

Open and Online Learning and Teaching in HE Vision & Values

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Chair EADTU's OpenupEd Initiative

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LEARNING & TEACHING (HE)

Two major developments

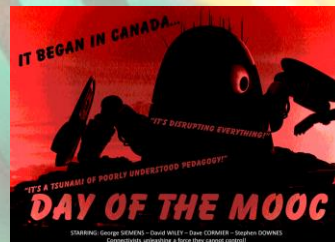
OPEN EDUCATION (L&T)

rooted in the **tradition of open universities** and the like
classical openness flanked by **digital openness** (e.g. OER)
primarily **conceptual**

ONLINE EDUCATION (L&T)

building on earlier **innovations** in education with (IC)T
boosted by new **online technologies** (e.g. MOOCs)
primarily **instrumental**

Mutually reinforcing and partly merging ...



EUROPE

‘Opening up Education’ (Sept 2013)

Two major lines

related to OPEN EDUCATION (L&T):

reshape/modernise EU education through OER

related to ONLINE EDUCATION (L&T):

innovate teaching and learning for all through ICT

NOTES

‘OuE’ well-chosen Umbrella

EC’s High-Level Group on ‘Modernization of HE’ is preparing a report on *‘New Modes of Learning and Teaching in HE’*



VISION

Open and Online Education (Learning and Teaching) in HE

NOT for the sake of:

- > Innovative pedagogies (“*more roads leading to Rome*”)
- > ICT in Education (not always successful nor beneficial)

BUT should add value to current practice in HE:

- > improve
- > upscale
- > update
- > diversify
- > complement

*contribute
effectively
to the
Modernization
of HE*



VALUES

‘European Way’
(more conceptual than instrumental)

EQUITY
DIVERSITY
QUALITY
AUTONOMY
PUBLIC
OPENNESS



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EQUITY

Reaching out to all who need or want to learn,
accounting for their circumstances and competencies
(open entry, affordable, 'do-able', stimulating, beneficial)

OPEN EDUCATION, notably OER

do-able: often OK through dedicated design (e.g. at OUs)

stimulating: generally needs improvement

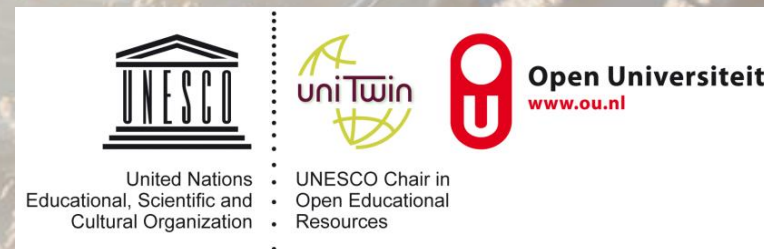
beneficial: ultimately with formal institutional credits

ONLINE EDUCATION, notably MOOCs

do-able: often questionable / OK for the privileged

stimulating: generally needs improvement

beneficial: completion, badges, credentialing problematic



DIVERSITY

**Cherishing a spectrum of approaches and contexts,
accounting for variety and profiling
(language, setting, culture, pedagogics, tech-part)**

OPEN EDUCATION, notably OER

language/setting/culture: localization possible (open license!)

pedagogics: apply or adopt your own view

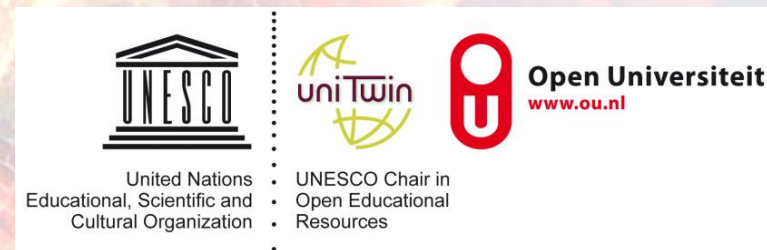
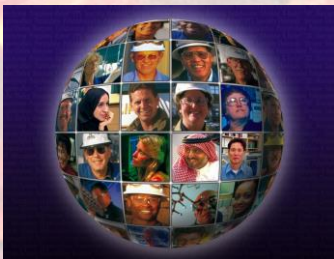
tech-part: flexibility regarding blending

ONLINE EDUCATION, notably MOOCs

language/setting/culture: localization at cost (no open license!)

pedagogics: must apply the provided approach

tech-part: fixed, set by the course



QUALITY

Stimulating and ensuring high quality,
offering public insight into the quality provided
(quality culture, QA, accreditation, quality scores)

OPEN EDUCATION, notably OER

culture: stimulus by visibility, peer sharing, learner feedback

QA/accreditation: work to be done, within the regular system

quality scores: will show, should show

ONLINE EDUCATION, notably MOOCs

culture: stimulus by visibility, learning analytics

QA/accreditation: work to be done, dedicated

quality scores: will show, should show



AUTONOMY

**Relying on independence and autonomy
(of learners, teachers, institutions)**

OPEN EDUCATION, notably OER

learners: design for independent learning / self-study

teachers: key in navigating/guiding/developing role (the 4 R's)

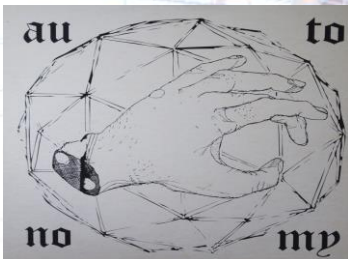
institutions: identifying their profile, playing their own part

ONLINE EDUCATION, notably MOOCs

learners: no design for self-study / driven by online facilities

teachers: risk of largely becoming 'followers' / 'operators'

institutions: tendency towards dominance / uniformity
handover of courses to centralized bodies



PUBLIC

Considering education (including HE) primarily to be in the public domain, with governmental responsibilities (for accessibility, quality, efficiency)

OPEN EDUCATION, notably OER

accessibility: in principle excellent, but need for search support

quality: in principle good, but need inclusion in overall system

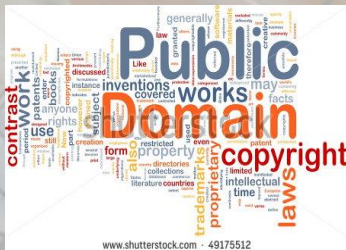
efficiency: no replication of work, content developed on-the-job

ONLINE EDUCATION, notably MOOCs

accessibility: in principle good, but only for MOOCs part

quality: in principle OK, but need dedicated system

efficiency: business-driven, cherry-picking risk



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OPENNESS

Aiming for thoughtful openness, becoming manifest in a profile along five components – 5COE model (educational resources, learning services, teaching efforts, learners' needs, employability & capabilities development)

OPEN EDUCATION, notably OER

openness degrees: along preferences set by target groups, institutional identity, educational model; **all 5 components ...**
... except for ER: 100% OPEN is beneficial in any case

ONLINE EDUCATION, notably MOOCs

openness degrees: prescribed by the course approach
... ER: no cost, open entry, any place, but not really OPEN



That's why OpenupEd ...

EADTU

LAUNCHED April 25, 2013

First pan-European MOOCs initiative (by EADTU)
Reference to EC Programme 'Opening up Education'
Joint press release EADTU & European Commission

Combining the best of two worlds (open & online)

Values: Equity, Diversity, Quality, Autonomy, Public, Openness

IN THE OPEN UNIVERSITIES TRADITION

11 partners, 12 languages, from 40 to ±175 courses
10 more EADTU members planning to join
More than 100 courses with formal credit (ECTS)
Reaching out to OUs in Africa, Asia and Latin America



OpenupEd Quality label for MOOCs (1)

- Partners will be HEIs
meet national QA & accreditation system
- Internal QA process for MOOC approval
- OpenupEd MOOC quality label gained initially
self-assessment & review
institutional and course level (first 2 courses)
- Label to be renewed periodically
additional MOOCs reviewed at course level only
- HEI evaluates and monitors its MOOCs

OpenupEd quality label available since 24 January 2014

OpenupEd Quality label for MOOCs (2)

- OpenupEd label uses a benchmarking approach as a system of references
- Benchmarking is an improvement tool; a process of comparing the institutional performance with best practices in the field of MOOCs and open education
- It is not expected that every benchmark will be achieved by every institution; we embrace the diversity in (institutional) approaches to open up education by the use of MOOCs
- This process guides institutions in critically looking at their own position and practices leading to identification of weaknesses and strengths in comparison to others

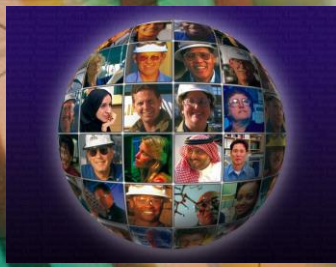
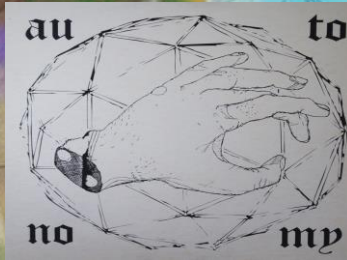
OpenupEd Quality label for MOOCs (3)

- Contributes to open up education to the benefit of both learners and the wider society, while reflecting the six values considered
- Includes 32 benchmarks derived from the E-xcellence label strategic management, curriculum design, course design, course delivery, staff support and student support
- Matched with the eight common features for OpenupEd:
OL (Openness to learners), DO (Digital openness)
LC (Learner-centred approach), IL (Independent learning)
MI (Media-supported interaction), RO (Recognition options)
QF (Quality focus), SD (Spectrum of diversity)

	Benchmark / indicator		OL	DO	LC	IL	MI	RO	QF	SD	
	Course level										
22	A clear statement of learning outcomes for both knowledge and skills is provided.	10				x					
23	There is reasoned coherence between learning outcomes, course content, teaching and learning strategy (including use of media), and assessment methods.	11			x	x	x		x		
24	Course activities aid students to construct their own learning and to communicate it to others.				x						
25	The course content is relevant, accurate, and current.	13				x			x		
26	Staff who write and deliver the course have the skills and experience to do so successfully.	12							x		
27	Course components have an open licence and are correctly attributed. Reuse of material is supported by the appropriate choice of formats and standards.			x							
28	Courses conform to guidelines for layout, presentation and accessibility.	16		x						x	
29	The course contains sufficient interactivity (student-to-content or student-to-student) to encourage active engagement. The course provides learners with regular feedback through self-assessment activities, tests or peer feedback.	14, 15			x	x	x				
30	Learning outcomes are assessed using a balance of formative and summative assessment appropriate to the level of certification.	7	x			x		x			
31	Assessment is explicit, fair, valid and reliable. Measures appropriate to the level of certification are in place to counter impersonation and plagiarism.	17	x					x			
32	Course materials are reviewed, updated and improved using feedback from stakeholders.	18							x		



www.openuped.eu



THANK YOU!
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