

MOOC: why (not)?

Robert Schuwer

Agenda

- Setting the stage
- Motivations to use or not use
- How about reuse?
- Quality and efficiency



Objective

- Provide an overview on MOOC



Objective

- Provide an overview on MOOC
- Opinions and experiences



Objective

- Provide an overview on MOOC
- Opinions and experiences
- To fuel a thinking process



Objective

- Provide an overview on MOOC
- Opinions and experiences
- To fuel a thinking process
- To come up with answers for:



Objective

- Provide an overview on MOOC
- Opinions and experiences
- To fuel a thinking process
- To come up with answers for:
- Are MOOCs applicable for us



Objective

- Provide an overview on MOOC
- Opinions and experiences
- To fuel a thinking process
- To come up with answers for:
- Are MOOCs applicable for us
- And why or why not?



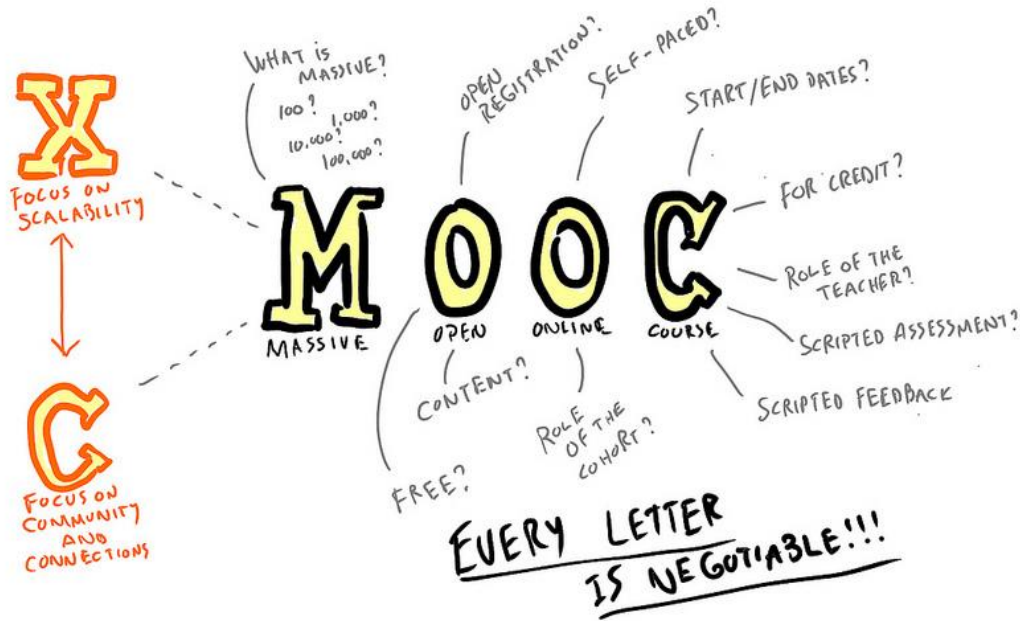
Setting the stage



Raise hands!

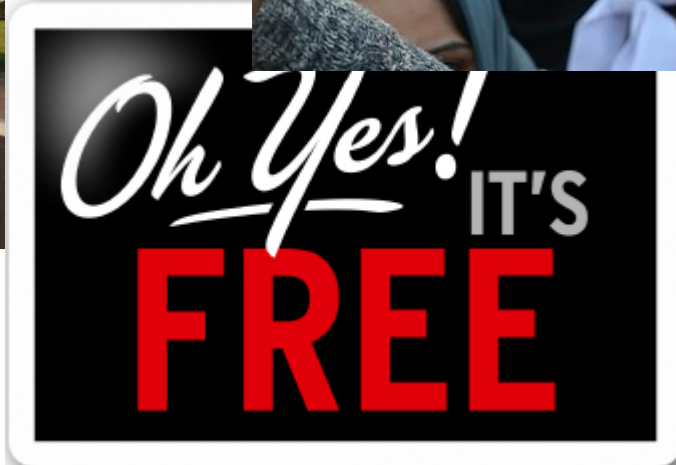


What is a MOOC?



BASED ON CONVERSATIONS AT #EDUCON 2.5
CC BY MATHIEU PLOURDE
V. 1, FEB 5, 2013

Why all the fuss?



Predicted consequences

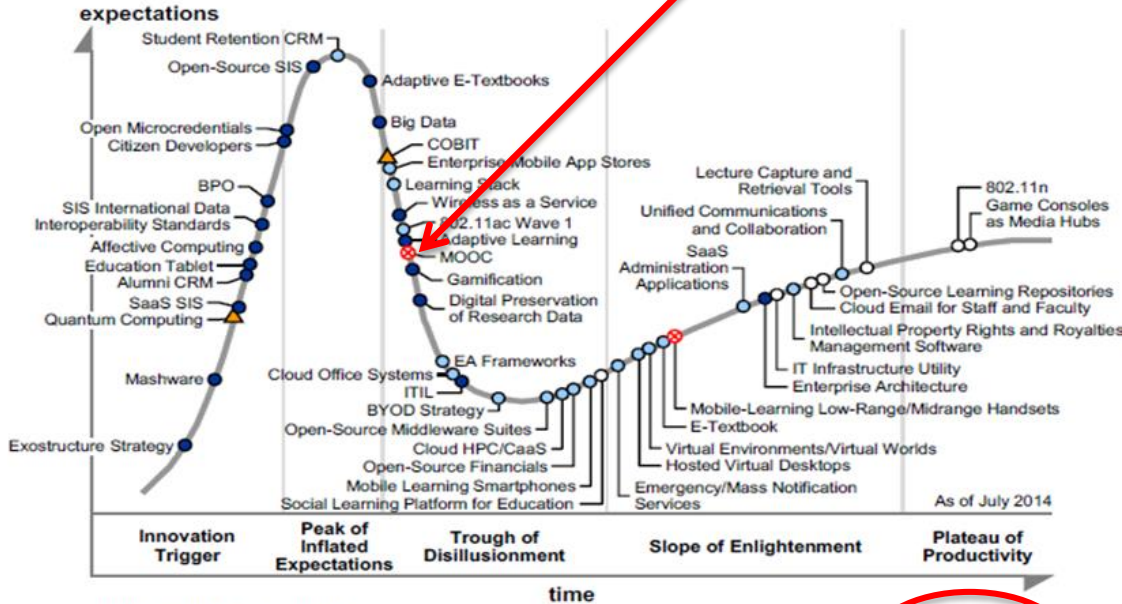
In 50
instit
high
s





Gartner

Figure 1. Hype Cycle for Education, 2014

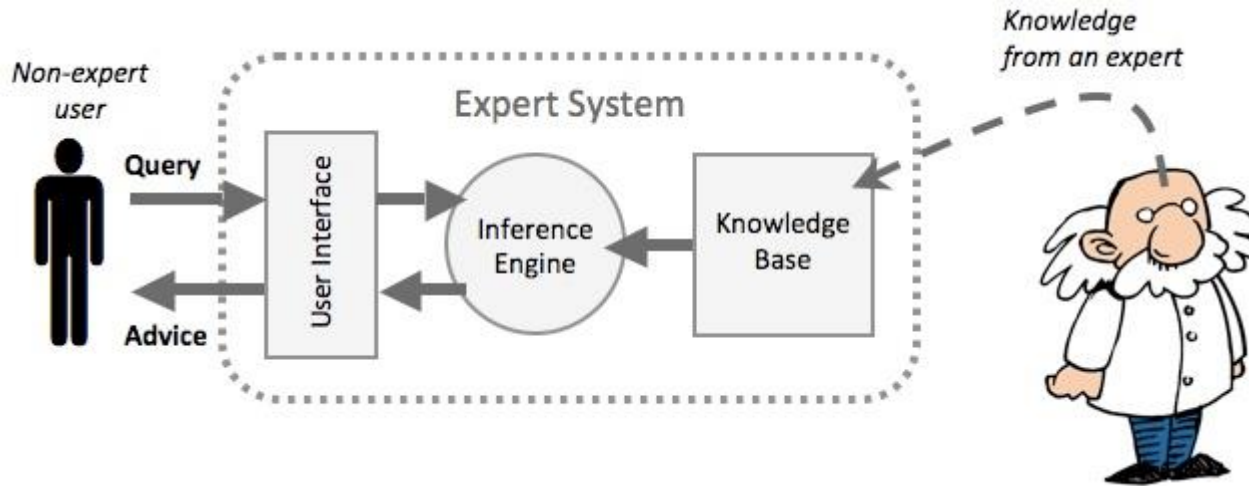


Plateau will be reached in:

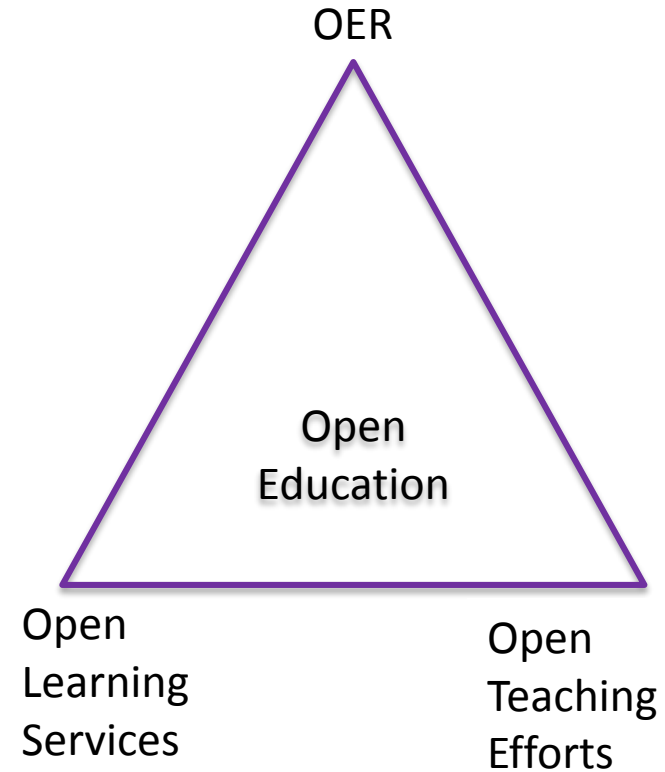
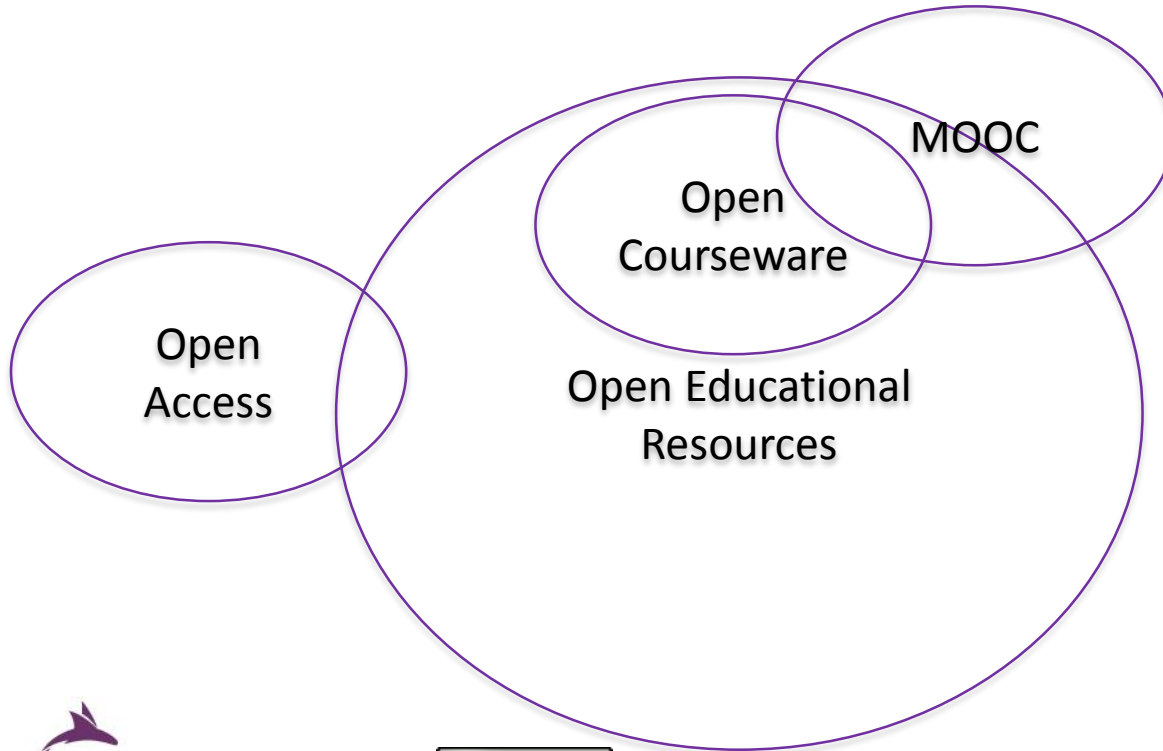
- less than 2 years
- ◐ 2 to 5 years
- 5 to 10 years
- ▲ more than 10 years

obsoleto before plateau

MOOC's are like Expert Systems



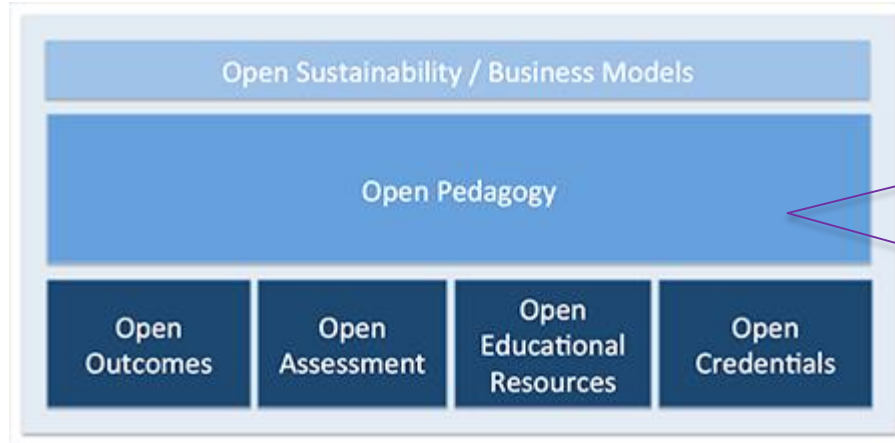
The World of Open



MOOC: A Jungle



Open Education Infrastructure



Open pedagogy is that set of teaching and learning practices only possible in the context of the free access and 4R permissions characteristic of open educational resources.

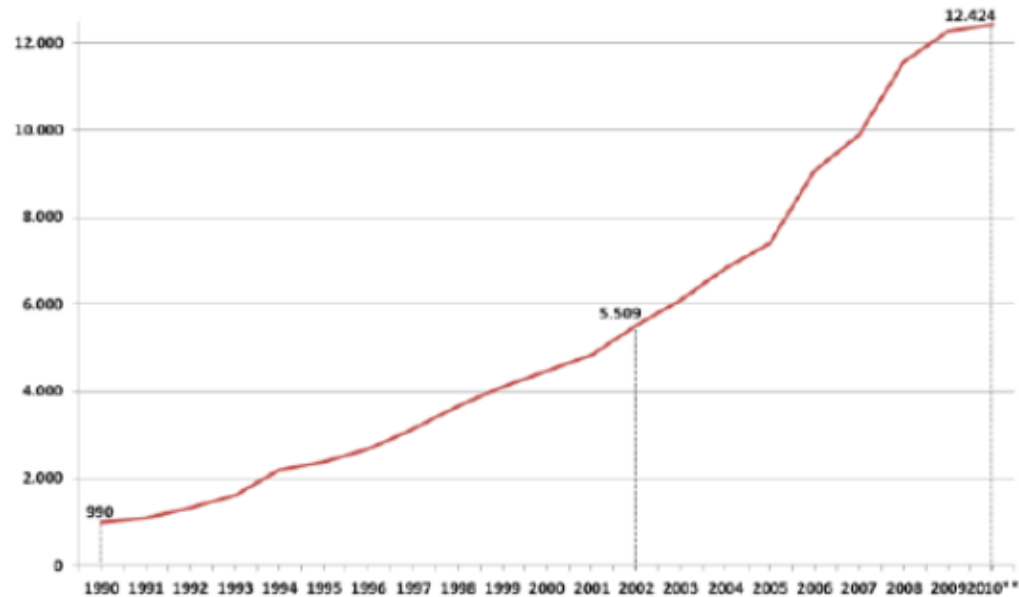


Openness in Portugal

- Source: current research of Paula Cardoso, Universidade Aberta
- More input needed!
- paula.lamego@gmail.com



Open Access in Portugal



Portuguese scientific production: Evolution in the number of publications between 1990 and 2010 (Saraiva et al, 2012)

Researchers in Portugal and their relationship with open access to scientific production (Documentary Services of University of Minho, 2012)

General knowledge on the concept of open access (97%).

High level of agreement with the principle of open access, regarding the research with public funding (92%).

**1249
responses**

Significant difference between the positive opinion on adhering to open access principles (more than 90%) and the effective practice of open access (70%).

Difference between opinion and knowledge and practice / significant lack of knowledge regarding policies (institutional and/or European Union) on open access.



OER & MOOC

- OER Initiatives
 - OPAL & Oportunidad
- MOOC
 - Polytechnic Institute of Santarém (2x)
 - Open University of Portugal
 - Ministry of Education and Science
 - Polytechnic Institute of Leiria (14x)

Tracer Project (2011 – 2014)

- The Open Access movement is defined and researchers reveal **general awareness** and a **high level of agreement** with the principle of sharing, although not so reflected in practice.
- The Open Educational Resources movement is not defined and there is **no information on awareness**, attitudes or practice

Motivations to (not) use In The Netherlands



Source

- 12 workshops for OER Policymaking
 - Research universities
 - Universities of Applied Sciences
- SURF & SIG Open Education
- 2013 and 2014

http://conference.ocwconsortium.org/2014/wp-content/uploads/2014/02/Paper_37-Supporting-Open-Educational-Policymaking.pdf

Why MOOC?

- Improve quality of education
- Improve efficiency
- Improve visibility and attractiveness
- Improve campus education
- Experiment with open and online education

Why not MOOC?

- Not part of policy
- Too early and threatening
- Financial worries
- No fit with pedagogy of institution

It's not about MOOC
It's about open(ing up)
education

Aftermath: lessons learned

- **Start small**
- Organise teachers to **curate** open resources for their students
- Start **sharing** resources with colleagues of different institutions
- Organise **hybrid forms** of education and a **dialogue** around open content
- **Facilitate experiments (with time and money)**

Develop vision, policy & support

- **Bottom-up** and **top-down** approach to open and online education.
- Start experimenting to learn from experience
- Create a **vision and policy** on Open Education
- **Professionalization** and **support** of lecturers in the field of open and online education is crucial.
- Open and online education provides opportunities for **collaboration** between institutions,

Process

- Doing nothing is no option!
- From MOOCs to Open Education

- Approach: combination of bottom-up and top-down.
- Start experiencing and at the same time developing vision and policy
- Develop but also reuse

- Critical factors:
 - Enthusiasm
 - Management backing
 - Financial aspects
 - Scalability
 - Professionalization
 - Facilitating

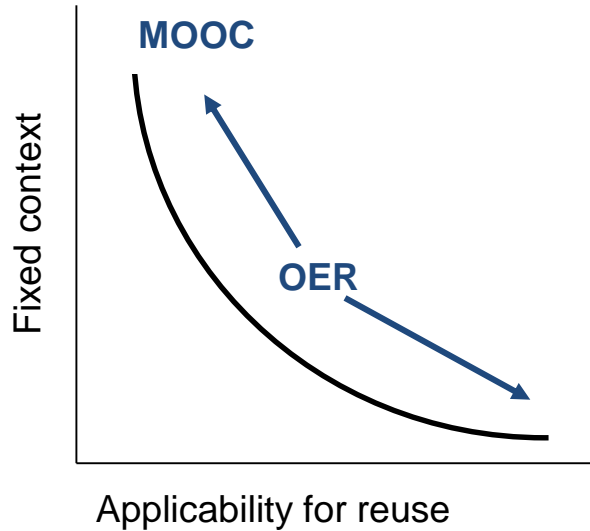
Reuse of a MOOC



MOOC vs OER reusability

MOOC	OER
Ready to use	Learning objects. Rework needed in many cases
Applicable “As-is”	Personalisation is possible
Focused on the learner	Focused on the teacher
Applicable in specific situations	Broad spectrum of applicability

Paradox of reusability



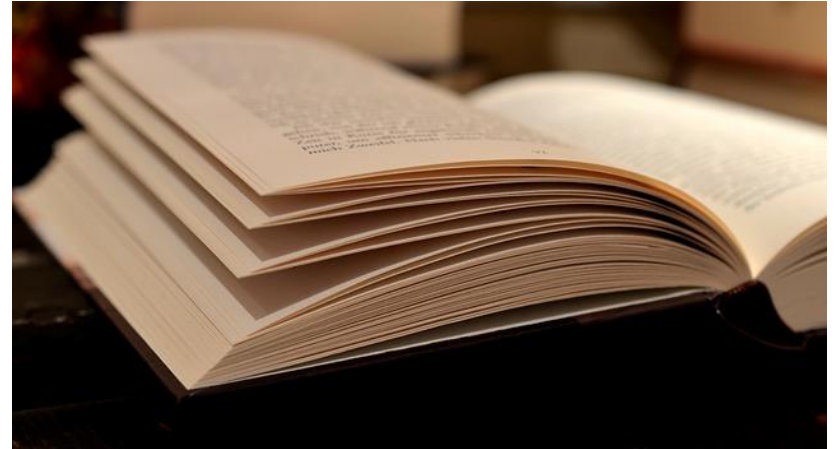
Open or not for reuse?

“You may not take any Online Course offered by Coursera or use any Statement of Accomplishment **as part of any tuition-based or for-credit certification or program for any college, university, or other academic institution** without the express written permission from Coursera. Such use of an Online Course or Statement of Accomplishment is a violation of these Terms of Use.”

The Times They Are a-Changin'

- MOOCs with open license on materials
- Videos on Youtube
 - Most expensive
- Authors permission

- MOOC = BOOK



Quality & Efficiency of education

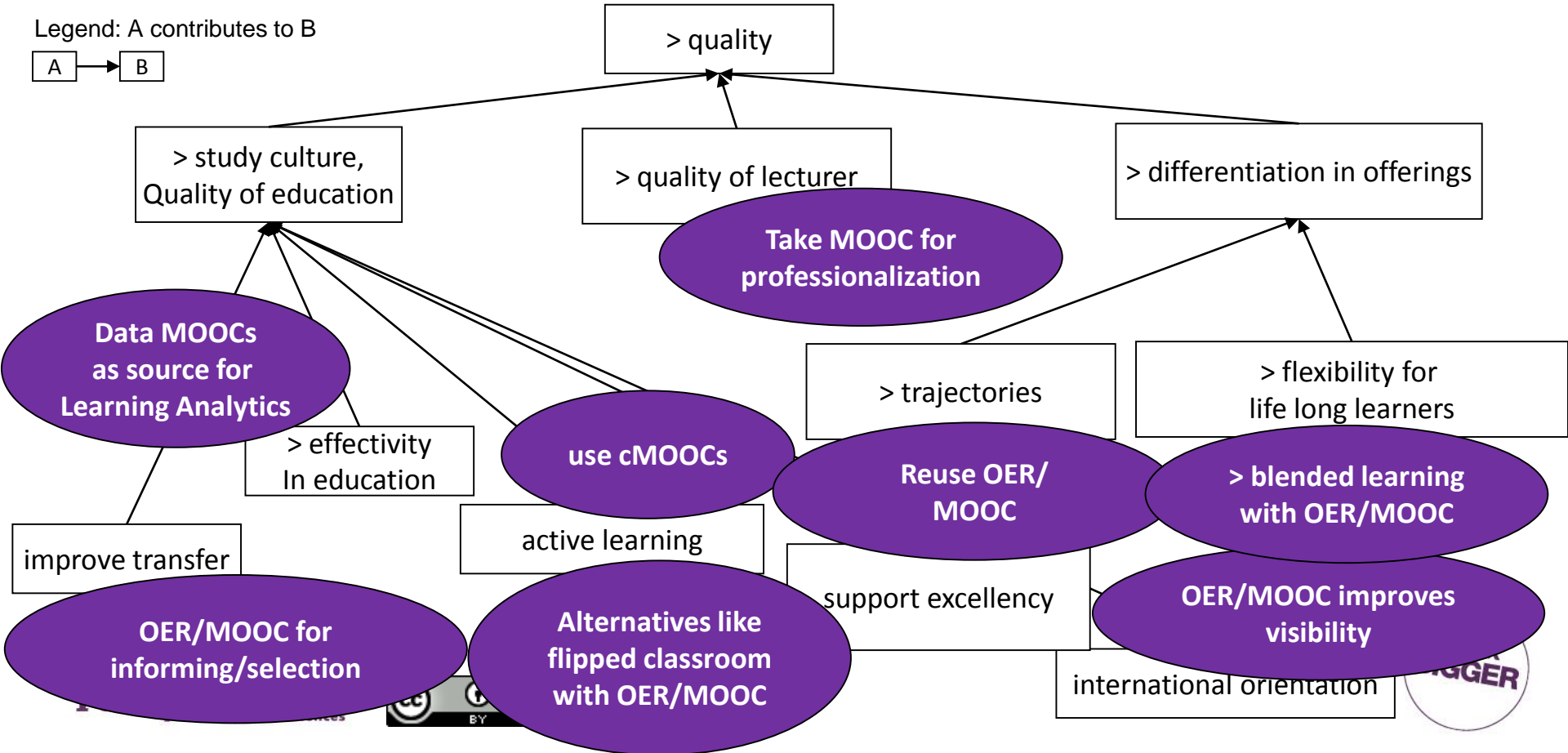


Thinking model

- How to improve quality and efficiency of education?
- Which role for OER and MOOC?

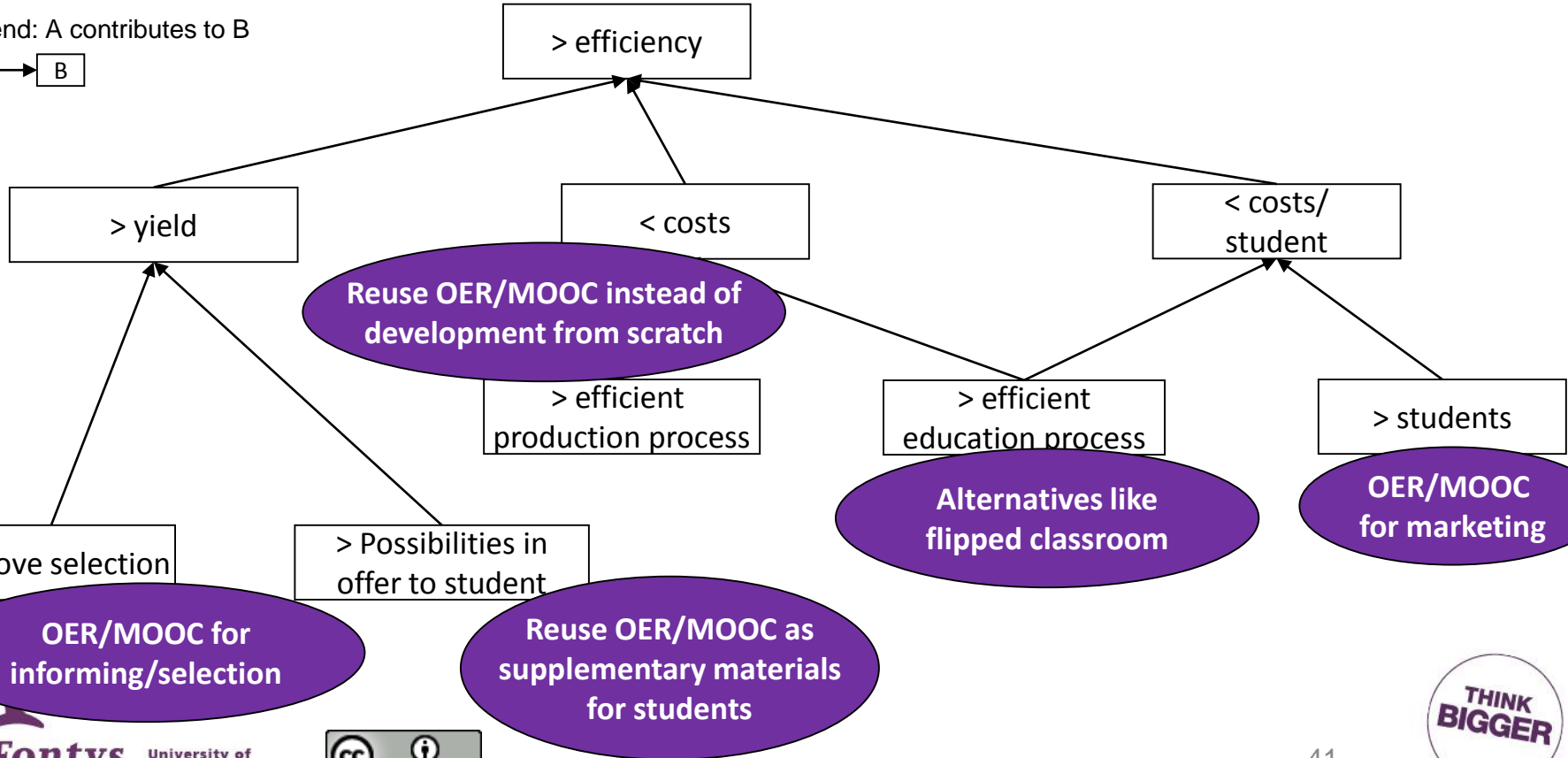
Improving quality

Legend: A contributes to B



Improving efficiency

Legend: A contributes to B



And finally

A personal message...

Ceterum censeo materia facta tributo oblatum esse gratuito



Aliás, acredito que os materiais de aprendizagem, pagos com o dinheiro dos contribuintes, deve estar disponível para livre

Thank you!



r.schuwer@fontys.nl



robertschuwer.nl



[@fagottissimo](https://twitter.com/fagottissimo)

