PCF9 Publications Launch
Edinburgh, Scotland 2019
Using ICTs and Blended Learning in Transforming TVET

This volume is prepared jointly by the Commonwealth of Learning (COL) and UNESCO, the latter involving teams both from the Section of Youth, Literacy and Skills Development at UNESCO’s headquarters in Paris and the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn. In a series of case studies from around the world, it showcases the use of information and communication technologies (ICT) and novel forms of open, flexible and technology-enhanced learning in Technical and Vocational Education and Training (TVET).

Colin Latchem, Editor | 2017
http://hdl.handle.net/11599/2718

Referencing Tool: Transnational Qualifications Framework of the Virtual University for Small States of the Commonwealth

This publication is based on a more extensive version of the ‘Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth.’ The extended version provides small states with procedures and guidelines to translate national accreditation for recognition through VUSSC’s international accreditation programme, the Transnational Qualification Framework.

Referencing Tool:
Franz Gertze | 2017
http://hdl.handle.net/11599/2965

Original:
Transnational Qualifications Framework Management Committee | 2015
http://hdl.handle.net/11599/501
Graduate Diploma in Open School Operation and Management

This is a comprehensive overview of a seven-module diploma that can be adapted for separate certificate programmes. The graduate programme will prepare administrators, support staff and faculty to effectively plan and manage the day-to-day operations of an open school using a variety of delivery technologies and pedagogical methods.

Commonwealth of Learning | 2017
http://hdl.handle.net/11599/2720

Open Universities in the Commonwealth: At a Glance

In the absence of comparative data about open universities, the current impact of ODL institutions is not clear. COL initiated a survey to develop a database of open universities across the Commonwealth. This report is based on the feedback of 27 open universities that responded to the questionnaire.

Sanjaya Mishra | 2017
http://hdl.handle.net/11599/2786
Open Educational Resources: Global Report 2017

Three documents have been developed in the framework of the 2nd World OER Congress. Two of these, ‘Open Educational Resources: From Commitment to Action,’ and ‘Open Educational Resources: Global Report 2017,’ provide the outcomes of six regional consultations and global surveys conducted prior to the 2nd World OER Congress. The third document, ‘Ljubljana OER Action Plan 2017,’ is the outcome of the 2nd World OER Congress. All three documents are complementary and provide a framework for understanding the current status of OER worldwide and identifying concrete actions to mainstream OER to achieve SDG4.

Commonwealth of Learning | 2017
http://hdl.handle.net/11599/2788

Doctoral Study and Research Degrees: Online and Distance Programmes

This policy brief outlines current online doctoral and research degree programmes, providing an overview of their structures and recommendations to universities and regulatory bodies that are seeking to offer them online. The information and data in this policy brief is based on the report on the ‘Status of Research and Engineering Programmes Offered Online.’

Alan Tait | 2018
http://hdl.handle.net/11599/3052
Boys’ Underperformance in Education: Revisiting the Issue in the Commonwealth

This report follows a 2006 report that addressed the factors that are crucial to understanding boys’ underperformance in Commonwealth countries (Jha & Kelleher, 2006). It aims to document the changes in participation and performance of boys in Commonwealth countries since 2006, examine factors that continue to contribute to boys’ underperformance, and summarise lessons learned from various interventions in different countries during the past ten years.

Jyotsna Jha, Niveditha Menon and Debanita Chatterjee | 2017
http://hdl.handle.net/11599/2810

Engineering Education: Online and Distance Programmes

This policy brief outlines current online engineering programmes and their structures, and provides recommendations to universities and regulatory bodies that are seeking to offer this programme online. The information and data in this policy brief is based on the report on the ‘Status of Research and Engineering Programmes Offered Online.’

Alan Tait | 2018
http://hdl.handle.net/11599/3051
Status of Research and Engineering Programmes Offered Online

Through a comparison of 11 case studies of higher education institutions, this report highlights the current status of research and engineering degrees offered online. In addition to providing a broad analysis of the programmes, recommendations are also put forth for those institutions considering this mode of delivery.

Romeela Mohee | 2018
http://hdl.handle.net/11599/3050

Guide to Blended Learning

This guide has been designed to assist teachers in adopting blended learning strategies step by step, taking constructivist and design-based approaches and reflecting on decisions taken to provide authentic learning experiences in their own contexts. It provides a general discussion of types of blended learning in reference to the level of education, the needs of students, and the subject being taught.

Martha Cleveland-Innes and Dan Wilton | 2018
http://hdl.handle.net/11599/3095
Gender and ICT: Meta-Analysis and Systematic Review

This publication addresses the intersection of gender and information and communication technologies (ICT) as reflected in the primary research literature and in educational practices and policies of the Commonwealth, the USA and Scandinavian countries. It summarises outcomes of two large-scale systematic reviews, namely a meta-analysis of empirical research on gender-based differences in perception and actual use of ICT in education; and a systematic review of policy documents that address issues and solutions related to gender and ICT.

Eugene Borokhovski, David Pickup, Lina El Saadi, Jihan Rabah, Rana M Tamim | 2018
http://hdl.handle.net/11599/3089

Quality Assurance: Good Practices in ODL in Sub-Saharan Africa

This publication contributes to the debate surrounding Quality Assurance in higher education, highlighting good practices in the context of distance and blended learning in Southern African universities. The case studies address the strategies applied to foster quality enhancement, QA principles, and internal quality assurance systems to address quality challenges amidst expansion.

Romeela Mohee, Editor | 2019
http://hdl.handle.net/11599/3132
Pedagogical Innovations for Technology-Enabled Learning

This guide explores how pedagogy and vision underpin successful TEL innovation, as well as the other building blocks that are needed. It also outlines recent pedagogical innovations in TEL that can be trialled in any classroom where learners have access to smartphones and the Internet.

Rebecca Ferguson | 2019
http://hdl.handle.net/11599/3201

Designing and Implementing Micro-Credentials: A Guide for Practitioners

Many organisations are experimenting with micro-credentials, while others are emerging to collect, publish and offer credentials. The decision to engage with these new forms of credentials will be influenced by many factors, as described in this guide. Each organisation will need to assess their own level of maturity as new and innovative forms of credentialing continue to evolve. The organisational appetite for change, its culture and readiness, and the availability of resources to support all the stakeholders involved in the journey should inform each implementation strategy and accompanying operational planning activities.

Darien Rossiter and Belinda Tynan | 2019
http://hdl.handle.net/11599/3279
A Guide to Integrating Employability in Higher Education Institutions: The Commonwealth of Learning’s Employability Model

A ‘Guide to Integrating Employability in Higher Education Institutions’ is designed to support the implementation of the Commonwealth of Learning’s Employability Model in higher education institutions. The guide helps higher education institutions to develop employability strategies, and teams to carefully consider how diverse practices — throughout the academic journey — can help students comprehensively develop valued, transferable and useful employability traits and characteristics.

Romeela Mohee | 2019  
http://hdl.handle.net/11599/3251

Gender Scorecard 2.0: Instructions and Templates

COL has designed an Institutional Scorecard to help its partners monitor the status of gender mainstreaming. The Scorecard is intended to provide insight into organisational/institutional policies and practices in relation to gender mainstreaming. This will be achieved, first, by conducting a comprehensive and systematic self-assessment of the organisation’s/institution’s policies and practices through surveys and questionnaires. Then, the results of the Gender Scorecard assessment/audit will help the organisation/institution define clear next steps for the effective promotion of gender equality.

Commonwealth of Learning | 2019  
http://hdl.handle.net/11599/3280
A Blueprint and Toolkit for School-Based Teacher Development (SBTD): SECONDARY

This blueprint and toolkit provides the guidance and supporting resources for a programme of approximately 12–15 weeks’ duration and includes a detailed framework that can be adapted to the context of a particular country, region, district or school. It targets institutions wishing to implement school-based teacher development (SBTD) more rigorously to improve the performance of schools and raise the achievement of children and young people. The resource is available as OER and is, therefore, accessible to policy makers and other implementers of teacher development systems.

Bob Moon | 2019
http://hdl.handle.net/11599/3282

Journal of Learning for Development

The ‘Journal of Learning for Development’ (JL4D) is an open access online scholarly journal that provides a forum for practitioners and academics working in education and development to share knowledge and experience. Content focuses on innovation in learning and, in particular, the use of open and distance learning to enhance social and economic development.

www.jl4d.org
GIRLS Inspire Final Report: Preventing Child, Early and Forced Marriage (CEFM) Through Open, Distance and Technology-Based Education

This is the final report to Global Affairs Canada (GAC) on the three-year GIRLS Inspire–CEFM project, which concluded on 31 March 2019. It provides an evidence-based narrative of progress made towards the achievement of each of the expected outcomes and outputs identified in the Logic Model and the Performance Measurement Framework (PMF). COL and its partners have documented the project’s evolution since its inception.

Frances Ferreira | 2019
http://hdl.handle.net/11599/3222

Related materials:
Baseline-Endline Report: Preventing Child, Early and Forced Marriage (CEFM) through Open, Distance and Technology-based Education in Bangladesh, Mozambique, Pakistan and Tanzania
http://hdl.handle.net/11599/3281
LEARNING FOR SUSTAINABLE DEVELOPMENT

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

VISION: To be the foremost global agency that promotes learning for sustainable development.

MISSION: To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches.

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