

A scenic view of Paris, France, featuring the Seine River in the foreground. A white boat is docked on the left, and a smaller boat is in the water. In the background, there are several large buildings, including a prominent one with a red roof, and the spire of Notre-Dame de Paris is visible on the right. The sky is blue with light clouds.

MOOC strategies in Europe

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Some Data

The main sources

- US survey 2013 and 2014 on e-learning and MOOCs
Survey already conducted since 2002: >2000 US institutions
 - EUA survey 2013 on e-learning and MOOCs
New survey: 249 institutions in 38 countries Europe
 - HOME survey 2014 on MOOCs
New survey: 67 institutions in 22 countries in Europe
- ▶ **US : 5000 institutions, 3000 answered, 400 answered the MOOCs questions**
 - ▶ **EUA : 800 institutions in the EU. 249 answered (31 with MOOCs)**
 - ▶ **EU : open to all Hei in EU end of 2014. 67 answered (all with MOOCs). Will be repeated in 2015**

Grade Level: Tracking Online Education in the United States

I. Elaine Allen and Jeff Seaman



Allen, I.E. and Seaman. J. (2015). *Grade Change: Tracking Online Education in the United States*. Babson Survey Research Group and Quahog Research Group.

<http://www.onlinelearningsurvey.com/reports/gradelevel.pdf>

EUA PUBLICATIONS 2014

E-LEARNING IN EUROPEAN HIGHER EDUCATION INSTITUTIONS

RESULTS OF A MAPPING SURVEY
CONDUCTED IN OCTOBER-DECEMBER 2013

MICHAEL GAEBEL, VERONIKA KUPRIYANOVA, RITA MORAIS, ELIZABETH COLUCCI

Gaebel, M., Kupriyanova, V., Morais, R. & Colucci, E. (2014). *E-learning in European Higher Education Institutions: Results of a mapping survey conducted in October-December 2013*.

http://www.eua.be/Libraries/Publication/e-learning_survey.sflb.ashx

Institutional MOOC strategies in Europe

Status report based on a mapping survey
conducted in October - December 2014

Jansen, D. & Schuwer, R.
(2015). *Institutional MOOC
strategies in Europe*
Status report based on a
mapping survey conducted in
October - December 2014.
EADTU – HOME project

[http://www.eadtu.eu/docu-
ments/Publications/OEenM/In-
stitutional MOOC strategies
in Europe.pdf](http://www.eadtu.eu/documents/Publications/OEenM/Institutional%20MOOC%20strategies%20in%20Europe.pdf)



The most significant results

- EADTU/HOME (2014): From the participating institutions 47,8% is offering a MOOC (17,9% offers five or more MOOCs). In total 71,7% of the institutions has a MOOC or is planning to develop one
- EUA (2013): about 58% of the European institution is having a MOOC or planning to introduce them
- In the US the number of institutions having a MOOC or planning to introduce them has decreased from 14,3% (2013) to 13,6% (2014)
- In Europe it has increased from about 58% in EUA study (2013) to 71,7% (2014) in EADTU/HOME study.

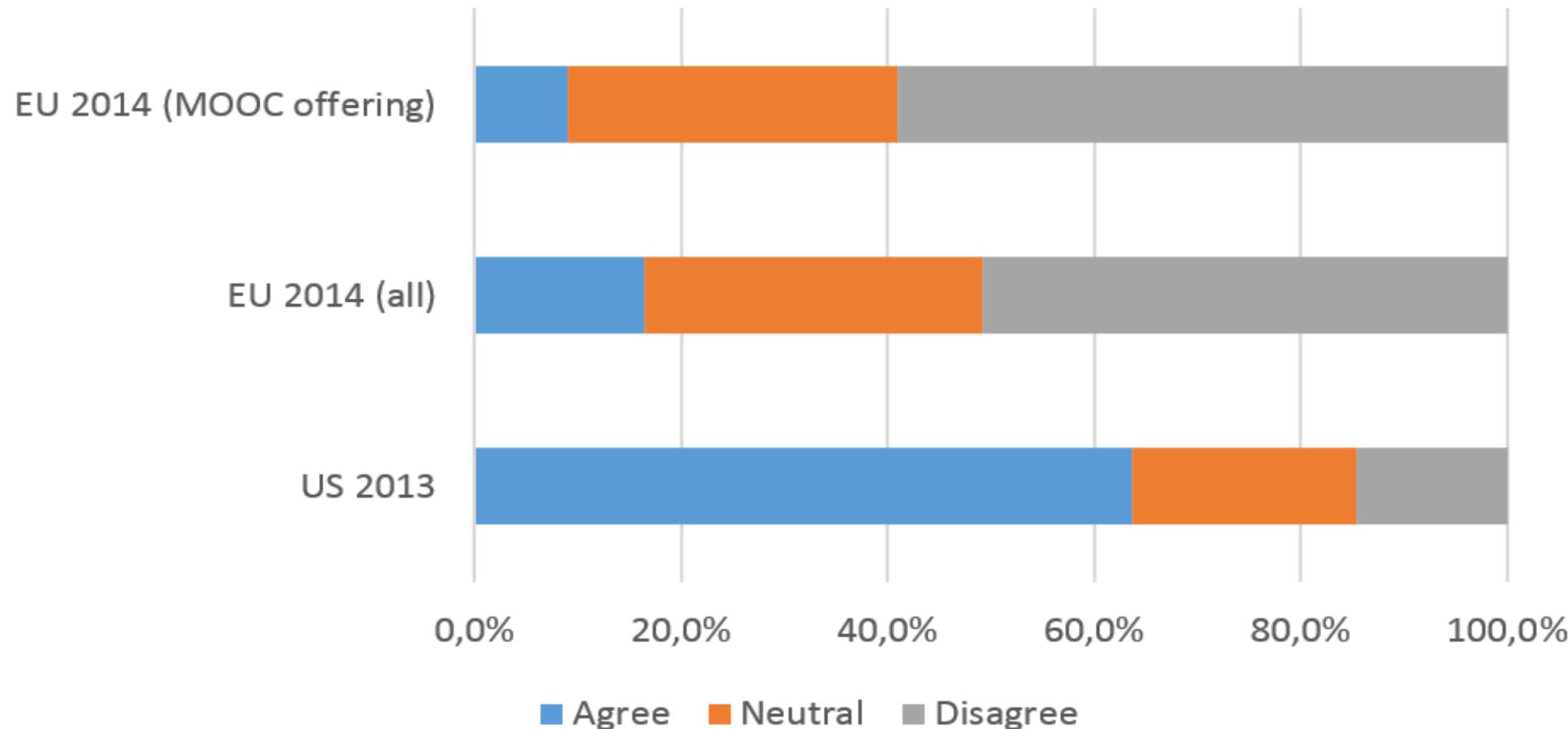
EUA statement :

“interest in MOOCs has far from peaked in Europe”

is simply true

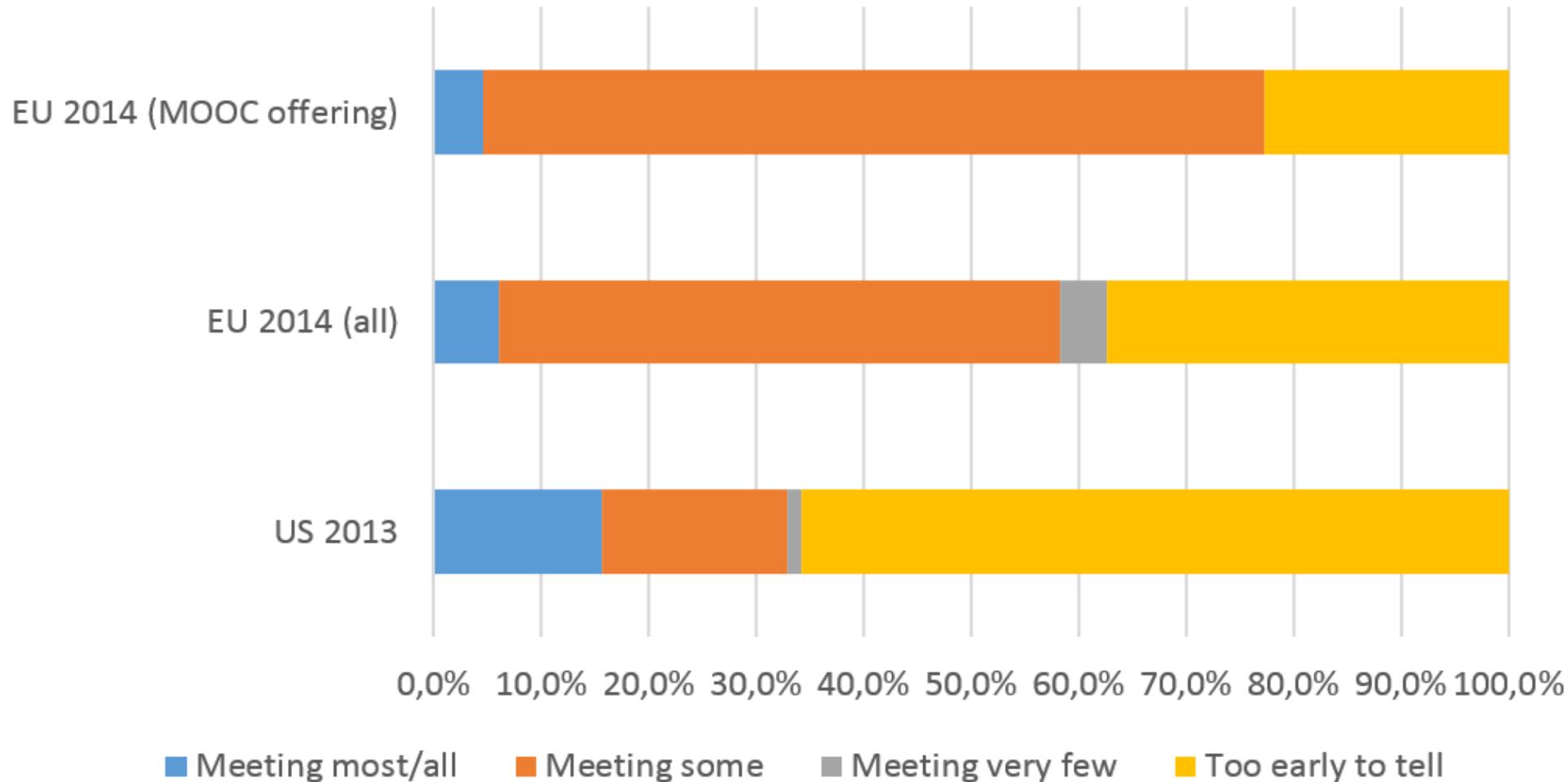
The Moocs are more accepted in Europe than in the US

Credentials for MOOC Completion will cause confusion about higher education degrees



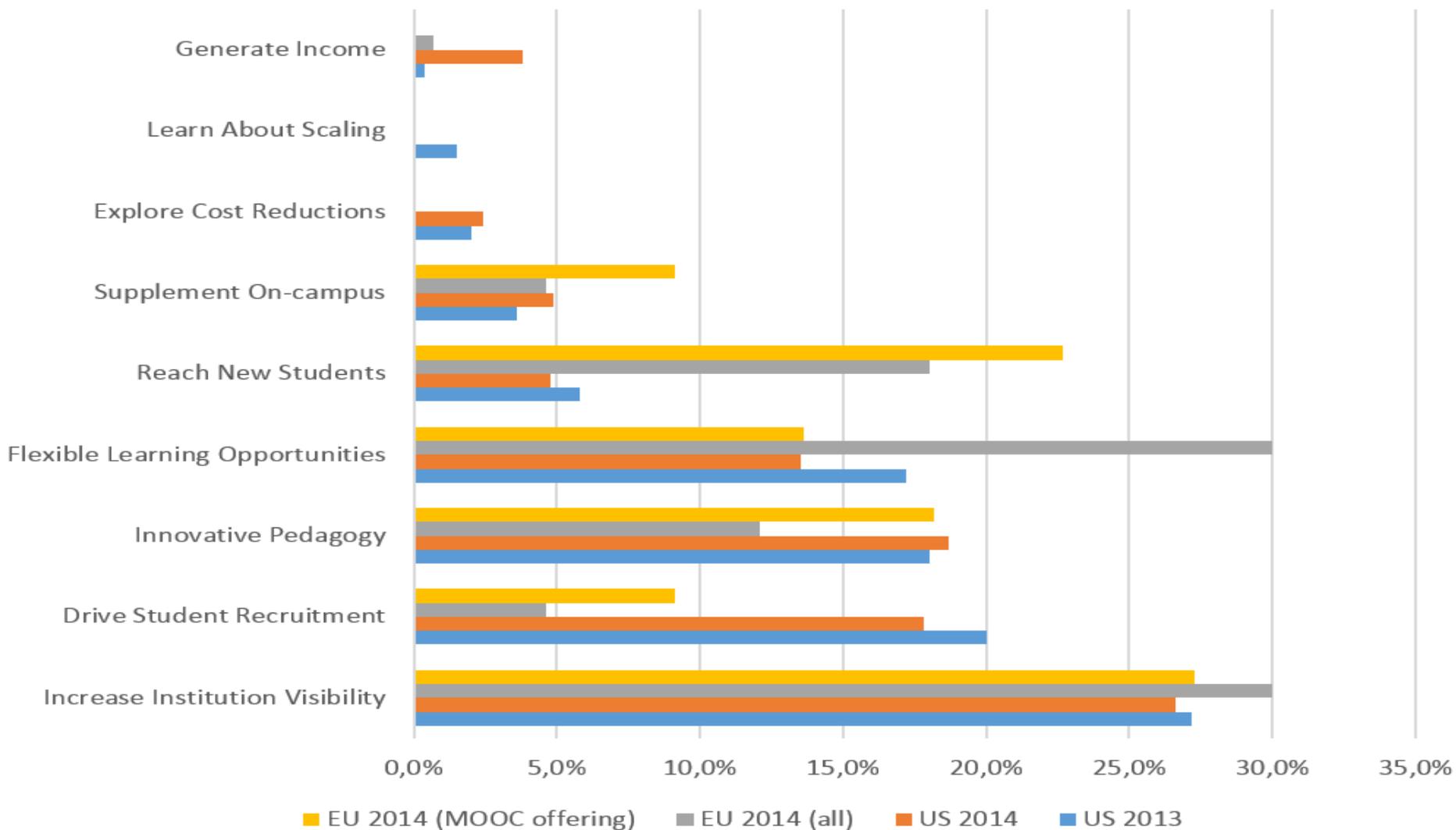
In Europe, the MOOCs are not *a form of low cost education*

How well are MOOCs meeting institution's objectives?



Why MOOCs ?

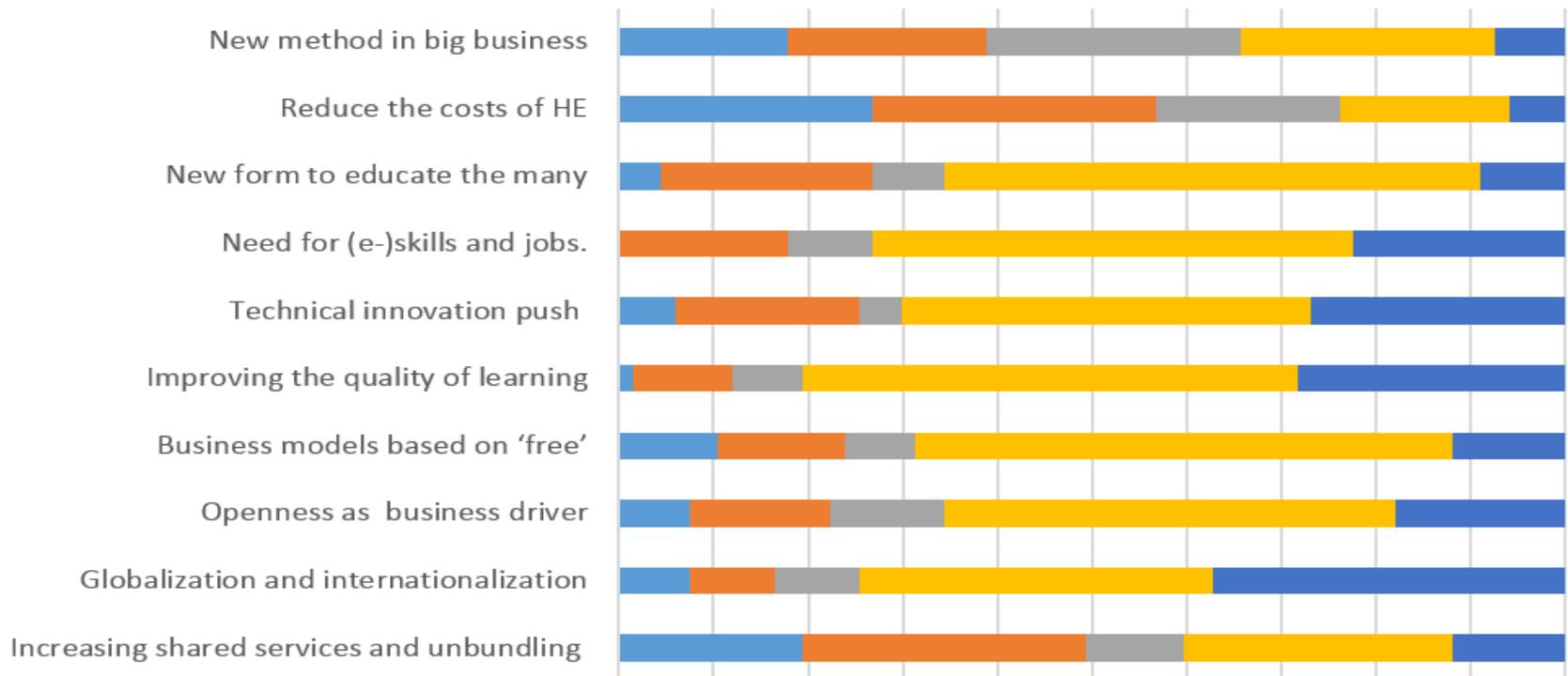
Primary objectives



For the institutions: quality, but **not** unbundling nor reducing the costs

Macro drivers for institutions

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

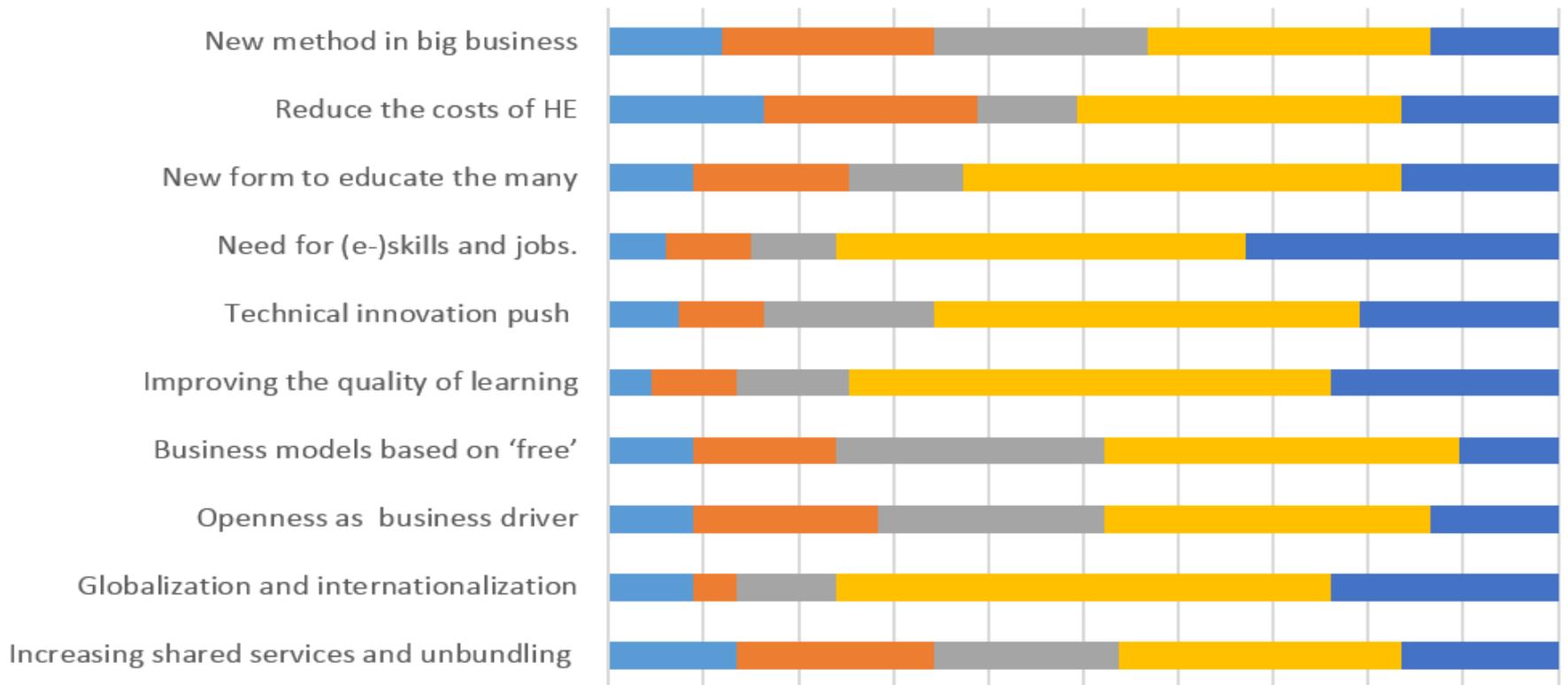


- Not at all relevant for my institution
- Somewhat relevant for my institution
- Neither irrelevant or relevant
- Relevant for my institution
- Highly relevant for my institution

For the governments: quality, jobs and internationalisation

Macro drivers for governments

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

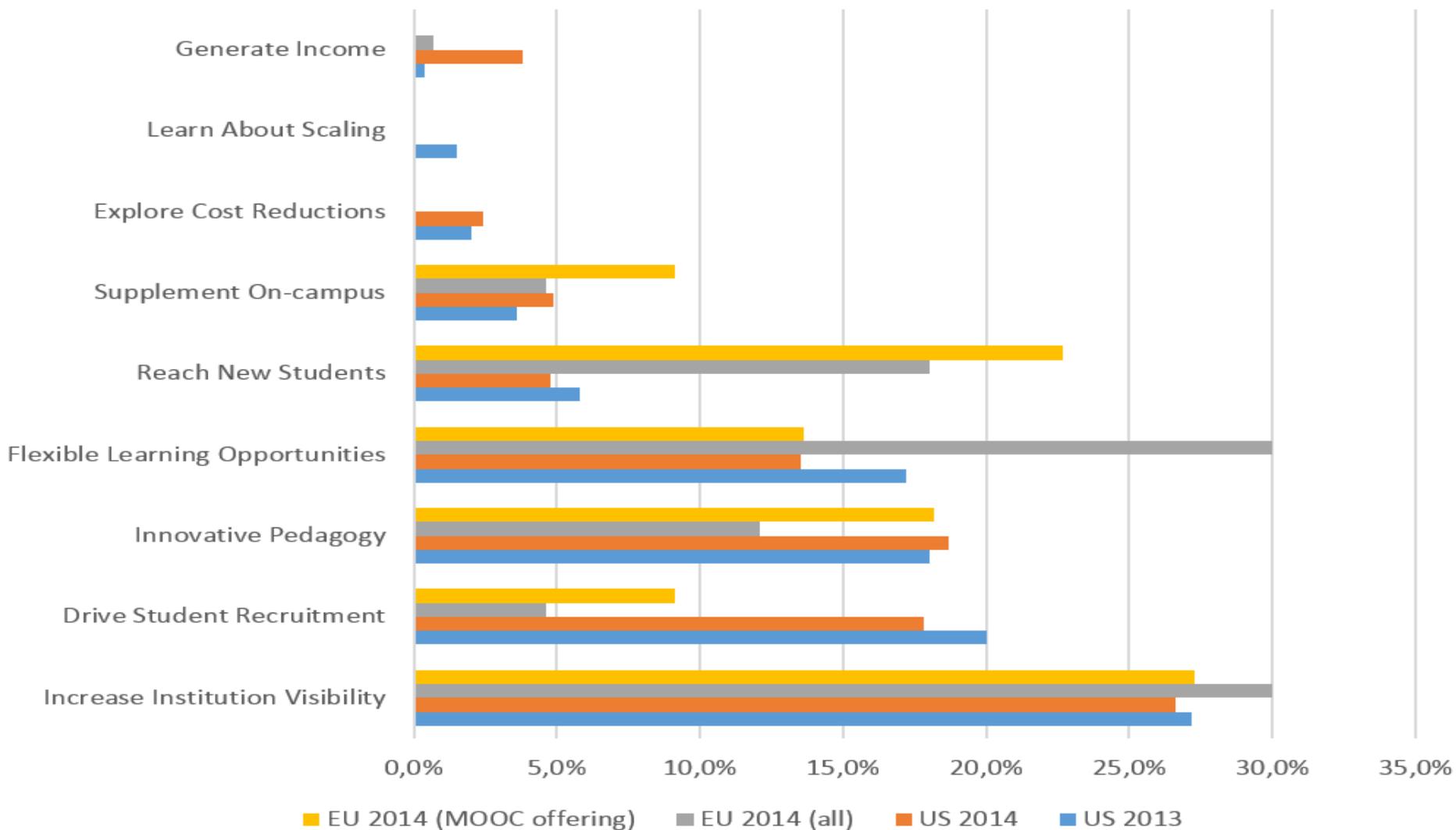


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Some comments

Why MOOCs ?

Primary objectives



Visibility: the platforms

- US Leaders
- National, public or similar
- Private
- European
- Aggregators

- ▶ Us Leaders : Coursera EdX
- ▶ National : MiriadaX, FUN, Futurelearn, Uninettuno, virtual university polska
- ▶ Private : Iversity, Canvas, Openclassroom, Khan academy
- ▶ European : EMMA
- ▶ Aggregator : Openuped, Ocean

- Coursera, EdX : Exclusiveness, International
Coursera more self contained, for profit, EdX more community oriented, cost for the institution.
- National, public or similar : language, availability of the support team, public targeted, shared values, data confidentiality
- Private : effectiveness, language, specific public, specific topics, specific tools
- European : too early to say

A very important issue.

For most of the MOOCs
the public is in a large
proportion :

- **educated,**
- **male,**
- **between 25 and 45**
- **upper
socioeconomic
groups.**

- ▶ Compatible with the objective of driving the student recruitment
- ▶ What about improving employability ?
- ▶ Is the public money properly spent ?

In the news

- [French President F. Hollande announces unlimited access to OpenClassrooms for all jobseekers](#)
- On Thursday April 16, French President François Hollande made a new announcement aimed at boosting training and employment on the occasion of his State visit to Switzerland, where Pierre Dubuc, co-founder of OpenClassrooms, was part of the official delegation. As of September 2015, all jobseekers in France will have free access to the Premium services of OpenClassrooms, including online courses, MOOCs, eBooks, as well as unlimited access to certifications.
- During this visit, François Hollande presented the work of OpenClassrooms, a leading digital learning platform in Europe, based in France and dedicated to spreading new forms of open training for all.
- [Source : <http://blog.openclassrooms.com/2015/04/french-president-hollande-announces-unlimited-access-to-openclassrooms-for-all-jobseekers/>](#)

Improving the innovation and quality of learning

For the traditional universities : e-learning becomes a normal way of teaching.

For the distance universities : the lack of tutor is controversial but the massification is effective even with high dropout rates.

The MOOC phenomenon allowed the e-learning techniques to be more popular.

The student are using the MOOCs to learn.

Conservatives pedagogical team are questioned

The average quality of the videos has dramatically improved.

Course design becomes more common

Afterthoughts on on-line pedagogy are compulsory.

Collaborative tools, flipped pedagogy are experimented

Some questions

- Do the Higher Education institutions have a strategy to pay the academics?
- The unbundling is not seen as an issue but maybe it is because the changes are not visible at the moment. Is the share of universities in the market of HE not decreasing ? Masked by the rapid increase of the HE demand. Are the HE institutions and governments ready to address this question ?
- Are HE institutions ready for credit delivery through MOOCs?
- Are HE institutions developing a strategy for the learning analytics?



Thank you