Opening up Education: true and false promises of MOOCs

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1 ROOTS of the MOOCs
2 Overarching Reference Model for ‘Open’ and ‘Online’
3 The 5COE Model: Supply side + Demand side
4 Opening up Education as shown in 5COE
5 Are MOOCs instrumental to open up education?
+ Epilogue ‘The Mind of the Universe’: Why and How
ROOTS of the MOOCs
Twofold: major developments …

… (1) towards Open Education

back in 19th century: University of London (correspondence education) and mid 20th century: UNISA (distance education)

breakthrough: OU UK (+1970), followed up in many countries around the world (leading to mega universities …)

‘classical’ openness: (1) open entry, (2) freedom of time, (3) place, and (4) pace, (5) open programming, and (6) open to all people and target groups (but diversity in profiles)

since 2001 (MIT) flanked by digital openness with the concept of OER (2002/UNESCO), part of a larger family of ‘open’

CHANGING HEd WORLD SIGNIFICANTLY (DISRUPTIVE?):

new players besides traditional actors: profiling, scoping, blending, merging
Twofold: major developments …

… (2) towards Online Education

*initiated in the 1950s* with new technologies and media: radio, television, audio and video, computer animations/simulations, CBL, ITS, automated testing, …

but this *never became mainstream* (viewed as an additive) *transformative in the 1990s* with the advent of the Internet with new powerful forms of *communication and interaction* acting in a *digital era* with expanding *online* learning services, *virtual* learning activities, and *digital* learning materials, offering high *potential for the people* of this planet to learn

**CHANGING HEd WORLD SIGNIFICANTLY** *(DISRUPTIVE?)*:

new players besides traditional actors: *profiling, scoping, blending, merging*
Massive Open Online Courses …

… including additional ingredients

In 2011 a strong and sensational push came in when the first MOOCs were offered that were truly ‘massive’ initially Ivy League universities, venture capital, strong attention of media and politicians, resulting in very high expectations MOOCs are ‘courses’ often based on video lectures plus facilitated interaction, learning communities, automated self-testing, peer review, and certificates of different kind ‘normalization’ of the movement has started by the decreasing exclusiveness and ‘dilution’ effect

Changing HEd world significantly (disruptive?):

new players besides traditional actors: profiling, scoping, blending, merging
Overarching Reference Model for ‘Open’ and ‘Online’
Such a model is indispensable …

**lack** of a clear and solid *description* of what ‘open education’ and ‘online education’ stand for and … *Wikipedia* provides *no help in the ‘jungle’* but … both terms are very *frequently used* so … *no certainty* about a common *understanding* we actually refer to *catch-all concepts* this *implies the need* for an analytical and practical *reference model* overarching ‘Open’ *and* ‘Online’
5COE Model

stands for ‘Five Components for Open Education’

contains 3 components on the Supply side
and 2 components on the Demand side

required to fully specify ‘Open Education’ in a broad scope, incorporating also its online instrumentation

Mulder, F. (2015), Open(ing up) Education for All … Boosted by MOOCs?
5COE Model: Supply side
Open Education (Supply)

OER

Open Education

OLS

OTE
Open Educational Resources (OER)

“OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”

(Hewlett Foundation)
Open Learning Services (OLS)

Complementary to OER, *free or to be paid*, and including a variety of *online* and *virtual facilities* for:

tutoring, advice, meetings, communities, teamwork, presentations, testing, examination, consulting sources, internet navigation, etcetera …
Open Teaching Efforts (OTE)

Complementary to OER and OLS, to be paid for, referring to the human contribution to the education provided, the efforts of teachers, instructors, trainers, developers, and support staff in their various roles, in a professional, open, and flexible learning environment and culture.
5COE Model: + Demand side
Open Education (plus Demand)

Open to Learners’ Needs

Open Learning Services

Open to Employability & Capabilities development

Open Teaching Efforts

OER

OLN

OEC

OLS

OTE

Open Education
Open to Learners’ Needs (OLN)

Learners expect affordable, ‘do-able’, good quality, interesting, beneficial education, but also the ‘classical’ openness (OUs): freedom of time / pace / place, open entry, open programming, and provisions for lifelong learning, credentialing, smooth switching between formal and informal learning, etcetera …
‘Society’ expects education to suit the changing society and labour market, the decisive role of knowledge and innovation, and the influence of globalization, but also to offer scope for new skills, critical thinking, ethics, creativity, personal growth, and citizenship.
Opening up Education as shown in 5COE
Opening up Education (EU Sept 2013)
well-chosen umbrella

Opening up Education (OuE) seems a subtle change to Open Education (OE) but is pretty relevant …

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

OuE can adequately accommodate diversity (there is no single ideal model for education)

Brings in Nuance
OuE in a 5COE ‘Profile print’

Example nr. 1

Institutional profile
(fully converted to OER)
OuE in a 5COE ‘Profile print’

Example nr. 2
Institutional profile
(more traditional)
OuE in a 5COE ‘Profile print’

Example nr. 3
Institutional profile (as 2, but in Future)
OuE in a 5COE ‘Profile print’

Example nr. 4
Typical xMOOC
OuE in a 5COE ‘Profile print’

Example nr. 5
Typical cMOOC
OuE in a 5COE ‘Profile print’

Not recommended to have all sliders extreme left or extreme right

... with an exception for OER ...

In support of UNESCO’S 70th Anniversary Celebrations
No-REGRET with OER …

Indeed 100% OER can be beneficial and proper in all cases regardless of:

> institutional identity
> learning philosophy
> educational sector
> political context

and … for ALL LEARNERS!
Are MOOCs instrumental to open up education?
MOOCs drivers …

Reputational gain and *marketing potential*

Start-up new business, *generating revenue*

*Innovating* university education *in a niche*

*Modernizing* university education *in synergy*

Responding to the *demands of learners and societies*

1. Opening up Education (to **Learners**)
2. Serving Values for Education (in **Societies**)

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Two requirements (regarding learners / learning)

• All unnecessary *barriers to learning* should be *removed*, both at the *entry into learning* and along the *learning path*

• Learners should be facilitated with appropriate *incentives* to make *progress* and to *succeed* in their *learning efforts*

## Barriers to learning …

<table>
<thead>
<tr>
<th>BARRIER</th>
<th>Could MOOCs remove the barrier?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Economic</td>
<td>YES, they do</td>
</tr>
<tr>
<td>2 Entry requirements</td>
<td>YES, they do (formally)</td>
</tr>
<tr>
<td>3 Location</td>
<td>YES, they do (but not for exams)</td>
</tr>
<tr>
<td>4 Scheduling</td>
<td>NO (generally), but YES is possible</td>
</tr>
<tr>
<td>5 Network connectivity</td>
<td>NO (external factor)</td>
</tr>
<tr>
<td>6 Digital literacy</td>
<td>YES (by offering a dedicated MOOC)</td>
</tr>
</tbody>
</table>
## Barriers to learning, continued ...

<table>
<thead>
<tr>
<th>BARRIER</th>
<th>Could MOOCs remove the barrier?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Accessibility</td>
<td>PROBLEMATIC, but YES is possible over time</td>
</tr>
<tr>
<td>8 Accessibility</td>
<td>PROBLEMATIC (language, sanctioned countries)</td>
</tr>
<tr>
<td>9 Cultural</td>
<td>PROBLEMATIC (dominant ‘Western’ perspective)</td>
</tr>
<tr>
<td>10 Legal</td>
<td>YES, but ONLY with open licensing</td>
</tr>
<tr>
<td>11 Quality</td>
<td>YES, to some EXTENT (no systems guarantee!)</td>
</tr>
</tbody>
</table>
Incentives for progress & success …

**INCENTIVE** Could MOOCs offer the incentive?

**Satisfaction** YES, but it’s a constant CHALLENGE (motivation, lay-out/text-graphics-video, learning environment, interaction)

**Completion** YES, but ONLY with DEDICATION to: online pedagogics, independent learning, context sensitivity, small units

**Recognition** YES, but PRIMARILY with the OPTION of formal credit & credit transfer (far from reality)
Conclusion: mixed overall picture ...

<table>
<thead>
<tr>
<th>Remove barriers</th>
<th>General</th>
<th>OpenupEd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Yes, but ...</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>No, but ...</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Problematic</td>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1 (connectivity)</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Offer incentives</th>
<th>General</th>
<th>OpenupEd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>Yes, but ...</td>
<td>3</td>
<td>1 (satisfaction)</td>
</tr>
</tbody>
</table>
Epilogue

‘The Mind of the Universe’
- Why and How -
The initiation …

VPRO (Dutch broadcasting Company) preparing for an open source TV series exploring the frontiers of knowledge

10 episodes hosted by Robbert Dijkgraaf (former President Royal NL Academy of Arts and Sciences; currently Director IAS@Princeton), including in each episode different eminent scholars from diverse parts of the world

The episodes: the explorer, maker, dreamer, thinker, conqueror, seducer, creator, seeer, sorcerer, connector

To be broadcasted by Jan. 2017, funding for NL secured
Scaling up, widening, deepening, ...

globalizing the initiative to variations of the TV program for other countries / regions (use another language, replace the host, include other video clips, add other episodes, …)

multiplying the TV content with an expanding open digital content base generated by a community of engaged and competent contributors (Global North and Global South)

providing open and active learning experiences (LEX) of great diversity through all available content (offering multiple small or big ‘courses’: different target groups, themes, levels, languages; and built on the body of thought of a wide range of prominent researchers
Why and How?

It is a truly global initiative in the ‘World of Open’: the message on the clear benefits for learners and societies should be experienced by a large worldwide audience.

It will provide access for lots of people, wheresoever and whosoever, interested in what science and technology can offer for the Global North and the Global South (in terms of perspectives, solutions, and dilemmas).

It will utilize a global collaboration between eminent scholars and other academics, creative TV, video, and graphic experts, educational specialists, and others to become infused, and will reach a worldwide community engaged as consumers or as producers.

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Way forward …

Generating a growing *Network of People & Content*

on the principles of *Sharing & Openness*

Engaging *eminent Scholars* from the *Globe*

*Partnering* with relevant *(global) Organizations*

(i) involving their *Expertise & Networks*

or (ii) providing *Financial Support*

or (iii) in a role of *co-Developer*

“We make our world significant by the courage of our questions and the depth of our answers”

*(Carl Sagan)*

In support of **UNESCO’S 70th Anniversary Celebrations**
Thanks for your attention!

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"Open education is a collective term that refers to educational organizations that seek to eliminate barriers to entry. Such institutions, for example, would not have academic admission requirements. Such universities include Open University in Britain and Athabasca University in Canada. Such programs are commonly distance learning programs like e-learning, mooc and opencourseware, but not necessarily."
“Open education is a collective term to describe institutional practices and programmatic initiatives that broaden access to the learning and training traditionally offered through formal education systems. The qualifier "open" of open education refers to the elimination of barriers that can preclude both opportunities and recognition for participation in institution-based learning. One aspect of openness in or "opening up" education is the development and adoption of open educational resources. Institutional practices that seek to eliminate barriers to entry, for example, would not have academic admission requirements. Such universities include Open University in Britain and Athabasca University in Canada. Such programs are commonly distance learning programs like e-learning, mooc and opencourseware, but not necessarily. Where many e-learning programs are free to follow, the costs of acquiring a certification may be a barrier, many open education institutes offer free certification schemes accredited by organisations like UKAS in the UK and ANAB in the USA where others offer a badge.”