

# Internationalisation of Higher Education:

*Impact of online, open education  
and MOOCs*



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## Aim SCORE2020 project

- Support the setup of regional expertise centres for the development and use of MOOCs and Open Education.
- Most countries of the partnership already started with some way of cross-institutional support of open education and/or MOOCs (e.g., Norway, France, the Netherlands, Ireland).
- The partners will exchange and jointly develop expertise and will develop a common approach.



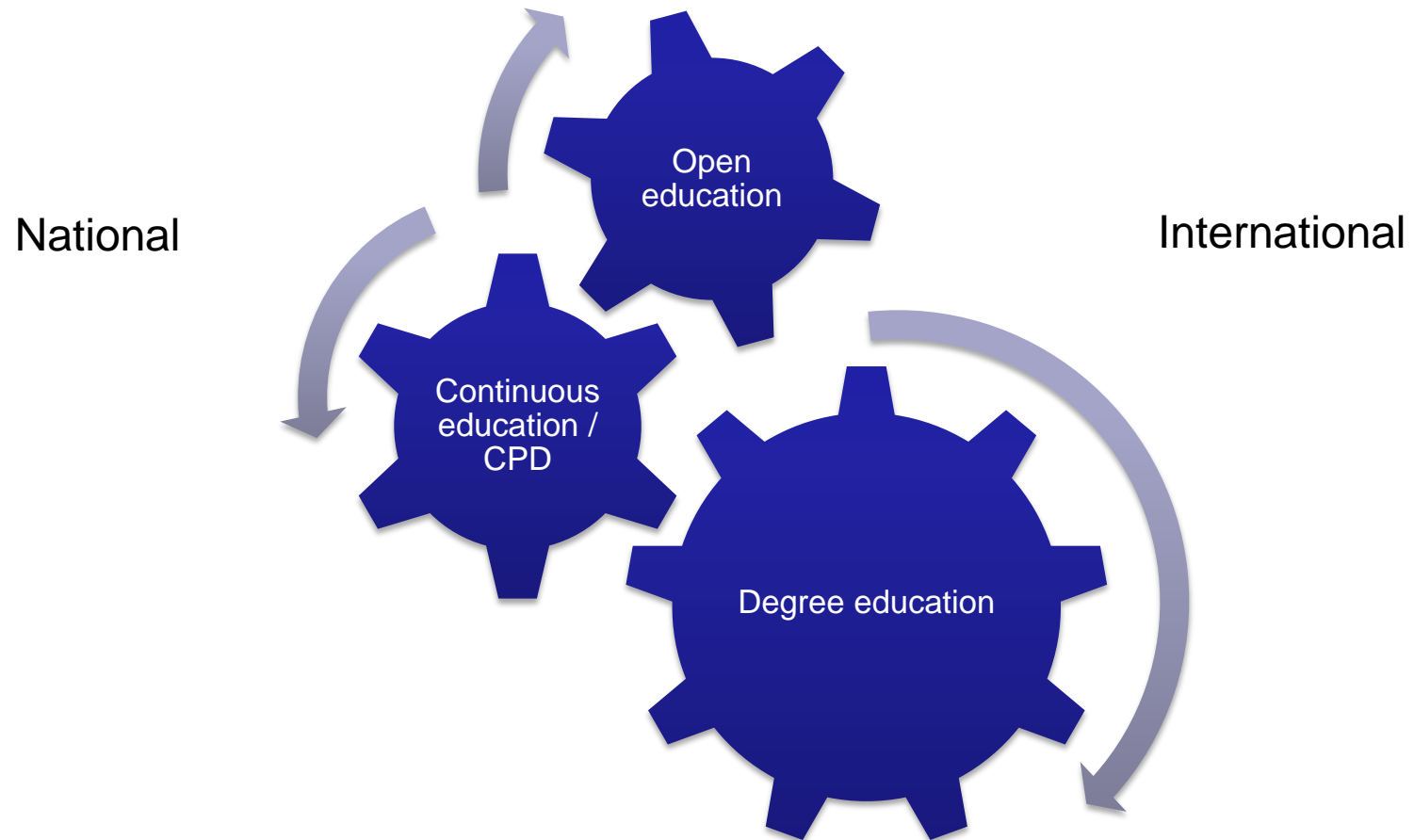
# Introduction to MOOCs and internationalisation



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*Maastricht, 1 February*

# Three areas of provision of education





# New formats degree programs

Exchange mobility  
(Erasmus)

Blended/online  
mobility (Virtual  
Erasmus)

Intensive  
programmes,  
summer schools;  
seminars and  
webinars

Networked curricula  
and double degrees

Joint curricula and  
joint degrees

Joint PhD degrees

International  
apprenticeships

Collaborative  
projects

Micro-masters  
Nano-degrees  
SLP

## Internationalisation formats continuing education and CPD

Short learning programmes

Executive seminars

University-business networks  
(e.g. KICs EIT)

Corporate university programmes

International apprenticeships

Collaborative projects with companies involved

Continuous professional development

Webinars

Intergovernmental CPD initiatives  
(teacher training, health care...)

# Innovative pedagogies

*Learning design  
informed by  
analytics*

*Flipped  
classroom*

*Dynamic  
assessment*

*Personal inquiry  
learning*

*Learning  
through  
storytelling*

*Threshold  
concepts*

*Digital  
scholarship*

*Learning from  
gaming*

*MOOCs*

*Massive open  
social learning*

*sMOOCs*

*OER - OEPs*



# Formats Open Education

Open  
Educational  
Resources  
(OERs)

Massive Open  
Online Courses  
(MOOCs)

Open  
Educational  
Practices  
(OEPs)



## Perceptions on Open Education

- Online Education
- Online versus Open
- Open Educational Resources
- Openness
- MOOCs



GLASBERGEN

**“There aren’t any icons to click. It’s a chalk board.”**



## Online education is much more than content

- In online education the learning is a result of mediated experiences that are not constrained by time and/or distance
- The media support in a particular course can be applied to both course material delivery and to interaction between teachers and learners, and between learners.
- Online can refer to material and/or interaction and exams/tests!

A close-up photograph of a window with a dark, weathered wooden frame. The window is divided into several rectangular panes by thick wooden muntins. In the center pane, a rectangular sign is hanging from two thin, light-colored strings. The sign has a white background with a blue border and the word "OPEN" written in large, bold, black capital letters. The background outside the window is blurred, showing hints of a street scene with trees and buildings. The lighting is soft, suggesting an overcast day.

**OPEN**





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## But what is openness?

Open and online availability are frequently used:

- Open Source (software)
- Open Access (scientific output)
- Open Content (creative output)
- Open Educational Resources (OER)
- Open Courses (e.g., MOOCs)
- Open Learning Services (OLS, e.g. feedback, tutoring, meeting, communities, teamwork, examination, etc.)



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## Digital openness

- Online education versus digital openness:
- Free online availability. For example,
  - Open Source (software)
  - Open Access (scientific output)
  - Open Content (creative output)
  - Open Educational Resources /OER (learning materials)
- Open licencing (reuse – remix – rework – redistribute)





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## But what is open education?

- Open universities : an open-door academic policy, i.e. no entry requirements and they are "open" to all students.  
**NB. Difference between open, distance and online universities**
- open access(ibility); freedom of time, pace and place; open programming; open to people.
- an approach to education that seeks to remove all unnecessary barriers to learning, while aiming to provide students with a reasonable chance of success in an education and training system centred on their specific needs and located in multiple arenas of learning.

## Brief history of Open Education - milestones in open movement<sup>3</sup>

Coffee-houses (17th century)

Self-education societies (18th century)

Correspondence education (19<sup>th</sup> century)

Open University (1970)

OpenCourseWare (2001)

Open Educational Resources (2002),  
a term adopted at the first global OER Forum in Paris

The Cape Town Open Education Declaration (2008) emphasized a vision going beyond OER, which promoted a broader concept of open education

Open educational practices (OEPs)

MOOCs (2008 -...)

The Paris OER Declaration (UNESCO/COL, 2012) strengthened the focus on OER, calling on governments to openly license publicly funded educational materials

Porto Declaration on European MOOCs (2014)

**Education 2030 (2015)**

Some resources discussion the history of open education are

- Peters and Deimann (2013) [On the role of openness in education: A historical reconstruction](#)
- [Open Education Handbook](#) (2014)
- M. Weller (2014) [The Battle for Open](#)



# MOOC



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- Massive
- Open
- Online
- Course





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## MOOCs?

- EU-projects: MOOCs are online courses *designed* for large numbers of participants, that can be accessed by anyone anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free
- Wikipedia: A massive open online course (MOOC) is an online course *aimed* at unlimited participation and open access via the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that help build a community for students, professors, and teaching assistants





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## Drivers for learners - MOOCs for Opening up Education

MOOCs should be designed such that all unnecessary barriers to learning are removed, while aiming to provide students with a reasonable chance of success in education.

- 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**

**Global strategies on**

**MOOCs:**

***Using MOOCs for***

***Opening up Education***

# Making Sense of MOOCs

A Guide for Policy-Makers  
in Developing Countries





# Thank you!!!



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