevention of child marriages, and women's and girls' empowerment. COL has commissioned various studies on the project, including a Return on Investment Study, a Baseline—End-line study and an Age at First Marriage Study, all of which will be used to inform the discussions.

Session Objectives:

- Demonstrate how women's empowerment and gender equality were mainstreamed into development.
- Share the successes and lessons learned in strategies to end child, early and forced marriage.
- Showcase how female education has resulted in girls' and women's social upliftment and political and economic empowerment.

Following short presentations from the two main partners (GAC and DFAT), a moderator will engage panellists to reflect on how this model can be sustained and contribute to achieving gender equality and the empowerment of women and girls.

Facilitators/Moderators:

- Professor Asha Kanwar, President and CEO, Commonwealth of Learning
- Global Affairs Canada (GAC) (TBC)
- Department of Foreign Affairs and Trade, Australia (DFAT) (TBC)

Speakers/Presenters

- Sabeen Almas, Program Manager, Society for the Protection of the Rights of the Child (SPARC), Pakistan
- Frances Ferreira, Senior Adviser: Women and Girls, Commonwealth of Learning
- Kuntal De, Consultant, India
- Rezwan Mohammed, CEO, Shidhulai Swanirvar Sangstha (SSS), Bangladesh
- Vanita Shinde, Chief Administrative Officer, Mann Deshi Foundation, India

Sub-Theme: Employability

Room: MacPherson 3 / Time: 10:30 – 11:25	Workshop

Title of the Workshop/Panel: Establishing and Improving Workplace-Based Plus Open and Distance Learning Models of TVET Practice

Globally we need sustainable, innovative models to prepare, and retrain, people for present and future workplaces. More than 200 million people are unemployed, and an estimated 1.44 billion workers are in vulnerable employment. Over the next decade, nearly 500 million jobs need to be created to absorb those currently unemployed and the 40 million new annual entrants to the labour market. The youth unemployment rate is nearly three times that of the rest

Programme and venues subject to change; please check the App and the website frequently

of the population. At the same time, businesses struggle to find the skilled employees they need. And by 2030, 400 – 800 million people could be displaced by automation.

As for other education sectors, technology and open and distance learning (ODL) offer TVET potential for increased access, affordability, quality and, more importantly than for any other sector – relevance for the workplace. There is a view that, with its practical nature, TVET cannot be done by distance. To some extent this is true, but distance TVET has been happening for over 70 years. For example, after the Second World War, New Zealand, building on their existing strength in distance education by correspondence for schooling, created a specialist open technical institute, to enable those returning from the war effort to study theory to support their apprenticeships, wherever they lived.

The workshop will begin by sharing lessons learned from three recent case studies of models of TVET practice in New Zealand using workplace-based training for experiential and situational learning approaches (on-the-job learning), combined with ODL for theoretical learning (off-the-job learning). The research also investigates the use of technology within these models and explores the value of these approaches for trainees/apprentices, trainers, employers and education organisations.

Facilitators/Moderators:
- Anne Alkema, Independent Researcher, New Zealand
- Terry Neal, Commonwealth of Learning

Sub-Theme: Technology

Room: MacPherson 1 / Time 10:30 – 11:25	Workshop

Title of the Workshop/Panel: How to Run a MOOC – Best Practices

MOOCs are meant for a large number of participants and provide considerable flexibility to the instructor in designing and delivering the course. However, since the teacher has to interact with the students through technology rather than face to face, careful design and correct processes become important for the success of a MOOC. Offering a MOOC involves knowledge of pedagogy, course design, content creation specific to the needs of the learner, and the logistics involved in the running of the course to reach out to the target groups. While MOOCs are common, knowledge about the issues and processes when running a successful MOOC is not widely available.

In this workshop, we will introduce the participants to the three main stages of a course offering: preparation, running and winding up. The main structural components of the MOOC – educational resources (videos, documents, metadata), interactions (connect, collaborate), identity management, assessments

(evaluation, cheating), learning analytics, certification, and event management – will be discussed in detail. We will present how the delivery of a MOOC is like conducting an event, so the logistics require meticulous planning.

We will share our insight gained from running more than 60 courses on mooKIT, a MOOC management system designed and developed at IIT Kanpur. We will discuss guidelines on recording the videos, increasing student interaction, and boosting student retention. We will illustrate the design features related to the student/instructor/administration interfaces of a MOOC platform through demonstrations and case studies using mooKIT to help participants understand what is involved in designing and running a MOOC.

Facilitators: T. V. Prabhakar, Neeta Singh, Aditya Vadlamani, Vijyendra Kushwaha, Indian Institute of Technology, Kanpur, India

PARALLEL SESSIONS

Sub-Theme: Equity and Inclusion

Room: Cap and Thistle 1 / Time 11:30 – 12:25	Track: Quality	Parallel Session 2

Title of the Session: Strategies for Quality Learning Outcomes
Learning takes place within a context where teachers and the curriculum play an important role. The presenters will report on how teachers' agency, psycho-social support for learners, the relevance and significance of life-skills education and reviewing of the curriculum contribute to quality learning outcomes.

Facilitator: Kuntal De   **Rapporteur:** Sabeen Almas

Paper ID	Title	Presenters	Institution	Country
25	Teacher's Perception about the Inclusive Education Practices of the Government Schools in the Batticaloa District of Sri Lanka	Kanapathippillai Ketheeswaran	The Open University of Sri Lanka	Sri Lanka
186	Exploring the Epistemic Equity among Physics Teachers' Agency to Support Inclusivity in Learning	Nor Farahwahidah Abdul Rahman, Fatin Aliah Phang	Universiti Teknologi Malaysia	Malaysia
203	Life Skills Integration in Self Learning Materials of Social Science: A Quality Measure	Anita Devraj	Society for the Perpetuation of Art, Culture & Education	India
32	Improving Quality Through Review: Case of University of the Visual & Performing Arts	I.A Kamani Samarasinghe	University of the Visual & Performing Arts	Sri Lanka

Programme and venues subject to change; please check the App and the website frequently

| 183 | Portrait of a Deaf Mauritian Student: How I Propose to Use Educational Games to Ease up Struggles Faced in French Elementary Classes | Gwendoline Laurissa Chan, Mohammad Issack Santally | University of Mauritius | Mauritius |
| | | Jack Whitehead | University of Cumbria | United Kingdom |

Sub-Theme: Employability

Room: Moncrieff Lounge / Time 11:30 – 12:25		Track: Lifelong Learning		Parallel Session 2
Title of the Session: Learning in the Workplace				
This session presents examples of learning in the workplace as well as workplace-relevant pedagogies.				
Facilitator: Anne Alkema		**Rapporteur:** Shahnewaz Khan		
Paper ID	**Title**	**Presenters**	**Institution**	**Country**
22	Professional Learning to Tackle Global Development Challenges	Allison Littlejohn	University of Glasgow	United Kingdom
		Koula Charitonos	The Open University	
		Heli Kaatrakski	Helsinki Open University	
		Tim Seal	The Open University	
105	Accreditation of Prior Learning within the Lifelong Learning Discourse: Exploring the Drivers for Change at the University of Mauritius	Rubina Devi Rampersad, Reena Ittea	University of Mauritius	Mauritius
216	Academic Awards for Workplace Learning	Dinesh Bhonde, Vijaya Patil, Latika Ajbani	Yashwantrao Chavan Maharashtra Open University	India
124	Using Problem Based Learning (PBL) to Enhance Lifelong Learning among University Graduates	Agatha Alidri	Gulu University	Uganda
68	Assessing the Needs of Industries to Enhance Graduate Employability - the Case of Mauritius	Meera Gungea	Open University of Mauritius	Mauritius

Sub-Theme: Opening Up Education

Room: Up and Under Bar / Time 11:30 – 12:25	Track: Quality	Parallel Session 2

Programme and venues subject to change; please check the App and the website frequently

9-12 September 2019 | Edinburgh, Scotland

Title of the Session: OER, MOOCs and open textbooks				
MOOCs, open textbooks and other digital forms of openness are providing new and exciting learning opportunities. Presenters in this session share their research findings on the benefits these bring to learners, the impact they make on learning as well as the challenges and concerns that surround their use.				
Facilitator: Som Naidu **Rapporteur:** Beck Pitt				
Paper ID	Title	Presenters	Institution	Country
110	Value Creation Framework to Assess MOOC-Based Learning	Daksha Patel, Astrid Leck, Ian McCormick Eileen Kennedy, Sally Parsley	London School of Hygiene & Tropical Medicine	United Kingdom
40	Alternative Learning Platforms for Agri-students through e-Mediation: An Initiative of agMOOCs	Basavaprabhu Jirli, Birinchi Kumar Sarma, Abhishek Singh	Banaras Hindu University	India
45	Self-Regulated Learning Strategies and Learning Retention in MOOC	Nurbiha A Shukor, Sarina Sulaiman	Universiti Teknologi Malaysia	Malaysia
135	The Implementation of Notesmaster as a Learning Platform for Secondary Education -A Case of the Namibian College of Open Learning	Jan Nitschke Wilhelmina Louw	Namibian College of Open of Learning	Namibia
140	Harvesting Metadata from Open Educational Resources for Semantic Annotation of Online Educational Content	Vijendra Kushwaha, T.V. Prabhakar	Indian Institute of Technology, Kanpur	India

Room: Cap and Thistle 2 / Time 11:30 – 12:25	Track: Lifelong Learning	Parallel Session 2			
Title of the Session: Open Education – Learning to Learn				
The papers in this session draw attention to the importance of understanding and developing digital literacy and learning habits among open and distance learners. The session discusses the implications of this for practice providing examples of how to design learning environments to improve learner writing, digital literacy, critical thinking and self-regulated learning skills.				
Facilitator: Shasha Wang **Rapporteur:** Justin Valentin				
Paper ID	Title	Presenters	Institution	Country
148	Developing Self-Regulated Learning Skills in University Students Studying in the Open & Distance Learning Environment by Using KWL Method	Vajira De Silva	The Open University of Sri Lanka	Sri Lanka

12	An Analysis of Intercultural Students' Self-Determination in Graduate Online Programmes: Implications for Praxis	Charmaine Bissessar	University of Guyana	Guyana
		Debra Black Mehraz Boolaky	University of Liverpool	United Kingdom
266	The "New" Net Generation: Writing Development of Creole-Influenced Adult Learners within a Virtual Learning Environment	Schontal Moore	The University of the West Indies	Jamaica
17	Understanding Digital Literacy and Open Education through an Examination of Trust and Ignorance Online	Ibrar Bhatt, Alison Mackenzie	Queen's University Belfast	United Kingdom
234	Acquiring Digital Education Leadership Capabilities through Heutagogy: A Case of C-DELTA Implementation at Makerere University	David Kabugo	Makerere University	Uganda
		David Kakeeto	Nkumba University	Uganda

Sub-Theme: Technology

Room: President's Suite / Time 11:30 – 12:25		Track: Quality	Parallel Session 2
Title of the Session: Digital Literacy, Blended Learning and eLearning for Quality Education *The role of digital literacy in realising quality education is discussed in this session. Its significance in blended and eLearning is the focus of studies whose findings are reported.*			
Facilitator: Mpine Makoe		**Rapporteur:** Hlengiwe Mfeka	

Paper ID	Title	Presenters	Institution	Country
37	Blockchain Enabled e-Learning Delivery Model for Enhanced Quality Learning	Vincent Nyangaresi	Kisii University	Kenya
		Silvance Abeka	Jaramogi Oginga Odinga University of Science and Technology	Kenya
65	An Assessment of Computer and ICT Skills among Business Subjects Learners at Botswana Open University: Implications of ICT In Business Development	Tommie Hamaluba	Botswana Open University	Botswana

Programme and venues subject to change; please check the App and the website frequently

163	Redesigning the Design: A Review of Education Technology Interventions in Pakistan	Yasira Waqar	Lahore University of Management Sciences	Pakistan
		Tahira Batool Bokhari	Government College for Women	Pakistan
14	The Use of Learning Analytics to Improve Online Learning Outcomes: A Systematic Literature Review	Yousra Banoor Rajabalee, Mohammad Issack Santally, Frank Rennie	University of Mauritius	Mauritius
232	The Opportunities and Challenges for Developing ICT-Based Science Learning and Teaching in Ghana	Jane Cullen	The Open University	United Kingdom
		Joshua Mallet	CENDLOS	Ghana
		Kerry Murphy	The Open University	United Kingdom

Room: Centenary Club Lounge / Time 11:30 – 12:25		**Track: Quality**	**Parallel Session 2**	
Title of the Session: Digital literacy, blended learning and eLearning for quality education				
The role of digital literacy in realising quality education is discussed in this session. Its significance in blended and eLearning is the focus of studies whose findings are reported.				
Facilitator: Gratien Atindogbe		**Rapporteur:** Elizabeth Mbasu		
Paper ID	**Title**	**Presenters**	**Institution**	**Country**
180	Evaluating the Effectiveness of a Multi-Modal Approach to the Design and Integration of Microlearning Resources in In-Service Teacher Training	Melisa Allela	Technical University of Kenya	Kenya
		Betty Ogange	Commonwealth of Learning	Canada
		Mohammed Junaid	Usmanu Danfodiyo University	Nigeria
		Brainard Prince	Freetown Teachers' College	Sierra Leone
188	The Effect of Blended Learning Environment on Teachers' Course Design and Instructional Practices	Indira Koneru	Icfai Business School	India
219	Enhancing ICT Skills of Faculty Members from Higher Education	Jayashree Shinde	SNDT Women's University	India
		Vasudha Kamat	Independent	India
224	Evaluating the Design, Development, and Implementation Experiences of the Digital Fluency Course	Brenda Justine Mallinson	OER Africa	South Africa

Programme and venues subject to change; please check the App and the website frequently

233	Implementing a Practice-Based Approach to Digital Literacy at a South African University	Tabisa Mayisela, Cheryl Hodgkinson-Williams	University of Cape Town	South Africa
		Cheryl Brown	University of Canterbury	New Zealand

Sub-Theme: Opening Up Education

Room: MacPherson 3 / Time 11:30 – 12:25	Panel

Title of the Workshop/Panel: Common Frameworks for Sharing Openly Licensed Educational Materials, with a Focus on Online, Open and Flexible Learning in Support of the 2030 Agenda for Sustainable Development

The 2030 Agenda for Sustainable Development recognises that the prevalence of information and communication technologies has a significant potential to accelerate progress, to bridge the digital divide, and to support the development of inclusive knowledge societies based on human rights and the achievement of gender equality and empowerment.

Furthermore, with the advent of changing educational opportunities in a more globalized world, the international community has increasingly recognized Open Educational Resources (OER) as a means to support quality education that is equitable, inclusive, open and participatory.

OER are teaching, learning and research materials in any medium that may be composed of copyrightable materials released under an open licence, materials not protected by copyright, materials for which copyright protection has expired, or a combination of the foregoing.

Open licence refers to a copyright licence that respects the intellectual property rights of the copyright owner and provides limited permissions granting the public the rights to access, use, adapt and redistribute the owner's materials.

In 2017, the 2nd World OER Congress adopted the Ljubljana OER Action Plan,[1] which outlines five strategic areas are for mainstreaming OER: building the capacity of users to find, re-use, create and share OER; language and cultural issues; ensuring inclusive and equitable access to quality OER; developing sustainability models; and developing supportive policy environments. UNESCO, further to the decision of its Member States at the 39th Session of the UNESCO General Conference (2018), is developing a draft standard setting instrument – a recommendation – to further support the effective use of OER in education systems worldwide.

Facilitator/Moderator: Zeynep Varoglu, Programme Specialist, ICT and Education, Communication and Information Sector, UNESCO, Paris

---

1 Ljubljana OER Action Plan, https://unesdoc.unesco.org/ark:/48223/pf0000266206?posInSet=1&queryId=da64a02e-29b1-4fda-b5af-fc987b8bb263 accessed on 27March 2019

Programme and venues subject to change; please check the App and the website frequently

Speakers/Presenters:	TBC

Sub-Theme: Opening Up Education

Room: MacPherson 1 / Time: 11:30 – 12:25	Workshop

Title of the Workshop/Panel: The Use of OER Africa in the Partnership for Enhanced and Blended Learning Project

In recent years, there has been considerable expansion in the higher education sector in East Africa with fast-paced growth in student enrolment and a proliferation of new universities. However, coupled with minimal growth in the numbers of academic staff and a shift in academic demographics toward more junior and less experienced staff, this dynamic has created acute academic staff shortages across the region. This has eroded the quality and consistency of degrees taught within East African universities and has undermined the morale and retention of academic staff, while squeezing out opportunities for conducting high-quality development focused research.

PEBL is piloting the use of blended learning to enable the sharing of scarce teaching resources between universities across the region.

With support from technical partners in terms of pedagogy, learning technology and quality assurance, East African university partners develop courses with accompanying online resources that can be offered by participant universities across the region through blended learning.

The participant universities offer the courses as an integral part of their own degree programmes, undertaking student assessments and awarding their own degree credit to students enrolled in existing degree programmes.

The course materials that are developed and/or adapted for the PEBL project are shared as OER under Creative Commons licences, enabling other universities across the region – and beyond – to use them freely, subject to appropriate acknowledgement. The PEBL course content is hosted by OER Africa.

This panel/interview will focus on the innovative aspects of the sharing of courses across a network of universities through an OER platform. It will also shed light on emerging trends in higher education pedagogies.

Facilitators/Moderators:

- Ewan Macleod, University of Edinburgh, Scotland
- Paul Muyinda, Makerere University, Kenya

16

Sub-Theme: Technology

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

Title of the Workshop/Panel: Artificial Intelligence and Education

This panel aims to contribute to building the way forward for planning policies on AI in education. It builds on the Beijing Consensus on AI and Education, adopted in May 2019 by over 50 government ministers. The Consensus promotes a systematic integration of AI and education to develop values and skills for life and work in the AI Era, to empower teachers and teaching, and to innovate in learning practices. It calls for policy responses to leverage AI to accelerate the delivery of open and flexible education systems that enable equitable, relevant and quality lifelong learning opportunities for all that will contribute to achieving SDG 4 – Education 2030 and a shared future for mankind. It also aims to further progress on SDGs 5 and 10 through its promotion of the inclusive use of AI irrespective of gender and other social distinctions.

This panel will consist of presentations and discussions with the participants. Its goal is to move forward international discussions for creating multi-stakeholder partnerships, planning actions, and mobilising resources to support the planning and implementation of AI in education policies, with a focus on COL Member States.

Facilitator/Moderator: Fengchun Miao, Chief, Unit for ICT in Education, UNESCO, Paris

Speakers/Presenters:

- Kathleen Siminyu, Regional Network Coordinator (Africa), Artificial Intelligence for Development
- Leung Lim Kin, Simon, Vice Chairman and Executive Director, NetDragon Websoft Holdings Limited, China

Lunch Break

Room: President's Suite / Time 12:30 – 14:30

OU Special Presentation: The Future of Learning - Transforming Access to Education   **Time 13:00 – 14:00**
Facilitator: Simon Nelson, Future Learn, United Kingdom **Speakers**: Chris Cavey, British Council, Kris Stuchtbury, The Open University, United Kingdom

PLENARY SESSION: Keynote 2

Programme and venues subject to change; please check the App and the website frequently

Room: President's Suite / Time 14:30 – 15:25
Speakers: Mr Marc Prensky, founder and Executive Director of The Global Future Education Foundation and Institute **Chair:** Dr Clement Sankat, University of Belize

PARALLEL SESSIONS

Sub-Theme: Equity and Inclusion

Room: Cap and Thistle 1 / Time 15:30 – 16:25	Track: Lifelong Learning	Parallel Session 3

Title of the Session: Inclusive and Life-long Opportunities for All

Inclusive and lifelong learning should cater for global population demographics and dynamics, particularly as they relate to age and adult learners' drive for and barriers to education. This session will show how this influences higher education policies, strategies and models, to provide relevant and appropriate learning and support strategies for future learning.

Facilitator: Maxine Mackay   **Rapporteur:** Kuldeep Agrawal

Paper ID	Title	Presenters	Institution	Country
64	The Blurred Line between Mathematical Anxiety and Dyscalculia and the Impact on Adult Learners' Academic Performance: A Case Study for Namibia Open and Distance Learning	Fiona Anderson	University of Namibia	Namibia
182	Ensuring Inclusive and Quality Higher Education: The Influence of Age Demographics and Socio-economic and Political Contexts on Higher Education Futures	Jeanette Botha	University of South Africa	South Africa
113	Designing Mobile First Courses for Senior Citizens in Grenada	Nicole Welsh	Individual	Grenada
161	Education Beyond Barrier: A Case Study on the Aged Learners of KKHSOU, Assam	Chayanika Senapati, Smritishikha Choudhury	Krishna Kanta Handiqui State Open University	India
107	Sustainable Development Goals and ODL - A Case Study of K.K. Handiqui State Open University, Assam, India	Dipankar Malakar	Krishna Kanta Handiqui State Open University	India

Room: Moncrieff Lounge / Time: 15:30-16:25	Track: Lifelong Learning	Parallel Session 3
Title of the Session: Communities are an important pillar for lifelong learning		

Programme and venues subject to change; please check the App and the website frequently

This session will explore how multi-sectorial approaches to education and social inclusion as well as localised approaches – such as community libraries and centres, the use of local languages, and culturally responsive pedagogy – can support literacy and community development. The session will also looks at how the community perceives the impact of education and literacy programmes on its socio-economic development.

Facilitator: Mansah Prah   **Rapporteur:** Bantu Morolong

Paper ID	Title	Presenters	Institution	Country
205	Putting Communities into the Early Literacy Frame: Learning from 'A Children's Storybook Writing Project in Ethiopian Community Libraries'	Ken Harley	University of KwaZul-Natal	South Africa
		Alemu Woldie	CODE-Ethiopia	Ethiopia
		Kirsty von Gogh	Neil Butcher & Associates	South Africa
191	The Influence of Cultural Capital and Initiatives towards Improving the Indigenous Pupils' English Literacy Performance	Hariharan N Krishnasamy and Dzafira Mohd Sharani	Universiti Utara Malaysia	Malaysia
102	Expanding Notions of Literacy: Creative Commons Resources Cultivating 21st Century Literacies	Karine Veldhoen	Niteo Africa Society	Canada
		Susan Crichton	University of British Columbia	Canada
114	Bridging the Gap: Enabling Education	Gowri Diwaker	National Institute of Open Schooling	India
34	Girls not Brides: Concern of Distance Learning: Strategies to Prevent Child Marriage and Curse of Dowry: Bangladesh Perspective	Zobaida Akhter	Bangladesh Open University	Bangladesh

Sub-Theme: Opening Up Education

Room: Up and Under Bar / Time 15:30 – 16:25	Track: Lifelong Learning	Parallel Session 3

Title of the Session: Lifelong Learning for Underrepresented Groups

In this session, presenters examine the question of how Open Education can enable traditionally excluded and marginalised groups to participate in learning. Drawing on research with the incarcerated, learners with disabilities, the aged and unemployed youth, the presenters provide insight into how they are taking action to address these learners' needs.

Facilitator: Nigel Scott   **Rapporteur:** Rob Farrow

Paper ID	Title	Presenters	Institution	Country

Programme and venues subject to change; please check the App and the website frequently

9-12 September 2019 | Edinburgh, Scotland

144	Jail Inmates Seek Better Life through Open Schooling: A Case Study of NIOS India	Tarun Tarun	National Institute of Open Schooling	India
222	Opening up Education through Academic Support for Students with Disabilities	Nkosinathi Zongozzi, Sharon-Rose Sefora, Sindile Ngubane-Mokiwa, Sharon-Rose Sefora	University of South Africa	South Africa
		Nduka Agejivwie	University of Lagos	Nigeria
52	Ageing Population Perceptions on Expected Learning Contents and Ageing-Centered Modes in the Six Geo-Political Zones of Nigeria	Aminu Kazeem Ibrahim	National Open University of Nigeria	Nigeria
111	Developing Youth Empowerment Skills for Future Work: A Case Study of Centre for Entrepreneurship Development, Yaba College of Technology, Yaba, Lagos, Nigeria	Adewara Ademola	University of Lagos	Nigeria
		Ayika Stella	Yabba College of Technology	Nigeria
		Adesina Oladide Esther	National Universities Commission	Nigeria

Sub-Theme: Technology

Room: President's Suite / Time 15:30 – 16:25	Track: Lifelong Learning	Parallel Session 3

Title of the Session: Workplace Learning and Professionalism
Personal and professional development are considered central to professionalism. Good teachers, for instance, are interested in trying new approaches and improving their pedagogical skills. In this session, the presenters discuss various dimensions of work-based learning, including teacher professional. development.

Facilitator: Eileen Scanlon		Rapporteur: Kaushal Kumar Bhagat	

Paper ID	Title	Presenters	Institution	Country
11	Scenario-Based Learning Design for Workplace eLearning	Ravi Rajputh, Yousra Banoor Rajabalee, Mohammad Issack Santally	University of Mauritius	Mauritius

Programme and venues subject to change; please check the App and the website frequently

19	Teachers' Perspectives on Transforming Current Teaching Learning Environment To Smart Classroom Environment	Sasikala Kugamoorthy	The Open University of Sri Lanka	Sri Lanka
44	L3 through ICT CFT Version 3: Emphasis on Teacher Professional Learning	S. Jegan Karuppiah, Nivetha Martin	Arul Anandar College	India
		Fatima Mary.M	Fatima College	India
46	Preparing for Technology Enabled Learning: An Evaluation of Lecturer Preparedness at the National University of Samoa	Ioana Chan Mow, Misioka Tanielu, Mose Mose, Tara Patu, Agnes Wong Soon	National University of Samoa	Samoa
178	C-DELTA: Preparing Students as Digital Leaders in Bangladesh	Shahnewaz Khan	Dhaka Ahsania Mission	Bangladesh

Room: Centenary Club Lounge / Time 15:30 – 16:25		**Track: Lifelong Learning**	**Parallel Session 3**
Title of the Session: Workplace Learning and Professionalism			
Personal and professional development are considered central to professionalism. Good teachers, for instance, are interested in trying new approaches and improving their pedagogical skills. In this session, the presenters discuss various dimensions of work-based learning, including teacher professional development.			
Facilitator: T.V. Prabhakar		**Rapporteur:** Indira Koneru	
Paper ID	**Title**	**Presenters**	**Institution**	**Country**
193	'My Work Got Lost in the Computer': Establishing a Teacher Professional Learning Community through Digital Skills Training	Hlengiwe Mfeka, Janet Thomson	SchoolNet South Africa	South Africa
211	Perception of Teacher Trainees Regarding Web Radio Programmes in Enhancing Learning Opportunities: A Case Study of NIOS	Madhur Bhatia	National Institute of Open Schooling	India
280	Learners' Attitudes, Motivations and Barriers to TEL in Bangladesh – A Case of Ahsanullah University of Science and Technology (AUST)	Mostafa Azad Kamal	Bangladesh Open University	Bangladesh
		Kazi A. Kalpoma, Md. Shahriar Mahbub, Mir Tafseer Nayeem	Ahsanullah University of Science and Technology	Bangladesh

Programme and venues subject to change; please check the App and the website frequently

287	Technology and Teacher Professional Development (TPD): The Process and Content of Microlearning in a School-Based Integrated In-Service Teacher Education (INSET) Project	Muhammad Junaid	Usmanu Danfodiyo University	Nigeria
		Betty Ogange	Commonwealth of Learning	Canada
		Melisa Allela	Technical University of Kenya	Kenya
9	A Digital Education Transformation Roadmap to Achieve a Distributed Learning Ecosystem: Case-Study of the University of Mauritius	Mohammad Issack Santally	University of Mauritius	Mauritius

WORKSHOP and PANEL SESSIONS

Sub-Theme: Equity and Inclusion

Room: MacPherson 2 / Time: 15:30 – 16:25   **Panel**

Title of the Workshop/Panel: Innovative Interventions to Improve Equity, Inclusion and Quality in Girls' Education and Classroom-Based Teacher Development in South Sudan and East Africa

Societal conflict, including civil war, ethnic violence and the fragility of post-conflict development creates many challenges – but also opportunities - for girls' education in East Africa. Investment in inclusive, innovative, education can shape how conflict is addressed, how new coalitions are negotiated, and how pathways to peaceful development are imagined and cultivated. Educated and empowered women are crucial to the leadership of these processes. Opening up, extending and sustaining such education is challenging but also provides insights for girls' education in less hostile contexts.

Understanding these complex dynamics is critical to developing sustainable opportunities for girls' education and for improving teaching and learning. This panel draws on 14 years of innovative work by the Open University with open learning for teacher and educational development, and 10 years of action-based research in South Sudan on girls' education. This includes in-depth knowledge gained through working in partnership with the local community, traditional leaders, local and state government and other stakeholders, to set up and sustain Ibba Girls School which is now gaining reputation nationally and internationally as a beacon of hope. The panel will explore insights about inclusion and innovation in the quality and impact of classroom teaching and learning, through face-to-face professional development and through open educational resources.

This panel draws together policy makers, practitioners and academics, all with deep knowledge of education and development in post-conflict contexts in East

Programme and venues subject to change; please check the App and the website frequently

Africa. The session will be highly interactive. Panelists will engage actively with the audience through questions and discussion. Participants will be encouraged to frame questions first with each other in pairs and then in plenary, in several rounds. We will focus on three themes in conflicted societies: inclusion of girls' education; the use of open learning; and teacher improvement and impact.
Facilitators/Moderators: • Jean Hartley, The Open University, United Kingdom   • The Honourable Pia Philip, Minister of Education, Western Equatorial State, South Sudan
Speakers/Presenters: • Freda Wolfenden, The Open University, United Kingdom

Sub-Theme: Equity and Inclusion

Room: MacPherson 3 / Time: 15:30 – 16:25	Workshop

Title of the Workshop/Panel: Benchmarking Technology-Enabled Learning: Experience the Difference a Quality Process Can Really Make
As practitioners, many of the issues we face in relation to the use of technology to enable learning can be remediated by making time to self-assess against a set of quality indicators. An example of these are the newly formed COL benchmarks for technology-enabled learning (TEL). Internal political considerations and diverse institutional contexts challenge us all, particularly in how our institutions perform sensemaking activities through benchmarking aspects of their practice. This, in the context of TEL, comes by extending the self-assessment processes we undertake through being able to share these with people in similar circumstances, from other institutions. This has been shown by other benchmarking models to result in enhanced levels of quality practice in relation to TEL.   In this workshop, we will put COL's new TEL Benchmarking Toolkit to test, firstly to make sense of our own practice, then to compare your findings with other institutions represented in the workshop. If you have any involvement with TEL in your institution, then you will derive great benefit from this activity. It will provide you with hands-on experience in how to benchmark TEL in your institution, by putting the toolkit into practice and by working through a number of real scenarios, so that you can return to your institution and feel confident about applying this tool in your own context. Like similar tools of this calibre, promoting and expanding the benchmarking process will help ensure your institutions see real value in embracing TEL.   The ultimate expectation is to ensure TEL is not just meeting the needs of our students and staff but is actually exceeding the level of quality outcomes that our face-to-face teaching has achieved over the decades. This is because when we move our courses online, we want to ensure we are, in a sense, almost overcompensating for the lack of face-to-face experience.

Facilitator/Moderator: Michael Sankey, Learning Futures, Griffith University, Australia

Sub-Theme: Opening Up Education

Room: MacPherson 1 / Time: 15:30 – 16:25   Panel

Title of the Workshop/Panel: Open Access Publishing

This session, led by three scholarly journal editors (*of IRRODL, Distance Education and JL4D*), explores new approaches to the dissemination of scholarship. Increasingly, dissemination of the products of scholarship takes places using multiple modes of communications including social media, self and individual archiving, sites that openly disregard copyright laws and traditional scholarly journals in print and online.

Although the quantity of scholarly articles produced continues to increase – especially as scholars from developing countries and specialised communities develop their skills and interest in sharing and validating their knowledge — the basic tenets of peer review and access to its products remain the defining qualities of research dissemination. This mechanism for peer review and distribution has historically been provided by scientific societies and, more recently, by private publishing companies. The effect of this near monopolistic hold on for-profit peer-reviewed publication results in vast numbers of scholars whose access to this knowledge is restricted due to the tariffs that these companies charge to consume the articles they publish.

As an alternative response, the Open Access movement has been attracting the attention of governments, research funding organisations (such as the European Plan S) and even private publishers seeking to develop a business model based on authorial or institutional, rather than reader fees. In this session, we will review distinctions between various competing models of research review and publication.

We begin with differentiating between "green" and "gold" open access publication, briefly overviewing fee-for-publication models, Plan S, and so-called "predatory" journals. We then look at models that directly challenge copyright laws – including social networks such as Academia.edu and ResearchGate, and repositories such as LibGen and Sci-Hub.

Facilitator/Moderator: Rory McGreal, Athabasca University, Canada

Speakers/Presenters:

- Terry Anderson, Professor Emeritus, Athabasca University, Canada
- Som Naidu, Pro-Vice Chancellor, The University of the South Pacific, Fiji
- Anne Gaskell, Chief Editor, *Journal of Learning for Development*

Programme and venues subject to change; please check the App and the website frequently

Tea Break: Time 16:30 – 17:00

MARKET EXCHANGE

Room: President's Suite	Time: 17:00 – 18:00

Chair: Tony Mays, Commonwealth of Learning
Presenters:

K.T. Revathy, Aditya Vadlamani and T.V. Prabhakar	Open mooKIT: Come and Build Your Own MOOC Portal
Gosbert Kaserwa	Empower Smallholder Farmers to Engage in Productive Coffee Growing, Handiwork and Table Banking
Vanita Shinde and Sushama Shendge	Innovations to Promote Equity and Inclusion in Rural India
Rajesh Kushalkar, E. Vishnu Easwaran and Kannan M. Moudgalya	Democratising FOSH in MOOCs
Kamaraj Keppanan	Financial Inclusion and Farmers Producer Organisations (FPOs)
Arockiamary Iruthaiyam	Social Media and Non-formal Learning
Ritu Srivastava and Osama Manzar	Unbinding Digital Literacy for Illiterate
Armoogum Parsuramen, Brad Turner and Jane Constance	Access to Information for All

POSTER PRESENTATIONS

Room: Thistle Suite	Time: 17:00 – 18:00

Presenters:

Michael Sankey, Sandeep Sandhu and Patricia Donald	Developing a Flipped Classroom Framework to Help Improve Learning Opportunities for Higher Education Students in Northern India
Patrina Law and Jane Roberts	Meeting the Needs of a Digital Economy through OER

Programme and venues subject to change; please check the App and the website frequently

Khetsiwe Eunice Mthethwa-Kunene and Cosmas Maphosa	An Analysis of Factors Affecting the Utilisation of the Moodle Learning Management System by Open and Distance Learning Practitioners and Students at the University of Eswatini
Setara Begum	ICT Innovation at Student Support Services for Delivering Quality Education and Ensuring Inclusiveness at Bangladesh Open University
Rajendra Kumar Nayak	Rethinking Alternative Assessment Practices in Open Schooling for Lifelong Learning
Michael Pepen	An Exploratory Case Study: Is Teaching and Learning Science Occurring through the Open and Distance Learning Mode?
Samantha Wilson	Improving Reading Instruction Using Indigenous Digital Resources in Lower Primary Grades
Owolabi Elabanjo	From Learning to Livelihood: An Eco-system Approach to Partnership in the Antigua and Barbuda Lifelong Learning for Farmers L3F Programmes
Daniel Ninsiima and Moses Tenywa	Mobile Learning to Improve Access to Agriculture-Related Information for Smallholder Farmers in Uganda
George Curry and Linda Robson	Empty Box Curriculum at the Open University: Designing Innovative Opportunities for Students and Stakeholders
Moses Tenywa and Stewart Kyebogola	Savings and Credit Cooperative Organisations as a Tool for Social, Financial and Learning Inclusion in Rural Uganda
Solomon Atigah	Lifelong Learning in the Context of Northern Ghana
Vijaya Patil and Sanjivani Mahale	Development of Self-Directed Learning Competency in Post Graduate Learners of YCMOU
Simon Cross, Lina Adinolfi and Freda Wolfenden	360-Degree Video and Mobile VR for Professional Development: A Case-Study of Emerging Opportunities for Teacher Education and Classroom Observation
Victorine Owino	L3F in Siaya County
Janet Hughes, Ann Walshe and Brendan Murphy	Online Pair Programming: Enhancing Employability?
Ariful Islam and Mostafa Azad Kamal	The Role of the BBA Program of Bangladesh Open University to Achieve the Women's Empowerment
Moni Sahay and Dheerendra Pratap Singh	Local Specificities and Skill Training – Promoting Traditions and Livelihoods: A Case Representation of Bihar
Annasamy Kuppan	Cascading Digital Education Skills Training in Mauritius

Programme and venues subject to change; please check the App and the website frequently

Oluwaseun Oluyide	Teaching and Learning in 'Online Learning Environments': Piecing Together the Digital Breadcrumbs Trail at the National Open University of Nigeria
Chanchal Kumar Singh and Anshul Kharbanda	Tejaswini Project Collaboration: Socio-economic Empowerment of Adolescent Girls and Young Women in 17 Districts of Jharkhand (India)
Radhika Balachandran	Skill Development in India through the Open and Distance Learning System at NIOS: Taking Forward the Skilling Initiative
Adeniyi Adegoke	Open and Distance Learning Education: A Panacea for Youth Empowerment in Nigeria
Chuks Odiegwu-Enwerem, Professor Lai Oso, Lanre Amodu and Uche Chuks-Enwerem	ODL Methods and Practical-Based Courses: Strengthening NOUN–Industry Collaboration for Enhanced Employability
Robert Robertson	Bridging the Skills Gap in the Bahamas: A Case Study of the Role of Distance Education

MINISTERIAL ROUNDTABLE

Room: Cap and Thistle 2/ Time 17:00 – 18:00

Private event: Ministerial Roundtable **(by invitation only)**

PUBLICATIONS LAUNCH and COL RECEPTION

Room: Centenary Club Lounge/ Time 18:00 – 20:00

Chair: Professor Asha Kanwar, President and CEO, Commonwealth of Learning
Presenters: Education Specialists, Senior Advisors, Advisors

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

Programme and venues subject to change; please check the App and the website frequently

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
		Laura Osayamwen	Bols Attorneys and Solicitors	Nigeria
174	An Impact Assessment of Training Package for Inculcation of Skills among Leather Goods Workers	Sanjivani Mahale, Hemant Rajguru	Yashwantrao Chavan Maharashtra Open University	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
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

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.

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, Montlenyane Madisa, Phuthego Phuthego Molosiwa	Botswana Open University	Botswana

Sub-Theme: Employability

Room: Moncrieff Lounge / Time 10:30 – 11:25	Track: Lifelong Learning	Parallel Session 4
Title of the Session: Employability and Empowerment		

Programme and venues subject to change; please check the App and the website frequently

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.

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

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.

Facilitator: Siatukimoana Vaea   **Rapporteur:** Kirk Perris

Paper ID	Title	Presenters	Institution	Country
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	Patrick Eya, Moses Shaibu, Clifford Amini	National Open University of Nigeria	Nigeria

Programme and venues subject to change; please check the App and the website frequently

Paper ID	Title	Presenters	Institution	Country
	Journey in Pursuit of Opening up Access to Education			
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	Makerere University	Uganda
		Ghislain Maurice Nobert Isabwe	University of Agder	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

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.

Facilitator: Makotelo Teboho Motseko   **Rapporteur:** Yvonne Palma

Paper ID	Title	Presenters	Institution	Country
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

Programme and venues subject to change; please check the App and the website frequently

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	University of West Indies	Barbados
		Royston Emmanuel	Sir Arthur Lewis Community College	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
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.

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
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

Programme and venues subject to change; please check the App and the website frequently

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

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.

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 Ostashewski, Dan Wilton, Martha Cleveland-Innes	Athabasca University	Canada
		Sanjaya Mishra	Commonwealth of Learning	Canada
70	Developing a Framework for the Implementation of Augmented Reality in the Pedagogy of the Open University of Mauritius	Tomal Kumar Chadeea	Open University of Mauritius	Mauritius
		Paul Prinsloo	University of South Africa	South Africa

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

Programme and venues subject to change; please check the App and the website frequently

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

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*

Programme and venues subject to change; please check the App and the website frequently

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

PARALLEL SESSIONS

Sub-Theme: Equity and Inclusion

Programme and venues subject to change; please check the App and the website frequently

Room: Cap and Thistle 1 / Time 11:30 – 12:25		Track: Quality		Parallel Session 5
Title of the Session: Viable delivery models				
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.				
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				
Innovative pedagogies, especially open and distance learning, offer potential for developing employability skills. This session presents various examples.				
Facilitator: Alan Cadawallader	**Rapporteur** Humphrey Danso			
Paper ID	**Title**	**Presenters**	**Institution**	**Country**

Programme and venues subject to change; please check the App and the website frequently

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
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.

Facilitator: Michael Bradshaw   **Rapporteur:** Patricia Benn

Paper ID	Title	Presenters	Institution	Country

Programme and venues subject to change; please check the App and the website frequently

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 Endurence 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 Midwifes (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
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

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
142	Combatting Partiality: Bridging Social, Cultural, and Economic Divides through Higher Learning	Neil Fassina	Athabasca University	Canada

Programme and venues subject to change; please check the App and the website frequently

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 Suresha Perera	The Open University of Sri Lanka Sri Lanka Technological Campus	Sri Lanka 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 Kamya Julianne Sansa Otim	Uganda Management Institute Makerere University	Uganda Uganda
257	The Role of an Educator Mentor in a Technology-Enabled Community of Practice	Prince Charles Brainard Betty Ogange Muhammad Junaid Melisa Allela	Freetown Teachers College Commonwealth of Learning Usmanu Danfodiyo University Technical University of Kenya	Sierra Leone Canada Nigeria Kenya
289	Seeing COL's Technology-Enabled Learning Benchmarks in the Light Provided by the ACODE Benchmarking Process	Michael Sankey	Griffith University	Australia

Programme and venues subject to change; please check the App and the website frequently

		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 *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.*				
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
Sub-Theme: Opening Up Education

Programme and venues subject to change; please check the App and the website frequently

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

Sub-Theme: Technology

Room: MacPherson 1 / Time: 11:30 – 12:25	Workshop

Programme and venues subject to change; please check the App and the website frequently

Title of the Workshop/Panel: Global Guidelines for Ethics in Learning Analytics
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.   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.   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.
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

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

Programme and venues subject to change; please check the App and the website frequently

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
		Laura Osayamwen	Bols Attorneys and Solicitors	Nigeria
254	Implementation Status of Inclusive Education Practices in Regular Primary Schools in Siaya County, Kenya	Peter Adoyo	Maseno University	Kenya
157	Alternative Learning Pathways: Participation of Girls in Education in Kajiado County, Kenya	Teresa Njue	Masai Technical Training Institute	Kenya

Sub-Theme: Technology

Room: Centenary Club Lounge / Time 17:00 – 18:00	Track: Innovation	Parallel Session 6

Programme and venues subject to change; please check the App and the website frequently

9-12 September 2019 | Edinburgh, Scotland

Title of the Session: Learning Analytics and Assessment			
The use of learning analytics for improved learning and teaching outcomes is discussed in this session. One paper focuses on e-authentication in assessment.			
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.

Thursday | September 12, 2019

Registration: Time 8:30 – 9:00

Plenary Panel: Equity and Inclusion

Programme and venues subject to change; please check the App and the website frequently

Room: President's Suite / Time 9:00 – 10:00
Moderator: Professor Mary Kellett, Vice Chancellor, The Open University **Speakers:** • Dr Neil Fassina, President, Athabasca University, Canada • The Honourable St. Clair Prince, Minister of Education, National Reconciliation, Ecclesiastical Affairs and Information, Saint Vincent and The Grenadines • The Honourable Loau Solamalemalo Keneti Sio, Minister of Education, Sports and Culture, Samoa • Mr Armoogum Parsuramen, Founder-President, Global Rainbow Foundation, Mauritius • Dr Liz Marr, Pro-Vice-Chancellor (Students), The Open University, United Kingdom
Tea Break: 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 7

Title of the Session: OER and Technology Integration for Lifelong Learning

During this session, the presenters will highlight how the use of OER and ICT can contribute to lifelong learning across borders. Presenters will explore the development of frameworks for the use of educational technologies, technology-mediated learning, the review of teacher training curricula, and the use of OER to ensure the provision of inclusion and equity in lifelong learning.

Facilitator: Maxine Mackay   **Rapporteur:** Bantu Morolong

Paper ID	Title	Presenters	Institution	Country
238	Towards a Capacity Building Framework in the Use of ICTs in ODFL Teaching in Public TVET Colleges in Zambia	Gabriel Konayyuma	Ministry of Higher Education	Zambia
237	"… by Seeking Help I Became Equipped, Skilled and Enlightened": Ugandan Tutors' Stories, Identities and Spaces for Professional Development in Teacher Colleges	Alison Buckler, Kris Stutchbury	The Open University	United Kingdom
		George Kasule, Doris Kaije	Kyambogo University	Uganda
		Jane Cullen	The Open University	United Kingdom

Programme and venues subject to change; please check the App and the website frequently

136	The Viability of Providing Adequate Inclusive Education Teachers Using Open and Distance Learning in Nigeria	Jummai Garba, Hafsat Kontagora	National Teacher's Institute	Nigeria
160	Attaining 100% Transition from Primary Schools for Learners with Disabilities in Kenya: Reality or Fantasy?	Fredrick Haga Ochieng	Ministry of Education	Kenya
		Nathaniel Murungi	Development and Inclusion Centre	Kenya
72	Accommodating Learners with Specific Learning Difficulties in Educational Settings: Problems and Solutions	Bimali Indrarathne	University of York	United Kingdom

Sub-Theme: Employability

Room: Moncrieff Lounge / Time 10:30 – 11:25	Track: Innovation	Parallel Session 7

Title of the Session: Factors for Success in Developing Skills for Employability
Innovation for skills development can happen across the learner journey. This session explores various interventions that aim to better prepare learners for employment.

Facilitator: Lonnie Baki   **Rapporteur:** Moffiec Mwela

Paper ID	Title	Presenters	Institution	Country
223	Factors Impacting School Dropout and Criminal Activities in Urban Belize	Priscilla Brown-Lopez	University of Belize	Belize
79	Learning Assistants in Sierra Leone: Model, Innovation, Impact	Liz Chamberlain, Kimberly Safford	The Open University	United Kingdom
90	Insight into Impact – the Employability of Qualifiers Survey: Exploring the Added Value of Part-Time Distance Learning Study	Victoria Crowe	The Open University	United Kingdom
95	Learning from CEFM End Project Evaluation: Backward Integration and Learning for Future Approaches in Planning of Projects for Young Girls in Tanzania and Bangladesh	Kuntal De	Independent	India
253	Ensuring Employability and Widening Access: The Case of the University of Eswatini	Karen Ferreira-Meyers	University of Eswatini	Eswatini

Programme and venues subject to change; please check the App and the website frequently

9-12 September 2019 | Edinburgh, Scotland

Sub-Theme: Opening Up Education

Room: Up and Under Bar / Time 10:30 – 11:25	Track: Innovation	Parallel Session 7

Title of the Session: Enhancing teacher professional learning through OER and OEP
In this session, researchers discuss their work with teachers and educators engaged in initial and continuing teacher education. They describe how they have integrated OER and other open educational practices to influence pedagogy and learning.

Facilitator: Phylicia Marshall   **Rapporteur:** Schontal Moore

Paper ID	Title	Presenters	Institution	Country
235	Digital Badges for Teacher Professional Development: Exploring Possibilities for Their Design and Implementation in India	Freda Wolfenden, Simon Cross, Lina Adinolfi	The Open University	United Kingdom
99	Fostering Innovations in Pedagogical Practices: Transforming Distance Education through a Professional Development Programme Using OERs	Andy Lane, Michael Gregson	The Open University	United Kingdom
286	An Analysis of Heutagogical Practices through Mobile Device Usage in a Teacher Training Programme in Malawi	Andrew Chimpololo	University of Malawi	Malawi
3	Study of Present Conditions of Pedagogical Analysis in Actual Teaching Practices	Kavita Salunke	Yashwantrao Chavhan Maharashtra Open University	India

Room: Cap and Thistle 2 / Time 10:30 – 11:25	Track: Lifelong Learning	Parallel Session 7

Title of the Session: The Role of ODL and OER in Lifelong Learning
This session describes the role of ODL and OER in formal and informal continuing education contexts. Each paper discusses the unique efforts under way to enhance knowledge and skills among diverse adult learners — workers in the TVET sector, teachers and health personnel.

Facilitator: Charmaine Bissessar   **Rapporteur:** Michelle Sears

Paper ID	Title	Presenters	Institution	Country
244	The Role of ODL in Improving Skills Acquisition in the Informal Sector in Zambia	Dines Phiri	Technical Education, Vocational and Entrepreneurship Training Authority	Zambia

Programme and venues subject to change; please check the App and the website frequently

212	Lifelong Learning Pathways for Working Women Community Health Workers: Enhancing Competency and Professional Credibility	Kuldeep Agarwal, Alok Mishra	Independent	India
115	Resources for the Implementation of Green Teacher Nigeria Project (GTN): Environmental Education (EE)	Zainab Muhammad Shuaibu, Ndem Y. Ndem	National Teachers' Institute	Nigeria
60	Improving Employability through Open, Online and Flexible Learning Environments: A Case Study of Distance Learning Institute, University of Lagos, Nigeria	Adewara Ademola	National Open University of Nigeria	Nigeria
		Ayika Stella	Yaba College of Technology	Nigeria
		Adesina Oladide Esther	National Universities Commission	Nigeria

Sub-Theme: Technology

Room: Centenary Club Lounge / Time 10:30 – 11:25		Track: Innovation		Parallel Session 7

Title of the Session: Mobile learning

There is increasing use of mobile devices for educational purposes. More apps are evolving that promote the sharing of multimedia and other file types. In this session, presenters report on the outcomes of their research on mobile learning.

Facilitator: Eileen Scanlon   **Rapporteur:** Dennis Luseni

Paper ID	Title	Presenters	Institution	Country
53	Utilisation of Mobile Telephony and Social Media to Enhance Educational Continuity to Internally Displaced Students in the Anglophone Crisis in Cameroon between 2017 and 2019	Fon Louisa Bih	University of Dschang	Cameroon
54	Mobile Technology and Female Sexual/Reproductive Health Challenges: A Study of Rural School Dropouts and Internally Displaced Girls' Experiences in Bamenda, Cameroon between 2016 and 2019	Suoh Yvonne Nweselie, Suika Ishatou Dzelamonyuy	University of Dschang	Cameroon
125	A Mobile App Design Model with Offline Support for the Botswana Open University Student Management System	Freeson Kaniwa, Mpho Phuthego	Botswana Open University	Botswana

Programme and venues subject to change; please check the App and the website frequently

154	Offline Mobile Learning Application for National Open University of Nigeria	Gregory Onwodi, Matthew Ehigiator	National Open University of Nigeria	Nigeria
281	Simultaneous Training of 10,000 Teachers through Weapons of Mass Instruction	Kannan Moudgalya	Indian Institute of Technology Bombay	India

WORKSHOP and PANEL SESSIONS

Sub-Theme: Equity and Inclusion

Room: MacPherson 3 / Time: 10:30 – 11:25　　　　　　　　　　　　　　**Workshop**

Title of the Workshop/Panel: How to Prepare Digital Education Leaders

The aim of the workshop is to assist participants in developing their capacity for digital education leadership (DEL) in order to better meet the diverse challenges of lifelong learning in the 21st century. We intend to develop participants' understanding of DEL and provide examples of and guidance on how DEL can be implemented in different settings.

DEL is a holistic and practice-based approach to enact digital education and literacy in educational contexts. As a social practice, DEL is influenced by cultural, critical and contextual influences. We will draw on our experiences of implementing DEL in a New Zealand university setting with pre-service teachers and provide some examples of how we have adapted open educational resources (OER) as curriculum resources for our students.

Participants will:
- be introduced to a range of OER about DEL they can reuse and remix for their own teaching and learning context;
- undertake activities to explore their own digital identities;
- understand the control they have over how they are represented online, and the platforms and tools they use;
- reflect on their own digital skills, practices and attitudes and plan strategies to further develop their own DEL and that of their students.

We intend for this workshop to be a hands-on exploration of resources and urge our attendees to bring their own devices.

Facilitators/Moderators:
- Cheryl Brown, University of Canterbury, New Zealand
- Joanna Lim, University of Canterbury, New Zealand

WORKSHOP and PANEL SESSIONS

Sub-Theme: Equity and Inclusion

Room: MacPherson 1 / Time 10:30 – 11:25	Panel

Title of the Workshop/Panel: Women's Empowerment to Enterprises: An Innovative Approach of Lifelong Learning for Farmers (L3F)

Knowledge and skills development along with related financial literacy and inclusion of L3F partners in Asia have resulted in effective partnerships with financial institutions and the empowerment of women farmers, leading to successful entrepreneurship. In the case of L3F partners in Africa and the Caribbean, they are operating at a sub-optimal level due to inadequate support from financial institutions. This session will help L3F partners from Asia to support the African and Caribbean partners to learn and emulate the model according to their local conditions and regenerate the L3F programme. The session will also provide lessons learned and best practices for any organisations working in non-formal skills development, particularly in Africa and the Caribbean, who wish to engage with financial institutions to link learners to credit.

The event will adopt multiple methods, such as sharing the experiences of L3F partners from Asia; presenting success stories to share lessons learned and programmes to enhance to financial inclusion and literacy, credit linkages and effective enterprise management through continuous learning; follow-up discussions; and discussion on credit policies and the programmes of financial institutions in Africa.

The session will identify strategies to strengthen policies and programmes for empowering women and enhancing their entrepreneurship. In particular, the women groups in Asia, Africa, the Caribbean and the Pacific will gain insight, through the sharing of others' experiences, into developing definite roadmaps for financial literacy, inclusion and entrepreneurship. The outputs of the session will help to redefine the approaches of L3F in at least 10 countries.

Facilitators/Moderators:
- Roslyn Jackson-Richards, RADA, Jamaica
- Alexis Carr, Commonwealth of Learning

Speakers/Presenters:
- Valarmathy Sathiyamoorthy, India
- A. Arockiamary, Reddiarchatram Seed Growers Association Charitable Trust, India
- Vanita Shinde, Mann Deshi Foundation, India
- Owino Victorine Atieno, Siaya SACCO, Kenya
- Gosbert Kaserwa, Matumaini Mapya, Tanzania

Programme and venues subject to change; please check the App and the website frequently

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

Title of the Workshop/Panel: MOOCs and Open Education in the Global South: Challenges, Successes, Opportunities

This unique panel of experts will discuss a wide range of MOOC initiatives and open education projects in rapidly changing, highly diverse, and economically emergent countries and regions. As such, the audience will learn how MOOCs and open educational resources are impacting learners in different ways around the world. Those attending this session will have an enhanced understanding of the educational, cultural, political and economic challenges and issues facing various stakeholders in MOOCs and open education environments in the Global South. The session moderators will ask questions related to crucial challenges, key lessons learned, bright successes and future opportunities about MOOCs and OER development, implementation and evaluation. In return, the panellists will highlight pressing issues and controversies where there presently is impassioned debate and controversy. The panellists are all contributors to an upcoming edited book title *MOOCs and Open Education in the Global South* to be published by Routledge. There are 68 contributors from 25 countries to the 30 chapters of this book. Chapter contributors come from Asia, Latin America, Africa, the Middle East, the Pacific/Oceania and the Caribbean.

Audience Interaction: Audience polling, questioning, and awards for best questions

Facilitator/Moderator: Curtis J. Bonk, Indiana University, USA

Speakers/Presenters:
- Som Naidu, The University of the South Pacific, Fiji Islands
- Shironica P. Karunanayaka, The Open University of Sri Lanka
- Deepak Bhartu, The University of the South Pacific, Laucala Campus, Suva, Fiji Islands
- Martha Cleveland-Innes, Athabasca University, Alberta, Canada
- Tadinada V. Prabhakar, Indian Institute of Technology Kanpur, India

PARALLEL SESSIONS

Sub-Theme: Equity and Inclusion

Room: Cap and Thistle 1 / Time 11:30 – 12:25	Track: Innovation	Parallel Session 8

Title of the Session: Gender Issues in Equitable Access to Quality Education
The presenters share various approaches used to make education and learning comprehensive, real, practical and applicable to all types of learners. These approaches include digital storytelling, STEM education and inclusive teacher development pedagogies.

Facilitator: Anuradha Gungadeen		Rapporteur: Sadia Afroze Sultana		
Paper ID	**Title**	**Presenters**	**Institution**	**Country**
277	When Self-Knowledge Meets Digital Learning: 50 Plus Women "Speak" about Sexuality	Efi Gianou, Evika Karamagioli, Giovanna Loxa, Michalis Meimaris	National and Kapodistrian University of Athens	Greece
267	Stem Education: Teaching with the Brain in Mind When Diversities and Gender Interlocks	Maxine McKay	University of Belize	Belize
259	Adoption of Semi-formal Mobile Processing Training for Enhanced Skill Acquisition in Girls and Women, Towards Employability, Better Livelihood and Inclusive Growth in Nigeria	Adiat Odunmbaku, Tunde Abubakar Bakare-Aremu	National Open University of Nigeria	Nigeria
263	Delivering Quality Education through Inclusive Teacher Professional Development Pedagogies in KENYA	Timothy Mutiso, Samuel Juma, Lydia Chege, Fridah Kiambati	Kenya Institute of Special Education	Kenya
245	Inclusion of Differently Abled Students in Teacher Education Programmes	Isatou Ndow, Aboubacarr Jallow	Gambia College	Gambia

Room: Cap and Thistle 2 / Time 11:30 – 12:25	**Track: Innovation**	**Parallel Session 8**		
Title of the Session: Innovation in Teacher Training				
Teacher training should be aligned to changes in demographics and to the increased use of ICT in the classroom, to ensure quality education. This session will look at how innovative teacher training approaches and tools should take cognizance of the context within which teachers operate, to ensure that the training is relevant.				
Facilitator: Michael Sankey		Rapporteur: Mostafa Azad Kamal		
Paper ID	**Title**	**Presenters**	**Institution**	**Country**
91	Taking Ownership: Including All in Teachers' School-Based Continuous Professional Development	Lore Gallastegi, Kris Stutchbury, Clare Woodward	The Open University	United Kingdom
118	Student Teachers' Involvement in Curriculum Design, Implementation and Evaluation of Teacher Education Programmes of Open Universities	Pravat Kumar Sahoo, Chandan Prasad	University of Allahabad	India
256	Evidence-Based Approaches to Improving Teachers' Skills, in Schools Serving Poor and Marginalised Communities	Tom Power, Claire Hedges, Robert McCormick	The Open University	United Kingdom

Programme and venues subject to change; please check the App and the website frequently

9-12 September 2019 | Edinburgh, Scotland

Md. Shajedur Rahman	Bangladesh

Sub-Theme: Employability

Room: Moncrieff Lounge / Time 11:30 – 12:25	Track: Innovation	Parallel Session 8

Title of the Session: Developing Skills for the Future

In response to global challenges such as climate change and youth unemployment, we need to understand not only how to innovate for developing skills, but also which skills to develop, as will be shown in examples from this session.

Facilitator: Devendra Kodwani   **Rapporteur:** Benjamin Kwofie

Paper ID	Title	Presenters	Institution	Country
49	Serendipity in Northern Zambia: Developing Online Learning and Sustainable Energy Programs at the Zambian College of Open Learning	Robert Aucoin	Avant Learning	Canada
		Philip Mututa	Zambian College of Open Learning	Zambia
80	Greening Decent Employment Opportunities for Kenya's Youth	Edwins Baraza, Silvance Abeka	Jaramogi Oginga Odinga University of Science and Technology	Kenya
209	ICT for Youth Employability	Emmanuel Semutenga, Ineke Aquarius, Lawrence Ssengendo	Kampabits	Uganda
285	The Impact of Technological Orientation on Small Service Firms' Business Performance in Botswana	Tommie Hamalumba, Boipelo Kesamang	Botswana Open University	Botswana
275	The Contextualisation of Employability in Institutions of Higher Education	Theresa Okafor	Qaardan Educational Foundation	Nigeria
		Romeela Mohee	Commonwealth of Learning	Canada

Sub-Theme: Opening Up Education

Room: Up and Under Bar / Time 11:30 – 12:25	Track:Quality	Parallel Session 8

Programme and venues subject to change; please check the App and the website frequently

Title of the Session: Ensuring Quality for ODL

Recognising that "quality" in online and open education is complex, the papers in this session propose structures, mechanisms and practices for building quality frameworks and ensuring quality internally and externally.

Facilitator: Pauleen Finlay   **Rapporteur:** Ruby Alleyne

Paper ID	Title	Presenters	Institution	Country
126	Internal Quality Assurance Practices on Open Education in Two East African Universities: Proposed Innovative Mechanisms	Eliezer Niyonzima	University of Technology and Arts of Byumba	Rwanda
		Ketty Occitti Balmoi	Kampala International University	Uganda
260	Monitoring and Reflecting on the Impact of Quality Assurance Interventions through Action Research: A Case of CODeL at the University of Namibia	Erkkie Haipinge, Maggy Beukes-Amiss, Gabriel Uunona	University of Namibia	Namibia
293	How Directing Formal Students to Institutionally Delivered OER Supports Their Success	Patrina Law	The Open University	United Kingdom
165	Lesson Study: An Innovation for Inspiring Lifelong Learning among Basic Science Technology Teachers in Nigeria	Zainab Muhammad Shuaibu	National Teachers' Institute	Nigeria

Sub-Theme: Technology

Room: Centenary Club Lounge / Time 11:30 – 12:25	**Track: Innovation**	**Parallel Session 8**

Title of the Session: Technologies and Innovation

In this session, various technological innovations are discussed. Their impact on education as well as educational environments is explored in some of the papers.

Facilitator: Santosh Panda   **Rapporteur:** Melisa Allela

Paper ID	Title	Presenters	Institution	Country
155	A Minimalist, Reusable Design for an Online Portal to Manage a Catalog of Courses Offered by an Institution: A Case Study of COL Virtual Event Environment Portal	Ravi Mula	NPBridge Solutions	India
		Ricky Cheng	Commonwealth of Learning	Canada

Programme and venues subject to change; please check the App and the website frequently

164	Gwagwalada Community Telecentre Outfit	Gregory Onwodi, Moshood Akintola	National Open University of Nigeria	Nigeria
169	Adoption of C-DELTA Programme by Sri Lankan Teachers and Students	Shironica P. Karunanayaka, W.M.S. Weerakoon, N.M.R.K. Nawaratne, S. Karunanayake, J. Careemdeen	The Open University of Sri Lanka	Sri Lanka
189	Promises and Challenges of IoT in Education	Muhammad Safdar, Gulfam Ali Safdar	International Islamic University	Pakistan
		Amtul Hafeez	Allama Iqbal Open University Islamabad	Pakistan
		Muhammad Abdul Malik	Preston University Islamabad	Pakistan
249	USP Campus Map App for New Students and Visitors	Vineet Singh, Bibhya Sharma, Ajendra Prasad, Salman Raza, Sanjeet Chand	The University of the South Pacific	Fiji

WORKSHOP and PANEL SESSIONS

Sub-Theme: Equity and Inclusion

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

Title of the Workshop/Panel: Realising Lifelong Learning – Policy, Practice and Monitoring

The concept of lifelong learning plays a critical role in enabling countries to rise to the challenges they face, from technological development to climate change. It is important that the potential contribution of lifelong learning to SDG 4 and to the wider Sustainable Development Agenda of the United Nations be realised. The UNESCO Institute for Lifelong Learning (UIL) continuously provides support to UNESCO Member States to (1) formulate inclusive and equitable policies for promoting quality lifelong learning, (2) put them into practice as a key component of a country's education provision and (3) monitor their implementation. It is worth noting that UIL has specific experience in monitoring the implementation of Member States' commitments in the area of adult learning and education (ALE), as laid down in two major policy frameworks on ALE, namely the Belém Framework for Action (BFA, 2009) and the Recommendation on Adult Learning and Education (RALE, 2015). This monitoring is reflected in UIL's triennial production of UNESCO's Global Report on Adult Learning and Education (GRALE).

The proposed panel will shed light on each of the three aspects mentioned (policy, practice, monitoring) while at the same time looking at the implications for the other two. The panellists are experienced in these areas at different levels (national, regional and international). Three speakers will provide insights into

Programme and venues subject to change; please check the App and the website frequently

ongoing conceptual and practical issues of the topic; the debate will help to understand the central role of the concept of lifelong learning for policy reform and related innovative practice, with a focus on sustainable development.

Facilitator/Moderator: Werner Mauch, UNESCO Institute for Lifelong Learning, Germany

Speakers/Presenters
- Ellen Boeren, Netherlands
- Michael Osborne, United Kingdom
- K. Balasubramanian, India

Sub-Theme: Technology

Room: MacPherson 3 / Time: 11:30 – 12:25	Workshop

Title of the Workshop/Panel: Designing More Interactive MOOCs; Sharing Experiences of the TEL MOOC

The Introduction to Technology-Enabled Learning (TEL) MOOC has been offered three times since 2017, with another planned for September 2019. A collaboration between Athabasca University and the Commonwealth of Learning, this five-week MOOC is intended to engage teachers who work at any level of education, are from all over the globe, and are interested in TEL and open educational resources.

Instructional design of the TEL MOOC is based on the iMOOC model, which incorporates the elements of the Community of Inquiry framework. Course topics are introduced through video, followed by content-based activities, most of which are carried out in the course discussion area. Assessment includes a multiple-choice quiz at the end of each weekly unit and, as a summative project, the creation of a technology-enabled activity plan. the TEL MOOC has attracted a large number of participants from many Commonwealth countries, and the completion rate is over 10%.

In this workshop, Drs Martha Cleveland-Innes and Nathaniel Ostashewski, co-instructors of the TEL MOOC, will present a framework to design interactive MOOCs using the experiences of the TEL MOOC. This 60-minute workshop will focus on designing an interactive MOOC but will also review and discuss questions related to the past, present and future of MOOCs, their benefits and challenges, using OER as assessment tools, etc. This workshop will be of interest to anyone involved in education innovation: leaders, administrators, teachers, instructional designers and education developers.

Facilitators/Moderators:
- Martha Cleveland-Innes, Athabasca University, Canada

56

- Nathaniel Ostashewski, Athabasca University, Canada

Lunch Break

Room: President's Suite / Time 12:30 – 14:30

Plenary Panel: Employability

Room: President's Suite / Time 14:30 – 15:30

Moderator: Mr Malcolm Sweeting, The Open University, United Kingdom
Speakers:

- The Honourable David Collins, Minister for Education, Kiribati
- The Honourable Dr Nicolette Henry, Minister of Education, Guyana
- The Honourable Jeffrey Lloyd, Minister of Education, Bahamas
- The Honourable Jeanne Simeon, Minister of Education & Human Resource Development, Seychelles
- he Honourable Emmalin Pierre, Minister for Education & Human Resource Development, Grenada
- Dr. Lily Chan, Vice Chancellor, Wawasan Open University, Malaysia

Plenary Panel: Education for Girls

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

Moderator: Professor Brenda Gourley, Former Vice-Chancellor, The Open University, United Kingdom
Speakers:

- The Honourable Rosy Sofia Akbar, Minister of Education, Heritage and Arts, Fiji
- The Honourable Dr Badara Joof, Minister of Higher Education, Research, Science and Technology, The Gambia
- The Honourable John Dean Kuku, Minister of Education and Human Resources Development, Solomon Islands
- The Honourable Shawn Richards, Minister of Education, Youth, Sports and Culture, Saint Kitts and Nevis
- The Honourable Claudiana Cole, Minister of Basic and Secondary Education, The Gambia

Programme and venues subject to change; please check the App and the website frequently

High Tea

Room: President's Suite / Time 16:30 – 17:00

Closing Ceremony

Room: President's Suite/ Time 17:00 – 18:00

Speakers:
1. Mr. Malcolm Sweeting, Pro-Chancellor, The Open University
2. Professor Mary Kellett, Vice Chancellor, The Open University
3. Report from the Ministerial Roundtable
4. Dr Linda Sissons, Chair, Commonwealth of Learning
5. Professor Asha Kanwar, President and CEO, Commonwealth of Learning

Programme and venues subject to change; please check the App and the website frequently