



INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

SUMMARY REPORT

ICDE LEADERSHIP SUMMIT 2022:

**Leadership for EdTech Oriented Innovation in
Education**

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- Dr. Neil Fassina, President of ICDE
- Prof. Ojat Darajat, Rector of Universitas Terbuka
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All speeches, discussions, and presentations are available through video recordings [here](#).

FOREWORD

The ICDE Leadership Summit 2022 hosted in-person and digitally by the Korea National Open University in Seoul, Korea and ICDE is a testament to the strength and resiliency of the Open, Flexible, and Distance Learning (OFDL) community. The summit's four subthemes complemented each other, thereby enabling summit participants to contribute to and progress our collective knowledge and understanding of Leadership for EdTech Oriented Innovation in Education. With the backdrop of continued challenges created by the COVID-19 pandemic, the presentations and discussions of the summit demonstrate the steadfast commitment of the OFDL community to creating resiliency in education systems through technology. Together, presenters and participants from around the globe showed just how strong good collaboration can be when we collaborate on the unified goal of creating more resilient, open, and accessible learning environments around the world. If you were unable to attend the 2022 Leadership Summit, this summary document will be a valuable tool to support your local efforts toward creating innovation and meaningful progress in OFDL environments.



A handwritten signature in black ink, appearing to read 'Neil Fassina'.

Dr Neil Fassina
ICDE President

INTRODUCTION

Korea National Open University (KNOU) co-hosted the “ICDE Leadership Summit 2022: Leadership for EdTech Oriented Innovation in Education” in Seoul, Korea 20 - 21 January 2022. A total of 94 delegates including 22 world renowned contributors came together both online and offline, and put their heads together for development of open, flexible and distance learning.



Due to the ongoing COVID-19 pandemic, KNOU and ICDE decided to organize the Summit in a hybrid format. All the sessions of ICDE Leadership Summit 2022 were held either in person or virtual, and at the same time livestreamed. In addition, a moderated “Playback of recorded sessions” took place during both days, allowing for virtual participation across different time zones. This was, indeed, a first of its kind a hybrid ICDE event.

As Korea’s first open university, KNOU has been at the forefront of the effort to foster open and distance learning in Korea and therefore contribute to ensuring access to education for all. Since Korea is one of IT powerhouses, we have ready access to many of the latest and emerging technologies. While COVID-19 brought more attention to open, flexible and distance learning, KNOU is getting better positioned to take another leap forward and to remain pivotal to the growth of Open and Distance Learning (ODL) in Korea.

It is widely accepted, however, that open and distance education institutions including KNOU, should take stock of what we have done and reflect on whether we have made genuine progress in developing ODL with advanced educational technologies or EdTech, and whether our methodologies and pedagogies are being delivered in sync with advancement in EdTech.

Against this backdrop, the ICDE Leadership Summit 2022 invited educational leaders and experts for stocktaking and prospects in ODL under the main theme of Leadership for EdTech Oriented Innovation in Education. For two days, they have had in-depth discussions on each theme. Below is outlined the main theme and subthemes, including a description of in which context each theme was chosen.

Leadership for EdTech Oriented Innovation in Education

“Digital transformation set off by the 4th Industrial Revolution and accelerated by COVID-19 is unfolding globally. Education is no exception. EdTech has now passed the point of being a buzzword in the community as it becomes a substantial factor for scalable education, increased efficiency and development of personalized learning paths adapted to learners needs. Against this backdrop, educational leaders come together to discuss their roles in light of the crisis through innovative approaches reflected by the latest developments of educational technologies.”

Subtheme 1. Leading open and distance universities to overcome global crisis: sharing experiences in responding to the pandemic hit

“Open and distance universities have a long tradition in fostering quality open, flexible and distance learning. Facing the COVID-19 pandemic, all educational leaders were challenged by the immediate need to pivot to distance and online learning formats. How can we turn the crisis into an opportunity for growth of quality flexible and hybrid concepts suitable for all learners?”

Subtheme 2. Improving quality education using EdTech: sustainable enrollment and personalized learning strategies

“Advanced educational technologies allow for more personalized learning paths and enable scalability for increased enrolment. How can appropriate and innovative use of EdTech improve quality education and foster lifelong learning opportunities for all?”

Subtheme 3. Innovative leadership for Open Education: the benefits of open access, open source, open science and open educational resources (OER)

“This theme seeks to investigate the benefits of various aspects of Open. How can learners, teachers, educators, business and the civil society benefit from innovative leadership for Open Education? And why is Open Education important to obtain inclusive and equitable quality education, in line with the UN sustainable development goal 4?”

Subtheme 4. Leadership for digital transformation and resilience: equitable and quality education for all

“This theme explores issues and challenges educational leaders are currently facing in the digital transformation. How can we ensure sustainable educational models that also are resilient towards future crises and at the same time responsive to learners' needs throughout their lifespan?”

This report summarizes speeches, presentations, and panel discussions. Hopefully, invaluable thoughts and insights in the report will serve as a great compass not only for KNOU but also for our fellow institutions to take the right path forward. Recordings from the full program of the ICDE Leadership Summit 2022 are available [here](#).

Yeongmin Kwon

**Prof. Yeongmin Kwon
Program Committee Chair**

REMARKS

Opening Remarks by Prof. Su Noh Ryu, President of Korea National Open University

EdTech is a key driving force for advancing open and distance education. I believe that ICDE Leadership Summit 2022 will provide us with a great opportunity for all of us to work together on how to provide quality education and effective and personalized access to education through EdTech.

In face of planetary crises such as the COVID-19 pandemic and climate change along with the 4th Industrial Revolution era into a full gear, we are witnessing wider gaps in classes and regions. Increasing access to quality education for all is a prerequisite to closing these gaps and promoting shared growth.

Open and distance education is playing a pivotal role in creating an environment in education where no one is left. It is no exaggeration to say that development of open and distance education serves as a foundation for humanity's sustainable development.

Congratulatory Remarks by H.E. Ms. Eun Hae Yoo, Deputy Prime Minister and Minister of Education of Republic of Korea

Due to unprecedented crises and changes including the advent of the 4th Industrial Revolution and the spread of coronavirus, the role and importance of ICDE which facilitates international cooperation and takes the initiative in open and distance education is increasing ever than before.

Most countries including Republic of Korea are speeding up their effort to put open and distance education into practice and innovate the way of learning with EdTech. However, we should admit that on the ground, there are various voices heard over whether EdTech is safely being utilized in education and whether EdTech does help provide meaningful opportunities to learn and narrow divides in education. By sharing experience and working together for a vision of future education, we will be able to explore opportunities to innovate open and distance education through EdTech.

Welcome Remarks by Dr. Neil Fassina, President of ICDE

As evidenced by what we witnessed for the past two years, EdTech and Open, Flexible and Distance Education (OFDL) will have far-reaching impact on many people. Without EdTech and OFDL, it is unlikely for millions of learners in the world to continue their education. In addition, global leaders are currently working to improve resilience and advantage of education system. In this context, the conference will provide delegates with an opportunity to have a lasting impact on the global system in education. I hope that many people will pioneer their life and communities based on access to education.

MAIN THEME: LEADERSHIP FOR EDTECH ORIENTED INNOVATION IN EDUCATION

Keynote speech by Prof. Joong Ryul Kim, Korea Council for Online Universities

“Innovative Strategies for Distance Learning Using EduTech”

In such a fast-changing society, open and distance education has already gone mainstream. Governments in the world are working to make public education adaptable to a digital environment in education by providing financial support. Universities are gearing up to a full-fledged online education. Indeed, online education, once considered a symbol of open universities alone, now is becoming ubiquitous in every level of education. It is high time for open universities equipped with rich experience in open and distance education and adequate infrastructure to take a leading role.

In order to lead education in the future, we should break away from one-size-fits-all approach and we need innovation. To solidify our standing as an institute dedicated to online education and lead open and distance education, we need to take the lead in utilizing tools for online education. Not long ago, new methods beyond conventional online education are emerging and various new approaches are being taken. Take micro credentials and nano degrees for instance. A huge transformation is expected to be on the horizon. This is when we should utilize tools for online education, according to learners' needs and, in the end, present outcomes which demonstrate effect of the education. In other words, to take a leading role, we need to ensure that open and distance education is effective.

In cooperation with Korea Education and Research Information Service (KERIS), a governmental organization, Korea Council for Online Universities (KCOU), a major pillar to open and distance education in Korea, has already pursued a project to establish a Cyber University in Asia. KCOU has been working hard to take open and distance education in Korea and beyond a step further by founding “AI Convergence Education Center” to provide EdTech based education to those in working-level. KCOU will continue to be at the forefront of the effort to make change in future education through EdTech and existing ICT. Eleven cyber universities, members of KCOU share the same determination.

I'd like to suggest establishing International Certification Authority Institute of Online Education (ICAE) for globalization in future online education. Such an institute is actively working in areas including AACSE, AMBA, EQUIS and business administration. In order to pre-emptively respond to changes in a fast-evolving online education in future, what is essentially needed is close consultation and interaction between online education institutes and professional recruitment agencies at both home and abroad. Establishing an accreditation body would greatly help ensure quality of online tertiary education globally and globalize connected education field.

Keynote speech by Ms. Beth Havinga, European EdTech Alliance and EdSAFE AI Alliance

“EdTech Innovation Chances and Challenges”

For the past 2 years of the pandemic, the genuine significance of education and a way of thinking in responding to the future has been transformed. In the past, standardization and exclusiveness of education made it impossible for learners to take the entire journey in learning. However, as housing and education environment are becoming unified, everything becomes a learning experience. In other words, the environment for education meets the need of teachers and students. When the global education system underwent an intensive change, various media such as TV, radio and other modalities were introduced, and it is urgently needed to develop digital capacity to harness digital systems.

According to European School net, technology itself cannot change education. European Tech Alliance took a step further and argued that something more should be done, apart from building infrastructure for distance education and learning. Educators and students felt the need for improvement. Institutions with high success rates in distance learning considered policy planning and change. Globally, retraining for educators are being updated so that essential factors such as digital literacy can be dealt with. We have common challenges. Among them, there is digital equity which is key to future education. Due to digital divide, 31% of the students in the world did not have access to distance education. Being equipped with digital competency, teachers and students should engage in distance education under a circumstance where both can fully concentrate.

Technology can contribute to improving education standards, accessibility, and flexible environments for learning. Building future digital services requires experience sharing and cooperation between educators and education service providers. Government agencies and policymakers also need to take active part of this effort. An innovative eco-system for education needs public support, public policy and funding. With user-oriented, comprehensive development of learners including hybrid methods of learning at the centre, the innovative tech eco-system should accelerate innovation and put quality digital education into practice. Based on proven pedagogies, it should reflect values such as inclusiveness, quality, accessibility, data security and data protection and be led to practical learning outcomes. It should also support cooperation within and between sectors and between stakeholders, and link necessary data and systems to other ecosystems through standardization of interfaces.

The tech ecosystem should be designed in the long term to consider digital equity and accessibility for all. Selecting necessary tools is an opportunity for us. Architecture should encompass all elements necessary for learning in practice. New assessment indices to measure academic achievement of students are needed and flexible education should be delivered in various environments through various models. We need open standards with high accessibility. EdTech companies should support learners when they make an independent decision for autonomous learning and manage their schedule. Based on future competency and forward-thinking, governments should introduce lifelong education platforms for all. Europe is making a massive investment in ICT and needs to set common,

and a minimum level of standards. Increasing access to learning through a safe pathway tailored to the environment where learners live would help us achieve digital equity.

We need to work hard on the sustainability of the innovative tech system and introduce open operational data models, open service interface definitions, open authentic data and open standards for AI and Machine Learning.

Session 1. Leading open and distance universities to overcome global crisis: Sharing experiences in responding to the pandemic hit

Panel discussion moderated by Dr. Ethel Agnes Pascua-Valenzuela, SEAMEO Secretariat

Outbreaks of the Omicron variant has pushed many institutes to halt but hope should be found in improved innovation, change and resilience.

Dr. Neil Fassina, Okanagan College, Canada

To OFDL institutes, March in 2020 was a turning point in an inevitable innovation in tertiary education, not a solution to learning. Back to late 2019, OFDL institutes were experimenting new technologies to make public education more interactive and solid for millions of learners across the globe on the basis of quality and inclusiveness. Despite these efforts, many held a sceptical view that face-to-face education still outperformed OFDL in quality.

Until November in 2019, 4 months before the outbreak of COVID-19, presidents of OFDL universities were told that learning engagement and effect would be lower when there is no physical interaction with teachers in synchronous settings. The COVID-19 pandemic exposed vulnerabilities of the global education system and made a face-to-face education in synchronous settings impossible. In this context, we turned to an alternative format and a rapid change entailed new pressure. OFDL was asked to provide immediate support and, in some case, to be mandated. We came to the realization that a transition into a quality OFDL environment takes up to several years. As a result, it has led to a negative reaction that the quality of class is lower than that of in-person class before the COVID-19 pandemic. However, it was one of emergency remote teaching cases. We needed to change the entire system.

While institutes sought to digitalize the entire operation system, their project went through disruption. However, many experts' hard work and professionalism have enhanced the tertiary education system in the world. Months later, place-based institutes began investing in ODFL education models including student support and remote work, and pursued to maximize new opportunities. With going from emergency remote teaching to goal based OFDL, we are seeing a change in learners' views. Institutes have found new opportunities through student support and employees have been adapted to remote work.

Two years later, now, tertiary education did change. Technology based education, support and projects will continue. The next step for us is to figure out how to adapt to a new environment and how to find as many opportunities as possible. Not everyone will be able to equally be adapted to a new environment in fierce competition, fast-changing markets and technological landscape.

UN SDG 4 is attainable within our generation. Democratizing education where everyone enjoys access to learning and embracing various voices will make a significant change in the communities each and every one of us belong to. We should remember that excellent higher education institutes are open and inclusive.

Prof. Ojat Darajat, Universitas Terbuka, Indonesia

Amid the COVID-19 pandemic, we can find challenges, opportunities, and lessons. Since the first confirmed case was reported in March 2020, Indonesia has seen a surge in infections. Remote education and remote work began. The government imposed lockdowns in 2020 and now we are under travel restrictions. Our university has worked with ISP to provide an internet-based education for free. We are providing our education system to other institutes to improve digital literacy for Indonesia and the Indonesian people.

If there is any opportunity in education, it's a shift from P2P to P-to-whole class. About 91% of 328 surveyed replied that they have experienced online learning and mixed/hybrid online education. Synchronous settings are being supported by tools such as Zoom, MS Teams, Skype, Webex, WhatsApp. Learners not only complete their curriculum but also learn through MOOC and OER.

The lesson to be learned is that all stakeholders including government, educators and students should improve capabilities by focusing on students' success and learning process. We also need to prepare for a "new normal" through utilization of textbooks and cooperation with other institutes. An institute should establish a multi-modal system and utilize a learning management system with development of students' capabilities, education, improved business management and online operation.

We are seeing a huge demand for improving digital literacy, but we should not settle down. In line with a "new normal" and the era of the 4th Industrial Revolution, we should continue to enhance digital literacy. Cooperation, critical thinking, creativity, communication ability, innovative thinking and competition are important. As it is also important to improve access, we should provide more opportunities to learn to the underprivileged on the basis of improved infrastructure and increased cooperation.

Prof. Puleng LenkaBula, University of South Africa (UNISA)

An Indian scholar said, "the COVID-19 pandemic let us be apart from the past and imagine a new world." We should break away from the past and take a new step. This pandemic is important in context, politics, economy and society and an opportunity to establish a new, value-based higher education. Establishing a new Open Distance Learning model in Africa requires revisions in proposals of universities. Our university is a leader in Open Distance Learning in Africa, but we should resolve vulnerabilities exposed by COVID-19 and share key skills with other universities and higher education institutes which do not accept the multi-modal system. By reflecting Cyber infrastructure, AI, Analytics and the 4th Industrial Revolution into our plan, we should make sure that students will be able to suggest a system design by themselves after graduation.

More than 40,000 students completed their curriculum despite lockdowns. It is increasingly important for universities to take part in the cyber learning system. In such a new situation, it is essential to introduce the multi-modality.

Prof. Belinda Tynan, Australian Catholic University

Australia and countries with high income in northern hemisphere embraced online education as part of daily life. Most universities and colleges have made a similar level of change even if they didn't achieve the optimal level of quality in education. They benefitted from continuous support in IT systems. The COVID-19 pandemic has dealt a harsh blow to the economy and left many jobless. In response, governments have supported upskilling of workers in a non-face-to-face engagement. While more and more are working from home, employees are taking on multiple tasks at home. Australia is seeing a wide digital divide. However, universities and colleges have strengthened their resilience and flexibility, and employees have become closer. Even though some didn't want this close relationships, employers gradually have thought of work from home as productive.

It is true that competition grew fierce as everyone introduced ODL. Hybrid universities have difficulties in management as they have meetings and classes in tandem. While schools reopened, an increasing number of students identified the efficiency of online education. During the same period, however, domestic violence rose and students, particularly, with the ages of 15-18 are denied an opportunity to education in the world. Therefore, we should play a role in providing active support, taking the effect on the next generation into consideration.

Many opportunities are being created in developing tools to facilitate interaction. According to World Economic Forum, for the past 2 years, around 100 million have fallen below the minimum proficiency level in reading and many have lost their jobs. We need to make the best use of our expertise and think hard about our role and responsibility towards access and equity.

Prof. Maria Amata Garito, UNINETTUNO, Italy

In face of COVID-19, we came to the realization that taking advantage of technology in the right way would give birth to a new model of higher education institutes in which everyone can have borderless access to education at home across time and space.

In our university's virtual place, students can work together with professors and various higher education institutes around the world and find facilities such as museums and cafes. Via the Internet, universities should lead the academia and help people interact with utilizing tools despite divisive views on culture, society, and religion. Change in universities is the trend of the times which you can't go against. Students who are digital natives may raise questions on technological capabilities of universities.

Universities around the world are breaking down their barriers and employing various forms of learning such as remote examinations via the Internet. It is essential to introduce the technological infrastructure to create an environment for higher education in the 21st century. We should build a knowledge consortium where universities and various

businesses in the world can work together and develop networks. We can jointly develop online educational content for learning as a new model of ODL universities. Integrated with traditional universities, we can innovate process, structure, and products. Increasing flexibility, adaptability and student autonomy changes structural roles of educators and universities.

Consozio NETTUNO in UTIU consists of 41 Italian universities and 31 universities from other countries and created new pedagogics for Internet and TV based learning. All lectures are open and flexible and enable self-study and cooperative learning. In addition, its joint cyber space allows us to share curricula and a model of psychology education, which helps harmonize education on the global scale. Based on 25 years of research and experiments on technology-based distance education, we built our technology platform. Academic achievements of students are analyzed by researchers in various sectors. To share knowledges of various modalities, interaction between teachers and students is at the heart of the entire education process. Interactive space for learning and virtual classrooms enables 3D immersive education. With this, students can actively engage in learning and interact with friends from various cultural backgrounds.

We can carve out our future by integrating traditions and pursuing diversity in culture and language.

Prof. Yeongmin Kwon, Korea National Open University

The COVID-19 pandemic forced us all to go online. Korea is not an exception. Traditional universities felt the need to adopt distance education. Before the outbreak of the Omicron variant, Korea planned to reopen businesses and schools as it would be in the phase of “living with COVID-19”.

When traditional universities resumed their face-to-face classes, many students found online classes better and more efficient. This infectious disease sent open and distance education into a limelight, which is a good opportunity for us, experts and professional educators in open and distance education.

As traditional universities are joining the online education, the competition is getting fiercer, however. KNOU takes a hybrid model of education and provides both online and offline classes. COVID-19 exposed our vulnerability by forcing us to shut down face-to-face classes, one of the pillars of KNOU’s model.

“School” is originated from “scole” in Ancient Greek. Scole means leisure in modern English. Leisure is perceived as the time to refresh these days but to people in the Middle Age, it meant the time to find their true self.

It is widely agreed that education should prepare students to respond to any uncertainty. In this context, two questions may be raised – what our society needs and what each individual can do in the society with what one has. If we focus on the need of the society when teaching, we can always fall behind the trend as what our society wants to keep changing. Therefore, it’s time to go back to basics and focus on what students have and what they can

do for the society. Utilizing our tool – distance education, we need to focus on helping students find their true self and unleash their potential.

Prof. Yun Joo Park, Korea National Open University

For the past 2 years, Korea National Open University (KNOU) has been providing online educational content and the online platform to traditional universities. KNOU is now providing 700 online content and 10,821 students of 300 universities including 1,363 foreign students who are living in Korea to studies and classes provided by KNOU. Those who took classes provided by KNOU in 2020 were less confused and completed their curricula. In 2021, the Korean government designated KNOU as a representative institute for digital education in the tertiary education sector. This year, celebrating the 50th anniversary, KNOU is developing online classes which can be utilized in various ways.

Our competitors are not in the realm of traditional universities and colleges. Now we are competing with Youtube, Netflix and OTT platforms. Every piece of visual materials on the Internet can become educational content for students.

The COVID-19 pandemic hit economy, global relations, trade and business but promoted the spread of distance education on a positive note.

The success of open and distance universities is determined by autonomy of learners. To professional educators, independent learning of students is important, and the current situation is a good opportunity for students to improve independent learning. Under the current circumstance, students were able to learn how to independently manage their schedule, discipline themselves and assume more responsibilities.

Session 2. Improving quality education using EdTech: Sustainable enrollment and personalized learning strategies

Presentation by Dr. Deborah Adair, Quality Matters

“Quality in Technology-Enhanced Education: Intentional Design Matters”

Quality Matters is a global non-profit organization which provides a scalable QA system for online, and hybrid learning and develops and researches relevant standards. We also provide educators with an opportunity to build capacity for online pedagogics and quality assurance. These two factors are being utilized in regular peer reviews. We are headquartered in the US and provide services to many other countries. We have around 30 member institutes across 6 continents and establish systems tailored to each country's situation and cooperate with other international organizations.

Due to the COVID-19 pandemic, globally higher education and its QA have become more important. QA in online education is a relatively new area. Faculty and staff members needed time to adapt to it. Afterwards, they needed to structure the process and decide what kind of processes, programs and units will be included and when, in the initial stage. The next step is to identify key matrix, gather data, find gaps and revision. The problem is that it is difficult to obtain data due to data silos in online education. To this end, practice and policy should be overhauled; new standards should be introduced, and the process should be demonstrated in public. They can benchmark external institutes and partners. They should prove their achievement rate and success story and show a continuous development. For this, according to strategic plans, they can set aside necessary budgets and introduce standardized operation methods.

To improve technology in education, technology should support our decision. What is more important is how we can deploy these elements without making any decision on quality of certain technologies and modalities. First, we should set a goal and method of online education to be supported by technologies. Online education should serve the purpose of the program. An institute's goal for student outcomes and experience and achievement of students who study online should be aligned with that of students who study offline.

We are providing quality online educational programs and pondering on what implications the quality has under this changing landscape of the higher education.

In the past, when we asked leaders of universities and colleges about the online initiatives, their opinions varied. Working with Quality Matters ensures that you can proceed with online education based on guidelines.

Still, research in a new domain is underway. The year of 2020 is a year of pivot and 2021 saw lack of resources for online learning and some fear. To identify direction and understanding for online education, leaders of Quality Matters brought together member institutes and external stakeholders to discuss QA and found out that we all are responsible for making a change in higher education. In the meeting, discussions were made on how to appropriately

incorporate experiences learners have brought with them outside of the institute, include the learning into degree's program and contextualize learners' experiences. We should be agile in adapting to changes in future higher education and learn from each other. It is important to set a direction for change with a sense of purpose.

Presentation by Prof. Won Ho, Kongju National University

"Improving quality education using Open EdTech: Moodle, Tubestory and Metaverse"

"Wikinomics", a book authored by Anthony D. Williams, suggests that we are being brought closer to an era when Openness, Peering, Sharing and Acting Globally are important. The same applies to education. In education, e-Learning is divided into three – solution, content and service.

There are various types of open-source solutions available now. Moodle is one of them. The concept of open-source solution has been influencing content and service. Open-source solution was initially utilized. Later, while the paradigm of open source was applied to content, OCW and OER emerged. And with the paradigm being expanded to service, each university are opening their services and sharing them with other institutes.

It is important to use tools in the context of education. "4C-collaboration, communication, critical thinking and creativity" has become a new buzzword. The 4th Industrial Revolution is characterized by this "4C". In this vein, tools are playing a pivotal role in fostering students with competency in collaboration, communication, critical thinking, and creativity.

I'd like to highlight that such tools, content, and services are already being shared online. It is good to make the best use of Open Source. There are various Open Sources available online such as GIMP and tools to edit videos. You can reuse Creative Common Licenses for OER content. As Dr Deborah Adair pointed out, contextualizing is important. The class should have a plot to help students immerse themselves. Curating technologies alone doubles cognitive pressure on students.

While technologies are increasingly available and keep being advanced, there are many among faculty who struggle with utilizing those technologies. Even though we have a good technology, at some point, it becomes a barrier and takes more time to reach students. Especially the elderly face difficulties in adopting the latest technologies. Efforts should be made to address this issue. Institutional support for simple and easy-to-use technologies can be a first step.

In some cases, the Ministry of Education's directives are mistaken, which, in turn, cause extra work for faculty and staff members. We should also work to improve literacy on education to avoid such biased guidelines and instructions from the ministry and related government agencies.

Session 3. Innovative leadership for Open Education: The benefits of open access, open source, open science and open educational resources (OER)

Panel discussion moderated by Dr. Melissa Layne, Open Education Global and International Journal of Educational Resources

Digital innovation was set off by the 4th Industrial Revolution and accelerated by the COVID-19 pandemic. We saw a global transformation in education. Leaders should work together to introduce innovative approach of the latest EdTech area.

Dr. Paul Stacey, Open Education Global

Under a huge ecosystem of education, we connect all components and pursue a sound ecosystem. We have open textbooks in open and innovative learning resources co-authored by various experts and professors. These textbooks have a big difference from traditional textbooks which students in North America had to buy. In Zero Textbook Degree, all degree programs use open resources including OER. Open pedagogies are offering classes and resources in various ways and expected to see more innovation.

Open access to research and community services for all is important. Collecting data and engagement with citizens who conduct research instead of researchers is key to open science and science education. Activities like updating Wikipedia can produce public goods and help achieve sustainable development goals. If actual contributions can be made through such activities, open education can become an education for the public.

Education provides public services for communities. Openness is an education operating system which connects all elements through resource sharing via digital technologies and cooperation between teachers and students. It is inclusive, affordable, accessible, customizable education and a system which helps all players and members of the society. What is impressive is that borderless open-source software allows education institutions in each country to connect counterparts in other countries.

Open Education Global believes that open education accelerates production, distribution and use of knowledge in every aspect and contributes to a reduction in the total cost of education. Open education helps save costs in students, institutions, and public investment in education. It can help increase resilience of education in face of crises. Maximizing access to education and participation in education enables us to generate public goods, and to adapt and customize open education, which results in quality education.

Open Education Global announced the strategic plan at the end of last year which focused on building fields for open education, engaging in knowledge exchange and jointly creating value. Open Education Global is now supporting open education with regional nodes in

North and Latin America.

Prof. Ebba Ossiannilsson, Chair, ICDE OER Advocacy Committee

Open education is an ecosystem encompassing social justice, human rights, lifelong education, liberation, and equity in which having a holistic perspective is essential. I'd like to bring your attention to the 9P framework. Changes are made "by people" "for people" and "process" is important. "Policy" should promote "participation" as a "promise" for all. It is important to see what kind of "perspectives" education institutions would hold through "products".

It took some time to adopt OER globally, but the UNESCO recommendations are crucial to achieving the UN 2030 agenda "education for all". The recommendations are significant in achieving goals of SDG 4, 5, 9, 10, 16 and 17. We need to take an approach towards open education and OER in a broader context. And open analytics, management of open data, open pedagogies and new ways of thinking and reimagining are needed.

The UNESCO OER Dynamic Coalition launched in 2020 promoted international cooperation among all relevant stakeholders. The UNESCO Recommendation on Open science that was adopted in 2021 was built on 6 principles. Open methodology, open source, open data, open access, open peer review and open educational resources are aligned to each other.

It is high time to work on "access for all" with considering learners who are denied access such as the disabled. Last year, UNESCO launched a publication, "Reimagining our futures together: A new social contract for education". It's about past promises and uncertain futures and has 9 areas identified in UNESCO Futures of Education such as "public or private goods", "singular or diverse curricula" and "when in life is learning most important". The publication concludes that we should build together a social discourse transcending race, gender, religion, sexual orientation and age to overcome discrimination through a new social contract.

In this context, leaders at all levels should work together and be at the forefront of the effort to make future education for all.

Prof. Asha Kanwar, Commonwealth of Learning (CoL)

When universities and colleges have shut down campuses, 220 million students in higher education worldwide were affected and the institutions were forced to continue education using technologies. Most institutions had to pivot to emergency remote learning, and some provided lectures synchronously and some asynchronously through prerecorded video lectures.

A silver lining is that ODL is globally accepted. A study rated online class as "excellent". Then, how can we expand this opportunity to achieve "education for all"? Wider access to technology promoted OER. While inequality in education came to the fore, professors focused on OER's digital content. A study in 2020 indicates that about 75 % of the respondents hope for OER based online classes which helped save time and cost. According to a study in 2021, stakeholders found promises of OER on increasing OFDL, improving

education quality and access for the vulnerable groups. The global OER survey conducted in 2017 found that the shortcoming was the lack of policy support and capacity. In 2021, the lack of internet connectivity was identified as a barrier.

OER can play a role in resolving a decrease in capacity of education in two-thirds of developing countries. Interconnectedness identified during the pandemic can increase collaboration and sharing. Targeted approaches to capacity building in OER can become detailed strategies to build back better. Leadership in universities and colleges should adopt OER as mainstream within the framework of distance/online courses and blended courses and pursue an education integrated into SDG while formulating policy for all. They should meet the needs of the contemporary times with a decentralized system and take the opportunity brought by the pandemic to the fullest.

We need to establish a culture where innovative and new ways of thinking enhance academic achievement and facilitate research. We should find solutions and promote disciplinary exchange through questioning, observing, and networking. We should invest in 3Ps – philosophy, people, and process. We should build effectiveness and efficiency of education with being open to ideas, places, and people.

For staff members to implement visions of innovative leaders, an innovation-creating environment to promote experiments and discussions is needed. An education based on quality, equity and inclusiveness is important for continuous evolution. This is where joint effort should be made.

Prof. Ock Tae Kim, Korea National Open University

Gutenberg's printing technology paved the way for knowledge to spread among people through books. Industrial revolution brought opportunities to educate the public through technologies or media. Since the birth of mass media, there have been many attempts made to link mass media to education.

The advent of television enabled all learners to be taught by good teachers at home through television in principle. Later, the Internet emerged and led to a new paradigm in education. Throughout history, education has gone through transformation with the emergence of technologies. It means that technology leads changes in education. However, some argue that it is the society which selects technologies and leads changes. Their perspective is that the society chooses necessary technologies and appropriately applies them to situations.

Both ideas are complementary, not contradictory.

A societal context is needed in determining when a certain technology is utilized and when. We have seen many technologies and technological revolutions. COVID-19 created a situation where we are forced to adopt technologies or technologies for distance education. No one is immune to this crisis. And it is crucial that leaders in distance education share their experiences in responding to COVID-19. Within such a broad framework, openness and Edtech are gaining more attention.

As Korea imposed travel restrictions due to COVID-19, many foreign students who studied in Korea endured difficulties in entering Korea and keeping their studies. How to educate those students trapped in their home countries was one of major issues that the government needed to address.

To help address the issue, KNOU decided to provide over 3,000 pieces of content to other universities for free. KNOU ensured autonomy and openness. KNOU let professors with each receiving university determine how they can use the content in their classes.

At first, we, KNOU, felt difficult with the way to ensure autonomy but later we found that this was most effective. Thanks to a bold decision made by the leadership in KNOU including our president and officers of the Education Ministry, we made fruitful outcomes.

The COVID-19 pandemic put our leadership to test. We will make both success and failure. In terms of interaction with society, this crisis lets us to keep embarking on a new adventure.

Prof. Se-Youn Jung, Korea National Open University

Education is a kind of firmware if it can be likened to the computer system. Hardware is equipment which can be compared to human nature, something we were born with. Software is something to utilize hardware. Firm is something in between the two. Firmware helps hardware function properly. Likewise, education helps us fully unleash and use our human nature.

As computer is used with being connected to each other, education ought to be connected to each other. This is where discussions on cooperation and openness in education are being made across regions and sectors.

Not long ago, we witnessed global platform businesses were dominating the market which led to discussions on whether they are allowed to benefit from the market power or they should be regulated. It is time to have such discussions on open education, too. There are areas we should ease or strengthen regulations. If one addressed an issue at work or in the society with problem-based learning, we could open our institutional devices or ease our regulations to acknowledge that person's achievement. By doing so, we can create an environment where lessons learnt from work can be linked to practical education. As we see many discussions made on privacy and data protection when technology advances, we need to make discussions on how to store, manage and utilize personal information when various systems for OER are introduced. This is where we should consider stricter regulations.

We are now standing at a turning point where the COVID-19 pandemic would prompt OER to spread. It's no one's guess when we can have this watershed moment again if we miss this opportunity. Therefore, it is high time for us to have in-depth discussions to further advance open education.

Ms. Zeynep Varoglu, UNESCO

Some challenges facing us have been with us since the declaration of human rights over 70 years. We have already been aware of them and there have been many discussions on addressing those issues.

The UNESCO OER Recommendation was adopted in 2019 to address open licensing with educational purpose. UNESCO OER recommendation states the definition and scope of OER. It is widely agreed that online educational resources have become the only way for most students to be able to continue their learning at one point during the pandemic. Having clear definition and scope is important as there is greater weight placed on “open” than “online”. The UNESCO OER Recommendation has 5 areas for action – capacity building, policy, quality multilingual & inclusive OER, sustainability and international cooperation.

Using OER is about building and sharing knowledge and therefore helps us overcome barriers. As students can learn more when they access quality materials, UNESCO stressed that it is important to have materials kept relevant, up-to-date, accessible to all and contextualized. To this end, cooperation and engagement with traditional education institutions is urgently needed.

OER contributes to increasing the access to education and the scope and value of education worldwide because it is “open”. OER allows for flexibility and resilience.

Even though technology greatly helps us to weather the current crisis, we need to consider digital divide within and between regions and work to narrow the divide.

UNESCO put out a call for joint action to support learning and knowledge sharing through OER, which basically aims to build back better. We can build back better by opening and sharing our resources with others.

Leaders at both governmental and institutional levels hold a key to make things happen. Policymaking is essential in this effort. They should take active part in OER.

Session 4. Leadership for digital transformation and resilience: Equitable and quality education for all

Presentation by Dr. Borhene Chakroun, UNESCO

“Digital Transformation of Education: The interplay between national and international agendas”

We must fully take advantage of lessons we learned from the COVID-19 pandemic. At the peak of the pandemic, school shutdowns deprived 1.6 million students of an opportunity for education. With technology, governments wanted to ensure continuity of education, and distance education changed the landscape of education. About 90 % of member states announced a plan to introduce technology and distance education to the education system. The crisis costed face-to-face education and loss in learning hit the vulnerable harder. The economic loss reached 17 trillion USD.

To enhance resilience, both teachers and students should have leadership. Systems should support resilience of learners. It is essential to build an ecosystem to share policy, cooperation and knowledge. The international community should work together. However, we faced difficulties in building resilience in the education system. Both teachers and students had to learn by going through difficulties when they were adapting to distance education. A more resilient system of the entire school needs 4 factors – data and evidence, policy dialogue, knowledge sharing and advocacy, and mobilization for action.

Policy dialogue has been pursued by member states’ effort to implement. We’ve worked to invest 4-5% of GDP in education. Bridging the gap between developed and developing countries required various resources. The Global Education Coalition, which has more than 200 members, are working together with partners in various areas such as the private sector, media and non-profit organizations. By fully harnessing potential of various partners, the Coalition provides support to nations, carries out joint research and analyses, and pushes forward key missions in digital campus and gender equality.

We need a vision to achieve SDGs through resilient global education and digital transformation. Two years ago, ILO and UNESCO launched “Future of Work” and “Future of Education” respectively. Both publications have the shared visions: to seek a sustainable economy through lifelong education for all and digital transformation. National strategies are needed in utilizing hybrid learning. We also need to build connectivity and infrastructure based on whole-of-government and public-private partnership approaches, and proactively introduce new technologies. Towards an inclusive and equal education for all, we need to build resilience on the basis of 4 elements – system-level policy learning, partnership and cooperation, financing and technology infrastructures. It is important to build a resilient ecosystem in cooperation with all stakeholders, but we have a shortage of resources allocated to education. The efforts to put the vision into practice should be made in politics for global cooperation and achievement of SDG 4.

Presentation by Prof. Yeo Kak Yun, Korea National Open University

“Leadership for digital transformation and resilience: Equitable and quality education for all”

ICT has become part of our daily life. That is why everyone is talking about digital transformation. As digital transformation is unfolding in every aspect of our life, digital transformation is said to be a buzzword or a call of the times. Against this backdrop, many educations for digital literacy are underway. It clearly shows that digital literacy is getting more attention.

COVID-19 prevents us from engaging in face-to-face contact. However, ICT helped keep in contact online. Like this way, “digital” seems to have dominance over “analog” but the realm of “analog” is expected to remain because we are humans with a physical body, and it is inevitable to contact and communicate with others. We are a being somewhere in between “analog” and “digital”, and between “spiritual” and “animal” in terms of religion. We sometimes become egocentric or ethnocentric and undermine human dignity, violating human rights. Previous wars and ongoing conflicts in some regions are a stark indicator. Since the second World War, there have been many reflections and attempts for soul searching.

Based on the reflection over the lack of ability to live together and to empathize with others, UNESCO has launched publications. The latest one is about a new social contract through which we can reimagine our future. It suggests that education allows us to change our world in a way that we live together. In principle, we should unleash our potential and harness our capabilities to the fullest in an environment that fits our individual aptitude and talent. In reality however it is questionable whether we are living in such a world. To bring such a world closer to reality, we should reconsider learning and teaching. Adequate assistance by educators is a critical part of learning environment. The government should intervene in ensuring the right match between educators and learners.

With regards to quality education, we should make the best use of technologies. Along with advancement of ICT, various tools are coming to the world. If these tools would be of help, we should fully harness them.

Korea has been setting up a school-based public education system that is significantly advanced. However, now is the time to consider building a system where anyone can have access to education when they want in their lifetime. A school-based public education system has limitations for that. That is why the country began discussions on the need to build a public education system for lifelong learning.

We need to be elastic to various scenarios not rigid. Elasticity can ensure resilience of our life.

The leadership in a genuine sense means to help each and every individual to own his/her life and live a full life and concentrate power at both national and global level on helping them become a leader.

OVERALL SUMMARY

In the early days of 2020, few could predict that our lives would be upended by a pathogen that eventually evolved into a pandemic of global scale. The outbreak has not only disrupted the global mobility of people and goods but also spread fear and distrust. In many ways the impact of pandemic has served as a powerful reminder of just how vulnerable we are. As different parts of the world experiment with various policy combinations, the crisis has triggered calls for global solidarity. We firmly believe that recovery from the Covid-19 could only be achieved by pooling resources, knowledge and lesson learned.

The pandemic caused severe damage to entire areas of education. As we all agree, we may have not predicted the arrival of this global crisis, but we have the power to change its course and find a way to bounce back. In sharing our experience and learning from each other, we hope to find out best practices and method to overcome it together.

In terms of facing global crisis caused by the Covid-19, the importance of EdTech especially open and distance education needs no further elaboration. Speakers and many participants in the ICDE Leadership Summit 2022 pointed this out; firstly, existing institutions of distance education are now having not only chances but also challenges because technology itself cannot change education.

Educators, teachers, and students felt the need for improvement. Secondly there is a need for systematic thinking and system-wide reforms to embrace the possibilities offered by EdTech. Thirdly, more personalized and customized learning methods would be requested by students in the society of lifelong learning.

No country can put an end to the pandemic in its own, and no single country can provide a global solution in the highly inter-connected world. Thus, it is essential to share the experiences and information with each other under the spirit of international cooperation and solidarity.



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