



Models for Online, Open, Flexible And Technology Enhanced Higher Education (OOFAT)

Introduction

Thank you for agreeing to participate in this survey which has been designed to collect information on the provision by higher education institutions (HEIs) of Open, Online, Flexible and Technology Enhanced Learning (OOFAT). The research is being conducted on behalf of the [International Council for Open and Distance Education](#).

The questions cover existing practice of OOFAT in higher education across the globe, with a focus on exemplary distance provision models which have become common practice for some providers, and could be achieved through a pathway to innovation for many others. Part of the study's remit is to identify exemplars of possible pathways to innovative and sustainable practices or "future-proofing".

Your data:

- By taking part in this survey you consent to sharing information with us so we can use information about your institution in our research
- Some of this data will be made available on an open licence so that other researchers can also work with the data
- Data made available in this way will only be shared once it has been anonymized
- No individually identifiable information or information regarded sensitive by the data provider will be released or shared with any other organization or individuals
- Outputs from the research will be published under an open licence, (e.g. published under a Creative Commons Attribution-ShareAlike 4.0 International licence (CC BY SA 4.0))
- Any data sets made publicly available they will be published under an open licence (CC0)
- By taking this survey you declare your informed consent to your data being used in this way

This survey has 44 questions and is expected take about 35-40 minutes to complete. There are no compulsory questions. You are encouraged to complete the questions even if you are only involved with select aspects of OOFAT provision (e.g. within a department rather than responsible for your institution as a whole).

Please include your contact details as the researchers may wish to contact you for clarification on the information you have provided.

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Dr. Dominic Orr (Forschungsinstitut für Bildungs- und Sozialökonomie (FIBS))

Dr. Robert Farrow (The Open University, UK)

For queries about the survey in the first instance contact [Dr. Dominic Orr](#).

1. Your name

2. Your role

3. Your email address

4. In which country are you resident?

5. What is the name of your institution?

Please provide the name of the institution which you are describing. If you are only describing part of an institution, please provide the name of the host institution for the organisational unit you are describing. From here this will be your 'OOFAT' example.

This survey is concerned with interesting sustainable models of OOFAT, which can be at a whole institution or other institutional units (e.g. departments or affiliated organisations) but not single courses. (You may have more than one example for which you wish to provide information. If so, please complete the survey separately for each.)



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About your institution

6. Student numbers at your OOFAT institution (or institutional unit)

Please provide the total headcount for student (or learner) numbers.

Academic year
2015/2016

Academic year
2014/2015

Academic year
2013/2014

7. How do these student/learner numbers translate to full time equivalence (FTE)?

We assume that not all students will be studying full-time. Therefore, please also provide a full-time equivalent, where 1 full-time student = 1 and 1 part-time student whose study time is roughly $\frac{1}{2}$ of that of a full-time student = 0.5. Please provide further details in the comments box, if necessary.

Academic year
2015/2016

Academic year
2014/2015

Academic year
2013/2014

Comments

8. Provision offered

Please estimate the share of teaching activities provided on-campus. If these are not provided on-campus for some or all enrolled students, your example is using a form of distance learning provision (either correspondence or online).

- Primarily campus provision
- Primarily distance learning provision (correspondence)
- Primarily online provision

Estimated percentage share of teaching activities provided on campus

9. What qualification awards does the institution or institutional unit you are describing offer?

Which formal qualifications are awarded by the institution you are describing (if any)?

- Associate degree or equivalent (ISCED 5)
- Undergraduate degree or equivalent (ISCED 6)
- Masters degree or equivalent (ISCED 7)
- Doctoral degree or equivalent (ISCED 8)
- Informal recognition (e.g. badges)
- No formal/non-formal credits or qualifications / independent study
- Other (please specify)

10. Elements of technology-enhanced learning used

Select all that apply

- Massive Open Online Course (MOOC)
- Open Educational Resources (OER)
- Digital Badging
- Learning Analytics
- Artificial Intelligence
- Eportfolios
- Blogging and micro-blogging
- Social Media
- Virtual Learning Environment (VLE)
- Wikis
- Videoconference
- Teleconference
- Learning Management System (LMS)
- Mobile Learning
- Bring Your Own Device (BYOD)
- Online Assessment

Other (please specify)

11. Please describe the approach taken to technology-enhanced learning in more detail

Does the institution or division you are describing have an overall strategy on how it wants to provide technology-enhanced learning now and in the next 5-10 years? If so, please describe briefly or provide a link to the document (in any language).

12. What subject areas does the institution or institutional unit you are describing cover?

Please provide information on the subjects covered by your higher education provision. The fields are taken from the ISCED 2013 subject categories [classification](#).

- Generic programmes and qualifications
- Education
- Arts and humanities
- Social sciences, journalism and information
- Business, administration and law
- Natural sciences, mathematics and statistics
- Information and communication technologies
- Engineering, manufacturing and construction
- Agriculture, forestry, fisheries and veterinary
- Health and welfare
- Security, transport, hygiene and public health services
- Other (please specify)



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The OOFAT Model

The main purpose of the study is to develop models that demonstrate different practice in terms of how one or more elements of OOFAT are used to offer flexible learning in a sustainable model. Our interest lies in identifying models that have evidence of sustainability - or can demonstrate a viable business model - rather than to highlight emergent trends which have yet to prove themselves sustainable in practice.

According to the acronym of OOFAT it is assumed that these will involve *Online, Open, Flexible and Technology-Enhanced* methods. We focus on three core processes:

- *Content* – consists of subject knowledge, support and guidance and learning analytics, which together make up the entirety of the didactical process
- *Delivery* – consists of the qualities of place, pace and timing of delivery of the content, in other words both the extent of physical and online provision and the question of the timing of key events (e.g. start and end points of learning processes).
- *Recognition and assessment* – consists of both assessment and credentialization, which are formal processes leading to recognition of learning achievements. Assessment is a phase of evaluation at certain times in a learning process, whilst credentials are awarded on completion of formal learning units. In both cases, these evaluative processes lead to recognition of achievement of the learner by third parties.

The quality of *flexibility* is a question of what and how and is likely to rely on how digital technology is harnessed to reduce the need for physical presence; from static to dynamic and changing due to specific circumstances. So each of the three central processes (and their sub-processes) can also be described by the extent to which they are delivered in a flexible manner, harnessing digital technology, i.e. online and technology-enhanced methods.

The quality of *openness* is a who question and likely to rely on how the principle of openness is integrated (in various ways) into the core processes; from closed group to open network. A more open quality means less limitations on who has access to and who delivers or controls services. This quality is not reliant on digital technology, but may be enhanced by it. For instance, a classic open enrolment higher education provider uses the principle of openness, but may still be using low-interaction correspondence methods for delivery.



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OOFAT: Business Model

Since the emphasis of this survey is to identify models that have evidence of sustainability - rather than to highlight emergent trends - we would now like to know more about your business model. In this section you will be asked to typify your business models by telling us more about aspects of your business model. At the end of this section, you will have the opportunity to describe the model in your own words.

13. Describe the scale of the OOFAT example

Please tell us about the scope of the provision you are describing. Does it cover the whole institution or is it part of a division or a separate company?

- Whole institution
- Department (within an institution)
- Specific project
- Subsidiary company/organization

Other (please specify)

14. Is your example formed through a consortium?

Some distance learning provisions are the result of inter-institutional collaboration through the legal form of a consortium or similar. Is this true in the case you are describing?

- No
- Yes (please add details)

15. In terms of *core funding*: is your OOFAT institution or institutional unit dependent on public funding?

Please choose the option best describing the importance of public funding for your services (n.b. not including infrastructure and investment costs).

- Mainly Public (0-19% privately funded)
- Mainly Public (20-39% privately funded)
- Balanced (40-59% privately funded)
- Mainly Private (60-79% privately funded)
- Mainly Private (80%+ privately funded)

Please add any relevant detail, including information on which (parts of) services are funded through grants and which on user fees

16. Please select the option that better reflects the business model of your OOFAT example

In terms of our products and services...

- We deliver and/or support core institutional provision
- We offer something different, complementary or alternative to the main provision

17. Please select the option that better reflects the business model of your OOFAT example

In terms of our target learner/customers...

- We target an existing market
- We are targeting a new (or non-traditional) market

18. Please select the option that better reflects the business model of your OOFAT example

In terms of our interactions with learners...

- We interact with learners through traditional channels
- We interact with learners through new or innovative relationship channels (physical or virtual)

19. Please select the option that better reflects the business model of your OOFAT example

In terms of our value chain...

- We develop, produce and deliver the provision by making the most of legacy knowledge
- We develop, produce and maintain our offering through exploration of new approaches and innovation

20. Please select the option that better reflects the business model of your OOFAT example

In terms of our core competences...

- Our competitive advantage comes from traditional competences (e.g., market knowledge, expertise, improvement of existing technology)
- Our competitive advantage comes from new, unfamiliar, competences (e.g., new or emerging technologies, innovation in working practices)

21. Please select the option that better reflects the business model of your OOFAT example

In terms of our partnership networks...

- We operate primarily within traditional institutional or cultural parameters
- We operate primarily in non-traditional or (dynamic) networks (e.g., alliance, joint-venture)

22. Please select the option that better reflects the business model of your OOFAT example

In terms of our sustainability...

- We maintain profitability through incremental cost cutting and efficiencies
- We maintain profitability through new processes to generate revenues, or cost-cutting in existing processes



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OOFAT: Delivery

23. How flexibly is content delivered according to differences in time and location?

This question focuses on delivery of learning content. Low flexibility of delivery means that time, place and pace are dictated centrally, whilst high flexibility means that such constraints are relaxed and the learner can determine these largely themselves.

- 1 (not flexible/fixed)
- 2
- 3 (somewhat flexible)
- 4
- 5 (highly flexible)

24. Please now describe how this content delivery varies according to differences in time and location

Please justify the evaluation you made in the previous question.

25. How "open" is access to the content for learners?

This question understands openness in terms of who can access the learning content. A low level of openness means that a specific closed group of learners can access the content (e.g. those formally enrolled on a course), whilst a high level of openness means that anyone can access it, if they choose to.

- 1 (not open / entry requirements)
- 2
- 3 (somewhat open)
- 4
- 5 (completely open to all potential learners)

26. Describe the ways in which learners can access the content

Please justify the evaluation you made in the previous question.

27. How flexible is access to support for learners?

This question focuses on delivery of learning support. Low flexibility of delivery means that time and place are dictated centrally, whilst high flexibility means that such constraints are relaxed and the learner can determine when to access support themselves.

- 1 (not flexible/fixed)
- 2
- 3 (somewhat flexible)
- 4
- 5 (completely flexible)
- [Not applicable]

28. Describe this support model in more detail

Please justify the evaluation you made in the previous question.

29. How open is access to support for learners?

This question focuses on who can access the learning support. A low level of openness means that a specific closed group of learners can access the support (e.g. those formally enrolled on a course), whilst a high level of openness means that anyone can access it, if they choose to.

- 1 (not open / accessible only to certain groups)
- 2
- 3 (somewhat open)
- 4
- 5 (completely open to all learners)
- [Not applicable]

30. Who provides academic support to learners?

Select all that apply.

- Appointed academic/teaching staff
- Other institutional staff (library, IT, etc.)
- Peer (learner) support
- Open community
- Other (please specify)

31. Describe the learner support model in more detail

Please justify the evaluation you made in the previous question.



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OOFAT: Content

32. How personalised is the content to an individual learner?

Learner-centred forms of learning and digital adaptability facilitate a high level of personalisation of learning content. This question asks you to evaluate this dimension for the provision you are describing.

- 1 (fixed content)
- 2
- 3 (somewhat personalised)
- 4
- 5 (completely adapted to the individual)
- [not applicable]

33. Describe processes of content adaptation or personalisation in more detail

Please justify the evaluation you made in the previous question.

34. How open is the process of content production?

Who develops the content? Is this a closed group or the result of sharing and collaboration (either directly or via openly licenced content from others, e.g. OER)?

- 1 (in-house production only)
- 2
- 3 (combination of in-house content and content developed through external collaboration and sharing)
- 4
- 5 (high level of learner-generated content)
- [Not applicable]

35. Describe the approach used in content provision

Please justify the evaluation you made in the previous question.

36. Please describe any use of open licences and/or openly licensed materials



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OOFAT: Recognition & Assessment

37. How flexible is assessment for each learner assignment?

This question focusses on the organisation of learning assessment. Low flexibility of assessment means that time, place and pace are dictated centrally, whilst high flexibility means that such constraints are relaxed and the learner can determine these largely themselves.

- 1 (not flexible; fixed)
- 2
- 3 (somewhat flexible)
- 4
- 5 (highly flexible; adapted to learner requirement)
- [not applicable]

38. How flexible is the assessment process?

Please justify the evaluation you made in the previous question.

39. Who is responsible for assessing learners/learning?

This question focusses on who is doing the assessing - is it the teacher or members of the learning community (peers)?

- Appointed academic/teaching staff
- Other institutional staff (library, IT, etc.)
- Peer support
- Open community
- Other (please specify)

40. Describe aspects of openness and flexibility in the assessment process

Please justify the evaluation you made in the previous question.

41. How flexible is the process for achieving formal recognition of learning?

Please indicate the extent to which there is flexibility within pathways to recognition.

- 1 (fixed)
- 2
- 3 (combination of fixed and optional elements)
- 4
- 5 (student self-determined learning pathway)
- [not applicable]

42. Describe your reasons for the description provided in the previous question

Please justify the evaluation you made in the previous question.

43. How open are the elements in final recognition of learning?

What elements of the learning process can be recognised in the final assessment of learning outcomes? Only those provided by the institution you are describing or also learning provided by other organisations?

- 1 (Institutional recognition only)
- 2
- 3 (Some recognition of learning from other providers)
- 4
- 5 (Recognition only; all elements from other providers)
- [not applicable]

44. Describe the process through which learning is recognised

Please justify the evaluation you made in the previous question.

That's the last question - many thanks for contributing to this study!