Extensive MOOC movement:

the European track

Paris, EADTU Masterclass

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Education and Culture DG

Lifelong Learning Programme

Going pan-European …

MOOCs: predominantly US
- where it all started as of 2011
- and … expanded massively (Coursera, Udacity, edX)
- some EU universities have joint US initiatives
- new launches in UK, Australia, Germany, Spain
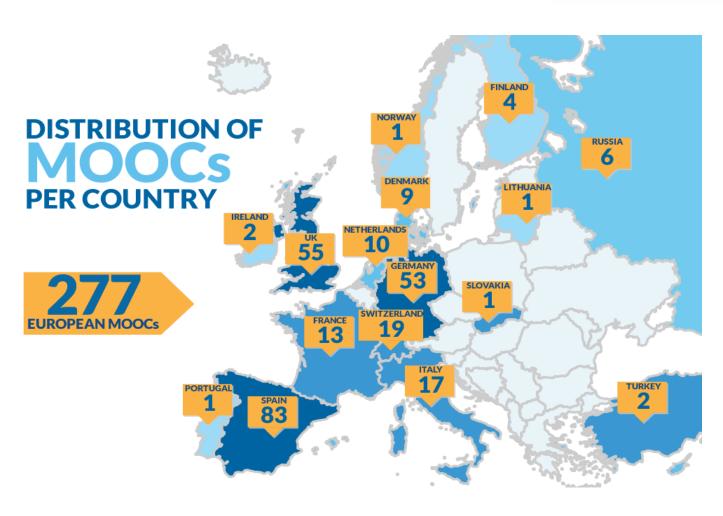
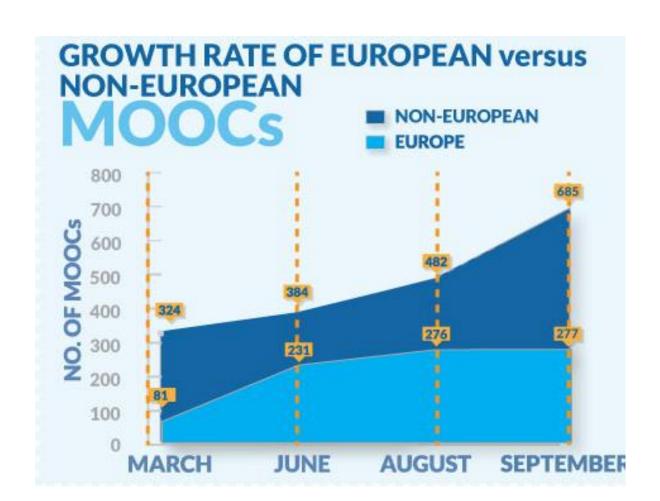TIME for a (pan) European initiative!
- …….

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MOOC: providers

- Private companies providers: Coursera (VS), Udacity (VS), Iversity (D), …

- Collaboration with platform: EdX (VS), Futurelearn (GB), Universite Numerique (Fr), …

- Institutions with own platform: UvA (NL), OU (NL), Athabasca (C) ,…

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MOOCs: Massive Open Online Courses

- **Massive**: > Dunbar's number (148)
  - Cognitive limit of number of people with whom one can maintain stable social relationships
- '**Open**': accessible by anyone anywhere, having an internet connection and free of charge
- **O**nline available
- **C**ourse: unity with a duration of 5-10 weeks

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MOOCs and Digital **open**ness (1)

- Do MOOCs share Digital openness in learning material?
    - Free online availability;
    - AND open licensing (reuse – remix – rework – redistribute)

- Yes, they are for free, i.e. no costs regarding to material
- No, (most) MOOCs do not have an open license

- Moreover, MOOCs are more than learning materials

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MOOCs and Digital **open**ness (2)

- MOOCs are courses # learning materials
    - educational content
    - interaction p2p
        - -> learning community -> learning networks
    - feedback tutor (only partly nowadays in MOOCs)
        - -> part academic community
    - qualification and exams (only partly nowadays in MOOCs)

- Do MOOCs share Digital **open**ness in all those other aspects?
    - And what about the licence of the 'data' provided by students.

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MOOCs and Open Access(ibility) (1)

- Provide present MOOCs really open access to all?

- Yes but most students already did have access to HE…

- And students need
  - Good internet connection
  - Language skills (most MOOCs are in English)
  - To understand global practices (hardly local cases…)

- ….not for all students…

MOOCs and Open Access(ibility) (2)

- We should be very careful in stating that OER and MOOCs are opening access to HE.

- Special attention should be given to those potential student groups that really don't have yet access to HE for all kind of reasons.
    - Digital openness (free and open licensing, multi media)
    - The design of the learning material and of the open courses should incorporate different student groups.

- Goals and practices on open access, social responsibility need to debated.
    - *"MOOCs are not a solution but a symptom of (failures in) educational system."*

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MOOCs and Open Access(ibility) (3)

- And is the pedagogics and didactics suitable for all students?
  - *Today, the focus is more on technology and less on innovations in open pedagogical thinking.*
- As a consequence we see high percentage of push-outs.
  - "Youth unemployment is approaching 23% across Europe and at the same time we have over 2 million unfilled job vacancies. The knowledge economy continues to increase demand for higher skills but more than 70 million Europeans have only low or no formal qualifications. This highlights a serious weakness in our education and training systems. Europe will only resume growth by producing highly skilled workers who can contribute to innovation and entrepreneurship.
  - Widening access and engagement through OpenEducation is a necessity"
- In open education we should also have an **learner centered** approach that supports **independent learning**

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MOOCs: Massive Open Online Courses

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Open Online Courses (1)

- But MOOCs are courses
    - educational content
    - interaction p2p
        - -> learning community -> learning networks
    - feedback tutor
        - -> part academic community
    - qualification and exams
- Are MOOCs part of formal education?
    - most MOOCs don't give access to HE-system only to the knowledge (no formal credits as part of accredited curricula)
    - we should incorporate some recognition options, from (open) badges to credit in a formal education program

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Open Online **Courses** (2)

- MOOCs are positioned between informal and formal learning -> different kind of motives of people enrolled.
- Moreover, the actual outcome differs largely between participants and most likely will differ from the learning outcomes from the course design beforehand.
- We should measure the actual outcome of the (changing) intentions of the persons using OER, MOOCs and other forms of Open Education.
- The design of an open course should incorporate these changing intentions and allow multiple outcomes.

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MOOCs for Opening up Education for all

Openness in education needs to embrace all dimensions of openness and provide flexibility to all learners in whatever educational context.

- MOOCs should (also) remove all unnecessary barriers to study, and provides optimal opportunities to access HE for as many students as possible

A. Digital Openness I.e. free online availability AND open licensing (reuse – remix – rework – redistribute)
B. Openness to learners (the 'classical' OU openness)
C. Open pedagogics-didactics with an learner centred approach that supports independent learning
D. Openness in the educational 'transactions' regarding for example virtual mobility, credit transfer, recognition/APL

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Going pan-European … with OpenupEd MOOCs

MOOCs: predominantly US
- where it all started as of 2011
- and … expanded massively (Coursera, Udacity, edX)
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TIME for a European initiative!
- nice umbrella: the EC launch 'Opening up Education'
- that's why OpenupEd is our name
- first pan-European MOOCs initiative
- launched April 25, joint press release EADTU & EC
- European values: Equity, Quality, and Diversity

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OpenupEd partnership

- from the EU: France, Italy, Lithuania, the Netherlands, Portugal, Slovakia, Spain, the UK
- outside of the EU, from: Russia, Turkey, Israel

- planning to join, from: Cyprus, Denmark, Estonia, France (+1), Greece, Ireland, Poland (2x), Slovenia, Spain (+1)

- Open to other potential partners (> 20 requests)

OpenupEd framework of 8 features

1. Openness to learners
2. Digital openness
3. Learner centred approach
4. Independent learning
5. Media-supported interaction
6. Recognition options
7. Quality focus
8. Spectrum of diversity

Not meant to be a strict order but rather to give general guidance

OpenupEd Courses

- 80 **(+98 within a few weeks**)
- wide variety in subjects and level
- 12 languages
- scheduled or self-paced
- 20 to 200 hours of study
- recognition options

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OpenupEd partnership: decentralized model …

Institutions themselves are leading

OpenupEd central communication portal,
a referatory to the institutional platforms

Driven by service to learners & society
(rather than by revenue)

Positioned in the public domain (not-for-profit)
(rather than the private sector)

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OpenupEd partnership: but centralized for quality …

Branding: commonality in our eight features

Procedures: admission conditions and OpenupEd label

Continuous monitoring

Research and evaluation

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OpenupEd: benefits for partners

- Strong and distinctive quality brand
- Collective exposure beyond national borders
- Visibility and marketing potential
- Opportunity to join cross-national projects with external funding
- Opportunity to engage with the expertise and experience in the OpenupEd partnership
- Annual state-of-the-art meeting (part of EADTU Conference)
- Explore further extension of 'opening up education' at the institution

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OpenupEd: six conditions to join

- Position in national HE structure including QA & Accreditation
- Institutional endeavour with evidence of QA for the MOOCs
- Endorsement of the eight common features and evidence of how these are applied to the MOOCs; crucial are 'openness to learners' & 'digital openness'
- OpenupEd MOOC label required at entry & periodical renewal
- The MOOC operation must be evaluated and monitored; data and results must be shared within OpenupEd partnership
- Payment of a moderate annual fee

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OpenupEd: intentions

- Open to partnering with 'traditional' universities
- Reach out to other continents, in particular open universities in Africa, Asia and Latin America
- Sharing expertise with other institutions in the perspective of Opening up Education for all
- Contribute to the modernization agenda for HE
- Showcase that MOOCs can indeed contribute to the open movement

Thank you!!!

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Main drivers for open education

1. The main driver on open education on a national or global level is access to higher education for all.
   - Today there are 165 million people enrolled in tertiary education.
   - Projections suggest that the world's higher education system must accommodate additional 98 million more students by 2025.
   - Sir John Daniel (former President of the Commonwealth of Learning) calculated that this would require more than four major campus universities for 30,000 students to open every week for the next 15 years.

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Main drivers for open education …

2. Extremely relevant and beneficial for Developing Countries and Emerging Economies with
- (1) shortage of qualified teachers;
- (2) lack of high-quality learning materials and
- (3) evident need to really expand access to (formal) education.

3. Reduce costs of HE at a country level
- For example in the USA where the high cost of textbook has reduced citizens access to higher education, but recent efforts on open textbooks reduced those costs drastically (over 50%).

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Main drivers for open education …

4. At an institutional level it is (was) mainly marketing, offering something for free to attract more students
   - (Early) examples of OER initiatives are based on a model as "Content for free, Teaching & Credentialing for a fee".
   - MOOCs now offer courses for free
5. By now open education has become competition and demand driven
   - Competing with low-cost HE next to
     - policy-driven
     - implementation driven (changing business)
     - and identity driven (openness). OUs need to be part.

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