

EADTU-EU SUMMIT 2015

Innovating Higher Education by New Modes of Teaching and Learning

Brussels, 23 April 2015

CHALLENGES FOR RESEARCH IN ODeL

http://t008.deviantart.net/fs48/PRE/i/2009/198/a/7/Atomium_Brussels_by_Luehny.jpg



António Moreira Teixeira
President



A CHANGING PRACTICE IMPLIES A NEW RESEARCH AGENDA

- Rapidly changing landscape with many new players and new complex challenges for the field of ODeL
- Articulated efforts to assure continuity of the common legacy (theoretical foundations and experience)
- Globalization of research and practice with consequent regional interdependence
- Scalability of practice and wide impact of new forms of delivery (ex: MOOCs)
- New regulatory frameworks

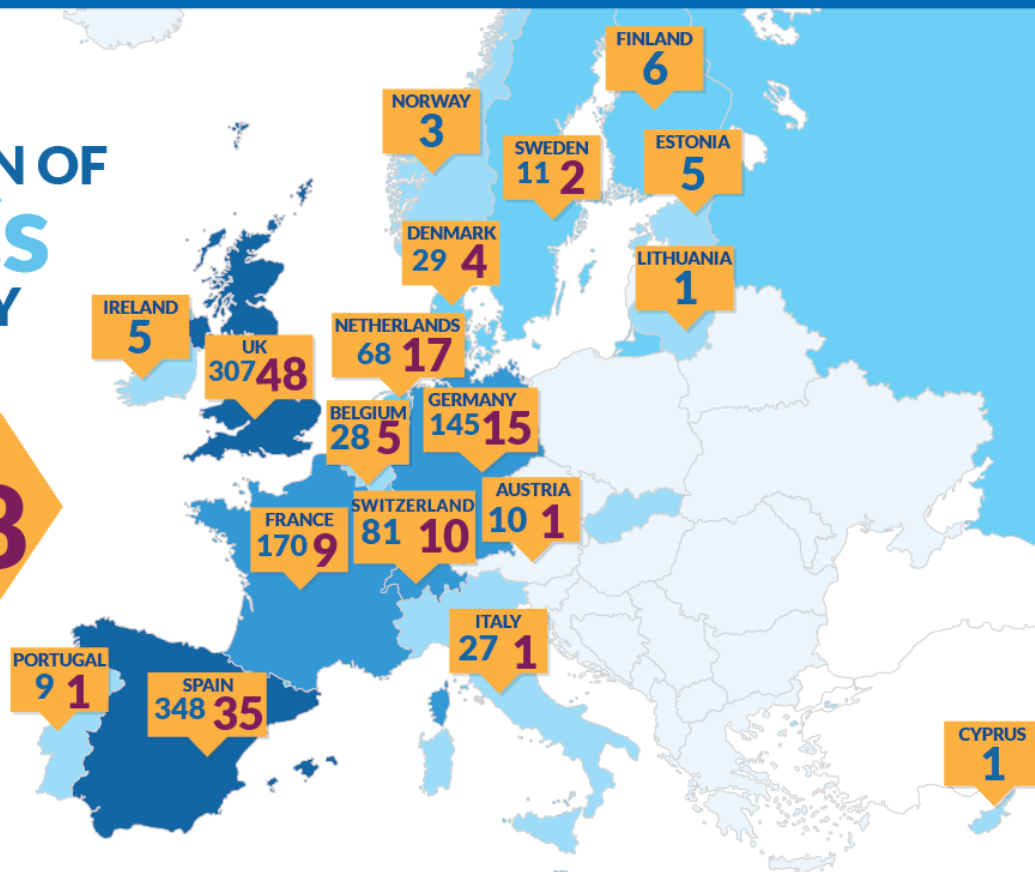
The EUROPEAN MOOCs SCOREBOARD

Last updated 08.04.2015

DISTRIBUTION OF MOOCs PER COUNTRY

EUROPEAN MOOCs
1254 148

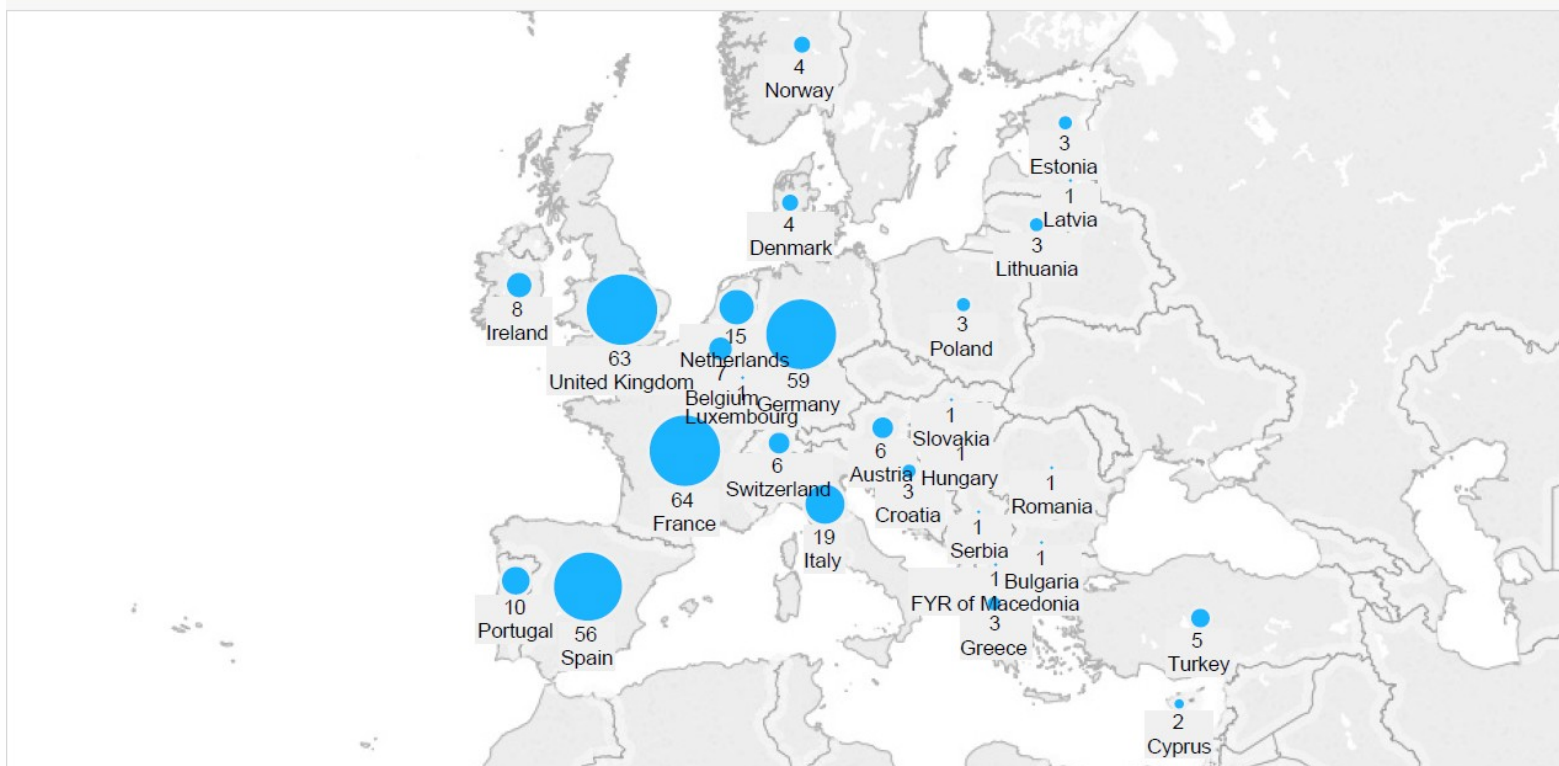
- MOOCs in our database
- MOOCs starting in April



OPEN EDUCATION INSTITUTIONS BY COUNTRY

Filter by:

Country Tudo Type Valores múltiplos

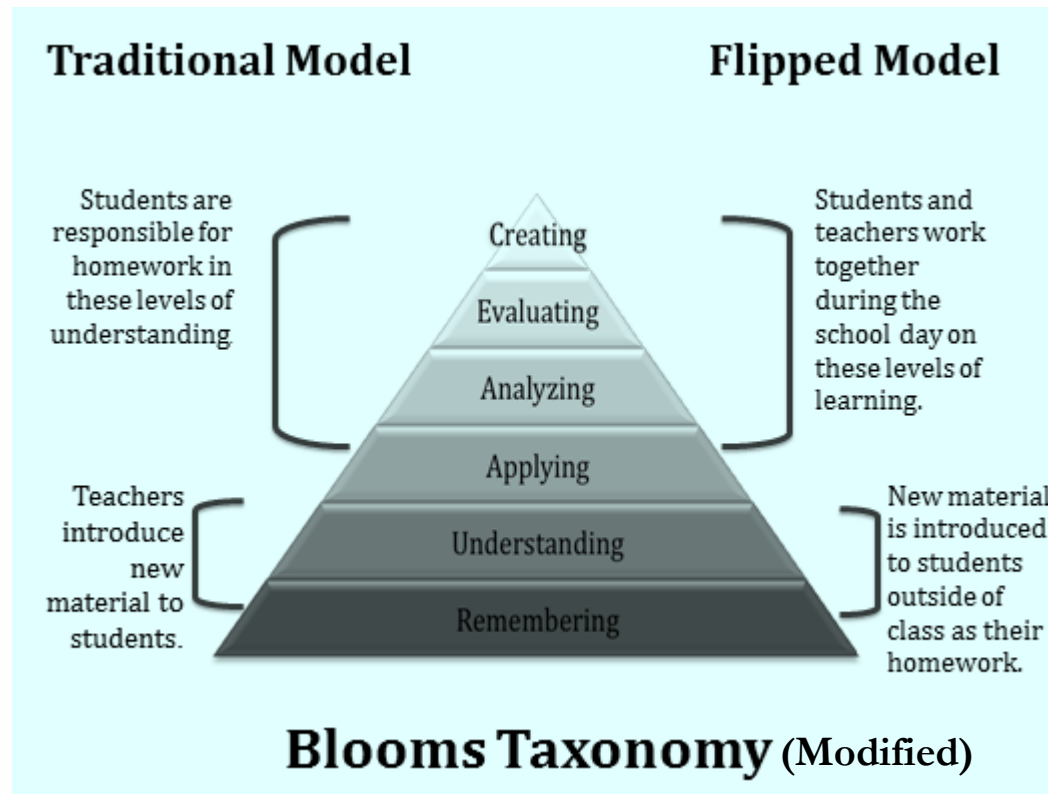


The universities of the future will be more *open*,
transparent and *flexible* institutions,
better adapted to a *constantly changing landscape*.



EPFL Rolex Learning Centre

Fully *digital* and *online* or just partly so
 Online and on campus learning is converging
 How hybrid are universities prepared to be?



LOOKING AT OPEN EDUCATION FROM THE THREE «I»

Inclusion (social)

Innovation

Internationalisation

THE PORTO DECLARATION IN BRIEF

(Conference "Mapping The European MOOC Territory, NOVEMBER, 2014)

- MOOCs are an important driver for change.
- Its impact has helped institutions, governments and societies more aware of the possibilities of open and online education.
- Evidence suggests that MOOCs are not reaching those more in need for accessing HE.
- There's the danger the richest HE institutions will dominate.
- MOOCs however remain relatively poorly defined.
- Open education should align with European values and support social mobility.
- A collective European response and a strong support from the EC and governments is needed.
- Universities need to strengthen their collaboration.

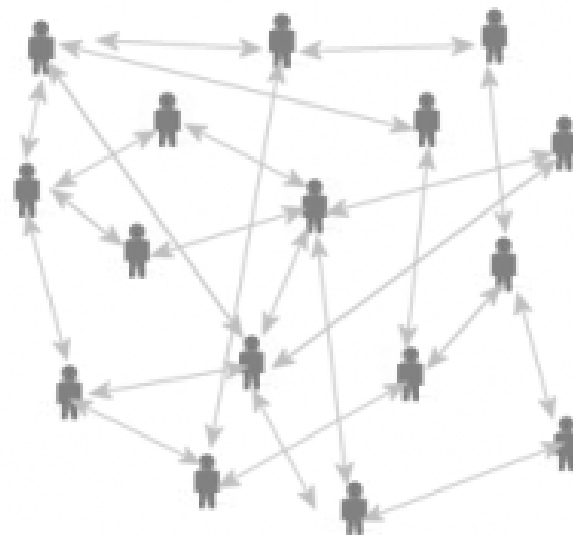


The New ODeL Research Agenda will have to focus on the impact of **Digital Openness** and **Scalability**

Why we designed MOOCs the way we did...
In Education...



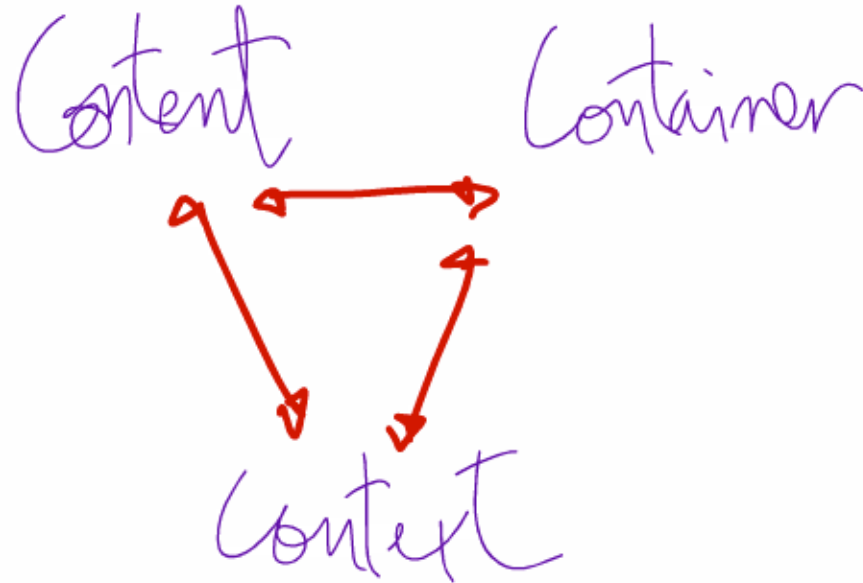
this does not scale



this does

Stephen Downes 2012 cc by-nc-sa

... but will also shift from Content-centred to **Context-centred** processes



Scheme by Cristobal Cobo
(EDEN RW8, Oxford, October 2014)

SIGNIFICANT CHALLENGES FOR A NEW RESEARCH AGENDA

- To establish long-term strategic goals in a rapidly changing environment
 - Larger and broader participation of the research community is required to define political agendas and funding opportunities
 - Research agendas should open up to a closer connection with practice and technology providers
 - Research initiatives need to scale up, forming large alliances between institutions, and a better networking is also needed for smaller scale projects

SIGNIFICANT CHALLENGES FOR A NEW RESEARCH AGENDA

- To consolidate a specific European open education culture and approach
 - We need to develop unique quality criteria and standards adjusted to European values, the ODeL research and practice legacy and the specific characteristics of our HE system
 - Future consolidation of open education requires the development of alternative sustainable pedagogical design models that are grounded in sound pedagogical theory and prior research and go beyond comprehension or networking to develop other critical 21st century skills such as critical thinking, analysis and evaluation, leading to 'transformational learning'
 - Those reference models should be disseminated across the European HE system

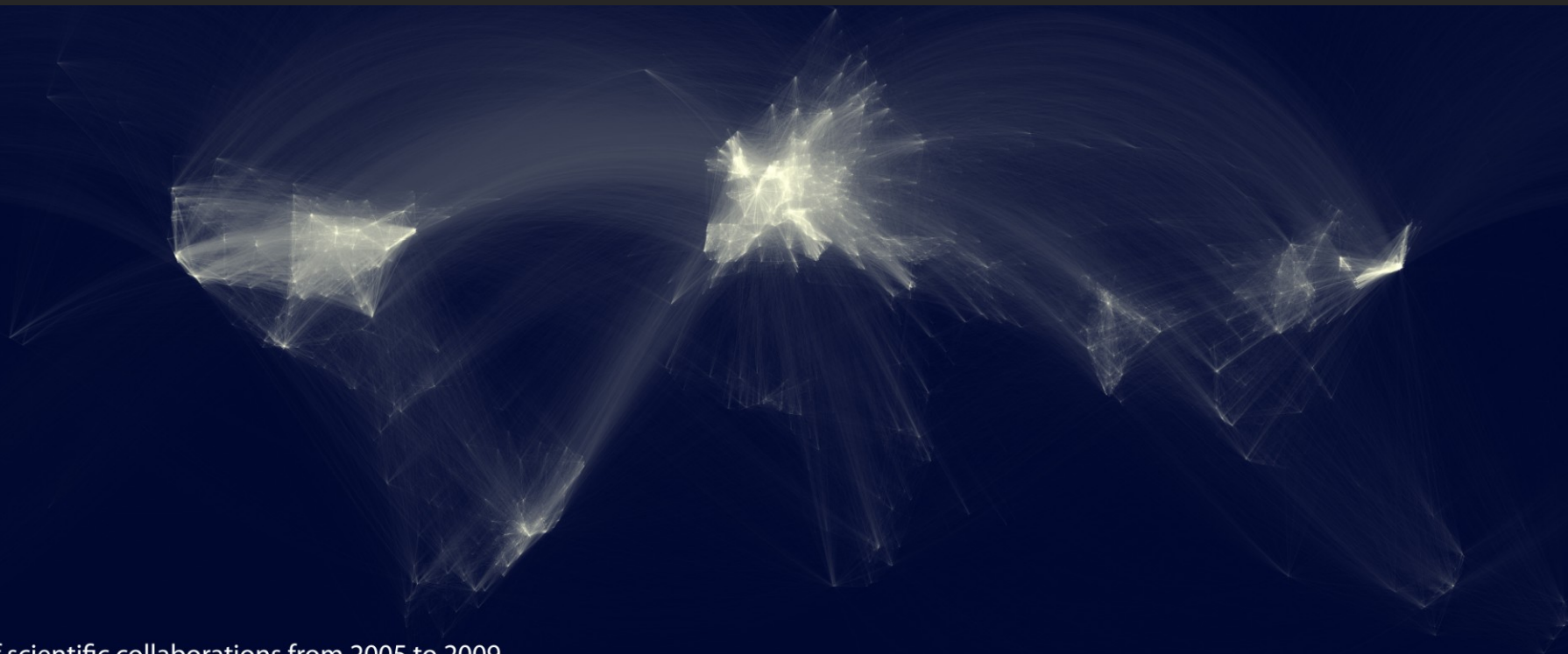
SIGNIFICANT CHALLENGES FOR A NEW RESEARCH AGENDA

- To explore more in depth the more than human in digital education;
 - Education provision as it becomes more differentiated (personalised) will require an increased use of automatic processes.
- To increasingly use adaptive technology to personalise learning
 - Larger heterogeneity of ODeL learners than on-campus students (social background, institutional differences, prior education/learning experiences influences their readiness for learning) implies much more personalization of their learning, for instance with the increased use of adaptive technology.

SIGNIFICANT CHALLENGES FOR A NEW RESEARCH AGENDA

- To develop forms of decreasing student drop-out
- To use technology to decrease faculty overload
 - Technology should be used to decrease faculty workload, not to increase it, as at present. This requires a change in how teaching practice is organized and possibly with more team teaching (different skills within the team);
- To develop new blended forms (informal and formal) of learning assessment and recognition
 - What will open certification (ex: badges) mean for students? Will institutions give course exemption or credits for the awards, or accept such awards for admission purposes? Or will the focus be on employer recognition?
- To assure a more effective transferability of research results to institutional practice.

Although research doesn't resolve policy issues,
political decision-making should be informed by research.

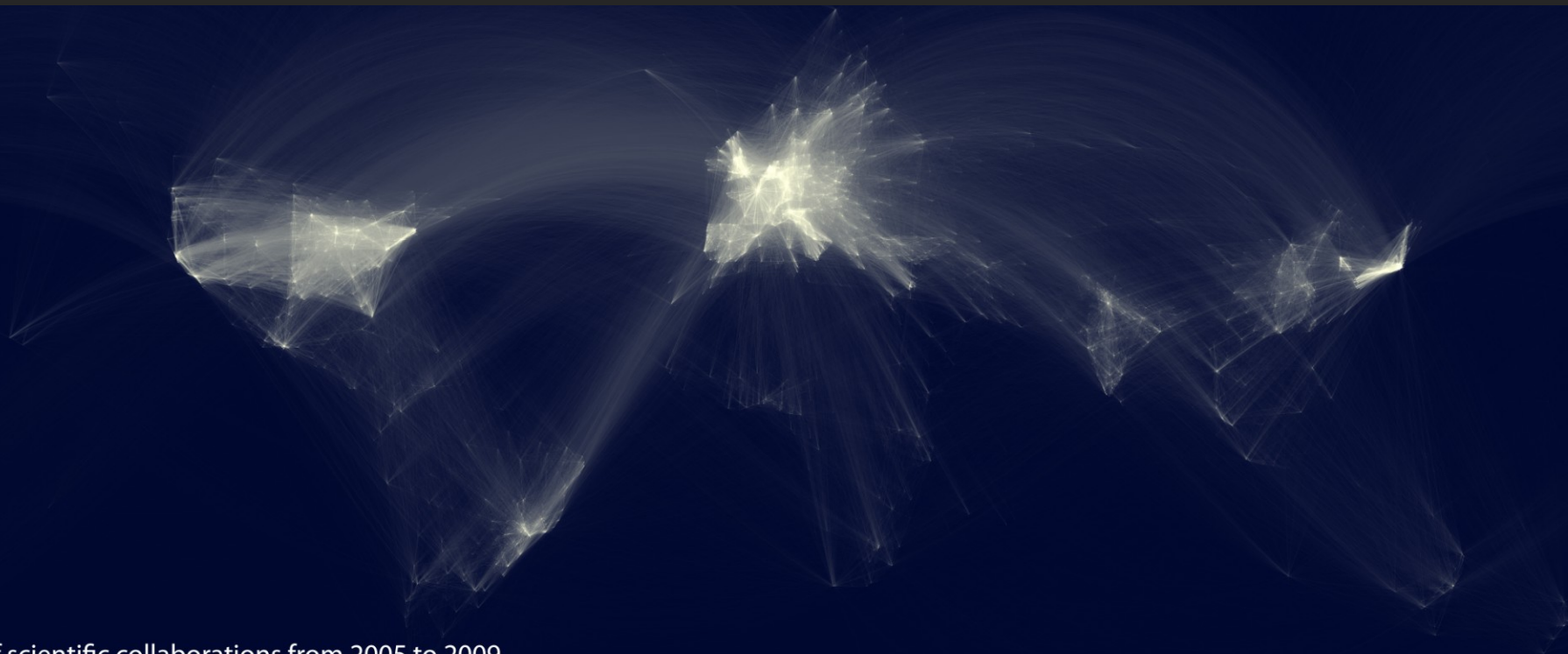


Map of scientific collaborations from 2005 to 2009

Computed by Olivier H. Beauchesne @ Science-Metrix, Inc.

Data from Scopus, using books, trade journals and peer-reviewed journals

Our main Challenge is therefore to increase collaboration consolidating Europe's renewed centrality in ODeL Research!



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Data from Scopus, using books, trade journals and peer-reviewed journals

Thank You Very Much!

http://www.eurosis.org/cms/files/conf/simex/simex2015/2869232801_2520986b3c_o.jpg



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