

How 'open' can 'Open Education' be? *An international view ...*

Fred Mulder

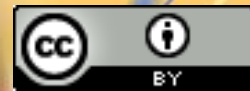
***UNESCO/ICDE Chair in OER at OUNL
(former Rector OUNL 2000 – 2010)***

Chair EADTU's OpenupEd Initiative

OER Event@Wikimedia

3 April 2014

Berlin



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What about 'Open'?



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What about 'Open' in the *digital world*?

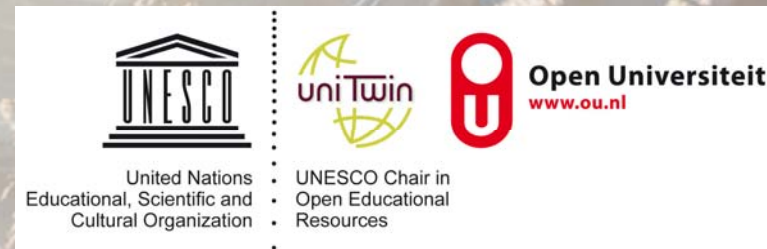
Family regarding *free online availability*:

Open **Source**
(software)

Open **Access**
(scientific output)

Open **Content**
(creative output)

Open Educational Resources / OER
(learning materials)

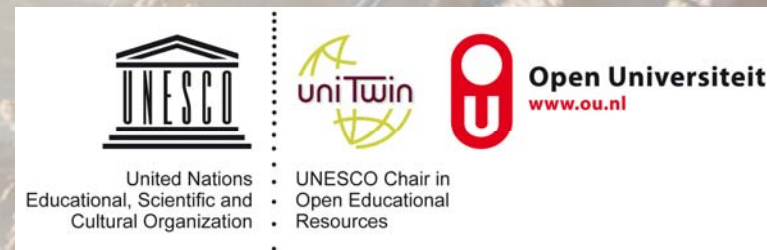


What about 'Open' in *education*?

Open Education

- ✓ **Open Learning** (1971 OU-UK; other OUs)
- ✓ **Open CourseWare** (2001: MIT)
- ✓ **Open Educational Resources** (2002: UNESCO => 2012)
- ✓ **Open Education** (2008: Cape Town Declaration)
- ✓ **Massive Open Online Courses** (2011: xMOOCs / 2008: cMOOCs)

Opening up Education (2013: EU)



EU: 'Opening up Education'

> **25/9 launched**: Finally but Timely <

> Relevant and Significant <

> Phrasing plus Budget (2014-2020) <

> Broad Scope (DGs CONNECT + EAC) <

Innovative teaching and learning for all through ICT

Reshaping/modernizing EU education through OER

Digital competencies, infrastructures, interoperability

Equity, quality, visibility, licensing, certification

> **NOW: EC's HLG on Modernization of HE** <



OuE well-chosen umbrella

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

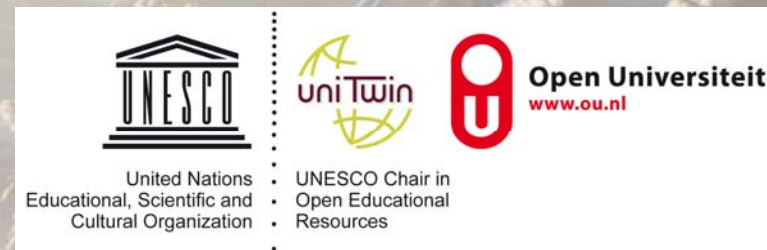
- > **OuE underlines the dynamics and the process** <
(there is no fixed model for education over time)
- > **OuE can adequately accommodate diversity** <
(there is no single ideal model for education)

Brings in Nuance



Open Education in Wikipedia (May 2013)

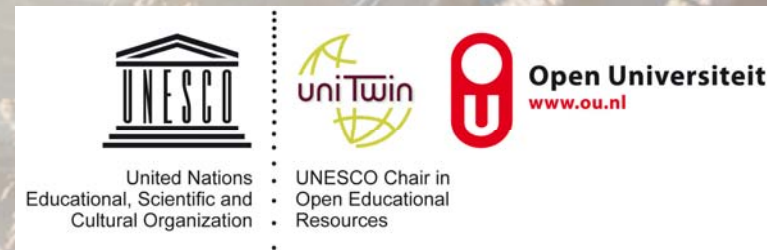
“Open education is a collective term that refers to educational organizations that seek to eliminate barriers to entry. Such institutions, for example, would not have academic admission requirements. Such universities include Open University in Britain and Athabasca University in Canada. Such programs are commonly distance learning programs like e-learning, mooc and opencourseware, but not necessarily.”



Open Education in Wikipedia (Mar 2014)

“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.”

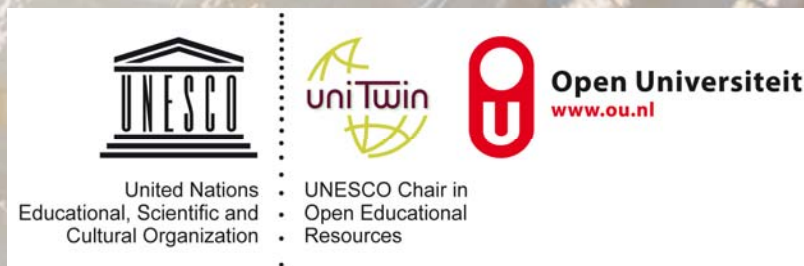


What about 'Open' in OER?

*“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)

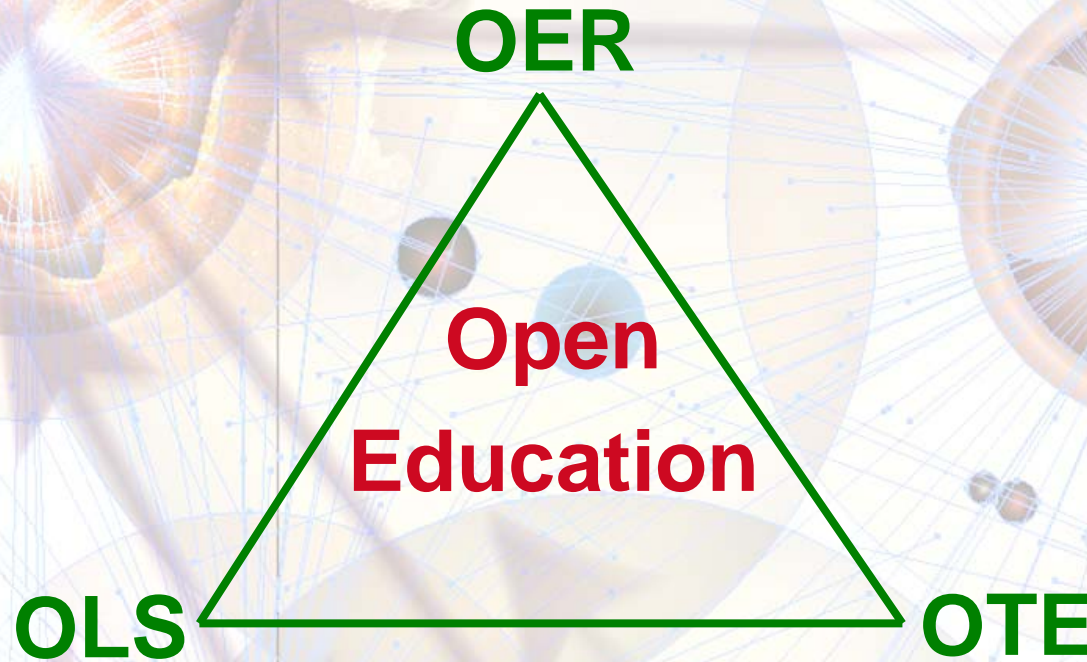


OER is NOT Open Education

more components
are required ...



Open Education (*Supply*)



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)

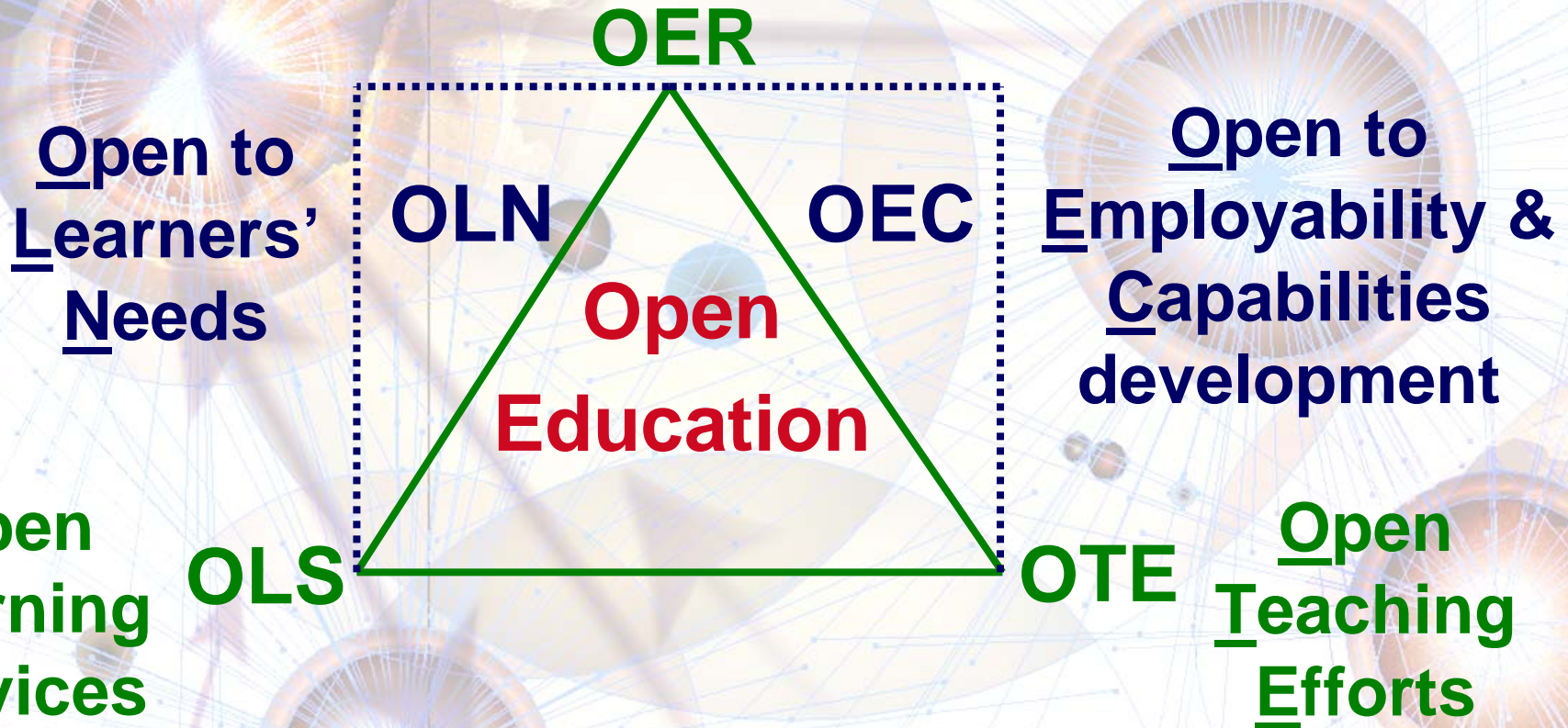
Complementary to OER and OLS, *to be paid for*, referring to the *human contribution* to the education provided, the efforts of *teachers, instructors, trainers, developers, and support staff* in their various roles, in a professional, *open, and flexible* learning environment and culture.



Open Education is NOT
Supply side only
should also include
Demand side ...



Open Education (*plus Demand*)



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 ...



Open to Employability & Capabilities development (OEC)

‘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.



5COE Model

Profile Prints



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'Profile prints' in 5COE model



Example nr. 1

*Institutional profile
(fully converted to OER)
in Open(ing up) Education*



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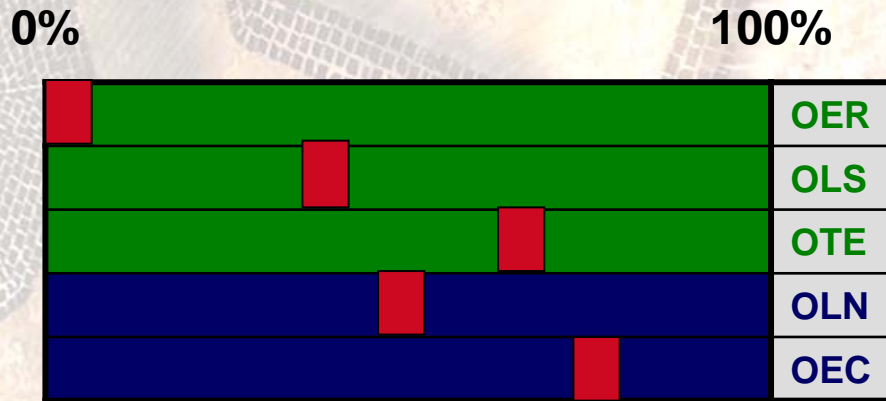


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'Profile prints' in 5COE model



Example nr. 2

*Institutional profile
(more traditional, but ...)
in Open(ing up) Education*



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'Profile prints' in 5COE model



Example nr. 3

*Institutional profile
(more traditional, but ...)
in Open(ing up) Education
in the FUTURE ...*



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'Profile prints' in 5COE model



Example nr. 4
Typical xMOOC
as positioned
in Open(ing up) Education

'Profile prints' in 5COE model



Example nr. 5
Typical cMOOC
as positioned
in Open(ing up) Education

'Profile prints' in 5COE model



Not recommended
to have all sliders
extreme left or
extreme right

... with an exception for OER ...

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!**



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



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And ...

Other countries promote OER through:

- > specific measures <
- > provision for collaboration <
- > financial support <

or are considering a *national approach* to OER

***e.g. Brazil, China, Indonesia, Japan,
Korea, Poland, Slovenia, South Africa,
Turkey, UK, Vietnam***



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Supporting Actions of International Organizations

UNESCO Since 2002 a very *active player* (coined the term OER)
As of 2011 UNESCO *Chairs in OER* (now at OUNL, Athabasca, Otago)
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
2013-2015 Follow-up projects '*National Policies*' and '*Teacher Training*'

OECD 2007 Report '*Giving Knowledge for Free*'
2011-2012 *Questionnaire* shows *OER activity* in 23 countries,
where 11 have a *national OER policy* in place or under development
2013-2015 Project '*Researching Evidence for OER*'
Preparing for an *OER Recommendation* in 2015?

COL ... EU

OCWC ... CC ... OPN

ICDE ... EADTU ... AAOU ... ACDE

Hewlett F. ... Gates F. ... OSF ... IDRC



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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.”

FIVE MAIN PROJECTS

Platform, Content, Communities.

Professionalization, Research



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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*

Human factor decisive / Long route (*10-15 years*)

**Stopped by
!!!2014!!!**



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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!



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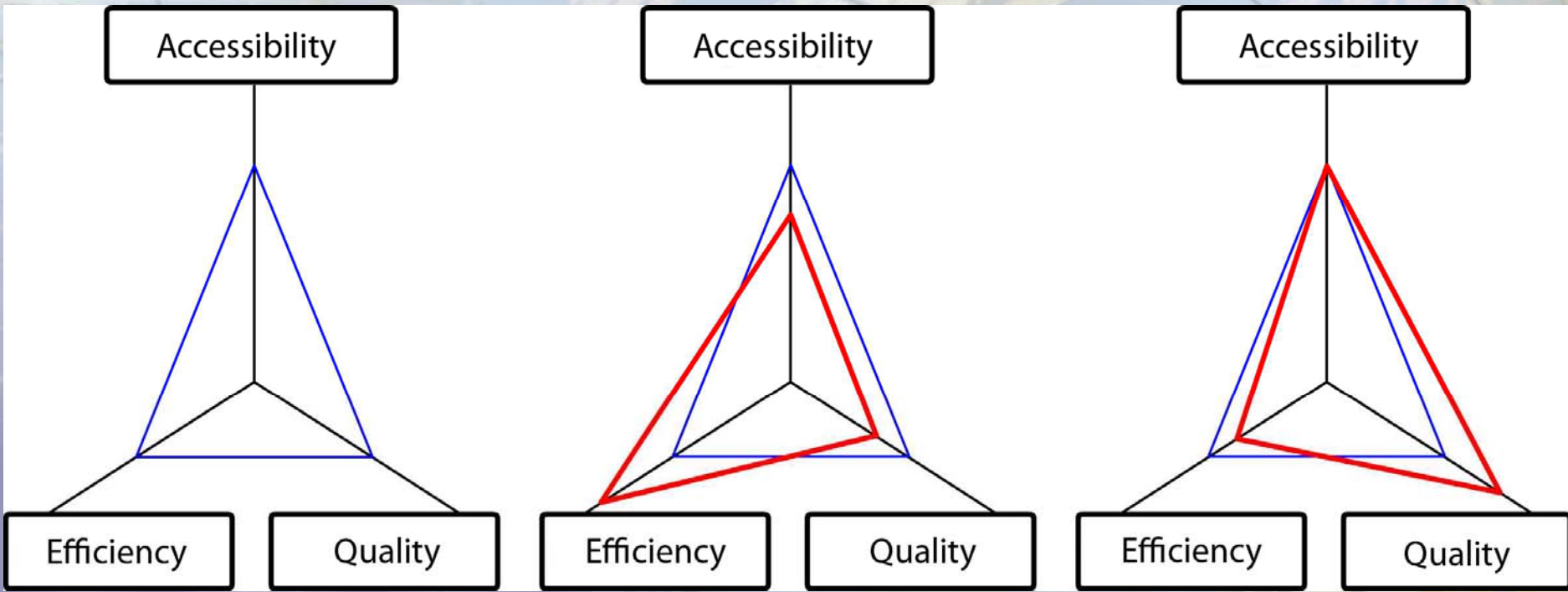
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Education 3D Performance Deadlock (unaltered circumstances / conditions)

'Starting situation'

'Increased efficiency'

'Higher quality'



(Based on the *'Iron Triangle'* by Sir John Daniel)

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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



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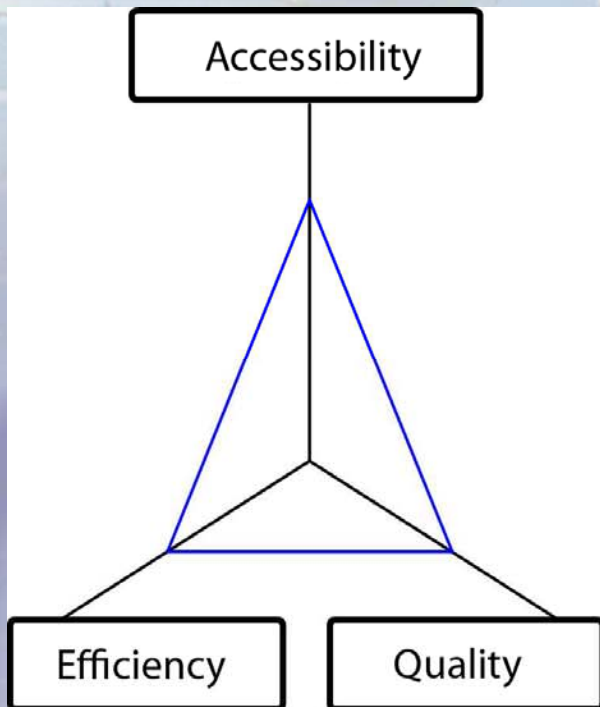
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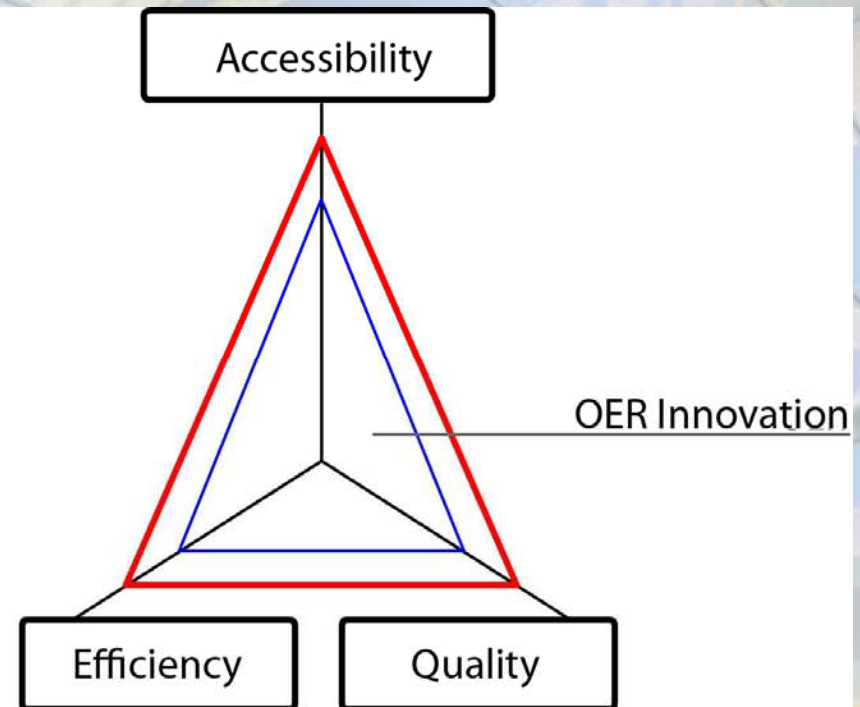
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Education 3D Performance (after an OER system intervention)

'Starting situation'



'OER situation'



The OER System *Intervention* ...

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

Accessibility by free online availability of learning materials

Quality by involvement of many experts and users in various roles

Efficiency by not replicating other's efforts

... and has the features to make the educational system ***more sustainable*** than it currently is

This ***powerful 'logic'*** holds for ***OER, not*** (necessarily) for ***OE*** as a whole



No-REGRET with OER (2) ...

According to this line-of-thought **governments** should feel encouraged to **embrace** and **mainstream OER** through an explicit governmental **OER policy** including a set of specific **OER measures**.

Within such a **context** it is **easier** and more plausible for educational **institutions** to **convert to OER** which will turn out to be a significant contribution to the **modernization** and innovation of education.



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Thanks for your attention!

