Internationalisation of Higher Education:

Impact of online, open education and MOOCs
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

Darco Jansen
Maastricht, 1 February
Three areas of provision of education

- National
  - Continuous education / CPD
  - Open education
- International
  - Degree education
New formats degree programs

- Exchange mobility (Erasmus)
- Blended/online mobility (Virtual Erasmus)
- Intensive programmes, summer schools; seminars and webinars
- Joint PhD degrees
- 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...)

SCORE2020
Innovative pedagogies

- Learning design informed by analytics
- Flipped classroom
- Dynamic assessment
- Personal inquiry learning
- Learning through storytelling
- Treshold 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
“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 particularly 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!
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.)
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)
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

<table>
<thead>
<tr>
<th>Coffee-houses (17th century)</th>
<th>OpenCourseWare (2001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-education societies (18th century)</td>
<td>Open Educational Resources (2002), a term adopted at the first global OER Forum in Paris</td>
</tr>
<tr>
<td>Correspondence education (19th century)</td>
<td>The Cape Town Open Education Declaration (2008) emphasized a vision going beyond OER, which promoted a broader concept of open education</td>
</tr>
<tr>
<td>Open University (1970)</td>
<td>Open educational practices (OEPs)</td>
</tr>
<tr>
<td></td>
<td>MOOCs (2008 - ...)</td>
</tr>
<tr>
<td></td>
<td>The Paris OER Declaration (UNESCO/COL, 2012) strengthened the focus on OER, calling on governments to openly license publicly funded educational materials</td>
</tr>
<tr>
<td></td>
<td>Porto Declaration on European MOOCs (2014)</td>
</tr>
<tr>
<td></td>
<td>Education 2030 (2015)</td>
</tr>
</tbody>
</table>

Some resources discussing 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

- Massive
- Open
- Online
- Course

© Dave Blazek

Honey, it’s been 45 minutes. I don’t think he’s going to call on you.

MELISSA MISUNDERSTANDS MASSIVE OPEN ONLINE COURSES

originally published on blog.post.edu
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.
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
Thank you!!!

Darco.Jansen@eadtu.eu

Coordinator

Partner