国家开放大学
THE OPEN UNIVERSITY OF CHINA

Leading Reform in a Changing World
— a Case Study of OUC

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Nov. 23, 2016

ICDE President's Summit 2016
A New Era of Leadership & Quality

I Three major changes in open and distance learning environment

II Four essential leadership traits for presidents of open universities

III Case study of the Open University of China

I Three major changes in open and distance learning environment

1.Changes in the economic and social environment

- Adjustment of economic structures
- Transformation and upgrade of industries
- Polarisation of dual social structure
- Increasing new demands

I Three major changes in open and distance learning environment

2. Changes in higher education

- **Increasing number of students**

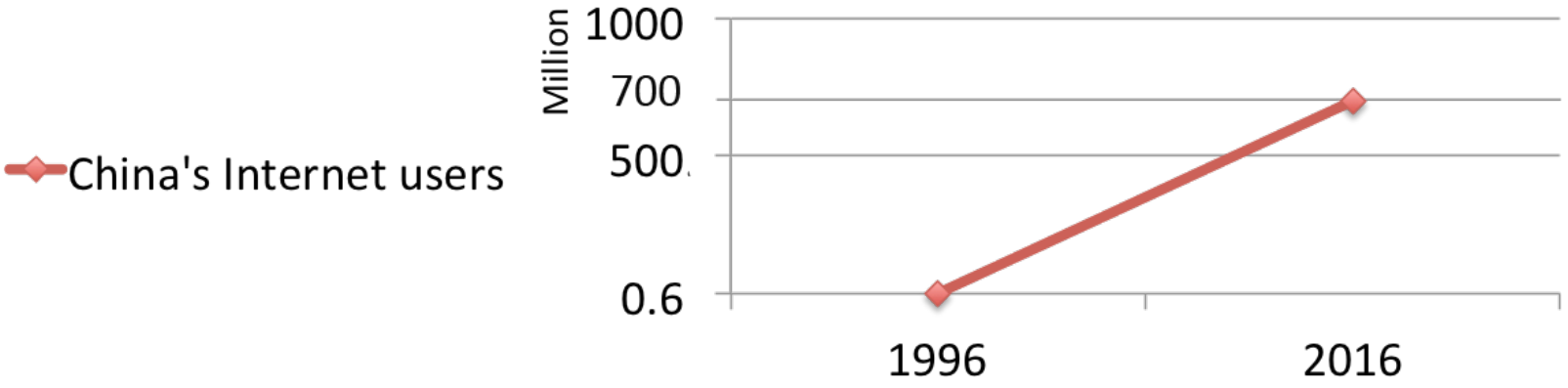
	1999	2016
Enrollment of students	7.18 million	40 million
Gross enrollment rate	9%	40%

- **Achieving equal access**
- **Lacking opportunity for disadvantaged groups**

I Three major changes in open and distance learning environment

3.Changes in the environment of information technology

- Emergence of information technology (Internet, cloud computing, big data)
- Rise of mobile Internet users



II Four essential leadership traits for presidents of open universities

- Former U.S. Secretary of State, Dr. Henry Kissinger said, **'The task of the leader is to get his people from where they are to where they have not been.'**

II Four essential leadership traits for presidents of open universities

II Four essential leadership traits for presidents of open universities

1. The ability to lead changes. This is an ability to adapt to changes, decide development goals, and lead universities' development, shown through a strategic, comprehensive, logical, and innovation.

2. The ability to make top-level decisions. This is an ability to make action plans based on development goals, and to constantly correct and improve direction, goals, structure, mechanism, and models.

II Four essential leadership traits for presidents of open universities

3. The ability to drive an organisation forward. The ability to mobilise a university, build consensus, and integrate and utilise forces to propel the implementation of plans.

4. The ability to promote collaborative development. The ability to cooperate and develop alongside related universities and social institutions based on common goals and benefits.

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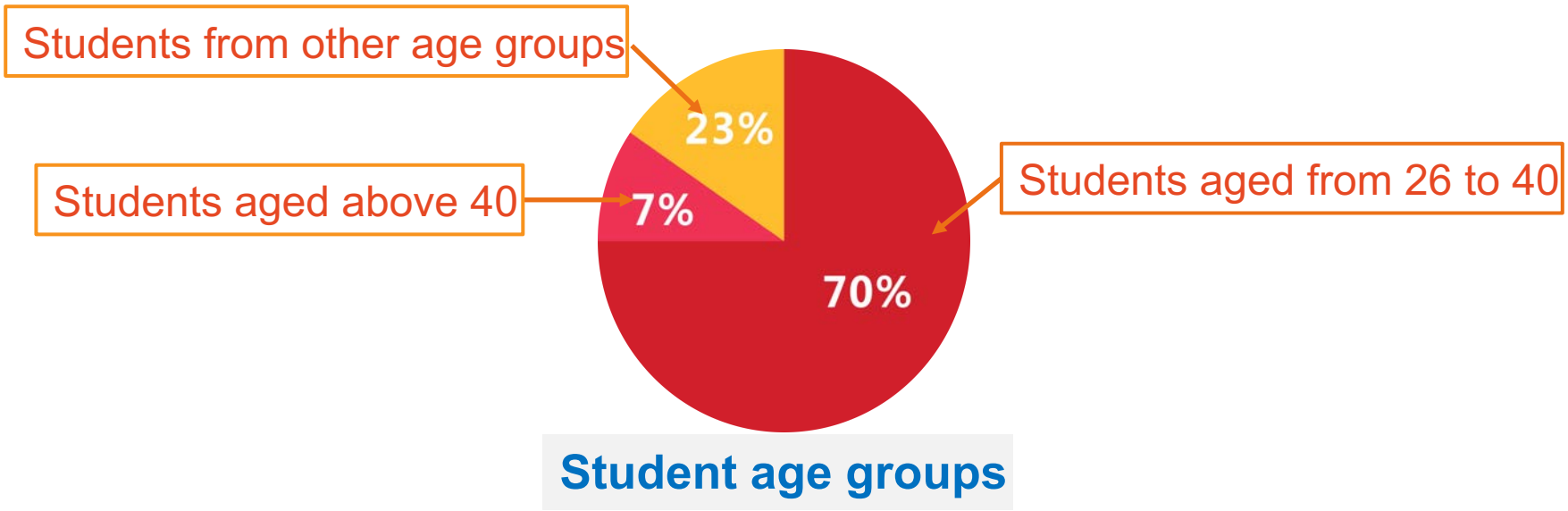
- Proposes complementary model to traditional universities
- Promotes Internet-based open and distance learning
- Provides both degree and non-degree education

3.56 million registered students



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- For the public good
- For the special groups
- For the ethnic minority groups

270,000 ethnic minority students

6,000 disabled students

120,000 military personnel

70% students at the grassroots

55% students distributed in the central and western regions

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- Emphasis on reform and innovation
- Enhancing cooperation
- Establishment of a “community of interest”

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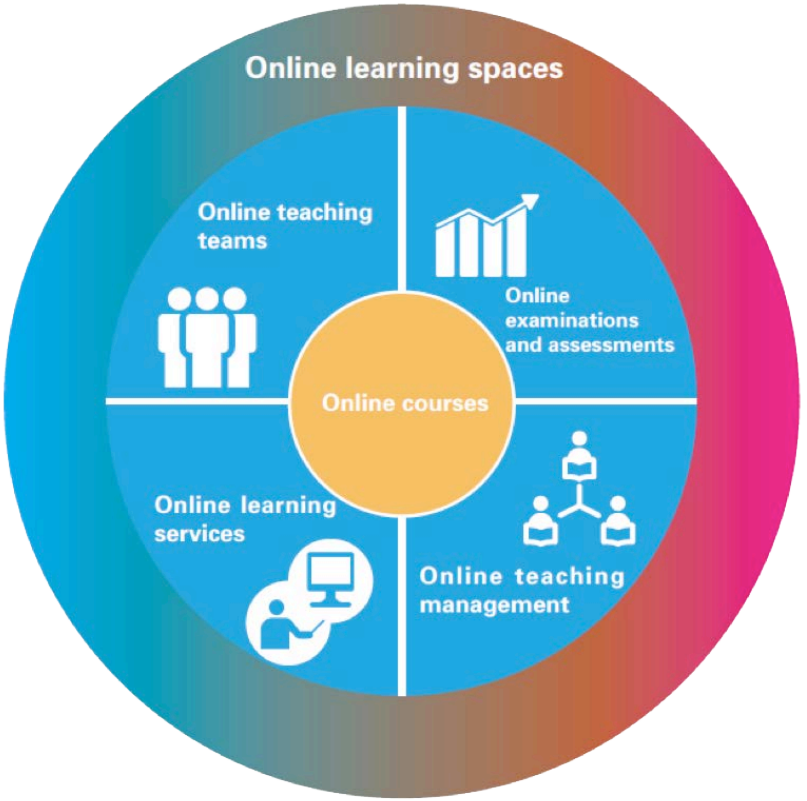
- A learner development model consists of 6 elements

- Online learning spaces
  Online courses
  Online assessments
  Online learner support
  Online teaching teams
  Online teaching management



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- Accreditation
- Accumulation
- Transfer of learning outcomes

Major Three Action Plan

- **For the elderly:** The open university for the elderly
- **For migrant workers:** Action plan for boosting education and ability programme for migrant workers: “realising dreams of further education”
- **For women:** Brilliant life: a lifelong learning plan for women

One World, Multiple Models

Thank you!

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