

11<sup>th</sup> December 2012

## The 26th AAOU Annual Conference 2012 Report

Prepared by: AAOU 2012 Local Organizing Committee  
The Open University of Japan



### 1. Executive Summary

The 26th AAOU Annual Conference was successfully held at International Conference Hall, Makuhari Messe, Chiba, Japan on 17th-19th October 2012. The number of the actual registered participants was 269 from 22 countries. The conference comprised 2 keynote speeches, 4 plenary speeches, 113 oral presentations and 2 preconference events.

### 2. The demographic characteristics of the participants

The number of the actual registered participants was 269 from 22 countries. The details are as reflected in Table1. With the addition of the invited speakers and members of the local secretariat staff, the total number present in the conference amounted to 330.

Table 1 The numbers of the registered and actual participants

		<b>Registered Participants</b>	<b>Actual Participants</b>	Accompanying participants
1.	Japan	108	106	0
2.	Indonesia	40	38	3
3.	Philippines	25	25	1
4.	Viet Nam	22	20	0
5.	Malaysia	18	18	0
6.	India	15	12	1

7.	Thailand	13	12	0
8.	Republic of Korea	7	7	0
9.	Hong Kong	5	5	0
10.	Pakistan	7	5	1
11.	Chinese Taipei	5	3	0
12.	South Africa	3	3	0
13.	Sri Lanka	7	3	0
14.	Turkey	3	3	0
15.	Netherlands	2	2	1
16.	Bhutan	1	1	0
17.	Canada	2	1	0
18.	Israel	1	1	0
19.	Russian Federation	1	1	0
20.	Saudi Arabia	1	1	0
21.	Singapore	1	1	0
22.	Spain	1	1	0
23.	Botswana	1	0	-
24.	China	28	0	-
25.	Germany	1	0	-
26.	Iran	1	0	-
27.	Kenya	1	0	-
28.	Nigeria	1	0	-
	<b>Sub Total</b>	<b>321</b>	<b>269</b>	<b>7</b>
	Invited speakers	6	6	0
	Local Committee	15	15	0
	Secretariat	40	40	0
	<b>Total</b>	<b>382</b>	<b>330</b>	<b>7</b>

### **3. The Content of the conference**

#### **3.1. The main theme and sub-themes**

The main theme of the 26<sup>th</sup> AAOU Annual Conference was “Expanding the Frontiers of Knowledge through Open and Distance Learning in Changing Societies”.

The detailed description on the main them is as explained below:

“The world has been going through drastic changes owing to technological innovations and globalization at an unprecedented speed. In addition,

demographic changes in many countries, such as explosive population growth in many developing countries and graying of the population in the advanced industrial societies, have been fundamental sources of change, shaping the new reality of the world.

There is no escape from this new reality. These factors of changes have had an enormous impact on the educational contents offered and methods utilized by open universities. The new reality, however, is at the same time offering opportunities for open universities to influence the societies in which they operate. Now thanks to new technologies, open and distance learning (ODL) can reach a larger number of people more effectively beyond the limitations of time and space. ODL has and will become more diverse corresponding to the needs of learners. In other words, by expanding the frontier of new knowledge, open universities can and should influence the nature and the direction of change in their societies. The main theme of this conference will challenge all of us concerned with the role of ODL in the changing societies, in terms of how best ODL should cope with the changes and how best open universities should shape the future of the changing societies by expanding the frontier of knowledge in education.”

The sub-themes were selected at the local programme committee both in reflecting the trends at the latest AAOU and the related conferences/events and in focusing on the featured experiences and outcomes of the host organization (Table 2).

Table2 The list of sub-themes

1. New trends of ODL studies and practices
In changing societies, the circumstances in which ODL operates, as well as its roles, have altered and diversified. In order to accommodate and lead the new trends in education, the philosophies, principles, and methodologies of ODL need to be reevaluated. The current practices and future perspectives of ODL, especially in the Asian region, should be also discussed for policy making in light of the regional needs. <i>Topic Examples:</i> <i>educational and ICT policies, cultural diversity, private-public partnership, multi-culturalism and/or pluralism, knowledge-based society, aging society and life-long learning, development stage and ODL</i>
2. Organizational management and institutional leadership

In Asia, open universities have evolved in various national/regional contexts, establishing specific frameworks for their governance, policy and finance. However, in the midst of rapid globalization and internationalization, they now face several fundamental issues and challenges. With limited resources, open universities need efficient management and effective leadership for their sustainability and quality enhancement.

*Topic Examples:*

*governance, finance, business model, leadership, compliance*

### 3. Technology-enhanced teaching and learning

Information and communication technologies (ICT) are some of the strongest drivers in improving ODL. The knowledge and experiences gained in the field of “technology-enhanced teaching and learning,” such as good practices in the development and implementation, as well as in the evaluation of new learning technologies, should be shared among members of the AAOU community. The design and creation of digital learning space and resources are included in this sub-theme.

*Topic Examples:*

*e-Learning, m-learning, technology enhanced learning (TEL), learning space, instructional design, learning design, learning management systems (LMS), social media, virtual and augmented reality, authentication methods*

### 4. Innovation in curriculum development and pedagogy

With the effective and efficient use of ICT, development and implementation of innovative curriculum, pedagogy and learning strategies become possible. Compared with traditional universities, open and distance universities tend to have students with more diverse backgrounds and experiences. In adopting new teaching and learning methods, more research needs to be conducted to demonstrate their effectiveness. Also included in the sub-theme are the aspects of student evaluation and assessment.

*Topic Examples:*

*curriculum development, pedagogy, assessment methods, online testing, competency model, adaptive test, e-portfolio*

### 5. Student support and learning communities

In implementing learner-centered approaches and constructivist models of learning, various learner support functions, whether face-to-face or at a distance, are considered to be essential. In distance education as well as on-site education, interactivity between teachers and learners and among learners is regarded as one of the fundamental requirements for quality teaching and learning. From social learning and constructivist perspectives, interactions in a learner community should be assured.

<p><i>Topic Examples:</i>  <i>study centers, social networking system (SNS), learner communities, learner support, learner-centered teaching and learning, interactivity</i></p>
<p><b>6. Quality assurance</b></p>
<p>Quality has been discussed in various contexts and opportunities and is still one of the priority issues in ODL. This sub-theme focuses on quality issues at different levels: accreditation of programs and institutions, the quality assurance/enhancement of learning content and courses in addition to overall educational practices. As we begin to witness cross-border education in Asia, the international standards for such education should be discussed.</p> <p><i>Topic Examples:</i>  <i>quality assurance, accreditation, recognition, quality framework, faculty and staff development, cross-border education</i></p>
<p><b>7. Open educational resources (OER) and ODL</b></p>
<p>Although open universities are the primary organizations for providing open education in many countries, they do not seem to have made a commitment to OER movements as of yet. However, owing to international organizations such as UNESCO and OECD, some AAOU member institutions have launched pilot studies to share information and resources of their OER activities. In this sub-theme, several empirical studies and case studies will be introduced, and issues such as the meaning of “openness“ in open universities, sustainability of OER movements, and the roles of open universities in OER movements, will be discussed.</p> <p><i>Topic Examples:</i>  <i>OER, Open CourseWare (OCW), open content, institutional repository, federation of repositories, metadata, open standards, federated search, harvesting, intellectual property rights, creative commons licensing</i></p>
<p><b>8. Crisis and risk management</b></p>
<p>In 11 March 2011, East Japan was hit by an unprecedented series of disasters that originated in earthquakes and tsunami. On this occasion, universities and colleges in Japan recognized the importance of both risk management and robust technological and organizational infrastructure. In coping with such disasters, open universities should collaborate with other institutions domestically and internationally. In this sub-theme, case studies from Asian countries will be presented and discussed with a view to creating a new framework for international collaboration in crisis and risk management.</p> <p><i>Topic Examples:</i></p>

*risk management, crisis management, robust ICT system, safety measures to protect students and staffs, supports and assistances to affected students, volunteer activities and social responsibility, development of learning materials for safety and security education*

### 3.2. Keynote speeches

The conference invited two distinguished keynote speakers, that is, Dr. Arne Carlsen (Director of UNESCO Institute for Lifelong Learning, Hamburg, Germany) and Prof. Asha Singh Kanwar (President & Chief Executive Officer, Commonwealth of Learning, Vancouver, Canada).

“Lifelong Learning an opportunity for All”	
Keynote speaker	Dr. Arne Carlsen, Director, UNESCO Institute for Lifelong Learning, Hamburg, Germany
Abstracts	There is an urgent need to overcome the challenges such as illiteracy, poverty, malnutrition, AIDS/HIV and war, which our societies are facing today. The acquisition of key competences such as literacy, numeracy and vocational skills needed for living and working in our fast-changing societies must be made available through all channels of learning and education, be they formal, non-formal or informal. While formal and non-formal education systems are currently mostly viewed as being mutually exclusive, the lifelong learning approach proposes that in fact they form a “life-wide learning continuum” which can be bridged by recognition and validation practices. Another aspect is that of quality learning – an issue that every country will have to address, especially by improving teacher training. Since open and distance learning can reach a larger number of individuals beyond the borders of space and time, the role of Information and Communication Technologies (ICTs) is also becoming increasingly important. In UNESCO’s view, ICTs are a force for both the development and the democratisation of education. However the vision of universal access to education and learning will remain unattained as long as there is a gap between technological “haves” and “have nots”, leading to exclusion of a large number of people from sharing the advantage of the new global communication channels. The article concludes with four messages: (1) Lifelong learning should be considered as an

	investment not only for employability but also for individual personal fulfillment, active citizenship, social cohesion, inclusion and sustainability; (2) Making lifelong learning a reality implies not only integrated, sector-wide and cross-sectoral educational reform, but also the recognition, validation and accreditation of learning opportunities in all settings and modalities (formal, non-formal and informal) for people of all ages; (3) While open and distance learning operate in a global environment, attention must be paid on respecting the needs of every individual, country and culture and it should be stressed that a global solution cannot be adapted everywhere; and (4) Facing the educational challenges of the 21st century, UNESCO continues, through its support of open and distance learning, to contribute to the construction of knowledge societies in a lifelong learning context.
Video Streaming	<a href="http://aaou2012.ouj.ac.jp/video01.html">http://aaou2012.ouj.ac.jp/video01.html</a>
“The dynamics of changing societies and the dynamic role of ODL in creating the future”	
Keynote speaker	Prof. Asha Singh Kanwar President & Chief Executive Officer, Commonwealth of Learning, Vancouver, Canada
Abstracts	As we approach 2015, the deadline set by the international community for achieving the Millennium Development Goals (MDGs), we find that several developing countries in Asia will not achieve the MDGs or Education for All (EFA) goals. Even beyond that deadline, poverty will continue to dominate development discourse, along with issues of population and climate change. Education is fundamental to the development of societies and Open and Distance Learning (ODL) captured the imagination of policy-makers forty years ago, as they sought to increase access and equity, improve quality and relevance and cut costs. ODL flourished in the formal education sector. However, in the 21st century, citizens will need to become lifelong learners who continue to learn, re-learn and un-learn in order to remain competitive within the global knowledge economy. Policy-makers will need to expand the scope of ODL to cover not just formal education but the non-formal and informal sectors as well. ODL has played a supplementary and complementary role to the entire education sector

	and tried to follow the existing paradigm. ODL must play a transformative role by catering to the needs of changing societies and harnessing the available technologies to provide learning for development. As we witness the need for more diverse, flexible and cost-effective approaches to learning, will ODL have a ‘second coming’ in the twenty-first century?
Video Streaming	<a href="http://aaou2012.ouj.ac.jp/video02.html">http://aaou2012.ouj.ac.jp/video02.html</a>

### 3.3. Plenary speeches

The Program Committee engaged four distinguished professors and administrators to share their views and visions with AAOU colleagues through their plenary speeches.

“Building knowledge societies in e-merging Asia: Is OER a solution or is wishful thinking?”	
Plenary speaker	Emeritus Prof. Gajaraj Dhanarajan, Wawasan Open University, Penang, Malaysia
Video Streaming	<a href="http://aaou2012.ouj.ac.jp/video03.html">http://aaou2012.ouj.ac.jp/video03.html</a>
“New pedagogies and new technologies: Threat or opportunity for distance educators?” [Online Session]	
Plenary speaker	Prof. Terry Anderson, Professor, Centre for Distance Education, Athabasca University, Canada
Video Streaming	<a href="http://aaou2012.ouj.ac.jp/video04.html">http://aaou2012.ouj.ac.jp/video04.html</a>
“The expectation on the Open University of Japan: From the standpoint of higher education policy”	
Plenary speaker	Ms. Kumiko Bando, Director-General, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan
Video Streaming	<a href="http://aaou2012.ouj.ac.jp/video05.html">http://aaou2012.ouj.ac.jp/video05.html</a>
“Managing quality assurance in a mega university”	
Plenary speaker	Rector of Universitas Terbuka, Indonesia President of the International Council for Open and Distance Education (ICDE)
Video Streaming	<a href="http://aaou2012.ouj.ac.jp/video06.html">http://aaou2012.ouj.ac.jp/video06.html</a>

### **3.4. Special Sessions**

The special sessions were the sessions categorized specially by the local Program Committee and consisted of the accepted papers. The one was “Crisis and Risk Management - The Great East Japan Earthquake of March 11: What should we learn?”; the other was “e-ASEM Special session at AAOU2012 Annual Conference”.

#### **3.4.1. Crisis and Risk Management - The Great East Japan Earthquake of March 11: What should we learn? -**

##### **3.4.1.1. Overview**

In March 2011 Japan suffered the Great East Japan Earthquake. This disaster was in a sense unprecedented, since it was accompanied by a nuclear plant accident, the influence of which upon the social and natural environment still lies beyond our calculation.

As the largest distance-learning university in Japan, the Open University of Japan had a duty to respond to the consequences of the Earthquake, although what OUI can and should do is still a matter of debate. At AAOU 2012, we provided a place where we shared our unique experience with people of international background in terms of the tasks of higher educational institutions at a time of crisis. We exchanged our thoughts and ideas on what we have done, what we are thinking, and what we should do from now on with international participants. At the session, one of the OUI students had a presentation and gave deep impressions to the audience

This session aimed to provide the opportunity to bring together various voices and perspectives of teachers and students, from the center of the nation and from the localities which suffered serious damage. We also expected the voices of the others who might have the similar experience and those who would share the same concern over the task of university in the face of great crisis.

##### **3.4.1.2. Presentation titles and speakers**

The presentation titles and speakers of the special seminar are as follows;

1.Toward Globalizing Reconstruction Initiatives
Takashi Mikuriya, Professor, The Open University of Japan
2.Tsunami Damage along the Sanriku Coast and the Response of the Iwate Learning Center
Tokumi Saito, Director of the Iwate Study Center, The Open University of Japan
3.Response of the Open University of Japan (OUI) to the Great East Japan Earthquake and Establishment of a Risk Management System

Yumiko Nara, Professor, The Open University of Japan & Tamae Onishi, Trustee, The Open University of Japan
4.Response to graduate students affected by the 2011 earthquake at the Open University of Japan
Nobuhiro Mori, MA Student, The Open University of Japan & Yasuhiro Kawahara, Associate Professor, The Open University of Japan
5.Panel Discussion
Chaired by Ryuichi Yamaoka, Professor, The Open University of Japan

### 3.4.2. e-ASEM Special session at AAOU2012 Annual Conference

#### 3.4.2.1. Backgrounds

ASEM Education and Research Hub for Lifelong Learning (ASEM-LLL Hub network) and its e-ASEM project were introduced to AAOU community. Several Asian open universities, such as KNOU, OUC, OUJ, OUM and UPOU, have already joined the university network as the national center of LLL in each country/region. In the session, after demonstrating several research outcomes, the visions and strategies of the international research collaboration for HE/TE/LLL institutions were discussed.

#### 3.4.2.2. Presentation titles and speakers

The presentation titles and speakers of the special seminar are as follows;

Opening Remarks: On the ASEM-LLL Hub Network
Arne Carlsen, Director, UNESCO-UIL (Former President, ASEM-LLL Hub Network)
e-ASEM project: An introduction
"Blended Learning for 4050 Baby Boomers in Korea"
Taerim Lee, Professor, Korea National Open University, Korea (Chair, e-ASEM project)
"Meeting the Needs of the App Generation: OUM Virtual Store"
Mansor Fadzil, Senior Vice President, Open University Malaysia
"Learning Ecologies for Lifelong Learning: A Roadmap for Research"
Albert Sangra, Director, eLearn Center, Universitat Oberta de Catalunya, Spain
"Sustainable Development and Distribution of Quality Learning Content at OUJ and in Japan"
Tsuneo Yamada, Professor, Center for ICT and Distance Education, the Open University of Japan, Japan
Discussants

Insung Jung, Professor, International Christian University, Japan
Moderators
Bo-Won Kim, Professor, Korea National Open University, Korea
Keisaku Kumahara, Professor, the Open University of Japan, Japan

The papers are included in the conference proceedings (DVD version only).

**3.5. Preconference events**

The general participants for AAOU Annual Conference could not join the General Assembly Meeting. The two preconference events were prepared for such participants of AAOU 2012 Conference at the same time slot.

**3.5.1. AAOU2012 Preconference Workshop on Delivering Library Services to Distance Learning Students**

The aim of this two-hour gathering of library researchers, managers, practitioners and instructors was to share experiences in providing library services to distance learning students and in promoting their information literacy skills.

The workshop focused on identifying how books and journals are delivered to distance students, sharing experiences on developing and delivering digital library services, •learning how instructors are trained and supported in their efforts to teach information literacy skills to students, and developing and operating digital reference services.

**3.5.2. The AAOU 2012 Open Seminar “The impacts of Open Educational Resources (OER) in Lifelong Learning and Open Education”**

The open seminar was supported by Academic eXchange for Information Environment and Strategy (AXIES), Japan Opencourseware Consortium (JOCW) and University e-Learning Association (UeIA). In order to facilitate the discussions among both Japanese and overseas participants, the simultaneous interpretation between Japanese and English was prepared.

**3.5.2.1. Backgrounds**

More than ten years have passed since the concept of the Open Educational Resources (OER) was announced to the public. Now, Asian traditional and open universities have also deeper interests and commitments with OER movements. On the other hand, they have met with various issues amplified by the diversity, such as OER policies, the right management and the sustainability. In order to realize tight collaborative framework between the providers and the users beyond various differences, we should share the

visions and solutions for conquering issues. In this seminar, the leaders showed the excellences of practices and the roadblocks in each context and had discussions on the roles of open universities in OER movement and the meaning of openness in education for the innovation.

### 3.5.2.2. Presentation titles, abstracts and speakers

The presentation titles, abstracts and speakers of the open seminar are as follows;

<b>The 2012 Paris OER Declaration and Beyond</b>
<i>Prof. Asha S. Kanwar, President &amp; CEO, the Commonwealth of Learning</i>
The 2012 Paris OER Declaration marks the tenth anniversary of the term OER, which was first coined at a conference held in UNESCO in 2002. Since then there has been notable OER initiatives in different countries. COL and UNESCO came together in 2011 to work on a project ‘Fostering Governmental Awareness Internationally’ funded by the Hewlett Foundation. This resulted in a worldwide survey on the use of OER and 6 regional policy forums around the world. What have we learnt so far from this initiative and what do we need to focus on as we go forward?
<b>OER: UNESCO IITE in action</b>
<i>Dr. Dendev Badarch, Acting Director, Institute for Information Technology in Education (IITE), UNESCO &amp; UNESCO Representative in Armenia, Azerbaijan, Belarus, the Republic of Moldova and the Russian Federation</i>
Since 2010 IITE has been implementing a joint project on OER aimed to advocate the promotion of the OER movement based on the exploration of the needs and opportunities for the production and use of OER in non-English-speaking countries. IITE published two policy briefs on OER “Global trends in the development and use of open educational resources to reform educational practices” and “Open educational resources and intellectual property rights”, which provide recommendations on potential use of OER in educational settings and on various licenses applicable under specific national IPR legislative acts. The Institute has contributed to the development of the UNESCO/COL Guidelines for Open Educational Resources (OER) in Higher Education.  At its initial stage the project was focused on educational content in the Russian language and covered most CIS and Baltic States. The preliminary study of the state-of-the-art of OER was carried out in the Republic of Azerbaijan, Republic of Armenia, Republic of Belarus, Republic of Kazakhstan, Republic of Moldova, the Russian Federation, Ukraine, Uzbekistan, as well as in Latvia and Lithuania. A

synthesis report “CIS on the Way towards Open Educational Resources” was prepared and published by IITE. In 2011, the geographical scope of the IITE OER project expanded to include Japan, People’s Republic of China, Brazil, Turkey and Vietnam. These surveys provided a further insight into how OER-related patterns vary in non-English-speaking countries. IITE published the case studies on OER in Brazil, China, Lithuania and Russia. Several other case studies surveying best practices in OER in non-English-speaking countries are being prepared for publication. In total, surveys in 16 non-English speaking countries have been completed and several more are in progress.

Another area of IITE’s focus was the open licensing frameworks. Two international workshops "Open Educational Resources and Intellectual Property Rights" and "The use of open licences in CIS" were organized in Moscow in 2011 in cooperation with the Higher School of Economics and the Institute for Information Society. The first workshop brought together experts in ICT in education, OER and IPR from Azerbaijan, China, Latvia, Russia, Turkey, UK and Ukraine. The second workshop was attended by Creative Commons Europe and participants from six CIS countries. IITE was involved in consultations promoting OER beyond the OER community held by the UNESCO Education Sector and the Commonwealth of Learning and contributed to the UNESCO Global OER Congress.

### **Open Educational Resources and Asian Open Universities: Are We Near a Tipping Point in Their Production and Use?**

*Emeritus Prof. Gajaraj Dhanarajan, Wawasan Open University, Penang, Malaysia*

My colleagues from about ten jurisdictions on the continent have been exploring, over the last two years, the extent to which Digital Resources are being used among Asian HEs through surveys, seminars, case studies and published policy documents of either institutions or their governments. The study looked at the broader digital universe within which Open Educational Resources featured to a significant degree. While the study did not focus particularly on Open Universities to a large extent those who participated in the study came from Open Universities. This is not surprising, as by and large the Open Universities in Asia have been using both digital and analogue technologies for teaching and learning purposes, long before such use became fashionable among their peers in conventional systems. If there were going to be trend setters in the creation, use, reuse, remix and redistribution of learning content freely usable content – the Open Universities of the continent should be leading the charge. Are they?

This seminar presentation considers if the Asian Open Universities are anywhere near

a tipping point, today, in popularizing OER as a respectable, legitimate, cost efficient and pedagogically sound tool to deliver high quality tertiary learning for formal and non-formal learning.

### **Harnessing OER to Educational and Academic Advantage: Possibilities and Challenges**

*Dr. Neil Butcher, OER Strategist, OER Africa and GLOBE*

Drawing on a wide range of practical experiences from around the world, this presentation will seek to highlight practical ways in which OER can be harnessed to achieve real and meaningful educational gains, as well as to advance the academic position of both individuals and institutions. It will present a selection of cases that demonstrate what is needed to make effective use of OER, while also describing some of the key policy and systemic challenges that are currently inhibiting OER's full transformative potential. Finally, the paper will outline how OER developers working outside of Europe and America can harnessing emerging global networks such as the GLOBE Alliance to widen the reach of what they are doing and use this to develop strong individual and organizational reputations in the education sector.

### **3.6. AAOU Awards**

AAOU Awards were selected at an AAOU Committee and announced at the closing ceremony of the 26<sup>th</sup> AAOU Annual Conference. At the ceremony, President Ho Sinn Chye awarded the medals to the following winners:

#### Best Paper Award

Gold:

“Development of an assessment tool to measure the prior experiential learning of adult learners: The case of Wawasan Open University”, Liew Teik Kooi, Teoh Ai Ping and Phalachandra Bhandigadi, Malaysia

Silver:

“OERScout: Autonomous clustering of open educational resources using keyword – Document matrix”, Ishan Sudeera Abeywardena, Tham Choy Yoong, Chan Chee Seng and Venkataraman Balaji, Malaysia & Canada

“Vicarious learning from reading the good performance of peers' assignments and the tutor's feedback on them in a large web-based course”, Young-Sook Jung, Jihoon SUNG and Younghee WOO, Korea

### Young Innovator Award

Gold:

“Web-based learning through mixed-initiative interactions: Design and implementation”, Nantha Kumar Subramaniam, Malaysia

Silver:

“Reaching the unreached – IGNOU’s interventions in Tihar Central Jail, New Delhi”, Kaushalendra Pratap Singh, India

“Automatic content filtering and publishing by email for the UP Open University doctor of communication program learning management system”, Ria Mae H. Borromeo, the Philippines

#### **4. Management and Finance**

The Annual Conference was financed by the OUI with support of the Foundation for the Promotion of the Open University of Japan, AAOU and COL. COL continuously offered grant to cover the registration fees and part of accommodation fees for young delegates from developing Asian Commonwealth nations.

At the conference period, 12 of the OUI students participated in as volunteers and supported various works. In addition, the Chiba Convention Bureau and International Center (CCB-IC) and NPO Narita Skylets also provided us with committed voluntary work.

## 5. Appendix

### Appendix 1: The member list of AAOU2012 Organizing Committee

#### Chair of AAOU2012 Conference Committee

- Yoichi Okabe, President, OUI

#### Chair of AAOU2012 Conference Organizing Committee

- Akira Ninomiya, Vice President, OUI

#### Local Programme Committee

- Tsuneo Yamada, Professor, CODE, OUI, Chair
- Makiko Miwa, Professor, CODE, OUI
- Motoshi Sakai, Professor, FLA, OUI
- Ryuichi Yamaoka, Professor, FLA, OUI
- Atsushi Iguchi, Associate Professor, FLA, OUI
- Naruo Niko, Associate Professor, FLA, OUI
- Rie Ohashi, Associate Professor, FLA, OUI
- Tomotsugu Kondo, Associate Professor, CODE, OUI

#### Preparation Committee

- Kumiko Aoki, Professor, CODE, OUI, Chair
- Yuan Fujie, Professor, CODE, OUI
- Yumiko Nara, Professor, FLA, OUI
- Junko Harada, Associate Professor, FLA, OUI
- Yosuke Morimoto, Associate Professor, CODE, OUI

#### Secretariat

- Kazufumi Yoshida
- Ryuichiro Shima
- Yoshitaka Okazaki
- Kenjiro Jin
- Akira Nakaizumi
- Keiko Shirakawa Haldane
- Ayumi Tsuruoka
- Michie Shigihara

## **Appendix 2. The member list of AAOU 2012 Review Panel**

- Zoraini Wati Abas (Open University Malaysia)
- Ishan Abeywardena (Wawasan Open University, Malaysia)
- Kumiko Aoki (The Open University of Japan)
- Patricia Arinto (University of the Philippines Open University)
- Kikuo Asai (The Open University of Japan)
- Venkataraman Balaji (The Commonwealth of Learning, Canada)
- Li kam Cheong (The Open University of Hong Kong, China)
- Daryono Daryono (Universitas Terbuka, Indonesia, Indonesia)
- Gajaraj Dhanarajan (Wawasan Open University, Malaysia)
- Minh Do (The Vietnam Foundation)
- Vorasuang Duangchinda (Sripatum University, Thailand)
- Yoshimi Fukuhara (Meiji University, Japan)
- Juvy Lizette M. Gervacio (University of the Philippines Open University)
- Yoshiaki Hada (The Open University of Japan)
- Junko Harada (The Open University Of Japan)
- V. Bharathi Harishankar (University of Madras, India)
- Yoko Hirose (The Open University of Japan)
- Curtis P. Ho (University of Hawaii at Manoa, U.S.A.)
- Satoshi Ide (The Open University Of Japan)
- Rieko Inaba (Kyoto University, Japan)
- Masaya Iwanaga (The Open University of Japan)
- Koji Kagawa (Kagawa University, Japan)
- Paul Kawachi (The Open University of China)
- Hiroshi Kawahara (Cyber University, Japan)
- Akinobu Kawai (The Open University of Japan)
- Mike Keppell (Charles Sturt University, Australia)
- Bowon Kim (Korea National Open University)
- Yong Kim (Korea Education Research Information Service)
- Yukihiko Kitagawa (The Open University of Japan)
- Kimio Kondo (The Open University of Japan)
- Liew Teik Kooi (Wawasan Open University, Malaysia)
- Masahiro Kumabe (The Open University of Japan)
- Keisaku Kumahara (The Open University Of Japan)

- Masaaki Kurosu (The Open University of Japan)
- Taerim Lee (Korea National Open University)
- Naveed A. Malik (Virtual University of Pakistan)
- Tadao Matsumoto (The Open University Of Japan)
- Seiichiro Miura (Tokuyama College of Technology, Japan)
- Terumi Miyazoe (Tokyo Denki University, Japan)
- Yosuke Morimoto (The Open University of Japan)
- Suzuki Motofumi (The Open University of Japan)
- Kiyoshi Nakabayashi (Chiba Institute of Technology, Japan)
- Yumiko Nara (The Open University of Japan)
- Akira Ninomiya (The Open University of Japan)
- Hitoshi Ohnishi (The Open University of Japan)
- Tomonori Okazaki (The Open University of Japan)
- Motoko Okumoto (The Graduate University for Advanced Studies, Japan)
- Melinda dela Pena-Bandalaria (University of the Philippines Open University)
- Junji Shibasaki (The Open University of Japan)
- Katsusuke Shigeta (The University of Tokyo, Japan)
- Jin Gon Shon (Korea National Open University)
- Koichi Suga (Waseda University, Japan)
- Sumalee Sungsi (Sukhothai Thammathirat Open University, Thailand)
- Hideaki Takahashi (The Open University of Japan)
- Kazuo Takahashi (The Open University of Japan)
- Antonio Moreira Teixeira (European Distance and E-Learning Network, Hungary)
- Thapanee Thammetar (Thailand Cyber University Project)
- Anuchai Theeraroungchaisri (Thailand Cyber University)
- Mary Thorpe (The Open University, U.K.)
- Motomitsu Uchibori (The Open University of Japan)
- Haruki Ueno (National Institute of Informatics, Japan)
- Christine Wihak (Thompson River University, Canada)
- Yoshitomo Yaginuma (The Open University of Japan)
- Yongbo Yang (The Open University of China)
- Li Yawan (The Open University of China)
- Tamiaki Yoneya (The Open University Of Japan)
- Kazuo Yoshioka (The Open University of Japan)
- Kin-sun Yuen (The Open University of Hong Kong, China)

### **Appendix 3: The member list of AAOU2012 Parallel Session Chairs**

#### **Sub-Theme 1**

- Khlaisang Jintavee (Chulalongkorn University)
- Saludadez Jean (University of the Philippines Open University)
- Naruo Nikoh (The Open University of Japan)

#### **Sub-Theme 2**

- Kusmawan Udan (Universitas Terbuka)
- Juvy Lizette M. Gervacio (University of the Philippines Open University)
- Akinobu kawai (The Open University of Japan)
- Motoshi Sakai (The Open University of Japan)

#### **Sub-Theme 3**

- Young-Sook Jung (Korea National Open University)
- Kindo Mridula (Indira Gandhi National Open University)
- Laohajaratsang Thanomporn (Chiang Mai University)
- ÖZKUL Ali (Anadolu University)
- Raghav Rao (University at Buffalo, The State University of New York)
- Minh Do (The Vietnam Foundation)
- Terumi Miyazoe (Tokyo Denki University)
- Haruki Ueno (National Institute of Informatics)
- Yoko Hirose (The Open University of Japan)
- Yoshiaki Hada (The Open University of Japan)
- Tomotsugu Kondo (The Open University of Japan)

#### **Sub-Theme 4**

- Montesh Moses (University of South Africa)
- Tung Lai Cheng (Wawasan Open University)
- Morio Shibayama (The Open University of Japan)
- Atsushi Iguchi (The Open University of Japan)

#### **Sub-Theme 5**

- Sungstri Sumalee (Sukhothai Thammathirat Open University)
- Borromeo Ria Mae (University of the Philippines Open University)
- Bandalaria Melinda (University of the Philippines Open University)

- Yoshiaki Hamada (The Open University of Japan)
- Rie Ohashi (The Open University of Japan)

#### **Sub-Theme 6**

- Li Kam Cheong (Open University of Hong Kong)
- Sangi Nazir (Allama Iqbal Open University)
- Makiko Miwa (The Open University of Japan)

#### **Sub-Theme 7**

- Bo Won Kim (Korea National Open University)
- Yuen Kin Sun (Open University of Hong Kong)
- Yoshimi Fukuhara (Meiji University)
- Keisaku Kumahara (The Open University of Japan)

#### **Sub-Theme 8**

- Ryuichi Yamaoka (The Open University of Japan)

#### **BPA Presentation**

- Kazuo Takahashi (The Open University of Japan)