

Åbenhed i uddannelser

Jørgen Bang
Center for Undervisningsudvikling
og Digitale Medier
Aarhus Universitet

Åben Uddannelse

Åben Uddannelse/Fjernundervisning

korrespondance uddannelse

(1. generation - beg. omkring år 1900)

massemedie støttet uddannelse

(2. generation - beg. slutningen af 60'erne)

telematik (IKT) støttet læring

(3. generation - beg. midten af 80'erne)

3. generation

telematik støttet uddannelse

- E-mail, computer konferencer, video- og audio konferencer til dialog
- WWW til præsentation og distribution

Computer Supported distributed Collaborative Learning - CSdCL

- udvikling af IKT-baserede læringsplatforme til understøttelse af læring i samarbejde

“webducation”

Peter Drucker (1997):

“universities won’t survive ...as a residential institution. (...) They will become producers of learningware for for-profit enterprises”

(quoted from The Guardian, April 13, 2004).

Fabrizio Cardinali, Giunti Interactive Labs (2005):

the late 1990s: ‘the big wave of e-learning’

the early 2000’s: ‘the Tsunami of e-learning’.

E-Learning Reconsidered (2006)

The difficulties (...) have been caused by viewing learning and especially e-learning as a process of knowledge transfer instead of knowledge construction (...) supported (...) by a relative success of short, practice oriented just-in-time and just-in-place courses available on the Internet or on CD-ROM (...).

OECD 2001 (1)

(...) having spent US\$ 16 billion in 1999 in OECD countries on ICT, there is little evidence that ICT meets the original promise of better education for more people at less cost.

(...) no clear evidence that ICT investments made by the public sector have resulted in improved performance of teachers and/or learners, nor that it has improved the quality and access to educational resources on the scale predicted.

OECD 2001 (2)

(...) consensus that the ICT opportunity is still valid, and (...) part of daily life, forever changing the way people learn, work and play.

(...) Technology alone does not deliver educational success. It only becomes valuable in education if learners and teachers can do something useful with it.

(...) shift of focus from technology to content and people in several OECD countries.

- OECD: E-Learning. The Partnership Challenge, 2001 p. 24
(www.SourceOECD.org)

Open Educational Resources (1)

- 2001: MIT OpenCourseWare Initiative
- Since 2002 the Hewlett Foundation has invested \$68 millioner
- Januar 2007: OECD has identified more than 3000 open courseware courses from more than 300 universities
- Furthermore, approximately 20.000 open learning objects are available in 'open repositories'

Open Educational Resources (2)

The most used definition of OER:

“Open Educational Resources are digitised materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research.” OECD 2007, p. 30

OECD (2007): Giving Knowledge for Free. The emergence of Open Educational Resources

[Organisation for Economic Co-operation and Development]

OECD: 2007

OER(...) accelerates the blurring of formal and informal learning, and of educational and broader cultural activities. (...)

offers the prospect of a radically new approach to the sharing of knowledge, (...)

OER projects can expand access to learning for everyone, (...) widen participation in higher education (...) promoting lifelong learning, both for individuals and for government, and can bridge the gap between non-formal, informal and formal learning.(p.9)

OLCOS Roadmap 2012 - predictions

- (...) a learner-centred, competency-based paradigm.
- (...) learning communities and collaborative approaches
- (...) a new generation of easy-to-use Web-based tools and information services (e.g. Wikis for collaborative work on study projects, Weblogs for sharing ideas and comments, RSS feeders and aggregators for receiving current “real world” information, etc.).
- Open and easy access to e-content repositories (...).

OLCOS(Open eLearning Content Observatory Services) 2007

Content/context?

“If content is all we need, why would we need universities? Libraries could do the job!”

(D. Wiley).

“If content is king, then context is queen!”

(E. Duval)

“Content is just another part of the learning environment!”

(P. Baumgartner).

Læringsaktiviteter

Learning resources (learning objects) broadly taken only become active during the learning process when the learner is doing something useful with them. The creation of relevant learning activities becomes essential.

Successful learning activities mobilise the capacities (present knowledge, cultural heritage, etc.) of learners and establish a dialogue with the new learning resource as the basis for learning.

Bang, J, (2006): eLearning reconsidered. Have e-learning and virtual universities met the expectations? <http://openeducationeuropa.eu/en/article/eLearning-reconsidered.-Have-e-learning-and-virtual-universities-met-the-expectations%3F>

The MOOC movement 2008

- Out of the open educational resources in 2008 the MOOC movement grew organising the OER materials into courses and offering them online for free.
- According to Wikipedia, a MOOC is “an online course aimed at unlimited participation and open access via the web”.

cMOOCs vs xMOOCs

- 2012/13 two types of MOOCs appeared:
- cMOOCs based on a connectivist educational philosophy
- xMOOCs resemble more traditional courses with a focus on dissemination of knowledge.
- Both types include 1) a philanthropic and innovative dimension offering access to knowledge for free and 2) a more commercial dimension by branding the educational institution on the market.

xMOOCs

- the xMOOCs have definitely been the most successful in recruiting audiences.
- The innovative dimension here is to open access to the knowledge traditionally managed by higher educational institutions e.g. universities.
- The goal is to open up education and to provide access to knowledge for free.

From free to fees

- “The Big 3” providers, Coursera, Udacity, and edX are shedding their free and open roots one-by-one, all in favor of branching out for institutional and employer recognition on behalf of their learners, who are demanding credit for the work they put into their courses. This demand has made creators adopt a business model on the basis of a small fee for certain courses, a move that is slowly redefining MOOCs’ role in the global marketplace of online education”.
- State of the MOOC 2016: file:///Users/imvjbb/Desktop/MOOCs%20uden%20M/State%20of%20the%20MOOC%202016_%20A%20Year%20of%20Massive%20Landscape%20Change%20For%20Massive%20Open%20Online%20Courses%20%7C%20Online%20Course%20Report.html

cMOOCs

- cMOOCs are more focused on pedagogical aspects of learning.
- the cMOOC movement focuses “more on what the learner is capable of doing rather than on the mere acquisition of information or on what the learner is capable of repeating”.

(European Commission, 2013: “Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources”)

HOME - Higher education Online: MOOCs the European way

Aim: With this project we want to develop and strengthen an open network for European cooperation on open education, in general, and MOOCs, in particular.

WP2: Overall analysis of the opportunities and characteristics for European cooperation on MOOCs

WP3: Didactical and pedagogical approach for European MOOCs

WP4: Shared (educational) services for European MOOCs

WP5: Sustainable business models for joint European MOOCs offerings

WP6: Building an open knowledge network on joint European MOOCs offerings

WP7 &8: dissemination (WP7) & exploitation (WP8)

Recent MOOC development

- BOOC - Big Open Online Course
- BOOC - Blending Online and On-Campus Course
- DOCC - Distributed Online Collaborative Course
- DOCS - Digital Open Courses at Scale
- HOOC - Hybrid Open Online Course
- MOOR - Massive Open Online Research
- SMOC - Synchronous Massive Online Course
- SPOC – Small Private Online Course
- TORQUE - Tiny, Open-with-Restrictions, focused on Quality and Effectiveness
... and OOCs – OPEN ON-LINE COURSES

Hvor småt kan det blive?

MOOCs og OOCs i højere uddannelse –
udfordringer og farer ved åbenhed i
uddannelser:

- Modulisering
- Progression
- Flexibilitet