Opening up Education

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ECEL 2012: Beyond the Gadget
@University of Groningen (NL)
October 26-27, 2012
OVERVIEW

1 Two distinct Open Education Worlds
2 From OER to Open Education (OE)
3 What about MOOCs?
4 Relax OE to ‘Opening up Education’ (OuE)
5 National OER Policies
6 Government’s responsibilities
7 Support and Commitment of IGOs
8 Institutional Strategies & Approaches
9 Conclusion

Images by Monique Vossen: Associations with Openness, in: ‘OPEN BOEK: Over OER in Nederland’ (OUNL, in Dutch)
Appetizer ...

“As institutions and as individuals, we seem to have forgotten the core values of education: sharing, giving, and generosity.”

David Wiley (2010)

‘The Open Future: Openness as Catalyst for an Educational Reformation’

EDUCAUSE Review, Vol. 45, No. 4, pp. 14-20
Two distinct Open Education Worlds
Open Education: two worlds

CLASSICAL / ESTABLISHED
- Open and Distance Learning / ODL
- Lifelong Open Flexible / LOF learning
- OUs (incl. DTUs)
- Variety of Associations / Consortia
  - ICDE
  - EADTU
  - AAOU
  - ACDE
  - Conferences
  - Seminars
  - Taskforces

One Century (+)

INNOVATIVE / EMERGING
- Open Educational Resources / OER
- Massive Open Online Courses / MOOCs
- Wide variety of Initiatives
  - MIT
  - OERu
  - P2Pu
  - edX
  - Coursera
  - OCWC
  - CC
  - Hewlett F.
  - OpenEd
  - Communities
  - Forums
  - Conferences

One Decade
The fundamental OU model: 6-fold *Classical Openness*

Open Access
Freedom of Time
Freedom of Pace
Freedom of Place
Open Programming
Open to People (LLL)

*Openness not as a Doctrine or Dogma but as a Carrying Concept*
OU Brand

Lifelong Open and Flexible (LOF) learning
(since EADTU Conference 2004), instead of:
Open and Distance Learning (ODL)

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Supported Open Learning
Tutored Self-Study

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Carried by high-quality learning materials
developed for independent learning
integrated with didactics and tutoring elements
General mainstreaming:
4-fold *Digital Openness*

*Family* regarding *free online availability*:

- Open *Source* (software)
- Open *Access* (scientific output)
- Open *Content* (creative output)

*Open Educational Resources / OER* (learning materials)
From OER to Open Education (OE)
Open Educational Resources ...

“... are digital learning resources offered online freely and openly to teachers, educators, students and independent learners in order to be used, shared, combined, adapted, and expanded in teaching, learning and research.”

(OECD 2011)

“... are teaching, learning and research materials in any medium that reside in the public domain and have been released under an open licence that permits access, use, repurposing, reuse and redistribution by others with no or limited restrictions.”

(UNESCO 2011)
OER ≠ (Open) Education

OER

Open Education (OE)

OLS

OTE
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 Effort (OTE)

Complementary to OER and OLS, to be paid for, referring to the human effort in different roles: developing, presenting, explaining, assessing, communicating, interacting, intervening, mediating, etcetera of teachers and educators (and with the learners in their specific role) in a professional, open, and flexible learning environment and culture.
What about MOOCs?
MOOCs in variety …

Massive Open Online Courses

initiated by Stanford University / Norvig & Thrun in autumn 2011 on ‘Artificial Intelligence’ (+ 2 other courses) with > 160,000 participants (23,000 ‘completed’), followed by more Ivy League and other Universities

But: first MOOC was launched earlier …

at University of Manitoba / Siemens & Downes in 2008 on ‘Connectivism and Connective Knowledge’ with 25 (paying) students plus 2,300 participants (free)

Therefore now: cMOOCs and xMOOCs, plus …

Booming with large variety: consortia versus companies different categories / types

See next slide!!!
<table>
<thead>
<tr>
<th>Offering</th>
<th>Feedback</th>
<th>Certificate</th>
<th>Pacing</th>
<th>Didactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>EdX (Consort.)</td>
<td>Courses</td>
<td>Instructor/automated</td>
<td>Achievement</td>
<td>Paced</td>
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<tr>
<td>Udacity (Company)</td>
<td>Courses</td>
<td>Instructor/automated</td>
<td>Achievement/Participation</td>
<td>Paced</td>
</tr>
<tr>
<td>Coursera (Company/Consort.)</td>
<td>Courses</td>
<td>Instructor/Automated/Peer</td>
<td>Achievement/Participation</td>
<td>Paced</td>
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<td>Ted Ed</td>
<td>Lectures</td>
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<td>Self-directed</td>
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<tr>
<td>Khan Academy</td>
<td>Lectures</td>
<td>-</td>
<td>Badges</td>
<td>Self-directed</td>
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<tr>
<td>cMOOC</td>
<td>Courses</td>
<td>Peer</td>
<td>None/Achievement/Badges</td>
<td>Paced</td>
</tr>
<tr>
<td>MMOOC (MIT)</td>
<td>Courses</td>
<td>Peer/Instructor</td>
<td>Badges/Recognition</td>
<td>Paced</td>
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<tr>
<td>Saylor.org</td>
<td>Programs</td>
<td>-</td>
<td>-</td>
<td>Self-directed</td>
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<tr>
<td>OERu</td>
<td>Programs</td>
<td>-</td>
<td>Diploma</td>
<td>Self-directed</td>
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</table>

Historical perspective (1)

Reaching out to many …

**Classical / Established**

In Open Universities missions

Efficiency with large numbers

Driven by EU Open Universities

Reputation in quality education

=> Mega-universities

*(Turkey, China, India, S.Africa, …)*

‘All-inclusive’ model

Learner-centred

**Innovative / Emerging**

Universities service to society?

Marketing for big target groups

Initiated by US elite Universities

Reputation in excellent research

=> Mega course-offerings

*(US dominant, English language, …)*

‘Split-component’ model

Teacher-centred
Historical perspective (2)

Reaching out to many …

Classical / Established

Focus on formal learners
Origin before the Internet (print)
Basis in classical openness
(Very) large-scale education

References:


Innovative / Emerging

Focus on informal learners
Origin in the Internet (online)
Basis in digital openness
Massive education (MOOCs)

References:

Cormier, D. (2010), ‘MOOCs, Knowledge and the Digital Economy - a research project’
Daniel, J. (2012), ‘Making Sense of MOOCs: Musings in a Maze of Myth, Paradox and Possibility’
Criticism from the OE World

OpenED12 Conference, Oct. 16-18, Vancouver

no keynote dedicated to MOOCs
in spare attention: negative, jokingly or even downgrading

Indeed MOOCs are not as open as …

should be in OE: no adaptation or arrangement
would be desirable: no open licensing (CC)
could be in learning: pretty basic model

But MOOCs are also …
a very important change agent,
not in the least by the Ivy League involvement,
whether you like it or not
Relax OE to ‘Opening up Education’ (OuE)
Opening up Education (OuE) seems a subtle change 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 and offers an umbrella for:

> Open Educationalists, MOOCers, and other devotees <
> Elite Universities, Open Universities, and the wider variety <
> Educational Institutes from primary through university level <
> Learners with their diversity in needs and circumstances <
Institutional Position/Profile in OuE
- at a certain point in time -

**Example**

<table>
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<td>Open Learning Services</td>
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<td>OTE</td>
<td>Open Teaching Effort</td>
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<tr>
<td>OLD</td>
<td>Open to Learners Demand:</td>
</tr>
</tbody>
</table>

*plus*

**OLD** Open to Learners Demand:
- open entry, freedom of time/pace/place, open programming,
- credentialing, bridge between formal and informal learning,
- lifelong learning
National OER Policies
Emerging National Policies …

**2007 –….. / India**

*NKC / Report to the Nation 2007: Embracing OER*

Launch of a ‘National E-content and Curriculum Initiative’
Major effort with a large variety of follow-up activities and projects

**2009 – 2013 / The Netherlands** (€ 8,0 million)

*National Wikiwijs Program* (OUNL & Kennisnet leading)
Mainstreaming OER in all educational sectors

**2011 – 2014 / USA** ($ 2,0 billion)

US Dept. of Labor and Dept. of Education run a
4-year program to create OER for community colleges and
career training. CC BY licence required for grant outputs
And …

**Other countries** promote OER through:

- specific measures
- provision for collaboration
- financial support

or are considering a *national approach* to OER

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e.g. Brazil, China, **Indonesia**, Japan, Korea, Poland, South Africa, Turkey, UK, Vietnam
The Dutch case: Wikiwijs - VISION

“Teachers in the Netherlands, from primary to university education, should have the freedom and opportunity to make use of user-friendly open (and closed) educational resources in their teaching activities as they see fit. To this end, all teachers should have access to a central platform where they can find, use and adapt digital educational resources. Here, teachers can develop, store and share their own educational resources with colleagues, but also combine open educational resources with closed educational resources. The central platform will stimulate the development of open educational resources and contribute to improving the status and professionalism of teachers. This will enhance quality, improve efficiency and contribute to the accessibility as well as boost innovation in education.”
Wikiwijs Program: Highlights

Dec. 2008 / LAUNCH of Wikiwijs by Minister
Ambitious and complex Program

2009 – 2011 / INITIAL IMPLEMENTATION
Intense user evaluation
Many committed stakeholders
Good progress, and … bottlenecks and lessons

2011 – 2013 / SUSTAINABLE PERSPECTIVE
Fully utilize user participation
Clearly differentiate between the educational sectors
Establish firm ownership with relevant partners in those sectors
Accommodate an open and distributed approach
Government’s responsibilities
Clearly concluded in …

Last sentence in the Vision behind Wikiwijs:

This will enhance *quality* (1)

improve *efficiency* (2)

and contribute to the *accessibility* (3)

as well as boost *innovation* in education

Refers directly to the 3-fold promoting and ensuring Government’s Responsibility for Education!
Education 3D Performance Deadlock (unaltered circumstances / conditions)

‘Starting situation’

Accessibility

Efficiency

Quality

‘Increased efficiency’

Accessibility

Efficiency

Quality

‘Higher quality’

Accessibility

Efficiency

Quality

(Based on the ‘Iron Triangle’ by Sir John Daniel)
Hypothesis

Performance *improvement* along *one dimension* inevitably *deteriorates* the performance along one or both of the *other dimensions*, at least at *unaltered* circumstances and conditions.
Education 3D Performance (after an OER system intervention)

‘Starting situation’

Accessibility

Efficiency  
Quality

‘OER situation’

Accessibility

Efficiency  
Quality

OER Innovation
The OER System *Intervention* ...

... *facilitates* performance *improvement* along *all three dimensions* simultaneously:

1. **Accessibility** by free online availability of learning materials
2. **Quality** by involvement of many experts and users in various roles
3. **Efficiency** by not replicating other’s efforts

... and *adds* an extra dimension:

**Note**

4. **Innovation**

This *powerful logic* holds for *OER, not* (necessarily) for *OLS, OTE, OLD!!!*
Support and Commitment of IGOs
UNESCO and OECD

**UNESCO**

*Since 2002* a very *active player* (coined the term OER)

*As of 2011* UNESCO *Chairs in OER* (at OUNL, Athabasca)

*June 2012*: World *OER Congress* (organized with COL)

**Survey**: OER activity in a lot of countries, but many have made no steps yet

*2012 Paris OER Declaration* new milestone

**OECD**

*2011-2012 Questionnaire* shows *OER activity* in 23 countries, where 11 have a *national OER policy* in place or under development

Preparing for an *OER Recommendation* in 2013 or 2014?
European Union (1)

What’s up?

From end 2011: preparing for an ‘overtaking’ initiative ‘Opening up Education’ (including mainstreaming of OER)

All EU tools to be applied:
- policy guidance, EU regulation, funding (in the 2014 programs), exchange of good practices, innovative pilots

Initiative DG Education and Culture, other Directorates join

Currently: Public consultation (until mid November)

Dec. 9-11: EU Ministerial Conference
- ‘Opening up education through technologies’ in Oslo

Mid 2013: official launch
European Union (2)

What about?

Three main goals

> opening up content <
> opening up learning <
> opening up to collaboration <

Four focus action areas

1. access, inclusion and equity
2. quality, efficiency and internationalisation
3. teaching, educational practices and assessment
4. policy development
European Union (3)

Perspective of OuE?

Successor of the remarkably successful ‘Bologna’ for HE, an innovation where top-down and bottom-up merged, with a shared feeling of momentum and a clear goal: contribute to mobility, quality, and harmonization.

‘Opening up Education’ significant for all educational sectors, an innovation where top-down and bottom-up are merging, with an upcoming feeling of momentum and a clear goal: contribute to accessibility, quality, efficiency, and innovation.

But mark the previous note

The potential of OER is clear-cut, this is not so for OLS, OTE, OLD

Therefore recommend focus on mainstreaming OER!!!
Institutional Strategies & Approaches
Institutional options to OuE (1)

1 *Mission-driven*

*EMBRACE* as a fundamental natural reviewing of the institution’s position and profile

2 *Implementation-driven*

*PRACTICE* in a pragmatic explorative way, changing the institution’s business model in a controlled mode

3 *Policy-driven*

*ACCOMMODATE* to a national policy implying all educational institutions to (ultimately) convert to OER (mainstreaming)
Institutional options to OuE (2)

4 Demand-driven

RESPOND to a changing demand of (potential) students in the digital era (most relevant stakeholders influence and power)

5 Competition-driven

COMPETE in a defensive reaction to upcoming initiatives (MOOCs, edX, Coursera, Udacity / P2Pu, OERu / Saylor, …)

6 Not-driven

IGNORE the movement and the five drivers mentioned
CONCLUSION
(Recommended)

(1) Start with OuE (if you haven’t yet …)

(2) Choose your Strategy

(3) Specify your targeted Institutional Fingerprint
Thanks for your attention!

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