



# Co-operative Education through Open and Distance e-Learning: Issues and Potentials




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## Introduction

### Status of cooperatives in the country (Sibal, 2010)

- 78,611 cooperatives in 2009 (540% increase from 1993)
- P176 Billion worth of assets in 2009 (1,667% increase in 1985)
- Contributed to 5.14% of GDP in 2007.
- Micro coops dominate the coop sector at 84 percent



## Introduction

### Problems of co-operatives (Sibal, 2010)


- Lack of education and training
- Lack of capital
- Inadequate volume of business
- Lack of loyal membership support
- Vested interest and graft and corruption among coop leaders
- Weak leadership and mismanagement
- Low competitiveness
- Low productivity
- Lack of government support

**EDUCATION**

## Introduction

### RA 9520

All officers (including directors) are required to undergo training conducted by cooperatives, federations and/or other trainers or training institutions duly accredited by CDA




## Introduction

Cooperative leaders and members	Training Supply	Cooperative education
<ul style="list-style-type: none"> <li>• Highly dispersed (Located all over the country)</li> <li>• Highly diverse (age, educational background, socioeconomic and cultural backgrounds)</li> <li>• Have multiple commitments (work, family, studies, etc.)</li> <li>• Need continuous training</li> </ul>	<ul style="list-style-type: none"> <li>Conducted by CDA or CDA-accredited trainers or training providers</li> <li>↳ Pool of experts</li> <li>↳ Training materials</li> </ul>	<ul style="list-style-type: none"> <li>• Quality</li> <li>• Accessible</li> <li>• Flexible</li> <li>• Ubiquitous</li> <li>• Cost-effective</li> </ul>
	<ul style="list-style-type: none"> <li>Delivered mostly face-to-face</li> <li>↳ Familiar</li> <li>↳ Limited in reach</li> </ul>	<p><b>↓</b></p> <p><b>ODeL ?</b></p>

## Introduction

What is the potential role of Open, Distance, and e-Learning in Co-operative Education?



## Outline of Presentation

- Definition of terms: Open learning, distance education, and e-learning
- Models of distance education
- Institutions offering courses in cooperative management via distance/e-learning
- Issues in cooperative education through ODeL

## Definition of Terms

### Distance education (DE)

1. Physical separation of teacher and learner
2. Use of courseware (print, audio-video, multimedia) to deliver learning content
3. Two-way communication between teacher and learner
4. Possible face-to-face meetings (for tutorials, learner interaction, library study, and practice sessions)
5. Institutional accreditation



## Definition of Terms



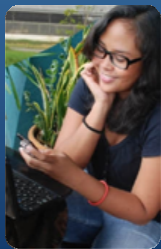
**Open learning** is a vision of an educational system accessible to every individual with minimal restrictions.

## Definition of Terms



**Open and distance learning (ODL)** combines the methodology of DE with the concepts of open learning and flexible learning (Belawati 2008).

## Definition of Terms



**E-learning** is the intentional use of networked information and communications technology in teaching and learning (Naidu, 2006).

## Definition of Terms

- e-learning and ODL are interrelated but not exactly synonymous terms
- Distance education in schools is not always delivered through the new electronic media
- e-learning in most schools all is not used for distance education purposes (Guri-Rosenblit 2005).



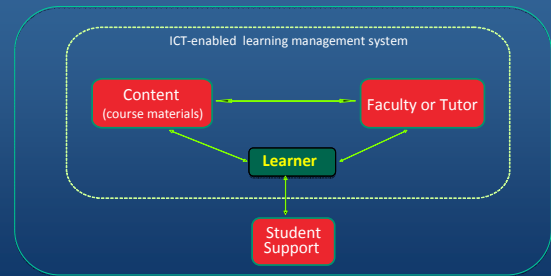
## Definition of Terms

### Open, distance and e-learning (ODEL)

- All forms of educational provision that use contemporary technologies to enact varied combinations of synchronous and asynchronous communication among learners and educators who are physically separated from one another for part or all of the educational experience.



## Elements of ODeL



## Models of Distance Education

### Correspondence Model

Print-based materials mailed to students + student submission of assignments also by mail + examinations

### Multimedia Model

Materials in various media (print, audio-video, animation, etc.) + student support through study centers

### Telelearning Model

DE course package + broadcast TV or radio  
DE course package + teleconferencing/ videoconferencing

### Network-based Model

Interactive multimedia online  
Internet-based access to WWW resources  
Computer-mediated communication

Source: Arinto (2011)

## DE Scenarios (location of teaching & learning)

(1) **Same place & same time**  
Face-to-face tutorials or study sessions

(2) **Same place but different time**  
Learners visit a learning resource center at their own time

(3) **Same time but different place**  
Audio or video conference, chat (synchronous communication)

(4) **Different place & different time**  
Asynchronous communication using the Internet and/or mobile phones

Source: Arinto (2011)

## Pros and Cons ODeL

### Advantages

#### Learners:

- No need to take leave from one's job
- No need to be separated from one's family
- Can immediately apply what has been learned to one's work
- Access to institutionally developed learning modules
- Can save time and money

#### Institutions:

- Can reach more learners
- Does not require much physical infrastructure

## Pros and Cons ODeL

### Disadvantages

#### Learners:

- Requires adjustment
- Strong motivation and self-discipline is needed

#### Institutions:

- Teachers must adopt DE orientation
- DE structures and systems



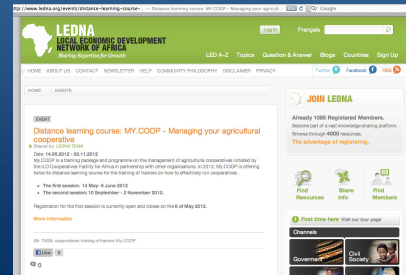
## Institutions offering co-operative courses through ODeL

Co-op e-Learning by The Ontario Co-Operative Association



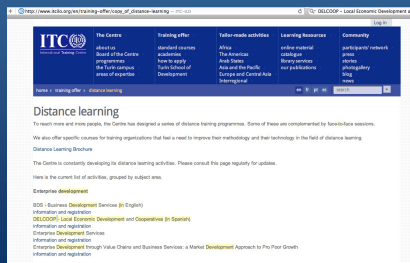
## Institutions offering co-operative courses through ODeL

Distance learning course: MY.COOP - Managing your agricultural cooperative by the ILO Cooperatives Facility for Africa in partnership with other organizations



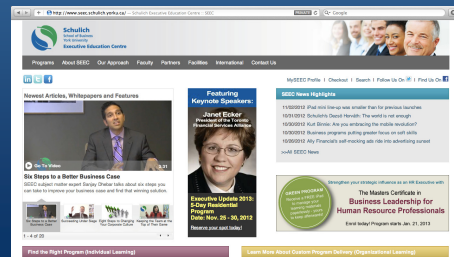
## Institutions offering co-operative courses through ODeL

DELCOOP - Local Economic Development and Cooperatives (in Spanish) by the International Training Centre of the ILO, Italy



## Institutions offering co-operative courses through ODeL

Co-operative Management Certificate Program (Blended) by the Schulich School of Business at York University.



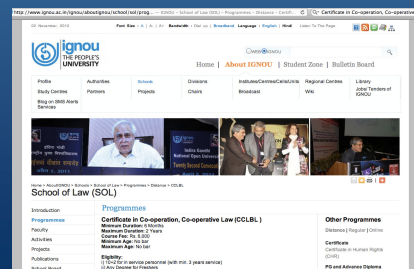
## Institutions offering co-operative courses through ODeL

Certificate in Saving and Credit Cooperative Management by the Moshi University



## Institutions offering co-operative courses through ODeL

Certificate in Co-operation, Co-operative Law (CCLBL) by the Indira Gandhi National Open University



## Institutions offering co-operative courses through ODeL

*Bachelor's and Master's Degrees in Business Administration (major in cooperatives) by the Sukothai Thamamthirat Open University*



## Institutions offering co-operative courses through ODeL

*Master of Public Management (Voluntary Sector Management) by the University of the Philippines Open University*



## Issues

### Learner Profile

- Who are they?
  - Personal background (Age, gender, educational background, work experience)
- Where are they located?
  - Residence
  - ICT infrastructure in the areas
  - Educational institutions/training providers in the area
- What are their educational/training needs?
  - Competencies required (topics and levels)
  - Previous training
- Why/How do they learn?
  - Motivations for studying
  - Preferred learning styles
  - IT skills; Cognitive skills
  - DE readiness (i.e., capacity for self-directed learning)
- How will they pay for their studies?
  - Scholarships, individual, coop-funded



## Issues

### Flexibility

#### •Course Content

- Combination of non-formal and non-formal courses/non-degree and degree programs
- Multiple entry/admission requirements
  - Accreditation of prior learning
  - Work-based experience
- Multiple pathways and exits
  - Opportunity for students to choose areas of interest and experience feelings of competency (Kinzie & Berdel, 1990; Reushle et al., 1999).
  - Opportunity for novice learners to adjust to ODeL but at the same time allow other students to pursue different pathways in pursuing their learning.
- Multilingualism in learning materials

## Issues

### • Course Delivery

- Course scheduling (fixed vs. open)
- Language used in discussion (English, Filipino, vernacular)
- Learning activities (i.e., theoretical/application, individual/collaborative)
- Mode of communication (i.e., technology-mediated, face-to-face)
- Media used (i.e., traditional: print, radio, TV; new media: internet, social media)

## Issues

### Contextualization

#### •Content

- Type of cooperative
- Business line/Activities of cooperatives
- Position of learner in the cooperative
- Sociocultural values in the area
- Balance between universal and localized knowledge

#### •Delivery

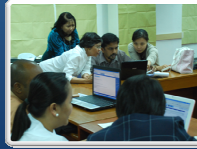
- Translation of F2F courses/training to DE mode (i.e., from 'sage on the stage' to 'guide on the side')
- Student support role of teachers



## Issues

### Interactivity

- Learner-Content Interaction
  - Instructional design (Specialist knowledge)
  - Print, Interactive multimedia, or both
- Learner-Teacher Interaction
  - Asynchronous, Synchronous, or both
  - Web-based, F2F, or both
- Learner-Learner Interaction
  - Asynchronous, Synchronous, or both
  - Web-based, F2F, or both



## Issues

### Infrastructure

- ICT infrastructure
  - Internet (access and speed)
  - Mobile phone ownership (m-Learning)
- Human infrastructure
  - Content expertise (availability and suitability)
  - ODeL expertise (course design, development & delivery)
- Systems infrastructure
  - Student support
  - Quality assurance (design and implementation)
- Physical Infrastructure
  - Learning Centers



## Issues

### Institutional arrangements

Concern	Institutions and groups
Content/Curricula	CDA, Federations, Cooperatives, Development and government agencies, NGOs, Industry partners, Educational institutions (including DE institutions), others
Course development (including teacher training, media production, student support, & QA)	DE institutions, training providers, Government agencies, NGOs, cooperatives, IT and media organizations, others
Course delivery (including teacher training, student support and QA)	DE institutions, training providers, Government agencies, NGOs, cooperatives, Media outlets, Telecom companies, others
Funding	Government agencies, International organizations, Private foundations, Cooperatives, Individuals, Educational providers, others

## Summary & Conclusions

- ODeL can complement residential modes of co-operative education/training
- Courses in cooperative management have been offered in DE mode by various institutions
- There is a variety of DE models and technologies that can be considered in co-operative education



## Summary & Conclusions

- There is a need to assess the target learners and their educational/training needs and requirements and design and deliver courses based on this assessment.
- ODeL programs in cooperative studies need to factor in the issues of learner profile, flexibility, interactivity, contextualization, infrastructure, and institutional arrangements in crafting a HR development program for cooperatives.



Thank You.

