Opening up Education

with MOOCs (OpenupEd)

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Open(ing up) education

- Opening up education launched by the European Commission on September 25: a well-chosen umbrella.

- It underlines the dynamics and the process (there is no fixed model for education over time).

- It can adequately accommodate diversity (there is no single ideal model for education).

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Open Education

- Open Learning (1971, OU-UK; other OUs)
- Open Courseware (2001, MIT
- Open Education Resources (2002, UNESCO)
- Open Education (2008, Cape Town Declaration)

- Massive Open Online Courses (2011, xMOOCs; 2008, cMOOCs)
- Opening up Education (2012/2013, EC)

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But why opening up education

Before discussing what we should open we first need to be confident why we should open up education, what are the main drivers for open education?

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.

Open Education

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

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)
- some EU universities have joint US initiatives
- new launches in UK, Australia, Germany, Spain

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

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
- 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

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

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

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Thank you!!!

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