

Open Educational Resources in **Opening up Education**

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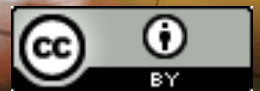
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OVERVIEW

- 1 *Open Education: what's new?*
- 2 *OER in 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 *Conclusions*



Images by Monique Vossen: Associations with Openness, in:
'OPEN BOEK: Over OER in Nederland'(OUNL, in Dutch)

Open Education: what's new?

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 (Entry)

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*

Supported Open Learning *Tutored Self-Study*

Carried by ***high-quality learning materials***
developed for ***independent learning***
integrated with ***didactics*** and ***tutoring*** elements



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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)



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OER in 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)



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**OER is NOT
(Open) Education
more components
are required ...**



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 ...



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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.



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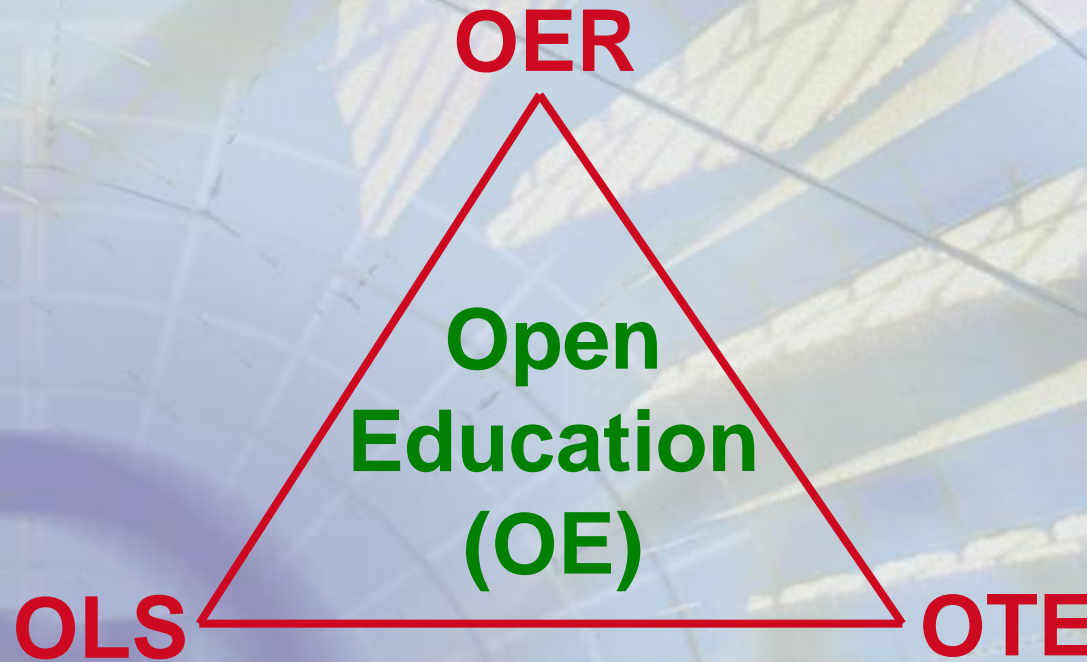


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Open Education (*Supply*)



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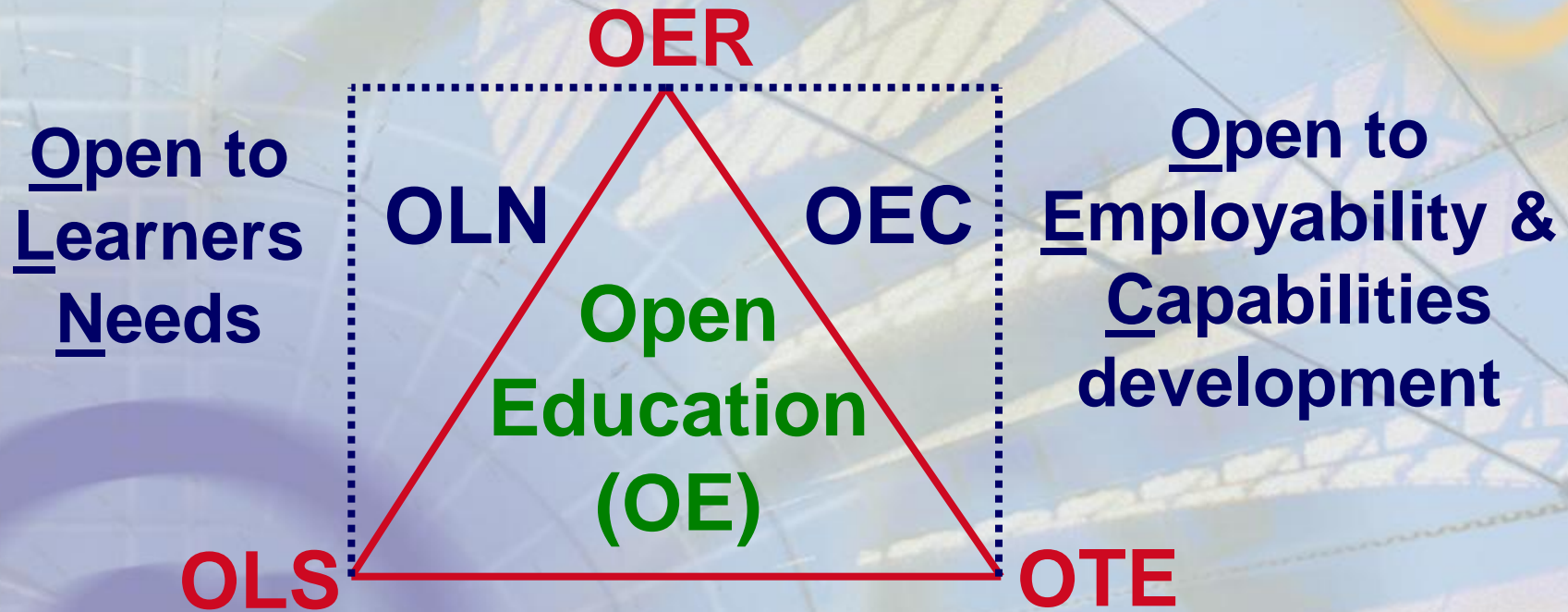


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Open Education *(plus Demand)*



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Demand side: OLN and OEC

Open to Learners Needs

affordable, rewarding, good quality, feasible, enjoyable,
but also: freedom of time / pace / place, open entry,
open programming, credentialing, bridge between
formal and informal learning, lifelong learning,

Open to Employability & Capabilities development

fit to labour market in change, innovation, globalization,
knowledge-based society, entrepreneurship, **but also:**
with new concepts and skills, critical thinking, ethical
attitude, personal growth, social-cultural behaviour, ...



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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!!!



	<i>Offering</i>	<i>Feedback</i>	<i>Certificate</i>	<i>Pacing</i>	<i>Didactics</i>
EdX (Consort.)	Courses	Instructor/ automated	Achievement	Paced	Instructor led
Udacity (Company)	Courses	Instructor/ automated	Achievement/ Participation	Paced	Instructor led
Coursera (Company/ Consort.)	Courses	Instructor/ Automated/ Peer	Achievement/ Participation	Paced	Instructor led
Ted Ed	Lectures	-	-	Self-directed	Instructor led
Khan Academy	Lectures	-	Badges	Self-directed	Instructor led
cMOOC	Courses	Peer	None/Achievement/ Badges	Paced	Connec- tivism
MMOOC (MIT)	Courses	Peer/Instructor	Badges/Recognition	Paced	Connec- tivism
Saylor.org	Programs	-	-	Self-directed	Instructor led
OERu	Programs	-	Diploma	Self-directed	May vary p. course

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



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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:

Daniel, J. (1996), 'Mega-Universities and Knowledge Media: Technology Strategies for Higher Education'. Kogan Page, London

Asseldonk, T. van, & Mulder, F. (2004), 'Mass-individualization of higher education for the knowledge-based society'. EADTU Conf.

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'



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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**



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The background is a complex, abstract composition. It features a dark, grid-like pattern that resembles a mesh or a woven fabric, overlaid on a fiery, cellular texture. The colors range from deep reds and oranges to bright yellows and whites, suggesting a molten or burning surface. The overall effect is one of intense energy and transformation.

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 <



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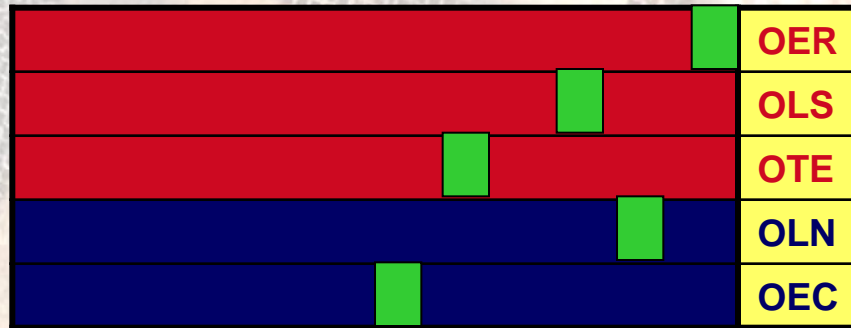
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Institutional Position/Profile in OuE

- at a certain point in time -



**Institutional
'Fingerprint'
(example)**

*Would **not recommend** to have all switches
extreme left or extreme right.*

Except for OER:

***Extreme right** would be **fine** for
all institutions independent on profile,
if there would be a national policy ...*



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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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.”



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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)

See video at:

http://www.youtube.com/watch?v=5jbAiH_NJwQ



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The background is a complex, abstract composition. It features a dense, overlapping pattern of geometric shapes, primarily squares and rectangles, in various shades of orange, red, and brown. These shapes are arranged in a way that creates a sense of depth and movement. Overlaid on these patterns are several pieces of white and light brown paper, some of which are torn or folded, giving the impression of a collage or a layered document. The overall effect is one of complexity and layered meaning.

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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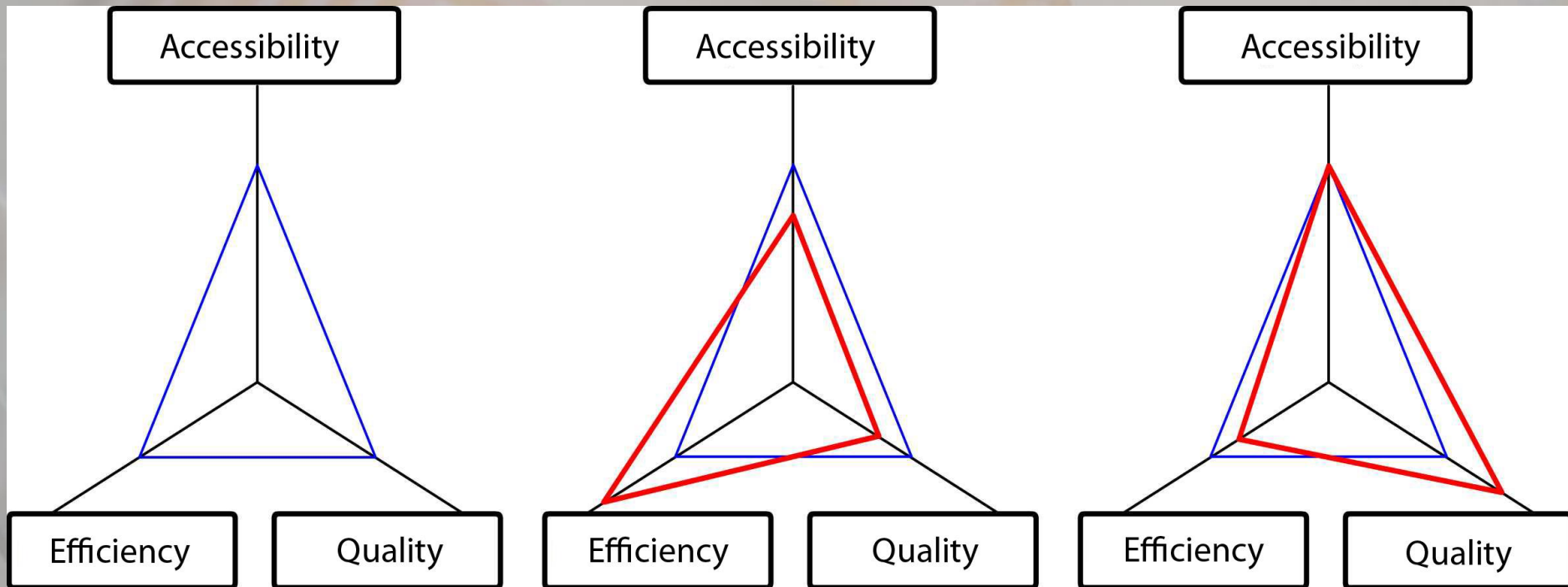
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Education 3D Performance Deadlock (unaltered circumstances / conditions)

'Starting situation'

'Increased efficiency'

'Higher quality'



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



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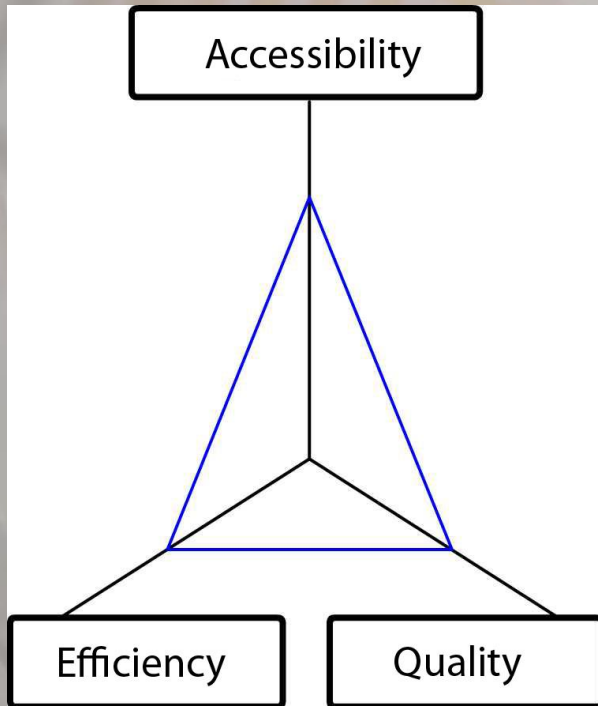
Hypothesis

Performance *improvement*
along *one dimension*
inevitably *deteriorates*
the performance along
one or both of the *other dimensions*,
at least at *unaltered*
circumstances and conditions

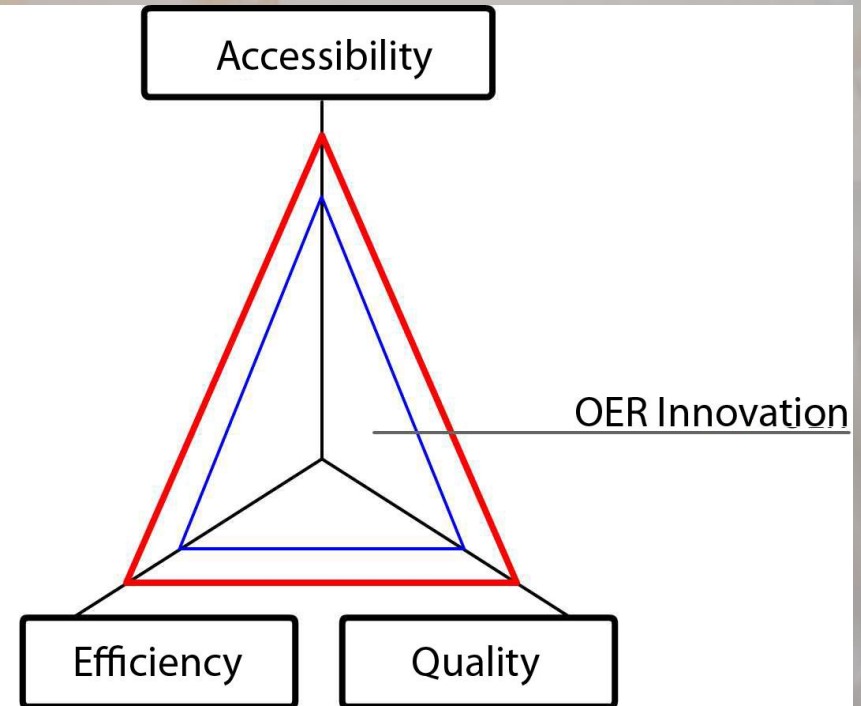


Education 3D Performance (after an OER system intervention)

***‘Starting
situation’***



***‘OER
situation’***



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 ***OE*** as a whole

Support and Commitment of IGOs

The background of the slide is an abstract composition. It features a warm, brownish-gold color palette. Scattered across the frame are various white, three-dimensional geometric shapes, including rectangles, triangles, and polygons, some of which appear to be floating or falling. A network of thin, white lines connects small dots, creating a web-like pattern that suggests a global or interconnected theme. The overall effect is one of dynamic movement and complex structure.

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?



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European Union ...

with *‘Opening up Education’* is preparing
JIT for a *breakthrough* move

is in an *effective position* with its *tools*:

policy guidance, EU regulation, EU funding schemes, exchange
of good practices, innovative pilots, ...

can *inspire, mobilize, facilitate, and support* EU *countries* and
educational institutes in their OuE endeavours

can *harmonize, create synergies, underline diversity* (when
appropriate) among EU *countries* and *educational institutes*

can *add value* in the *global educational market*



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EU: *‘Opening up Education’*

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

This **potential** is clear-cut **for OER**,
but not for OE as a whole



CONCLUSIONS

Conclusions

1. There are both '**classical**' (OUs) and **innovative** (Digital) **drivers** for Open Education
2. **OER ≠ Open Education** (but among **5 components** of which 3 in Supply and 2 in Demand)
3. **MOOCs** stand for a new **revolution in 'Opening up Education'** (NOT in Open Education) and could become a very important **change agent**
4. **OuE** is a **well-chosen umbrella** for the **EU Initiative** (thereby NOT promoting one single ideal model)
5. With **OuE Europe** is orchestrating JIT a **decisive move** in the OpenEd world



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Conclusions, more ...

6. **National OER policies** are rapidly emerging, with strong support from **IGOs**, and are argued to serve well **government's responsibilities for Education**
7. **OER** potentially is the **most significant in OuE**, being **beneficial for all educational institutions**, regardless of their educational philosophies and more in general the political context
8. **OuE/OER** could go the '**Bologna**' way, that is to become a major **European innovation** in Education
9. **OuE/OER** could make the current educational system **more sustainable!**



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Thanks for your attention!



RECOMMENDATIONS

- a. Give ***OuE a decade*** to become full reality
- b. Focus on ***mainstreaming OER*** (ambitious and difficult enough)
- c. Design effective ***fits and incentives*** in national ***funding schemes*** and ***regulations***
- d. Reflect on measures how to change the ***human factor*** from being a ***barrier*** into becoming a ***carrier***
- e. Initiate a ***fundamental dialogue*** with the private sector, in particular the ***publishers***, on changing ***opportunities***

RECOMMENDATIONS, more ...

- f. Be quick in a ***European MOOCs move*** (Note: European OUs are preparing a substantial collective initiative to be launched early 2013)
- g. Create a strong ***European OuE/OER research base*** to underpin policies and implementation (Note: Global OER Graduate Network started Sept. 2012)
- h. Do ***NOT reinvent*** the wheel in a ***European legal and licensing*** framework but ***join forces with CC***
- i. Cherish ***educational variety*** in the member states and ***cultural and language diversity*** within the EU



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