

ภาคผนวก





ภาคผนวก ก
หนังสือเชิญร่วมประชุม OU5



MINISTRY OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION
UNIVERSITAS TERBUKA
Indonesia Open University

Ref. No.: 2 0 5 2 7 /UN31/LL/2016

8 June 2016

Assoc. Prof. Dr. Chalabhorn Suwansumrit,
 Acting Head of International Affairs
 Sukhothai Thammathirat Open University (STOU)
 Muang Thong Thani, Chaengwattana Rd.
 Bangpood, Pakkret
 Nonthaburi 11120
 Thailand

Dear Assoc. Prof. Dr. Chalabhorn Suwansumrit,

Invitation to the OU5 Meeting

On behalf of Universitas Terbuka (UT), I am pleased to invite you to the OU5 Meeting in Bali, Indonesia, from 3 to 5 August 2016. This meeting is held in the spirit of promoting our collaborative efforts regarding Institutional Research and ASEAN Studies Research.

The main agenda of the meeting is to discuss the progress of OU5 collaborative research being conducted in 2016. For the Institutional Research, the topics are Employer's Satisfaction, Student Persistence, and Student Perceived Learning Outcomes. For the ASEAN Studies Research, the topics are Capitalising Open Education for ASEAN and Labor Migration.

As customary in previous holdings of the OU5 Meeting, UT will cover local hospitality for the STOU delegation which includes accommodation for up to 4 rooms (double occupation) for two nights at the Inna Grand Bali Beach Hotel, Sanur, Bali, as well as meals and airport transfer for the duration of the meeting.

It gives me great pleasure if you would accept this invitation and join us for the meeting. For further information regarding this meeting you may contact Dr. Kristanti A. Puspitasari, Head of the Research and Community Services Institute, at ita@ecampus.ut.ac.id or +6221 740 0941 (ext. 1200).

I look forward to welcoming you to the OU5 Meeting in Bali, Indonesia.

Sincerely yours,

Tian Belawati
 Rector and Professor



ภาคผนวก ข

สรุปผลการประชุม OU5 (ภาษาอังกฤษ)

OU5 Tagaytay Meeting

(29 October 2016)

Highlights of the Meeting

Participants:

HOU

- Dr. Nguyen Mai Huong
(representing the President of HOU)
- Dr. Nguyen Van Quang
- Dr. Nguyen Thi Van Dong
- Assoc. Prof. Dr. Hoang Tuyet Minh
- Mrs. Nguyen Thi Thuy Hong
- Ms. Mac Van Hai

OUM

- Prof. Ramli Bahroom
(representing the President of OUM)
- Dr. Mohamad Afzhan Khan Mohd Khalil

STOU

- Assoc. Prof. Dr. Somporn Puttapithakporn
(representing the Acting President of STOU)
- Prof. Sumalee Sungsi
- Assoc. Prof. Dr. Chalabhorn Suwansumrit
- Assoc Prof Chantana Thongprayoon
- Assoc. Prof. Dr. Manoon Toyama
- Dr. Vasu Suvanvihok
- Dr. Kunchon Jeotee

UT

- Prof. Tian Belawati
(President of UT)
- Dr. Kristanti Ambar
- Dr. Isti Rokhiyah
- Dr. Adhi Susilo
- Dr. Made Yudhi Setiani

UPOU

- Prof. Melinda Bandalaria
(Chancellor of UPOU, Incoming President of AAOU)
- Prof. Melinda Lumanta
- Prof. Jean A. Saludadez
- Prof. Grace Javier Alfonso
- Dr. Maragtas Amante
- Prof. Ricardo T. Bagarinao
- Asst. Prof. Mari Anjeli Lubrica
- Ms. Margaret J. Suarez
- Ms. Percia V. Secreto
- Ms. Alvie Simonette Q. Alip

The meeting was officially opened by Prof. and Vice Chancellor Melinda F. Lumanta, representing the host institution, the UP Open University. After a brief welcome and presentation of the day's schedule, Prof. Lumanta invited the Presidents or their representatives to address the participants. Messages were given by Dr. Nguyen Mai Huong (representing the President of Hanoi Open University), Assoc. Prof. Dr. Somporn Puttapithakporn (representing the Acting President of Sukhothai Thammathirat Open University), Prof. Tian Belawati (Universitas Terbuka), Prof. Ramlee Bahroom (representing the President of Open University Malaysia), and Prof. Melinda Bandalaria (University of the Philippines Open University).

Dr. Maragtas Amante (UP's Vice President for Administration), who was also attending as one of the researchers, was requested to give brief remarks to welcome the participants to the Philippines and to UP. This was followed by self-introductions from the rest of the meeting's participants.

As traditionally practiced, the group proceeded to exchange institutional gifts. This was followed by a group photo at a historic landmark in Tagaytay with a panoramic view of the famous Taal volcano, known as a volcano within a volcano and the world's smallest volcano.

Breakout discussion sessions were held for each of the research groups. Three discussion groups under Institutional Research were formed: (1) Employer Satisfaction; (2) Student Persistence; (3) Satisfaction and Perceived Learning Outcomes. Two discussion groups under ASEAN Studies Research were formed: (4) Capitalizing on Open Education; (5) Labor Migration. A separate meeting was held by the OU5 presidents.

After nearly five hours of discussion to update and plan the next steps, the group came together in a plenary to share the highlights of the discussions. Summarized below are the reports and plans of action of the different groups.

Research Group	Updates	Next Steps	Remarks
Institutional Research			
Employer Satisfaction (Presenter: Mohamad Afzhan)	OUM - <ul style="list-style-type: none"> 1244 questionnaires have been sent out to the respective employers; Instrument is tested and validated before. There is no need for a pilot test. Data collection is in progress; They are looking forward to analyse and compile information. 	<ul style="list-style-type: none"> Due of collection: 31/12/2016 All respective universities will key in the data and send the raw data to OUM. OUM will analyse the data. Raw data is preferred so that many types of in-depth analysis can be performed 	1) From Dr. Bandalaria: Include schedule for data analysis, writing of paper, presentation in conference, etc. (See previous schedule)

	<p>STOU -</p> <ul style="list-style-type: none"> • Questionnaire was translated in Thai language. Pilot study was done. • 500 questionnaires were sent to the employers by mail. A total of 89 usable questionnaires were returned. • Another 500 questionnaires were sent in the second round and they are waiting for response. • Qualitative interview was conducted. <p>UT</p> <ul style="list-style-type: none"> • The questionnaire was translated and reviewed for content validity. • Means of data collection: mail and courier. • Population is 11,249 learners. • A total 1,291 were sent. • Limitation: incomplete addresses of the employer • The graduate no longer work in the place. <p>UPOU</p> <ul style="list-style-type: none"> • Able to review the questionnaire. • Instrument should be given to undergraduates, but there are only 54 of them who finished their study in AY 2014-2015 as compared to 322 postgraduates. • Online and hardcopy data collection will be conducted. <p>5) HOU</p>	<ul style="list-style-type: none"> • This year the focus of the study will be on undergraduate students. In the future, the focus will be on postgraduate students. • Start compiling and summarising literature so that it is easier to write. • Analysis can be done for any additional items. • Qualitative information will be compiled. Thematic analysis can be done to add value to the findings. • Methodology plans: <ul style="list-style-type: none"> ○ Validate the items (confirmatory factor analysis). To test the Chi square, normed fit index, Tucker Lewis index, comparative fit index and root mean square of error approximation will be used. ○ Regression analysis will be used. ○ Structural equation model to offer newness ○ Qualitative findings to add value 	<p>presented in the Bali meeting according to Dr. Afzhan)</p> <p>2) From Dr. Amante: Include theoretical perspective on satisfaction/happiness</p>
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	<ul style="list-style-type: none"> Received the final questionnaire. Sent to 250 employers. A total 85 responded. Hardcopy data collection method was used. 		
<p>Student Persistence (Presenter: Dr. Kunchon Jeotee)</p>	<ul style="list-style-type: none"> Presented classification of variables affecting students' persistence 	<ul style="list-style-type: none"> Standardization of the instrument – 29-31 October 2016 Data collection – November-December 2016 Data Analysis – January 2017 Write-up (for each university/team member) – January-March 2017 Sharing of results and Writing of final OU5 report – March 2017 Presentation of results at OU5 meeting - TBA Presentation of paper in AAOU 2017 – 20-22 September 2017 Publication of results – TBA 	<p>1) From Dr. Ambar: To add to what Dr. Kunchon reported, the group will also propose a model or instrument for predicting student persistence in ODeL (as part of the results and discussions)</p> <p>2) From Dr. Amante: Consider theoretical foundation on persistence such as motivation</p>
<p>Satisfaction and Perceived Learning Outcome (Presenter: Dr. Chantana Thongprayoon)</p>	<p>HOU</p> <ul style="list-style-type: none"> Received the approved proposal and instrument today <p>OUM</p> <ul style="list-style-type: none"> The group shall email Prof. Latifah for the updates of their study <p>STOU</p> <ul style="list-style-type: none"> Has already gathered and completed data for graduates of their undergraduate programs, 	<ul style="list-style-type: none"> Data Collection – Nov.-Dec. 2016 Data Processing and Analysis – Dec. 2016-March 2017 Writing of Report/Research – Jan.-March 2017 Sharing and Submission of Research – March-June 2017 	<p>1) From Dr. Belawati: There should be an agreement on what the study should look into. Will it be by program or course? OUM, UPOU & UT will be conducting the study by course; STOU conducted the</p>

	<p>shall report briefly their data</p> <p>UPOU</p> <ul style="list-style-type: none"> • Shall gather data this November 2016 together with the Student Evaluation of Teachers survey. Shall extend the study for all 3 Faculty Offices not only the FICS <p>UT</p> <ul style="list-style-type: none"> • Questionnaire was translated into Bahasa Indonesia and tried out its readability by asking some students to read and give comments. Interviews will be conducted in three UT's regional offices, Palangkaraya, Jogjakarta, and Surakarta as of 2nd semester 2016-2017. 764 questionnaires are received (per 25 October 2016), it is expected that there will be more to come 		<p>study by program</p> <p>The universities can conduct the study according to their purpose - course level for internal; program level for stakeholders</p> <p>2) From Dr. Saludadez: Look at the theoretical frameworks</p>
ASEAN Studies Research			
<p>Capitalising Open Education in ASEAN (Presenter: Dr. Adhi Susilo)</p>	<ul style="list-style-type: none"> • The group tightened the objectives of the study: <ol style="list-style-type: none"> 1) To define open education as practiced in the five open universities; 2) To identify models of open education drawn from the practice of the five open universities; and 3) To review the policies that support mainstreaming open education 		<ol style="list-style-type: none"> 1) From Dr. Belawati: Include a 4th Objective: to identify the outcome of open education; Point out what is meant by "capitalizing" (point out what we contribute to the economy) 2) From Dr. Ramli: Include the impact of open

			education to higher education sector and models used in different countries
<p>ASEAN Labor Migration policies (Presenter: Dr. Made Yudhi Setiani)</p>	<ol style="list-style-type: none"> 1) Brief historical background of labour migration in each country By period: postwar up to 1960s; 1960s to 1980s; 1980s to 2000; 2001 to 2015; after 2015 2) Statistics of labour migration: <ul style="list-style-type: none"> • By country of origin in ASEAN • By occupation: by age group, by male/female • By age group: by gender • By skills or competency group 3) The list of labour migration policies in each country <ul style="list-style-type: none"> • Protection and promotion • Receiving and sending policies of labour 4) What the reason behind the change of the policies (if any) 5) Labour competency policies <ul style="list-style-type: none"> • The definition of competencies • Standards or criteria of competencies • The process of certifying competencies • The competency policies concerning labour migration 6) Compare and synthesise labour migration policies and measures in each pair 7) Integrate the research results (common report) 	<ul style="list-style-type: none"> • Finalize the report - November-December 2017 • Phase 2 will focus on the implications for open education 	<ol style="list-style-type: none"> 1) From Dr. Ramli: What is the possible future scenario of migration? 2) Reply from Dr. Made: 2016 - Documentary; 2017 - Implementation of policies;

Dr. Melinda Bandalaria also gave updates on what transpired during the OU5 Presidents' Meeting:

OU5 Presidents' Meeting

Dr. Bandalaria presented how OU5 can move forward as a group:

- a. Decision to link the group to an international organization on Lifelong Learning;
 - UPOU & HOU are communicating with SEAMEO CELL; submit country reports
- b. Be recognized for our research through publication
 - To position ourselves within the ASEAN context
 - To be recognized with the research we are doing
- c. Submission of proposals at SEAMEO CELL and hopefully UNESCO Institute of Lifelong Learning
 - Form another group to prepare and package a proposal
- d. Need to document QA framework; compare notes with other Open Universities
- e. Schedule/ Plan for publication and presentation of current research papers

Dr. Belawati: Association of Educ Ministers, SEAMEOLEC

- SEAMEO never took notice of ODL
- What we are doing is what they want us to do
- Ultimate goal: Advocacy purposes; making them aware of our contributions
- Each research group to publish two journal articles in addition to AAOU paper next year

Before adjourning, the group agreed on a tentative schedule for the Next OU5 meeting. The date shall be on March or April 2017 with the venue tentatively at HOU. The suggestion was that it would be a back-to-back meeting for Asia MOOCS. It was noted that, according to Dr. Bandalaria, the OU5 face-to-face meeting should be scheduled at least twice a year (e.g., it can be scheduled during AAOU Conference, ASEAN Conference).

The meeting was adjourned at 4:19 PM.



ภาคผนวก ค
สรุปผลการประชุม OU5 (ภาษาไทย)



สรุปผลการประชุม OU5

ชื่อ - สกุล : รศ.ดร. ชลาภรณ์ สุวรรณสัมฤทธิ์
 ตำแหน่ง : รศ.ดร.
 ที่ทำงาน : สำนักเทคโนโลยีการศึกษา มหาวิทยาลัยสุโขทัยธรรมิกราช
 ชื่องานวิจัย : การศึกษาพัฒนาการของการศึกษาระบบเปิดในประเทศไทย
 การประชุม : OU5 Meeting in Bali, Indonesia (Institutional Research and ASEAN Studies Research: Open Education for ASEAN and Labor Migration)
 วันเดือนปี : 3 to 5 August 2016.
 สถานที่จัด ณ The Inna Grand Bali Beach Hotel, Sanur, Bali, Indonesia
 หน่วยงานผู้จัด : the Research and Community Services Institute, Indonesia
 เบิกจ่ายจากงบประมาณ ทุนอุดหนุนการวิจัยการศึกษาทางไกล งบประมาณปี 2559
 สรุปสาระสำคัญ วันที่ 4 สิงหาคม 2559

- เวลา 09.00 - 09.30 น. การกล่าวเปิดการประชุม โดยสาระสำคัญได้ชี้ให้เห็นความสำคัญของการวิจัยที่เกิดจากความร่วมมือร่วมกันของ OU5 ซึ่งการศึกษาจะสามารถปรับเปลี่ยนจากการเรียนการสอนมาเป็นการเรียนรู้ อันเป็นการยกระดับการศึกษาของกลุ่มประเทศอาเซียน 5 ประเทศ

- เวลา 10.00 – 15.00 น. การประชุมกลุ่มย่อย หัวข้อ Open Education for ASEAN

ผู้ร่วมประชุมกลุ่มย่อย ผู้วิจัยจากมาเลเซีย อินโดนีเซีย ฟิลิปปินส์ และไทย

บทนำ

Open Education คือ ระบบการเรียนรู้ออนไลน์สำหรับมหาชน มีเป้าหมายในการขยายผลการแบ่งปันความรู้เผยแพร่ทั่วไปโดยไม่คิดมูลค่า เน้นการจัดการเรียนการสอนในกลุ่มผู้เรียนจำนวนมาก เป็นการสร้างทางเลือกและเอื้ออำนวยความสะดวกต่อผู้เรียน โดยการใช้รูปแบบของการสอนหรือการฝึกอบรมผ่านแหล่งทรัพยากรการเรียนรู้ออนไลน์ในระบบเปิดในลักษณะของการเรียนรู้เนื้อหาจากวิดีโอทัศน์และทรัพยากรการเรียนรู้อื่น ๆ ในนวัตกรรม 2 รูปแบบ คือ 1) Open Educational Resources (OERs) และ 2) Massive Open Online Courses (MOOCs) โดยผู้เรียนสามารถเรียนรู้และฝึกฝนตนเองได้แบบไม่มีข้อจำกัดด้านเวลาและสถานที่ อีกทั้งจะเน้นในเรื่องของความท้าทายให้ผู้เรียนอยากที่จะเรียนรู้การกำกับควบคุมการเรียนรู้ได้ด้วยตนเอง

DLIT: Distance Learning Information Technology มีการพัฒนาเว็บไซต์ โดยมีโมดูลหลัก ดังนี้ 1) DLIT Classroom เพื่อสร้างห้องเรียนแห่งคุณภาพ 2) DLIT Resource คลังสื่อประกอบการเรียนการสอน 3) DLIT Library ครู นักเรียน และผู้สนใจการเรียนรู้ จะมีห้องสมุดออนไลน์ 4) DLIT PLC (Professional Learning Community) เครื่องมือในการสร้างและพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ 5) DLIT Assessment ระบบคลังข้อสอบ

วัตถุประสงค์การวิจัย

1. เพื่อศึกษาพัฒนาการของการศึกษาระบบเปิด
2. เพื่อศึกษาจุดแข็ง ศักยภาพ และการใช้ประโยชน์การศึกษาระบบเปิด
3. เพื่อเสนอแนวทางการพัฒนาการศึกษาระบบเปิด
4. เพื่อนำข้อมูลที่ได้ไปสังเคราะห์และแลกเปลี่ยนเรียนรู้ร่วมกันระหว่างมหาวิทยาลัยเปิดใน

อาเซียน

เครื่องมือที่ใช้ในการวิจัย

1. แบบสอบถามบัณฑิต ประกอบด้วยประเด็นคำถามเกี่ยวกับความรู้ ความเข้าใจ แนวคิดของการศึกษาระบบเปิด รวมทั้งจุดแข็ง ศักยภาพและการใช้ประโยชน์ของการศึกษาระบบเปิด
2. แบบสัมภาษณ์คณาจารย์ มีประเด็นคำถามเกี่ยวกับความรู้ ความเข้าใจ แนวคิดการศึกษาระบบเปิดรวมทั้งจุดแข็ง ศักยภาพและการใช้ประโยชน์ของการศึกษาระบบเปิด และแนวทางการพัฒนาหลักสูตรการเรียนการสอนสู่การศึกษาระบบเปิดให้มากยิ่งขึ้น
3. แบบสัมภาษณ์ผู้บริหาร นักวิชาการ มีประเด็นคำถามเกี่ยวกับลักษณะเด่นสำคัญ รวมทั้งจุดแข็ง ศักยภาพและการใช้ประโยชน์ของการศึกษาระบบเปิดที่เป็นข้อได้เปรียบของการศึกษาทางไกลและการศึกษาระบบเปิด ตลอดจนแนวทางการพัฒนาสู่การศึกษาระบบเปิดอย่างแท้จริง
4. แบบแสดงความคิดเห็นที่ใช้ในการสัมมนาวิพากษ์ผู้ทรงคุณวุฒิมีประเด็นคำถามเกี่ยวกับความรู้ ความเข้าใจ แนวคิดการใช้แหล่งทรัพยากรการเรียนรู้ร่วมกันของมหาวิทยาลัยเปิดในอาเซียนรวมทั้งจุดแข็ง ศักยภาพและการใช้ประโยชน์ของการศึกษาระบบเปิดในอาเซียน

เอกสารและวรรณคดีที่เกี่ยวข้อง

การวิจัยเรื่องการศึกษาพัฒนาการของการศึกษาระบบเปิด มีเอกสารที่เกี่ยวข้องดังนี้ 1) ความหมาย หลักการ และลักษณะเด่นที่สำคัญของการศึกษาระบบเปิด 2) พัฒนาการการศึกษาไทยสู่การศึกษาระบบเปิด 3) การศึกษาทางไกล 4) Online Learning 5) Technology Mediated Learning

วิธีดำเนินการวิจัยร่วมกัน

1. วางแผนการดำเนินการวิจัย
2. นักวิจัยของแต่ละประเทศศึกษาเอกสารงานวิจัยที่เกี่ยวข้องและยกร่างเครื่องมือการวิจัย

3. นักวิจัยจัดทำร่างเครื่องมือวิจัยร่วมกัน โดยพิจารณาร่างเครื่องมือร่วมกัน นำข้อมูลเบื้องต้นมาสัมมนาระหว่างทีมวิจัยทั้ง 4 มหาวิทยาลัย เพื่อพิจารณาระดมความคิดเห็นร่วมกัน ในการประชุมกลุ่มย่อยร่วมกันที่มหาวิทยาลัยเปิดแห่งอินโดนีเซีย

แบบยกร่างแบบสอบถามการวิจัยร่วมกัน

1. การเข้าถึงโครงสร้างพื้นฐานทางเทคโนโลยีสารสนเทศ
2. การเรียนรู้ได้ทุกที่ตลอดเวลาผ่านเครือข่ายอินเทอร์เน็ตโดยใช้หลักการทฤษฎี Self-Directed Learning
3. โมเดลการเรียนรู้ของการศึกษาระบบเปิดในลักษณะของการเรียนรู้เนื้อหาจากวีดิทัศน์และทรัพยากรการเรียนรู้อื่นๆ ในนวัตกรรม 2 รูปแบบ คือ 1) Open Educational Resources (OERs) และ 2) Massive Open Online Courses (MOOCs)
4. ลักษณะการเรียนรู้แบบ DLIT: Distance Learning Information Technology ที่มีการพัฒนาเว็บไซต์ โดยมีโมดูลหลัก ดังนี้ 1) DLIT Classroom เพื่อสร้างห้องเรียนแห่งคุณภาพ 2) DLIT Resource คลังสื่อประกอบการเรียนการสอน 3) DLIT Library ครู นักเรียน และผู้สนใจการเรียนรู้ จะมีห้องสมุดออนไลน์ 4) DLIT PLC (Professional Learning Community) เครื่องมือในการสร้างและพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ 5) DLIT Assessment ระบบคลังข้อสอบ



ภาคผนวก ง
กำหนดการประชุม OU5

**กำหนดการประชุม OU5 เพื่อพิจารณาหัวข้อการวิจัย
ที่เมืองสุราบายา ประเทศอินโดนีเซีย**

ASEAN Studies Research Team

31 January 2016

Surabaya, Indonesia

Future Collaborative Research Projects:

(I) Capitalizing Open Education for ASEAN

Members: Dr Adhi Susilo (UT)

Scope:

(I) What is meant by Open Education? Its strength and potential.
Current accomplishment.

(II) Example of sectors where Open Education could be beneficial.
Case Studies.

(II) Labour Migration.

Members:

Dr Made Yudhi Setiani (UT)

Scope:

(I) Policy, Legal and Illegal Migration, 2016

(II) Competencies, 2016

(III) Implication and Reality

Research Methodology: Document Research and Qualitative Study

Timeline:

Research Team Formation	15th February, 2016
Proposal:	February - March, 2016
Publication AJODL)	April, 2016 (Possible publication in Special Issue,
Data Collection:	May – July, 2016
Data Analysis:	June – August, 2016
Integration of Analysis & Results:	3rd August, 2016 (Bali Meeting)
Preliminary Report:	OE: Presentation in ICONAS 2016, August 2016

Integration (of Reports)	LM: Presentation in AAOU, 26-29 October, 2016 30th October, 2016 (Cebu, Philippines)
Final Report:	15th December, 2016

Final Report: 15th December, 2016

UNIVERSITIES	OPEN EDUCATION DEFINITION
UPOU	A philosophy of learning that is based of flexibility of access for equity in education, an educational system accessible to every individual with minimal restrictions and emphasizing the flexibility of the system to eradicate problems caused by barriers like age, geographical location, time constraints and economic situation (RA 9500)
OUM	Open – openness in the context of entry requirement regardless of age, location, income, level of education, and ideology
UT	Open education is a concept of opening access to education to all. It is based on the belief that education and knowledge are public goods and that everyone has the right to access quality education (Belawati, 2014). The practice of open education has been influenced and accelerated by the advancement of information and communication technology (ICT), which has also triggered the global movements on open source software, open content, open license, and open educational resources (OER).
STOU	An open education system where learners can study independently through various media at anywhere and anytime.
HOU	Open learning opportunities for people with good quality, serving diverse learning needs for various types of training, multi-disciplinary, multi-level, meet the requirements of national construction and international integration
Literature	Open education relates back to the traditions of knowledge sharing

	<p>and creation which when combined with technology creates a vast pool of resources, tools and new practices to improve access to education (The Open Education Consortium, 2016).</p> <ul style="list-style-type: none"> ● Wider access to quality education; ● Contribution to higher education through distance education; ● To strengthen the country's workforce; and ● A learner-centred education where teachers and learners are co-creators of academic text (Alfonso, 2013) <p>have different pace of learning, learning abilities, styles, interests, and needs (Anonymous, 2017).</p>
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Related literature:

OER: are any type of educational material that are in the public domain or introduced with an open licence. The nature of open materials means that anyone can legally and freely copy, use, adapt and re-share them. (CHED(CMO), No. 62. Series 2016)

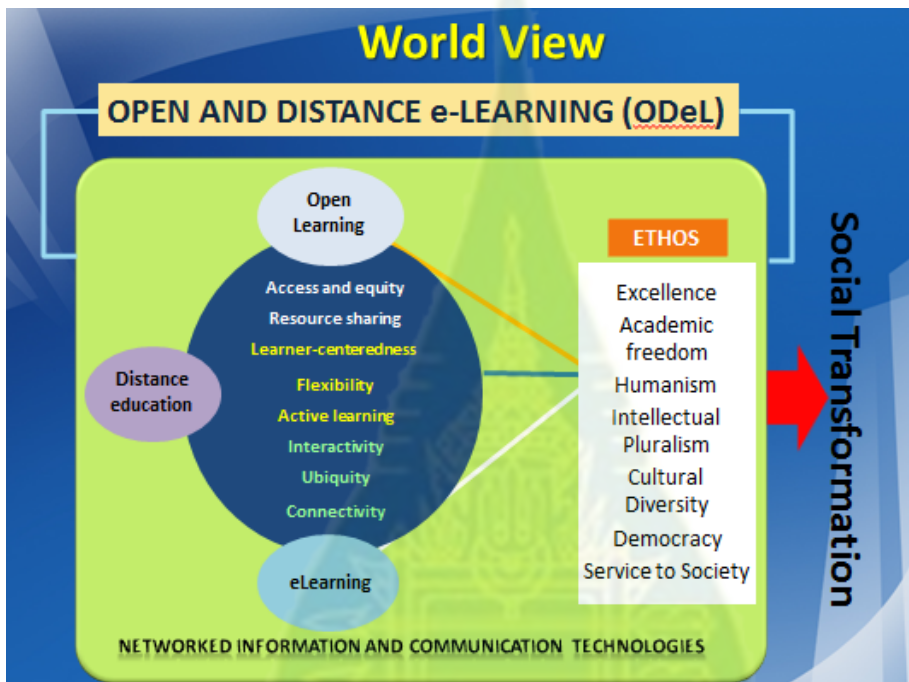
OERs are learning materials that can be modified and enhanced because their creators have given others permission to do so (OUUK, 2016).

MOOC: is an online course aimed at unlimited participation and open access via the web. It can be interpreted using by understanding the following terms:

- Massive – generally associated with the capacity of the course offered to serve a large number of learners.
- Open – openness in the context of entry requirement regardless of age, location, income, level of education, and ideology without any pre-requisite, or course entrance fees.
- Online – accessibility of MOOC from any location through Internet for both synchronous and asynchronous interactions learners, instructors and content.

- Course – a unit of teaching that consists of course learning outcomes, course description/synopsis, course content, learning activities, course duration and assessment.

UPOU



UT Single mode Open and Distance Learning (ODL) University



Generations of Open & Distance Learning

- The **correspondence model** - Print
- The **multimedia model** - Print, Audiotape, Videotape, Computer-based learning (e.g. CML/CAL), Interactive video (disk and tape)
- The **tele-learning model** - Audio-teleconferencing, Videoconferencing, Audiographic Communication, Broadcast TV/Radio and Audio-teleconferencing
- The **flexible learning model** - Interactive multimedia (IMM), Internet-based access to WWW resources, Computer-mediated communication
- The **intelligent flexible learning model** - all + Computer mediated communication, using automated response systems
- The **networked/connectivism model** - Interactive Internet-based, use of OER, social media communication .

open university

All are being used depends on **ACTIONS**

E-learning, mobile learning, ubiquitous learning, dll.

MOOCs



ภาคผนวก จ

Capitalizing Open Education in ASEAN



CAPITALISING OPEN EDUCATION IN ASEAN

(Country Data: Malaysia)

I. INTRODUCTION

Open Education is a form of an education system that is guided the concept of openness and therefore can be interpreted in different ways. Opensource.com defines open education as a philosophy about the way people should produce, share and build on knowledge. Open education relates back to the traditions of knowledge sharing and creation which when combined with technology creates a vast pool of resources, tools and new practices to improve access to education (The Open Education Consortium, 2016). Collaborations which is at the heart open education creates opportunities to produce effective resources, tools and practices that are more responsive to learner's current educational needs. "Open Education seeks to scale educational opportunities by taking advantage of the power of the internet, allowing rapid and essentially free dissemination, and enabling people around the world to access knowledge, connect and collaborate," (Open Education Consortium, 2016).

Proponents of open education believe everyone in the world should have access to high-quality educational experiences and tools, and they work to eliminate barriers to this goal (Opensource.com, 2016). In this research, the concept of an open educational is deliberated by identifying the different dimensions of an education system aspired to be driven by the open education philosophy. Educational Philosophy of Open Learning emphasises learner's choices in learning (COL, 1999). These include choices in learning that are related to access and flexibility such as:

- Entry Requirements
Access to education must be available for all with or without prior knowledge (that have been acquired through any means of formal/non-formal/informal education or work experience). Such access to education is known as Open Access which implies lack of Formal Entry Requirements, Prerequisite Credentials and Entrance Examination (COL, 1999).
- Place of Study
Access to education must not be bound to the location of the learner. This need for borderless education has lead to emergence of Correspondence Education, Distance Education, Technology Mediated Learning and Online Learning.
- Teaching and Learning Mode
Strategies in increasing access relate to the mode through which content and teaching and learning instructions are delivered. A key enabler in this is the art and science of Instructional Design though which self-instructional materials are made possible. The teaching and learning processes is also enriched by the emergence of Technology Mediated Learning and Online Learning, in addition to new and existing learning strategies and theories. In designing teaching and learning strategies for Open

Education, an understanding about diverse learning abilities, needs and preferences of learners is crucial. The paradigm shift in attitudes towards online education in the 21st century helps to expand the access and increase the flexibility that characterise Open Education.

- Pace of Study

Another aspect of open learning relates to the flexibility in choosing the pace of study. While sometime this may even mean that the programme is unstructured, but this is not necessary (provide argument).

- Assessment and Exit Requirements

Course completion is often tested using various assessments to ensure the required learning outcomes are achieved. The format of assessment must meet ensure that the assessment instrument used test the desired learning outcome effectively. This is important for ensuring Quality Education and certification. While the assessment tool must valid and reliable, requirement for formative assessment is not a must. Open learning refers to flexibility in completing a course with or without certification.

- Support Mechanisms

Lastly, the design of self-instructional material must enable the transfer of knowledge of sufficient depth and breadth. All other support mechanism in the form of various teaching and learning modes must be optional in order to ensure flexible learning environment.

Open education movement has led to great interest in two innovations: (i) Open Educational Resources (OERs); and (ii) Massive Open Online Courses (MOOCs).

Open Educational Resources: OERs are learning materials that can be modified and enhanced because their creators have given others permission to do so (OUUK, 2016).

Massive Open Online Courses: MOOCs are online courses accessible to anyone with a computer and access to the Internet.

II. OPEN EDUCATION IN MALAYSIA

In Malaysia, the concept of open education is predominantly focused on MOOC. This is largely due to the active involvement of the Ministry of Higher Education (MOHE) in the development and promotion of MOOCs. Lifelong Learning is one of the three pillars of education that supports learning beyond school and higher education.

The first MOOC course in Malaysia was launched by Taylor's University (a private higher education institution) in 2013. Following this development,

In September 2014, MOHE launched the first four MOOCs under its initiative. The courses were offered by four different public universities. MOOC is a key enabler of the Globalised Online Learning Shift (Shift 9) highlighted in the Malaysian Education Blueprint 2015-2025 (MOHE, 2015). At present, they are 63 MOOCs under this initiative involving 137,946 learners

from 80 countries (MOHE, 2017). In addition to the development of MOOCs, MOHE is also committed to enable credit transfer for courses completed by learners via MOOCs. In 2016, the Malaysian Qualification Agency (MQA) developed the Guidelines on Credit Transfer for MOOC (CTM). It is also applicable for other open online courses. The guideline is based on the principles of Recognition of Prior Learning or RPL which provides recognition for learning acquired through all means, formal, informal and non-formal. In Malaysia, this recognition under the purview of MQA is referred to as Accreditation of Prior Experiential Learning or APEL.

Operational Definitions (MQA, 2016)

MOOC:

According to the MQA (2016), MOOC is an online course aimed at unlimited participation and open access via the web. It can be interpreted using by understanding the following terms:

- Massive – generally associated with the capacity of the course offered to serve a large number of learners.
- Open – openness in the context of entry requirement regardless of age, location, income, level of education, and ideology without any pre-requisite, or course entrance fees.
- Online – accessibility of MOOC from any location through Internet for both synchronous and asynchronous interactions learners, instructors and content.
- Course – a unit of teaching that consists of course learning outcomes, course description/synopsis, course content, learning activities, course duration and assessment.

Formal Learning:

Intentional learning/programme of study delivered within an organised and structured context (pre-school, primary school, secondary school, technical college and university) that may lead to formal recognition/ a recognised qualification.

Non-formal Learning:

Learning that takes place continuously alongside the mainstream of systems of education and training. It may be assessed, but it does not normally lead to formal certification.

Informal Learning:

Learning which takes place continuously through life and work experiences (experiential learning).

Guiding Principle for CTM (MQA, 2016)

CTM are awarded based on the following criteria, whereby the applicants are able to demonstrate:

- **Authenticity** – through any forms of genuine and valid evidence that the learning acquired is clearly the outcome of his/her own effort.
- **Coverage/Sufficiency/Adequacy** – sufficient breadth and depth of learning acquired through MOOC and must be able to provide supporting evidence of learning (reflection of the achievement on the learning outcomes or competencies).

- **Relevancy** – that the learning acquired is consistent or in line with the learning outcomes of the course.
- **Currency** – evidences that reflect his/her competencies/knowledge/skills.

The CTM process shows **fairness and equity**. The entire process must ensure that all applications are processed without any advantages or disadvantages in terms of gender, age or cultural differences. All applicants must be given equal opportunity to demonstrate their competencies/knowledge/skills.

CTM Requirement (MQA, 2016)

The following are the requirement for CTM

1. CTM can only be considered for courses within the programme levels in the Malaysian Qualification Framework (MQF).
2. CTM process must adhere to the following conditions:
 - i. CTM is only confined to courses in programmes that have obtained accreditation from MQA;
 - ii. CTM is only awarded for a specific course applied for. It is not applicable to the pre-requisite (if any) of the said course;
 - iii. It is the prerogative of the Higher Education Provider (HEP) to determine courses eligible for credit transfer. There is no provision of credit transfer through the CTM process for industrial training/practicum/final year project/dissertation/thesis;
 - iv. At the postgraduate level, CTM is only applicable for courses delivered through the coursework or mixed mode programmes;
 - v. Courses from the programmes that require accreditation from professional bodies can be given CTM, subject to the HEP obtaining approval from relevant bodies;
 - vi. Credits awarded for a course through the CTM process should be in full and match the credit value of the course applied. No partial or block credits will be awarded;
 - vii. Credits awarded for a course through the CTM process can be based on the mapping of the Course Learning Outcomes of a single MOOC or a combination of a few MOOCs; and
 - viii. Courses that have been granted credit transfer through the CTM process will contribute to the total graduating credit requirements but not used in the calculation of Grade Point Average (GPA)/ Cumulative Grade Point Average (CGPA) of the programme pursued.
3. CTM process must involve mapping, comparing and evaluating the extent to which the course content of the MOOC/ combination of a few MOOCs to the course applied for credit transfer (see CTM Criteria).
4. CTM is an integral part of APEL(C). As such, credits awarded through the CTM process shall not exceed 30% of the total graduating credits of a specific programme of study.

CTM Criteria (MQA, 2016)

The following are the criteria that must be adhered to prior to the awards of the credits. (See Figure 1)

1. Quality of MOOC, Adequacy of Course Content and Credit Equivalence.
2. Authentication of Applicant's Identity
3. Verification of Learning Attainment

Authentication of MOOC Credentials (MQA, 2016)

For any CTM to be considered, the applicant must provide evidences that the person who registered for the course and completed the course is the same person.

Verification of Learning Attainment (MQA, 2016)

HEPs are required to conduct assessment to verify learning attainment in cases of unsatisfactory verification of credentials of the MOOC applied for credit transfer. HEPs have to ensure types of assessment adopted are valid and reliable and must be developed and/or conducted by the subject matter expert.

CTM Process (MQA, 2016)

There are four stages in the CTM process (HEPs must ensure that each stage is conducted as per the guideline given by MQA):

1. Application Stage
2. Evaluation Stage
3. Decision on the Award of CTM
4. Appeal Policy

Stakeholders in CTM (MQA, 2016)

The five stakeholders identified in the CTM process are:

1. MQA
2. HEP
3. Professional Bodies
4. Learners
5. MOOC Providers

Quality Assurance in CTM

CTM process is required to safeguard the standard of academic award and clearly articulate the requirements of MQA based on open, transparent, and auditable process and implementation that are reviewed on regular basis.

- The process and procedures of CTM must be transparent whereby data and statistics on the MOOC eligible credit transfer along with its success rate should be available for auditing purpose.
- The process and procedures of CTM must be reviewed regularly over the first 5 years of operation; and onwards.

III. CURRENT DEVELOPMENT

A guideline for the development of MOOC is being developed by MOHE at present.

At Open University Malaysia (OUM), MOOCs are developed as part of its strategy to provide preparatory courses for students require additional support in selected basic skill.

IV. DISCUSSION

The development of Open Education in Malaysia ...

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ภาคผนวก ฉ

กำหนดการประชุม ASEAN Studies Research Team



CAPITALIZING OPEN EDUCATION IN ASEAN

Tian Belawati, Adhi Susilo,

Jean A. Saludadez,

Chalabhorn Suwansumrit, Suruchada Suban Na Ayuthaya,

Thirumeni Subramaniam,

Nguyen Mai Huong

Abstract

Higher education has experienced phenomenal growth in all parts of Indonesia over the last two decades. This expansion, coupled with a diversity of provisions, has meant that more and more young Indonesian are experiencing tertiary education within their own countries. Notwithstanding this massive expansion of provisions, equitable access is still a challenge for ASEAN countries. There is also concern that expansion will erode quality. The arrival of open education is seen as one way of addressing the dual challenges of quality and equity. Open education holds the promise of equitable access to knowledge and learning. However, the full potential of open education is only realisable by acquiring greater knowledge about openness, the skills to effectively use ICT and policy provisions to support its establishment in the continent's higher education milieu.

INTRODUCTION

The last two decades has seen a rapid increase in the provision of higher education in almost all parts of. Nowhere has this increase matched the growth seen in South, South East and Far East Asia. Universities, polytechnics, colleges and training institutes with a variety of forms, structures, academic programmes and funding provisions have been on an almost linear upward progression (Table 1).

Table 1. Number of Higher Education Institutions in Asian Countries

Country	Three- to four-degree & post-graduate schools	Two- to four-year undergraduated schools	Two- and three-year diploma schools	Short Certificate schools	Professional and technical schools
Cambodia	69	9	-	-	-
PRC	1,237	1,264	1,878	-	-

Country	Three- to four-degree & post-graduate schools	Two- to four-year undergraduated schools	Two- and three-year diploma schools	Short Certificate schools	Professional and technical schools
India	504	28,339	-	-	3,533
Indonesia	480	3,967	162	-	-
Laos	34	-	11	-	-
Malaysia	57	488	24	37	-
Philippines	1,710	-	114	30	-
South Korea	197	152	-	-	-
Sri Lanka	15	16	-	-	-
Thailand	102	32	19	-	-

Source : Asian Development Bank, (2012)

Constant changes in society and technological development will require us to reconsider any definition given to any education or learning terms (Tuijnman & Boström, 2002). As such instead trying to define the term Open Education, the educational philosophy of Open Education is reviewed in this research.

Operational Definitions

The following definitions clarify the terms used in this study:

1. **“Open education”** is a collective term to describe institutional practices and programmatic initiatives that broaden access to the learning and training traditionally offered through formal education systems. The qualifier "open" of open education refers to the elimination of barriers that can preclude both opportunities and recognition for participation in institution-based learning (Bernstein, 2012). Open Education – in the very basic form – might be defined as the free and open access to, the usage of and the right to modify and re-use digital open educational resources and digital educational tools, and the free and open access to the related virtual educational communities, in order to learn, teach, exchange or advance knowledge in a collaborative and interactive way (Meiszner, 2011).
2. **“Distance learning”** refers to any formal approach to instruction in which the majority of the instruction occurs while educator and learner are not in each other’s physical presence (Mehrotra, Hollister, & McGahey, 2001).

3. “The Association of Southeast Asian Nations” (ASEAN) is a group of sovereign state representatives that meets to discuss economic and political matters concerning the Southeast Asian region. Members include Indonesia, Malaysia, Burma, Laos, Brunei, Thailand, Vietnam, Singapore, Cambodia and the Philippines. The group is responsible for stimulating investment in one another and creating trade agreements with non-member countries (ASEAN, 2015).

Research Statement

This research is timely and designed to meet foreseeable role of open universities in ASEAN region as the countries collaborate to formulate a single qualification framework.

Research Objectives

The objectives of this study are:

- to study the state of awareness of open education among learners and other stakeholders;
- to provide the deliberation on the concept of open education;
- to identify the potential of open education in ASEAN along with possible barriers and challenges;
- to explore future of open education in all ten ASEAN countries; and
- to promote open education as a mean towards ASEAN Community Integration.

LITERATURE REVIEW

Educational Philosophy of Open Learning emphasises giving learners **choices** in learning (CoL & ADB, 1999). What are the choices that a learner can have about the learning? Important aspects of choices in learning relates to parameters such as Access and Flexibility as deliberated below.

- **Entry Requirements**

Access to education must be available for all with or without prior knowledge (that have been acquired through any means of formal/non-formal/informal education or work experience). Such access to education is known as Open Access which implies lack of Formal Entry Requirements, Prerequisite Credentials and Entrance Examination (CoL & ADB, 1999).

- **Place of Study**

Access to education must not be bound to the location of the learner. This need for borderless education has lead to emergence of Correspondence Education, Distance

Education, Technology Mediated Learning and Online Learning.

- Time of Study

Access to education should also not be bound to time. At times, in considering one aspect of openness can pose deliberation to another aspect of openness. As one of the efforts to increase access, synchronous online discussion are introduced in place of face-to-face interaction. However, this poses a concern for openness in the aspect of time of study. This predicament will be addressed later in this work.

- Teaching and Learning Mode

Strategies in increasing access relate to the mode through which content and teaching and learning instructions are delivered. A key enabler in this is the art and science of Instructional Design through which self-instructional materials are made possible. The teaching and learning processes is also enriched by the emergence of Technology Mediated Learning and Online Learning, in addition to new and existing learning strategies and theories. Distance education efforts, especially open universities, in Asia have always involved the use of technologies. The earlier technologies, mostly analogue (print, radio, broadcast television), had severe limitations in terms of lack of interactivity, difficulty in repurposing and updating content, and restricting collaboration. The advent of the internet and the transformation of information into digital formats have made it possible to overcome most of these limitations. The emergence of newer learning technologies such as the wiki, blogs, podcasting, and mobile telephones has also begun to influence many dedicated distance education institutions in Asia as well as their counterparts in the conventional face-to-face systems to consider an even more important role for ICT applications in their delivery strategies. These institutions use ICTs to increase the supply (or catchment) of higher education by new delivery methods (e.g., on-line and virtual learning), enhance access (flexible, “open entry” pathways and modular with multiple exit points), improve pedagogy (interactive, participatory, and self-directed), and marginally drive costs down (collaborative, high volume). In designing teaching and learning strategies for Open Education is an understanding about diverse learning abilities, needs and preferences among students.

- Pace of Study

Another aspect of open learning relates to the flexibility in choosing the pace of study. While sometime this may even mean that the programme is unstructured, but this is not necessary.

- The need for structure in a programme is another important consideration in discussing open education. The need for structure lies on among others the need for prerequisite

courses. Some of the questions that must be considered are: (i) Is it possible to design programmes without structure?; (ii) Can learners construct their own curriculum?; (iii) What are the needs of potential learners?; and others.

- **Assessment and Exit Requirements**

Course completion is often tested using various assessments to ensure the required learning outcomes are achieved. The format of assessment must meet ensure that the assessment instrument used test the desired learning outcome effectively. This is important for ensuring Quality Education and certification. While the assessment tool must valid and reliable, requirement for formative assessment is not a must. Open learning refers to flexibility in completing a course with or without certification.

- **Support Mechanisms**

Lastly, the design of self-instructional material must enable the transfer of knowledge of sufficient depth and breadth. Careful considerations must be made to ensure that the learning materials are accessible to all learners. Where limitations occur, additional support mechanisms must be in place to widen the access. All other support mechanism in the form of various teaching and learning modes must be optional in order to ensure a true flexible learning environment.

METHODOLOGY

Document Research highlighting:

- (i) the 'open' features as strengths,
- (ii) potentials,
- (iii) limitations, and
- (iv) challenges in enabling a 'true' Open Education' – accreditation

RESULT AND DISCUSSION

The State of Awareness of Open Education among Learners and Other Stakeholders

Open education is a concept of opening access to education to all. It is based on the belief that education and knowledge are public goods and that everyone has the right to access quality education (Belawati, 2014). The practice of open education has been influenced and accelerated by the advancement of information and communication technology (ICT), which has also triggered the global movements on open source software, open content, open license, and open educational resources (OER). Together, these movements have given birth and nurtured a new culture of sharing.

Open education, therefore, emphasizes the importance of system flexibility to minimize hindrances of access due to aspects related to place, time, economy, geography and age (Belawati, 2014). One of the education systems believed to accommodate such flexibility is distance education. This is one of the reasons that, to some extent, people refer to open education as distance education, and within higher education the nomenclature of “open” is literally adopted in the names of universities such as the Open University, Indonesia’s Universitas Terbuka (means Open University), the Open University of Hong Kong, University of the Philippines Open University, Allama Iqbal Open University, etc. The premise of open education is undeniably well received and adopted by society, and the open educators’ commitment toward open education was declared formally in 2007 through *The Cape Town Open Education Declaration*. The declaration states the principles, strategies, and commitment of educators to conduct open dialogues, to inspire, and to facilitate further development and realization of open education.

Without an initial vision, an enabling environment, complete with policies and funding, means very little. The average educator first needs to understand the role of the *Declaration* as an encouraging guide. Knowing this will help readers not to misconstrue the intentions behind the Declaration, understanding it is not functioning as a policy or directive. It is only after educators participate, recognise and familiarise themselves with the realm of open education that a policy might become effective. By signing up to the Declaration, both understanding the text and being persuaded by it, educators will be assisted in taking further steps towards creating, shaping and evolving their own educational practices (Deacon & Wynsculley, 2009).

The deliberation on the extent of access and flexibility that characterise Open Education, may project Open Education as an attractive choice for Adult Education. Nevertheless, the suitability of Open Education for Adult Education lies on the assumptions made in Adult Education.

Openness is a concept that has come to characterize knowledge and communication systems, epistemologies, society and politics, institutions or organizations, and individual personalities. In essence, openness in all these dimensions refers to a kind of *transparency* which is the opposite of secrecy and most often this transparency is seen in terms of access to information especially within organization, institutions or societies. Certainly, this is part of the meaning of openness in relation to politics and societies—openness implies a form of open government which demands that citizens have access to official information and that reasonable grounds are advanced for withholding information from the public domain (Peters & Britez, 2008).

Open education in terms of its most recent developments cannot be separated from the development of open systems and the history of open source software, open access, open archiving, open publishing, open content, open license, and open educational resources

(Belawati, 2014; Peters & Britez, 2008), which are changing the fundamental underpinning of educational systems worldwide and forcing educators and other stakeholders to re-think the way instruction is currently conducted. Education has always been dependent to some degree on changing information and communication technologies. The more critical question is to understand how these new technologies, and especially Web 2.0 platforms and protocols, promote a ubiquitous learning that collapses spaces between school and home, work and school, work and personal interest, teacher and student and so on, transforming formal education and the market and creating new forms of social production that are essential to the knowledge economy (Peters & Britez, 2008).

It is clear that there is a vital historical and political framework that embraces a variety of perspectives of freedom and openness that are part of the commitments of open education—commitments that lie deeply woven into the fabric of modern education as it developed during the Enlightenment and thereafter (Blessinger & Bliss, 2016). Part of the project of *education for openness* is to identify and to recognize these deep commitments and to provide a theoretical context for viewing and understanding claims to openness and freedom in education within this context. Education for openness is about a meta-awareness of the political, social, economic and technological frameworks that enable and permit greater world democratic use and reuse of educational resources and programs through new technologies enhancing the virtues of openness such as the ethics of participation, collaboration and sharing of all aspects of education (Jemni & SpringerLink, 2016). In this way education for openness is also about exploring the possibilities of open education in both its historical and future perspectives, and the encouragement of greater dialogue across all boundaries. In this sense the project has a world-historical component that is visionary in its commitment to principles of open inquiry, open access, open collaboration and leadership, and to education role in promoting open democracy at a grass-roots level, that is, through the everyday actions of students and teachers who communicate and exchange ideas and resources across time and space (Peters & Britez, 2008).

Indonesia and ASEAN

Indonesia is an agricultural country that is one of the world's agricultural exporters with a total area of 5.193.250 square kilometers. Because of social, political, and economic changes in the world, Indonesia and four other countries in Southeast Asia (Thailand, Malaysia, The Philippines, and Singapore) established the Association of Southeast Asian Nations (ASEAN) on August 8, 1967. Currently, ASEAN has 10 member states that include five new members: Brunei Darussalam (joined on January 7, 1984), Vietnam (joined on July 28, 1995), Laos PDR and Myanmar (both joined on July 23, 1997), and Cambodia (joined on April 30, 1999).

ASEAN has specific aims and purposes, such as accelerating the economic growth, promoting regional peace, promoting active collaboration, providing assistance to each other, and promoting Southeast Asian Studies (www.asean.org, 2014). The ASEAN Community is comprised of three pillars: the ASEAN Political-Security Community (APSC), the ASEAN Economic Community (AEC), and the ASEAN Socio-Cultural Community (ASCC). Each pillar has its own blueprint. These documents form the roadmap for the ASEAN Community from 2009 to 2015. ASEAN members set their goals to establish the ASEAN education system in 2015.

Established in 1967 with five founding countries, ASEAN has since grown into a region comprised of 10 Southeast Asian nations with a population of over 620 million people and a GDP of almost USD2.57 trillion. It is widely hoped that the impending launch of the ASEAN Economic Community (AEC) on 31 Dec 2015 will foster greater research collaboration within ASEAN and between ASEAN countries and their global counterparts. ASEAN member nations are highly diverse in terms of economic development, natural resources and population size. These differences can in part, explain the differences in their respective research output and impact.

An Open University is different from a conventional university, which recruits new students with formal academic qualification. In contrast, an Open University offers opportunities for everyone who wants to study in the higher education. In 2016, seven out of ten ASEAN countries offer open universities to their people who wish to study at the university level: Vietnam, Singapore, Indonesia, the Philippines, Malaysia, Myanmar, and Thailand.

Open Universities in ASEAN Countries

The concept of the Open University evolved from the convergence of three major postwar educational trends. The first concern was development in the provision for adult education, the second was the growth of educational broadcasting, and the third was the political objective of promoting the spread of equality in education (Perry, 1976). The main concept of the Open University is to clear the gaps of adult learning that offer opportunities to the adult who wish to embark upon vocational courses at the higher education level. In an ASEAN country, there are some countries that established their Open University to offer higher education for their people. Such countries included Vietnam, Singapore, Indonesia, the Philippines, Malaysia, Myanmar, and Thailand.

Open University in Vietnam

In 1993, the Vietnam government established two Open Universities. Hanoi Open University is in the North and Ho Chi Minh City Open University is in the South. Hanoi Open University (HOU) was founded on November 3, 1993 to establish higher education training and

research with different forms of training (distant and face- to-face) to meet the diversified learning needs of the society, contributing to increasing the scientific and technical potential of the nation. Hanoi Open University is an organization operating within the system of state universities under the direct control of the Ministry of Education and Training and is subject to all statutes of a public university.

Academic degrees and programs provided by Hanoi Open University are Bachelor's degrees in Economics, Tourism, English, Design, Information Technology, Biotechnology, Electronics-telecommunication, and Law; Associate Bachelor degrees in Economics, and English; Certificates for short-training courses in Economics, Fashion Design, Informatics, Hotel Management, Tourist Guidance, English, French, and Chinese. Hanoi Open University has centers and facilities to support distance learning, such as the Center for Distance Education Development, the Center for International Training Co-operation, the Center for Audio-Visual Material Production, and local study centers for distance students in 20 provinces and cities throughout the country. In addition, Hanoi Open University has developed three generation-technologies: print-based self-learning materials, audio/video products, and modern ICT- based learning such as e-Learning (Hanoi Open University, 2014).

Ho Chi Minh City Open University (HCMCOU) was founded on July 26, 1993 to offer the open way of training to activate the justified directions of the Communist Party and Government in socializing education and multiplying the types of training. HCMCOU is an institution of higher education providing a variety of programs for undergraduates and postgraduates ranging from distance learning, on-site, learning at satellite academic centers, which aim at meeting various learning needs of society and contribute to the enlargement of the human resources of the country (Ho Chi Minh City Open University, 2016).

The programs provided by Ho Chi Minh City Open University are Business Administration, Economics & Law, Finance – Banking, Accounting – Auditing, Biotechnology, Civil & Electrical Engineering, Computer Science, Foreign Languages, and Sociology – Social Work – Southeast Asian Studies. There are about 40,000 students taking distance courses and 25,000 taking full-time or part-time face-to-face courses. The technologies and teaching media are printed material (main medium), CD, VCD, CD- ROM, radio and television broadcasting, and web-based (Viet & Vuong, 2009). In addition, Viet and Vuong conclude that open and distance learning in Vietnam has continued to make an important contribution to the education and training provision in particular, and sustainable development of the country in general. The reasons for the contribution made by open and distance learning (ODL) in general and by the two Open Universities in particular to the development of the country are:

1. The wide range of learning needs caused by the transition to a market economy. Many

people need education for employment, adaptability with job requirement; others strive for advancement or change of occupation. The system of traditional institutions could not meet the demand for human resources and the needs for life-long learning.

2. Open universities were established as an initiative in the renovation of ODL. The key priorities have been defined as increasing quality and improving the curriculum, training and teaching methodologies to enhance learning.
3. The government policy has been the most important factor in the development. In line with the renovation in socio-economy policy, the government has released a series of directions and decisions to improve the education system. In many official documents, priorities have been given to ODL development (Ho Chi Minh City Open University, 2010).

Open University in Singapore

There are four conventional universities in Singapore: the National University of Singapore, Nanyang Technological University, Singapore Management University, and Singapore University of Technology and Design. However, working adults can enroll in the Open University Degree Program run by the Singapore Institute of Management (SIM) (Embassy of the Republic of Singapore, 2012).

The Singapore Institute of Management (SIM) is the leading provider of higher education and professional training (Bachelor, Diploma, and Postgraduate) in Singapore. It was founded in 1964 as a not-for-profit management institute. SIM University accomplishes its mission of education and lifelong learning through three distinct educational arms (SIM University, SIM Global Education, and SIM Professional Development), each catering to a specific market segment of learners.

SIM University is Singapore's only private university and its mission is to create excellence in lifelong education through a uniquely-designed learning experience that equips learners for a better future. Home to more than 13,000 students, SIM University adopts a flexible and practice-focused learning approach and offers more than 50 academic programs in various disciplines. Eligible students taking SIM University's undergraduate programs enjoy government subsidies of up to 55% of tuition fees and access to government bursaries, tuition fee and study loans. SIM University is a not-for-profit university and the SIM University Education Fund has been a Singapore 'Institution of a Public Character' (IPC) since September 2005.

SIM students can choose from a wide range of high-quality overseas degree programs made available through SIM's partnership with established international universities and institutions from the United Kingdom, United States, Australia, and Switzerland. Most are full-time students, but SIM Global Education also offers part-time programs that cater to working

adults (Singapore Institute of Management, 2014).

The Singapore Institute of Management collaborates with university partners from Australia, Switzerland, the UK, and the US to provide programs that are taught by highly qualified and dedicated local and international faculty. The programs provided by the Singapore Institute of Management are Arts & Social Sciences, Business Programs, Information Technology & Computer Science, Nursing, and Specialty Programs such as Engineering and Business, and Logistics and Supply Chain & Logistics Management (Singapore Institute of Management, 2014).

Open University in Indonesia

Universitas Terbuka (UT) is the Open University in Indonesia inaugurated on September 4, 1984. The purposes of UT are to (1) provide expansive opportunity for Indonesian citizens and foreigners, wherever their place of residence, to attain higher education; (2) provide higher education services for those who, because of their work or due to other reasons, are not able to further their studies in face-to-face prominent higher education institutions; and (3) develop academic and professional programs so far unaddressed by other universities that meet the genuine needs of national development.

Universitas Terbuka has applied a distance and open learning system by using media that is printed and non-printed (audio/video, computer/Internet, radio and television broadcasts). UT students are expected to learn independently. This self-learning method means that a student learns on his/her own initiative. UT provides learning materials specifically designed for independent learning. Aside from using materials provided by UT, students can also take the initiative to make use of the library, take tutorials (whether face-to-face or through the Internet), use radio or television broadcasts, or use computer-assisted learning materials and audio/video programs. When faced with difficulty in learning, students can request for information or tutorial assistance to the local Learning Program Unit of the Distance Learning Open University.

UT has four programs and one postgraduate program offering more than 30 study programs with a variety of levels comprising: Master's Program, Undergraduate Program, Diploma Program, and Certificates. The four programs include: Economy, Mathematics and Natural Sciences, Education and Teaching Training, and Social and Political Sciences. In addition, UT also provides an ASEAN program. UT states the importance of the ASEAN program in its university website as:

The ASEAN Countries have a common dream of realizing the ASEAN Community by 2015. Covering a population of 600 million, The ASEAN Community has a tremendous potential and power to work together for prosperity and peaceful co-existence. The knowledge and understanding of the ASEAN communities by the ASEANs themselves and other people who are interested in the cultural, socio-political and economical

dynamics of ASEAN will benefit and facilitate the integration process, as well as in integrating ASEAN with the rest of the world. (<http://aseanstudies.ut.ac.id>, 2014)

The UT Educational Multimedia

The primary media for instruction in each course include:

1. Textbooks – specially designed for self-guided study, and corresponding self-evaluating workbooks. Written by UT faculty members and outside experts, the textbooks contain complete course content while workbooks include working spaces, exercises, and tests for self-evaluation. Printed textbooks and workbooks, together with course syllabi and study guidelines, are sent to students by postal service. Non printed textbooks are provided to be downloaded for free.
2. Radio programs – designed to enrich course content. Radio programs are produced per course in a variety of formats, such as interview, documentary, and drama. They are broadcast from Indonesia via UT's FM-band satellite broadcast to public network stations throughout the country.
3. Television programs – UT use TV dramas, discussions, interviews, and documentary programs to supplement its academic courses. The production is done by UT's Educational Broadcasting Production Center and broadcast via TV education channels including UT TV.
4. Media on Demand – UT's website (www.pustaka.ut.ac.id) stores an archive of broadcasted radio and television programs in addition to other supplementary audios and videos, enabling students' accessibility to all available instructional materials at any time. DVDs, CDs, and multimedia lectures are designed for subjects that require extra description, demonstration or illustration.
5. E-Learning and e-Training – UT provides lessons and training sessions on the internet for selected undergraduate and graduate programs. The course syllabus, class calendar, and course materials are put online. Assignments and evaluation can also be done through this system, which allows interaction between instructors and students.
6. M-Learning – UT converts selected instructional materials to a small file size to encourage learning via mobile phones. Students are allowed to download all content that is available. The university is also striving to provide swift interaction between instructors and students through such devices.
7. Online Tutorials – Similar to E-Learning, UT provides distance tutorials through the internet. This system allows learners to acquire up-to-date academic content and information directly from instructors. Web boards are utilized to facilitate additional interaction between instructors and learners.

8. Face-to-Face Tutorials – STOU students are sometimes asked to meet in conventional classrooms, which provide opportunities for crucial face-to-face interaction and individualized attention during the self-instructional course block. Tutorials are held at provincial study centers, while pre-grad practical experience programs are held at STOU main campus.

Open University in the Philippines

University of the Philippines Open University (UPOU) was established on February 23, 1995. The mission of UPOU is to provide Filipinos everywhere access to quality higher education through innovative methods of teaching and learning that are designed to be responsive to their needs as well as to national development priorities (University of the Philippines Open University, n.d.).

UPOU provides distance education with 3 undergraduate programs, 10 post-baccalaureate certificate and diploma programs, 13 master's programs, 2 doctoral programs, and 11 non-formal courses. UPOU has a network of 8 learning centers and 20 testing centers in the country and abroad. This, coupled with the university's ability to harness a wide range of digital technologies in education, has enabled them to build a global community of mostly Filipino learners in more than 40 countries.

UPOU employs the distance education model of teaching and learning. The key features of distance education as practiced at UPOU are: (1) Students and teachers are physically separated from each other. They do not meet face-to-face in a physical classroom; (2) Students undertake guided independent study of carefully selected as well as specially designed learning materials in various media – print, video, and multimedia; (3) Interaction between teachers and students, and among students, takes place through online tutorials in a virtual classroom. Other forms of communication between teacher and student are email, text, and teleconferencing; and (4) Final examinations are conducted either face-to-face at designated learning centers or online. All examinations are proctored. There are three schools in UPOU: the School of Education, the School of Information and Communication Studies, and the School of Management and Development Studies. (University of the Philippines Open University, 2014)

Open University in Malaysia

Open University Malaysia (OUM) was established on August 10, 2000, followed by its official launch on August 26, 2002, with the motto "University for all." The schools of OUM are the School of Business and Management, the School of Education and Languages, the School of Information Technology and Multimedia Communication, the School of Science and Technology, and the School of Nursing and Allied Health Sciences. The main campus of OUM is in Kuala Lumpur, and there are 32 learning centers throughout Malaysia (Open University

Malaysia, 2014).

The university employs a blended learning approach that involves self-managed learning, face-to-face Tutorials, and online learning. Modules are meticulously developed to support self-managed learning. The development process involves inputs from subject-matter experts who are academics at OUM or other institutions of higher learning in Malaysia. To supplement the modules, various learning tools are produced in-house (Open University Malaysia, 2012).

Wawasan Open University (WOU) is one of Malaysia's private institutions of higher learning dedicated to adult learners who seek to pursue tertiary qualifications for professional development and self-enrichment. Established in 2006, WOU uses flexible approaches to make higher education accessible to all – anytime, anywhere – and to create a lifelong learning community for aspiring individuals regardless of their previous educational, ethnic or socioeconomic background. Through its unique open distance learning (ODL) model, self-paced learning and flexible study pathway, WOU enables working adults to pursue their educational dreams without much disruption to their professional and personal commitments. As a result, more than 12,000 working professionals in Malaysia have learning opportunities at WOU while they continue in their jobs. Under the ODL mode of learning, WOU offers 44 programs ranging from the sub-degree to postgraduate levels in the fields of business, technology, education and liberal studies, including four MBA programs. WOU produced its first group of MBA graduates in 2010, and its first group of Bachelor's degree students in 2011 (Wawasan Open University, 2013).

Open University in Myanmar

Yangon University of Distance Education (YUDE) was officially established in 1992. It was initiated as University Correspondence Courses (UCC) in 1975-76 with the aim of fulfilling the needs of people who wanted to pursue higher education, but were unable to attend conventional universities or wanted to study independently without having to attend those conventional universities.

As the changes in social and economic conditions have taken place in the country, following major policy changes since 1988, it became necessary to upgrade the University Correspondence Courses by reorganizing and restructuring the existing facilities and establishment and raising the efficiency of the institution. Changes in government policies, especially with the adoption of market-based economic system, gave rise to the requirement of the new pattern of employment and manpower attributed to education and training which are also to be in line with the changes occurring in the socioeconomic settings. Due to the guidance of the Myanmar Education Committee and its resolution, the University of Distance Education emerged to provide greater

accessibility to education and training for human resources development on July 9, 1992.

Yangon University of Distance Education has 16 regional centers throughout Myanmar. YUDE offers 18 Bachelor programs and 2 online programs for a Bachelor of Arts and Diploma in Law. The YUDE adopts a multimedia approach to instruction whereby the instructional system is carried out as follows:

- Self-instructional print materials in package form of text books and study guide books are handed over to the students at the beginning of the academic year.
- As part of the package, audio cassettes are also delivered to the students.
- Audio and video programs are broadcast to facilitate learning. These broadcast lessons are also made available in the form of audio and video cassette tapes.
- For courses in science, arrangements are made to enable students to undertake practicals and attend tutorial sessions at Regional Learning Centers on weekends.
- Learning Centers for non-science students are established at selected high schools. Provisions for listening to audio cassette tapes, watching video cassette tapes, studying with the help of CD-ROMs and access to computer network facilities are made available at the Learning Centers. University teachers assigned to the Learning Centers conduct face-to-face classes and attend to the needs of students through counseling (Yangon University of Distance Education, 2013).

Thai Open University

UNESCO (2002) asserted that open and distance learning in Thailand began in 1933 with the establishment of the University of Moral and Political Science. By the year 2000, more open and distance learning institutions had emerged including Ramkhamhaeng University (RU), Sukhothai Thammathirat Open University (STOU), the Department of Non-Formal Education (DNFE), Klai Kangwon Royal Satellite Project (KKRSP), the Borderless Education Project (BEP), and Suranaree University of Technology (SUT).

In collaboration with international agencies, all open and distance learning programs are provided nation-wide, are self-funded (except SUT) and, depending on the institution and program pursued, allow one to study at home, on campus, or a mixture of the two. Given Thailand's comprehensive communications infrastructure, its open and distance learning utilizes current technologies for instructional delivery. Most open and distance learning institutions have a multimedia instructional delivery system, and the existence of Internet systems has made it possible for institutions like SUT to use on- screen interactive and web-based internet media as core instructional delivery systems supplemented by print, audio-visual media and telecommunications. Most open and distance learning programs are in the area of social sciences, except for those

offered at STOU.

Recognizing open and distance learning's potential for cost-effectiveness, mass enrollment, and the provision of education and training without demanding the movement of employees, Thailand currently considers open and distance learning as a most economical and effective way to educate and train. Priority is currently given to open and distance learning systems design, the performance of instructors and learners, effective assessment procedures, and ICTs (UNESCO, 2002).

Sukhothai Thammathirat Open University

Sukhothai Thammathirat Open University (STOU) is an Open University in Thailand that was established by the Royal Charter in 1978 as the 11th state university and the first Open University in Southeast Asia. The distance education system adopted by STOU was viewed as the most practical method to bring about the democratization of higher education, provided equal access to education for people throughout Thailand, and made the concept of lifelong learning a practical reality. It provides opportunities not only to learners, but also to people of all ages and backgrounds, many of whom are already employed in the workforce, to continue their education for various reasons, the most common being to improve their knowledge and skills for career promotion or shift to a better job, so as to attain a better quality of life.

In December 1980, after two years of preparation, STOU opened its doors to the first group of learners. Approximately 82,000 learners enrolled in Bachelor's degree programs in two schools of study, Educational Studies and Management Science. Since then, STOU has developed into one of the world's "mega" universities with about 200,000 learners (about 85% are working adults) currently enrolled in Master's, Bachelor, Diploma, Certificate, and continuing education programs. In 2012, STOU offered more than 300 courses in 12 schools of study with a strong emphasis in the social sciences.

STOU uses distance education methods to transfer knowledge and skills to learners by providing self-instructional packages sent by mail, which are comprised of textbooks, workbooks and study guides. Depending on the nature of the course, the package may also include other media such as audio tapes and VCD. In recent years, in accordance with the "STOU Plan 2000," the institution has moved from its primarily print-based model to a dual track of print-based and computer-based media. By leveraging on Information Communication Technology, STOU has embarked on e-Learning, e-library, webcasting, audio and video on demand, video conferencing and satellite broadcasting (Sukhothai Thammathirat Open University, 2014).

Sukhothai Thammathirat Open University teaches through a distance learning system that includes convergence of many different types of media, making higher education accessible,

affordable, and serviceable to all. The educational multimedia provided for students are textbooks and workbooks, radio programs, television programs, media on demand, multimedia e-Learning and e-training, mobile learning, e-Tutorials, and face to face Tutorials (Sukhothai Thammathirat Open University, 2012).

The State of Awareness of Open Education among Learners and Other Stakeholders

In the newest national law on the national education system (UU Sisdiknas 20/2003, issued in July 8, 2003), distance education (DE) has been mentioned specifically (article 1) : Distance education is the education of learners who separate from educators and its learning is using a variety of learning resources through communications and information technology, and other media.

DE (article 31) as one among many choices available for Indonesians to obtain education. DE is "approved to be used at any level (from elementary to tertiary, from formal degree granting to continuing ed.), by means of any mode (single and or dual mode)". Thus, distance education is to be treated as equal to other forms of education.

In the early years of DE in Indonesia, DE was freely translated as "correspondence study" offering mostly courses for upgrading teachers. When the Indonesian Open University - Universitas Terbuka (UT) - was introduced in 1984, DE was still interpreted as correspondence study. UT was aimed at providing access to higher education for recent high school graduates who could not go to conventional universities due to economic or geographical constraints (Pannen, 2003).

In addition, UT was also to provide teacher-training programs for upgrading the quality of working teachers in Indonesia. In its development over time, UT's first aim was modified by the market, which changed it into provision of a "second chance" for more mature working students to participate in higher education. However, the in-service teacher-training component continues up to now.

The Deliberation on the Concept of Open Education

Analysis of Open Education Institution Missions

One of the characteristics of distance education is a physical separation between teacher with students (Wedemeyer, 1981; Budiwati, 2007; Schlosser and Simonson, 2009). These conditions require distance education institutions to have learning strategies that can support the increased competency of learners in terms of both understanding and application of science. Universitas Terbuka (UT) as an open education institution in Indonesia, implements open and distance learning process. The UT's vision is: by 2021, Universitas Terbuka shall become a world quality open and distance higher education institution in producing highly competitive graduates

and in developing theories and practices of open and distance higher education. In addition, UT has missions as follows:

1. To provide access to a world quality higher education for all through open and distance higher education.
2. To conduct research and develop the open and distance higher education.
3. To utilize and disseminate results of scientific and institutional research to respond to the challenges and needs of national development.

Since 1984, UT has been providing open and distance higher education for Indonesian citizens and foreigners. Everyone has the same opportunity to continue their education, regardless of the profession, age, and place of living. Prof. Ir. Tian Belawati, M.Ed., Ph.D, the rector of UT, said: "To provide access to a world quality higher education for all through open and distance higher education, is one of the missions promoted by Universitas Terbuka (UT) as the 45th state university in Indonesia. Through open and distance learning system, UT optimizes the use of a variety of learning media both printed media (modules) and non-printed media (audio, video, radio, television, and internet). The term 'open' means the absence of restrictions on age, duration of study, year of high school diploma, registration period, and frequency of taking exams" (Swa.co.id, 2016).

"UT really implements the philosophy of open education in its system. Students who had once applied to UT, and have not been active for years but wanted to return, they could just continue where they had left. Currently, we have over 450,000 active students. From the operational perspective, it is indeed extremely complex, but this is the risk we take in order to actualize life-long education," said Tian Belawati (Swa.co.id, 2016).

The majority of UT students, more than 90 percent, have jobs or own businesses. UT always involve its stakeholders, including employers, in the curriculum designing process, so that the various programs held at UT are relevant to the current needs of the industries. The programs offered at UT range from One to Four Years Diploma Program, Undergraduate and Graduate (Master Degree) Programs, to Open Online Certificate Program referred to as MOOC (Massive Open Online Courses) that anyone can join freely without any requirements.

In addition, Tian said: "Since it does not interfere with work, studying at UT is ideal for corporate leaders who want to enhance their own skills or the skills of their employees. Many people are still motivated in getting a diploma and improve their living standards, but for many others, they simply want to broaden their horizons", said Tian. "Many alumni feel that UT could actually be the bridge that leads them to achieve their goals. Perhaps, they once did not have the opportunity to go to college, or already have a degree but work in a different field, and want to increase their capacity" (Swa.co.id, 2016).

It can be noted that UT claim equity and equality of opportunity as goals. UT also talks of an 'inclusive knowledge society' and highlights making higher education accessible. It prioritizes inclusion for women and remote communities. UT also highlights 'democratization of education' as a priority. Scale of opportunity is also mentioned by UT ('education for all'). The opportunities for learners are explicitly mentioned by UT. UT aims to 'provide access to a world quality higher education for all through open and distance higher education' and also promotes access to higher education in particular for professional and vocational outcomes.

It should not assume that because a priority is not mentioned in the particular text highlighted here it is not mentioned elsewhere by UT; nor should it be assumed that UT not mentioned may not have similar or indeed differing priorities. Nor lastly can it be assumed that priorities of development highlighted in UT statements are always carried through with programmes of activity, and are evaluated against its mission goals, although of course in well-led and managed institutions this will be the case. It should also note the distinction between the ODL mission contributing to equity in educational provision, for example, making higher education more accessible to all, and those that contribute to equity more widely in society through education. This raises for consideration the scope of a UT's ambitions for development in a social and political context.

UT talks about itself is deeply embedded in development discourse and the politics of social change. UT positively associates distance and e-learning with its delivery of goals of development defined in such ways. UT does not accept the current availability of opportunity as either fair or adequate, and intend through their activities to change it.

The range of approaches developed by UT with substantial deployment of distance and e-learning is at core about the affordances that are delivered through the separation of time and space, and through the use of technologies to innovate in both pedagogy and logistics. These affordances above all deliver flexibility regarding time and place that permits study alongside work and family; includes people in geographies that would otherwise be excluded; supports the inclusion of women where independent movement to study on a campus is restricted, and of the house bound, the disabled, and the imprisoned for whom study on the campus is not possible; it can permit study by individuals otherwise excluded by cost where distance and e-learning has been able to lower cost as against other educational systems; and through scale can provide opportunities for far more people than would otherwise be possible. More generally, through scale and flexibility it can in terms of social policy provide a pressure valve to release frustration about educational opportunity; can deliver large scale opportunities for professional development that support improvement in quality of service and economic growth; and can

support the development of an educated citizenry and so nourish self-fulfillment and democracy (Tait, 2013).

The Law on National Education (No.20/2003) and the Constitution Amendment III emphasise that all Indonesian citizens have the right to education; that the government has an obligation to finance basic education without charging fees; and that the government is mandated to allocate 20% of its expenditure on education. The Teacher Law (No. 14/2005) introduced important changes to the employment conditions and requirements for the certification of teachers, aiming at improving education quality. The Ministry of Education's strategic plans or *Renstra (Rencana Strategis)* for the periods 2005-2009 and 2010-2014 have consistently focused on three main pillars: 1) increasing access to education; 2) improving the quality of teaching and learning; and 3) strengthening governance, management and accountability.

The Potential of Open Education in ASEAN along with Possible Barriers and Challenges

As a public higher education institution, in the era of open competition, UT is currently facing many challenges. This issue plays an important role in the development of UT to offer higher education opportunities to every Indonesian across time and space, regardless of geographical or economic, or other forms of constraints. The issue is becoming more prominent since UT has so far been the single educational institution that can provide equal access to higher education to every Indonesian, but now, with developing computer and communication infrastructures in all universities and in the country at large, UT is facing competition in the DE sector from many other Higher Education (HE) institutions. From 1984 up to 2016, more than 1800 private universities were established in every corner of Indonesia. UT nowadays have been growing up with the high number of students. At the same time, it also faces high number of non re-enrolment and in turn have affected the retention rate.

Those private universities as well as the some public conventional universities, are now rushing into distance education, since they see it as financially rewarding to their organization and they consider "the operation of a distance education system relatively easy and simple". Based on this situation, the market niche of UT became more focused toward "working students" in the form of in-service training for non-teachers as well as teachers.

Another issue is global education, also aided by the advanced development of information and communication technology (ICT). Along with UT's services to every Indonesian, UT also has to be able to take advantage of the development of ICT and be at the forefront of E-learning. The most important factor influencing the use of ICT in UT is the teaching and learning paradigm-shift faced by both educators and students of UT, since E-learning requires a new mind-set, different from the first generation, or "traditional" distance education paradigm. Complicating the

issues of goals and learner segments even further is the tendency to see open education as a technology issue. Certainly the advent of new technologies has enabled institutions to think quite differently about open education. However, open education should be an educational issue rather than a technology one. Some strongly believe that new open education possibilities have the potential to alter (and perhaps transform) our traditional institutions of higher education; others argue that this technology may lead to a reduction in educational quality (Baggaley & Belawati, 2010).

The third issue is the country's economic crisis and the learning culture of Indonesians. The ramification of the national economic crisis is touching every aspect of life in Indonesia, including education. The customers of the education system (students) are increasing the urge to get educational certificates for better jobs, higher salaries, or personal economic improvement. From 1997 onwards, during the early years of the current Indonesian economic crisis, UT became the first choice of most people who wanted to go to higher education, due to the more affordable tuition fees. From around 300.000 students before the crisis, UT's enrolment hit 400.000 students in 1998. These quantitative expansion factors and their associated problems are compounded by the qualitative problems related to the passive and rote learning tradition of many Indonesians.

The current economic situation leads the HE sector to address the demand of students who are rushing toward earning a degree or formal certification through every possible way. In this rush, the characteristics of the target audience and the very nature of the learning process are sometimes forgotten in the need for marks (grades) and certificates (degrees). Just like many other innovations in education, sometimes replications are made based on the tangible "surface" aspects of an innovation, without enough understanding of the underlying intangible assumptions and philosophy. This applies in the case of recent developments in distance education in Indonesia (Mustafa and Pannen, 2002).

UNESCO (2002) defines Open Educational Resource (OER) as: technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes. They are typically made freely available over the Web or the Internet. By 'open' it is generally meant that the resource is available at no cost to others for adaptation and reuse in different contexts. However, 'open' is not a simple dichotomy; rather, there is a continuum of openness (Hilton III, Wiley, Stein, & Johnson, 2010). Their principal use is by teachers and educational institutions support course development, but they can also be used directly by students. Open Educational Resources include learning objects such as lecture material, references and readings, simulations, experiments and demonstrations, as well as

syllabi, curricula and teachers' guides. In addition of OER definition by UNESCO, we believe that everyone or social groups may have their own definition. Another definition of OER was given by Bissell (2009): OER is teaching, learning, and research resources that are in the public domain or have been released under an intellectual-property license that permits their free use or customization by others. Bissell (2009) also stated that OER is digitized materials offered freely and openly for educators, students, and self-learners to use and reuse for teaching, learning and research. They include learning content, software tools to develop, use and distribute content, and implementation resources (such as the open licenses themselves). OER represents the combined international efforts to help equalize access to knowledge and educational opportunities throughout the world (Bissell, 2009).

The biggest obstacle in open education development in Indonesia is the lack of OER in local languages. More translations and modifications of OER are needed. Sadly, OER are recognized but not utilized in several countries. According to a survey in Indonesia, there are less than 13.000 open educational resources and visited by more than 13.000 users/day (Nizam & Santoso, 2013). This result apparently confirms that OER use is greater than OER production. There are few experts who are capable of developing and adopting OER in institutions, and established practices are also lacking. Attempting to fit existing OER to local curricula usually faces difficulties in terms of how to find appropriate OER from multiple providers. The lack of standardized curricula across regions also hinders successful adoption of OER. The difficulties of adapting to the pre-existing contexts of differing education systems are another barrier to successfully using OER. The utilisation of OER by students in Indonesia showed considerable promise for advancing teaching and learning. OER have been used as part of the teaching and learning processes, and will be utilised in the future, even though barriers to promoting OER still exist (Daryono & Belawati, 2013).

OER have revolutionised the way knowledge is being produced and disseminated. Indeed, they are fostering the transformation of a profit-driven knowledge society into a free-knowledge society. OER not only promote a free-knowledge society, but also serve to advance innovation and quality education. A high degree of familiarity with OER, and the intention to use and produce OER, reveal a promising future for implementing OER practices in Indonesia. Although OER have been well received by a majority of scholars, OER practices within Indonesia are currently in an initial stage of development. OER policy is still fragmented, resulting in low submission of OER materials. The majority of scholars tend to devote themselves to becoming users rather than producers. Their intention to utilise OER is, however, gaining greater attention as more scholars gain confidence in using OER for various teaching and learning activities (Daryono & Belawati, 2013).

The global change paradigm toward openness, that has moved very rapidly, has made people think about the issue of copyright. Open source software and open content emphasize and enforce the sharing paradigm, which aims to give freedom to users without having to worry about violating the copyright (Belawati, 2014). Consequently, the concept of copyleft has emerged. Copy left is a licensing scheme that gives a part or all of the creator's rights to the user. These include, for example, the right to duplicate, adapt, or distribute the creation. Copyleft also requires that the derivation of the creation is distributed using the copyleft scheme.

In some areas, major barriers remain, ranging from lack of awareness to lack of institutional support. In addition, copyright and licensing issues have become potential problems. With respect to the three developmental stages of OER — usage, production and collaboration — Indonesia may currently be best classified as in the first stage. Under these circumstances, a sensible policy must be developed to foster the production and use of OER in Indonesia.

One of the most striking characteristics of Indonesian tertiary education is its very centralised governance system under the auspices of the Directorate General of Higher Education, and the Ministry of Religious Affairs for the Islamic tertiary education institutions. The Indonesian system remains highly centralised compared with other countries, both in Asia and Europe, and particularly those countries with very high-ranking universities such as the United States and the United Kingdom. This is in spite of the intention expressed in the Higher Education Law that the universities should be autonomous both in academic and non-academic matters.

In fact, public universities are essentially part of the government bureaucracy, whereas for private institutions, in most respects their foundations fulfil the role that the ministry has for the public ones. In a country the size of Indonesia with a very large number of higher education institutions it is next to impossible to run the system efficiently from the centre in a meaningful way with the present degree of regulation. Generally there seem to be too many restrictions and binding rules for the institutions to develop at a reasonable pace and in keeping with changing local needs and circumstances. But of course in a very large and diverse system there will have to be different approaches to different kinds of institution depending on their size and strength.

At the political level and among educational policy makers there is full awareness of the need for change. Over the last 10 to 20 years some important initiatives have been taken to increase institutional autonomy. The most positive step has been taken with establishing the state legal entities (*Perguruan Tinggi Negeri Badan Hukum*, or PTN-BH), i.e. the originally four, now seven, autonomous universities. These are strong universities with considerably greater autonomy than other institutions in the fields of organisation, financing, staffing and academic matters. As a legal entity the university is separated from the government bureaucracy and becomes more accountable to the public. These universities have a dual management system with a board of

trustees with external representation (but a majority only in some of the institutions) responsible for the university as a whole, apart from strictly academic matters where the university senate is the highest authority. Financially, they receive block grants and can reallocate money between budget lines, they have freedom to use their self-generated income and can accumulate reserves. In the management of human resources they are responsible for hiring and firing, in contrast to the other universities where this task is carried out at the central level in consultation with the universities and staff with tenure are state civil servants. A new bill on the civil service could, however, lead to changes here with more freedom to the universities in general and the PTN-BH in particular.

In academic matters the PTN-BH have much greater freedom than other institutions to formulate their own missions and development strategies. They can open and close study programmes without having approval from the ministry, whereas at other universities the ministry has the final say concerning starting new programmes and ending existing ones. All public universities, including PTN-BH ones, have to follow certain rules for the selection of students set up by the ministry including taking 50% of students from the National Admissions scheme and at least 20% of students from socio-economically disadvantaged groups. As the strongest institutions, the PTN-BH should have full autonomy concerning staff and academic matters, including the selection of students.

The government took a significant step with Law 9/2009, establishing a regulatory framework to support all aspects of institutional autonomy. The purpose was to give the universities the possibility to convert their status into legal entities after fulfilling certain conditions. For formal reasons the law was revoked by the Constitutional Court in 2010.

To move further towards devolving decision making to the universities the DGHE has instead used a new concept, the public service concept (BLU). This new status has been given to 21 institutions of a certain strength and size (including UT). They have an intermediate degree of autonomy, between the PTN-BH and all the other higher education institutions. But BLU is not a legal entity. A BLU institution is still operated as an implementing unit under the ministry and its autonomy is on the whole limited to managing financial matters. There is a strong wish among at least some of these institutions to be transferred to the PN-BH group as they clearly indicated to the review team during visits.

It would seem that the system as a whole would benefit from much more autonomy in line with international trends. There is also a need to have more focus on accountability to the public and to change the culture of compliance that easily develops in centralised, closely-steered systems. The speed of progress towards that goal should be carefully considered and adapted to the level of management and academic competence of the different institutions. The

ministry should work on upgrading the administrative competence and managerial skills of the institutions in tandem with the reduction of its own control and regulation. In the long run institutional leadership and accountability would benefit from such a development. The PTN-BH status seems to be in good keeping with international norms.

The Future of Open Education in Indonesia

Distance learning is originally designed for people who are unable to attend conventional schools. However, it is now a popular option for students all over the world, not only for those who are forced by their circumstances but also those who actually have other options to choose from.

The most predominant aspect of distance learning is its convenience. Students can take courses from anywhere they want and can take courses to fit personal schedule. Indonesia is an archipelago which consists of over 18,000 islands, with severe inequality in educational provision from one region to the other. Most of the best education institutions are located in big cities such as Jakarta, Bandung, and Yogyakarta. Those who live in smaller provinces and rural areas find it difficult to access quality education unless they are willing to move.

However, living cost and tuition fees in the big cities are expensive, making it unaffordable for many people. Distance learning can significantly reduce the amount that students have to spend because they do not have to pay extra for their living cost. The tuition fee is also cheaper than that of conventional schools because distance learning institutions do not need any physical infrastructures.

Moreover, distance learning can also help address the shortage of tertiary education institutes in Indonesia. The country has more than 200 universities around the countries, which is far from enough to accommodate all registrants. For example, only 17 percent of total students who applied to public universities were accepted. Distance education provides a solution to this problem because there is no strict limitation on the number of students that can be enrolled.

Indonesia has begun to utilize distance learning techniques since many years ago to reach out to those who are unable to find access to education. However, now, instead of just providing access to remote areas, distance learning institutions are now focusing more on professionals or entrepreneurs who want to further their education without sacrificing their work schedule.

Working professionals are interested in distance education because of the timing flexibility that it offers. They usually enroll in the online degree program to support their career development and are highly motivated so that they do not need much external support. Younger, full-time students are usually less clear about what they want to accomplish from their courses and may therefore be less motivated. Compared to students in brick-and-mortar schools,

lack of self-motivation is a bigger issue for online learners as they get very minimal or no social support from their fellow students and teachers.

Information technology (IT) infrastructure is also a critical factor for the smooth running of distance education activities. The uneven infrastructure development in Indonesia is one of the biggest barriers which prevent more people from reaping the benefit of distance learning. Remote and rural areas do not have adequate IT infrastructure, like those in the big cities, to support the implementation of distance education.

With the fast growth of IT infrastructure in Indonesia, distance education is a very promising education solution, not only for working professionals or business practitioners but also for many people in smaller areas.

With increasing public awareness about the importance of education and more intense competition for employment in the industries, more people will be encouraged to improve their skills and knowledge, lest they get left behind and become outdated.

Economic opportunity, educational demand, and strong policy direction have led to the establishment of these large institutions. The counter-examples are almost as interesting. Only in Latin America and Indonesia have governments created non-conventional institutions at school level on a large scale. The Indonesian Packet A programme is particularly unusual as the only reported large-scale example reported of a distance education programme offering the equivalent of primary education.

There are examples of non-formal programmes for adults, some of them run by the Indonesia Open Universities with broad responsibilities written into their charters. In Indonesia some 10,000 rural dwellers have been trained in agricultural extension through distance education. There may well be more programmes for adults than the documentation suggests as non-formal education is a notoriously under-reported area and it is safe to assume that our accounts are understating activity of this kind. Reports probably also understate the use of distance education for teachers.

Open Education as a Mean towards ASEAN Community Integration

The term ASEAN Integration refers to the initiation, at the end of 2015, of the ASEAN Economic Community or AEC (ASEAN Secretariat, 2008). The AEC is one of three pillars of the ASEAN Community, the two others being, the ASEAN Socio-Cultural Community (ASCC) and the ASEAN Political-Security Community (APSC). It is widely hoped that the impending launch of the ASEAN Economic Community (AEC) on 31 Dec 2015 will foster greater research collaboration within ASEAN and between ASEAN countries and their global counterparts. ASEAN member nations are highly diverse in terms of economic development, natural resources and population

size. These differences can in part, explain the differences in their respective research output and impact. Therefore, ASEAN community building encompasses: enhancing competitiveness for economic growth and development through closer economic integration; nurturing human, cultural and natural resources for sustained development in a harmonious and people-centered ASEAN; and enhancing peace, stability, democracy and prosperity in the region through comprehensive political and security cooperation (Mamat, 2015).

Because of changes in domestic and ASEAN open education through the AEC and the ASEAN Community, it is necessary to evaluate the present open education programs provided by higher education institution in Indonesia and study the appropriateness of programs and open education systems to determine if open education programs for students are appropriate. The readiness for change, the attitude of students and tutors toward the open education programs, and the UT open education systems for participating in the ASEAN community are important factors that can be used for program improvement and to develop open education systems for UT. In addition, studying about open education and development programs will be useful for other Open Universities in ASEAN countries to seeing such open education programs could be applied to their universities as well. The presence of UT could reduce the gap between the competence and qualifications of Indonesian workers who are mostly still low in order to be able to compete with workers in ASEAN.

Indonesia will increasingly depend on greater levels of educational attainment and a more highly skilled workforce if it is to develop a more advanced and diversified economy and improve its international competitiveness. The trend towards greater open trade within ASEAN and with People's Republic of China and other nations, will intensify the need for Indonesia to catch up. Resorting to protectionist economic policies would only hold Indonesia back by sheltering its firms from competition that drives innovation, reducing its attractiveness to foreign investment, and encouraging an outflow of its most highly skilled people.

There are concurrent imperatives to raise educational quality and relevance, increase effectiveness, improve efficiency, and expand equity of opportunity in all education sub-sectors. for example, improvements in teacher skills by distance education of UT, in part resulting from better-prepared entrants to pre-service training, will promote better teaching and learning at all levels of education.

The official status of open education programs, in general, and distance education programs for higher education, in particular, is regionally undefined. Six ASEAN countries - Indonesia, Malaysia, Myanmar, Philippines, Thailand, and VietNam - have fully-established nationally and internationally recognized open universities. However, there is no ASEAN-wide policy pronouncement

on the mainstreaming of open education. An active ASEAN advocacy for employing open education for the regional integration of the workforce has not yet been tabled.

Conclusion

Open education is a concept of opening access of education to all. Although it is not a new concept, its development of the practice of open education has been influenced and accelerated by the advancement of information and communication technology (ICT). At the same time, this has also triggered various other global movements that are interdependent and support each other's further development. The global movements believed to have significant impacts on the realization of open education practices, among others, are those of open source software, open content, open license, and open educational resources. Although cultural and social barriers, including language, personal, and organizational issues, sometimes make the future direction blurred, the diversity of Indonesian open education initiatives may be able to produce insightful lessons to be disseminated. Last but not least, in order to further promote a variety of initiatives, we cannot ignore the current situation in which we lack governmental policies on Open Education as well as international collaboration.

Information and communication technologies (ICTs) provide a range of opportunities to share educational materials and processes in ways we have not completely envisaged as yet. An analysis of existing educational materials and processes can provide some ideas of what can be done to make these more readily available beyond the confines of an individual teaching and learning space. The simple term "open" hides a reef of complexity and endeavouring to unravel the degrees of openness of the key attributes, will hopefully make the task of identifying where alterations will need to be made to existing open education programs and learning materials or processes a little easier for the lecturer and the educational technologist alike.

It is suggested that identifying the key attributes of openness of existing open education programs, can help lecturers and the educational technologists who are appointed to support them to identify where intervention needs to take place in order to realise the optimal value of open education.

Determining the nature and purpose of open education—and defining its appropriate role—can be difficult because it requires that institutions locate themselves in the midst of multiple issues: technological advances, pedagogical change, business model change, organizational adaptability, knowledge management, and increased access to education. Some assert that open education represents a strategic "variation point" for higher education, signaling the fundamental transformation of education as we know it.

The increases in participation rates have not significantly reduced the geographical disparities. Developing open and distance learning could be one means of extending higher education services. The Open University in its present form seems to cater mostly to the professional development of teachers, but could play a wider role in serving broader constituencies.

If we are clear about the problem we are trying to solve and whom we wish to serve with open education, we will be able to make better decisions regarding it. Distance education is fundamentally an education issue. Viewed in this light, it offers students and faculty an alternative to our still-rich residential tradition, one which need not threaten the current tradition but can work alongside it to broaden the number and types of people with access to an education, and thus help to serve us all.

Readiness for openness in higher education across the ASEAN region requires an understanding of regulatory frameworks, sensitivity to cultural contexts, strategy at a range of levels including governmental and institutional. There is a willingness and preparedness to investigate and explore open education in higher education across the region.

Open education promotes ideals of inclusion, diversity, and social justice to achieve the vision of education as a fundamental human right.

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ASEAN Studies Research Team

31 January 2016

Surabaya, Indonesia

Future Collaborative Research Projects:

- (I) Capitalising Open Education for ASEAN; and

Members:

Dr Adhi Susilo (UT)

Scope:

- (I) What is meant by Open Education? Its strength and potential. Current accomplishment.
- (II) Example of sectors where Open Education could be beneficial. Case Studies.
- (II) Labour Migration.

Members:

Dr Made Yudhi Setiani (UT)

Scope:

- (I) Policy, Legal and Illegal Migration, 2016
- (II) Competencies, 2016
- (III) Implication and Reality

Research Methodology: Document Research and Qualitative Study

Timeline:

Research Team Formation	15 th February, 2016
Proposal:	February - March, 2016
Publication	April, 2016 (Possible publication in Special Issue, AJODL)
Data Collection:	May – July, 2016
Data Analysis:	June – August, 2016
Integration of Analysis & Results:	3 rd August, 2016 (Bali Meeting)
Preliminary Report:	OE: Presentation in ICONAS 2016, August 2016 LM: Presentation in AAOU, 26-29 October, 2016
Integration (of Reports)	30 th October, 2016 (Cebu, Philippines)
Final Report:	15 th December, 2016

ภาคผนวก ช
แบบสอบถามความคิดเห็น



**แบบสอบถามความคิดเห็นของบัณฑิต มหาวิทยาลัยสุโขทัยธรรมาธิราช
เพื่อการศึกษาพัฒนาการของการศึกษาระบบเปิดในประเทศไทย**

คำชี้แจง

พัฒนาการความเป็นมาของการศึกษาระบบเปิดในประเทศไทย เริ่มตั้งแต่หลังการปฏิรูปการปกครอง พ.ศ. 2475 เป็นต้นมา โดยการศึกษาระดับอุดมศึกษาและมหาวิทยาลัยมีการขยายตัวอย่างรวดเร็ว มีการจัดตั้งมหาวิทยาลัยวิชาธรรมศาสตร์และการเมืองขึ้น พ.ศ.2477 เพื่อเป็นตลาดวิชาสำหรับประชาชนที่สนใจศึกษาความรู้ทางการเมือง และการปกครองในระบอบประชาธิปไตย (ระลึก ธาณี, 2556) ใน พ.ศ. 2514 ก่อตั้งมหาวิทยาลัยรามคำแหงเป็นมหาวิทยาลัยแบบตลาดวิชา และในช่วงแผนพัฒนาการศึกษาแห่งชาติฉบับที่4(พ.ศ. 2520-2524) รัฐได้ดำเนินการจัดตั้งมหาวิทยาลัยเปิดขึ้นในปี พ.ศ. 2521 คือ มหาวิทยาลัยสุโขทัยธรรมาธิราช

มหาวิทยาลัยสุโขทัยธรรมาธิราช เป็นมหาวิทยาลัยเปิดแห่งแรกของประเทศไทย เพื่อเปิดโอกาสและสร้างความเสมอภาคในการศึกษาให้แก่ประชาชนทั่วประเทศตามปณิธานของมหาวิทยาลัยด้วยการจัดระบบการเรียนการสอนทางไกล โดยใช้สื่อสิ่งพิมพ์เป็นสื่อหลัก และมีรายการวิทยุกระจายเสียง รายการวิทยุโทรทัศน์ เทปเสียง ซีดี วีซีดี การสอนเสริม การฝึกปฏิบัติเป็นสื่อเสริม รวมทั้งการใช้สื่ออิเล็กทรอนิกส์ทั้งแบบออฟไลน์และออนไลน์เช่น การใช้ e-learning การจัดการศึกษาระบบเปิดจะเป็นแนวทางหนึ่งที่จะช่วยส่งเสริมการขยายโอกาสทางการศึกษาเพื่อพัฒนาคุณภาพชีวิตแก่ประชาชนให้มีความพร้อมดังกล่าว การศึกษาระบบเปิดมีศักยภาพและลักษณะเด่น เป็นข้อได้เปรียบกว่าการศึกษาระบบปิด กล่าวคือ เป็นลักษณะการเปิด (openness) คือการเปิดโอกาสทางการศึกษาแก่ประชาชนเข้ารับการศึกษาโดยไม่จำกัดจำนวน และลักษณะเด่นทางด้านความยืดหยุ่น (flexibility) คือมีช่องทางการถ่ายทอดความรู้ให้ผู้เรียนเลือกใช้ได้หลายช่องทาง

เพื่อให้แนวทางการพัฒนาการศึกษาระบบเปิด สามารถตอบสนองผู้เรียนทั้งทางด้านจังหวะในการเรียนรู้ของผู้เรียน (Pacing) ความสามารถของผู้เรียน (Ability) แบบการเรียนรู้ (Style of Learning) ความสนใจ (Interest) และสอดคล้องกับความต้องการ (Need) คณะผู้วิจัยจึงดำเนินการเก็บรวบรวมข้อมูลความคิดเห็นของบัณฑิต มหาวิทยาลัยสุโขทัยธรรมาธิราช เพื่อนำข้อมูลมาพัฒนาการจัดการศึกษาระบบเปิดในประเทศไทยและในอาเซียน และนำไปสู่ความร่วมมือในการสร้างกรอบคุณภาพมาตรฐานเดียวกันของการศึกษาระบบเปิดในอาเซียนต่อไป

วัตถุประสงค์การวิจัย

1. เพื่อศึกษาพัฒนาการของการศึกษาระบบเปิดในประเทศไทย
2. เพื่อศึกษาจุดแข็ง ศักยภาพ และการใช้ประโยชน์การศึกษาระบบเปิด
3. เพื่อเสนอแนวทางการพัฒนาการศึกษาระบบเปิดของประเทศไทย
4. เพื่อนำข้อมูลที่ได้ไปสังเคราะห์และแลกเปลี่ยนเรียนรู้ร่วมกันระหว่างมหาวิทยาลัยเปิดในอาเซียน

แบบสอบถามความคิดเห็นของบัณฑิต มหาวิทยาลัยสุโขทัยธรรมาธิราช มีทั้งหมด 3 ส่วน คือ

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ความคิดเห็นเกี่ยวกับจุดแข็ง ศักยภาพ และการใช้ประโยชน์การศึกษาระบบเปิด

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงในช่องคำถาม

1. เพศ

ชาย

หญิง

2. อายุ

ต่ำกว่า 20 ปี

21-25 ปี

26-30 ปี

31-40 ปี

41-50 ปี

51-60 ปี

3. สาขาวิชาที่ศึกษา

ศิลปศาสตร์

ศึกษาศาสตร์

วิทยาการจัดการ

เศรษฐศาสตร์

รัฐศาสตร์

วิทยาศาสตร์สุขภาพ

มนุษยนิเวศศาสตร์

นิเทศศาสตร์

เกษตรศาสตร์และสหกรณ์

นิติศาสตร์

วิทยาศาสตร์และเทคโนโลยี

4. อาชีพ

นักเรียน, นักศึกษา

ข้าราชการ/รัฐวิสาหกิจ

พนักงานเอกชน/รับจ้าง

ธุรกิจส่วนตัว

อื่นๆ (โปรดระบุ.....)

5. รายได้ส่วนบุคคลต่อเดือน

น้อยกว่า 10,000 บาท

10,001-20,000 บาท

20,001-30,000 บาท

30,001-40,000 บาท

40,001 บาทขึ้นไป

ส่วนที่ 2 กรุณาทำเครื่องหมาย ✓ แสดงระดับความคิดเห็นของท่านเกี่ยวกับ **จุดแข็ง ศักยภาพ และการใช้ประโยชน์การศึกษาระบบเปิด**

(เห็นด้วยอย่างยิ่ง=5, เห็นด้วย=4, ไม่มีความคิดเห็น=3, ไม่เห็นด้วย=2, ไม่เห็นด้วยอย่างยิ่ง=1)

จุดแข็ง ศักยภาพ การใช้ประโยชน์การศึกษาระบบเปิด	5	4	3	2	1
	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่มี ความ คิดเห็น	ไม่เห็น ด้วย	ไม่เห็น ด้วยอย่าง ยิ่ง
ด้านโครงสร้างพื้นฐาน ท่านคิดว่าการศึกษาในระบบเปิดในประเทศไทยควรประกอบด้วย					
6. เนื้อหาความรู้ในสาขาวิชา					
7. ข้อมูล ข่าวสารและกิจกรรมที่เกี่ยวข้องกับการเรียนในสาขาวิชา					
8. ข้อมูลของสถาบันการศึกษาในไทย ที่มีการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์ที่เอื้อต่อผู้เรียนในการศึกษาด้วยตนเอง					
9. ช่องทางการติดต่อสื่อสารของผู้เรียน					
10. ข้อมูลสำหรับการติดต่อผู้ดูแลระบบ					
11. แหล่งทรัพยากรการเรียนรู้ภายนอก					
12. ข้อมูลการบริการต่างๆและเทคโนโลยีที่สนับสนุนการเรียนการสอนอิเล็กทรอนิกส์					
ด้านการจัดการเรียนการสอนและขั้นตอนการจัดกิจกรรม					
13. ช่วยเพิ่มความน่าสนใจในการเรียนการสอน					
14. ช่วยลดความแตกต่างระหว่างผู้เรียน					
15. สามารถเรียนรู้ได้ด้วยตัวเอง					
16. สามารถเรียนล่วงหน้า หรือกลับไปทบทวนบทเรียนได้เมื่อไม่เข้าใจ					
ด้านความน่าเชื่อถือของระบบ					
17. ท่านสามารถเรียนรู้ผ่านการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์ได้ทุกเวลา ไม่จำเป็นต้องเดินทางมายังมหาวิทยาลัย แต่สามารถที่จะเรียนผ่านสื่อได้เอง					
18. ท่านคิดว่าการศึกษาแบบเดิม (แบบเผชิญหน้า) ดีกว่าการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์					

จุดแข็ง ศักยภาพ การใช้ประโยชน์การศึกษาระบบเปิด	5	4	3	2	1
	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่มี ความ คิดเห็น	ไม่เห็น ด้วย	ไม่เห็น ด้วยอย่าง ยิ่ง
19. ท่านประสบปัญหาในการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์อยู่เสมอ					
20. ท่านคิดว่าการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์ให้คุณภาพของภาพและเสียงที่ดี					
21. ท่านคิดว่าการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์สามารถเพิ่มประสิทธิภาพการเรียนการสอนได้					
22. ท่านคิดว่าการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์ให้ได้ประสิทธิภาพนั้น ขึ้นอยู่กับโครงข่ายของระบบเทคโนโลยีสารสนเทศ					
ด้านการตอบสนองอย่างรวดเร็ว					
23. ท่านคิดว่าการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์สอดคล้องกับรูปแบบการเรียนรู้ในศตวรรษที่ 21 ของท่าน					
24. ท่านคิดว่าการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์สามารถช่วยให้การตัดสินใจรวดเร็วขึ้น					
25. ระบบสามารถใช้งานได้ทันทีเมื่อมีความต้องการ					
26. ระบบสามารถพูดโต้ตอบระหว่างผู้สอนกับผู้เรียน และผู้เรียนกับผู้เรียน แบบสองทางอย่างมีประสิทธิภาพ					
27. การเรียนการสอนผ่านระบบอิเล็กทรอนิกส์สามารถดำเนินการได้อย่างสะดวกรวดเร็ว					
ด้านความมั่นใจ					
28. ท่านเห็นถึงประโยชน์ที่ได้รับจากการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์					
29. ท่านเข้าใจหรือมั่นใจในวัตถุประสงค์ของการการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์เข้ามาใช้ในมหาวิทยาลัย					
30. ท่านรู้สึกมั่นใจเมื่อต้องมีการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์					
31. ท่านรู้สึกว่าการใช้งานการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์เป็นงานที่ยากสำหรับท่าน					

<u>จุดแข็ง ศักยภาพ การใช้ประโยชน์การศึกษาระบบเปิด</u>	5	4	3	2	1
	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่มี ความ คิดเห็น	ไม่เห็น ด้วย	ไม่เห็น ด้วยอย่าง ยิ่ง
32. ท่านสามารถปรับเปลี่ยนพฤติกรรมในการเรียนรู้ให้เข้ากับการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์ได้เป็นอย่างดี					
33. ท่านรู้สึกไม่อยากจะใช้การเรียนการสอนผ่านระบบอิเล็กทรอนิกส์เนื่องจากเกิดความวิตกกังวลเกี่ยวกับการใช้งาน					
<u>ด้านความสะดวกในการใช้งาน</u>					
34. การเรียนการสอนผ่านระบบอิเล็กทรอนิกส์ไม่มีความซับซ้อนและง่ายต่อการใช้งาน					
35. การเรียนรู้การใช้งานการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์เป็นเรื่องที่ง่ายสำหรับท่าน					
36. ท่านคิดว่าการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์ทุกครั้ง จะต้องมีการทดสอบระบบก่อนใช้งาน					
37. ท่านคิดว่าท่านสามารถใช้การเรียนการสอนผ่านระบบอิเล็กทรอนิกส์ได้ด้วยตัวท่านเอง					
38. ท่านคิดว่าการปฐมนิเทศการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์ก่อนการใช้งาน เป็นสิ่งที่จำเป็น					
39. ท่านคิดว่าการเรียนการสอนผ่านระบบอิเล็กทรอนิกส์สามารถใช้งานได้ทุกเวลาประหยัดเวลาในการจัดการเรียนการสอน					
40. สามารถใช้ในสภาพที่ผู้เรียนมีจำนวนมากและผู้สอนมีจำนวนจำกัด ทั้งนี้สามารถแพร่ภาพและเสียงไปยังผู้เรียนที่อยู่ในสถานที่ต่างๆได้ทุกที่					

ส่วนที่ 3 ข้อเสนอแนะ

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ขอขอบคุณในการตอบแบบสอบถาม
 รศ.ดร.ชลภรณ์ สุวรรณสัมฤทธิ์ และคณะ
 สำนักเทคโนโลยีการศึกษา มสธ.
 โทร. 02-504-7843