Commonwealth Educational Media Centre for Asia

Openness in Education:
Some Reflections on MOOCs, OERs and ODL

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Structure

• Understanding “Openness”
• Open and distance learning (ODL)
• Open educational resources (OER)
• Massive open and online courses (MOOC)
• Implications for ODL institutions
Openness - 1

- To open something, it must first be closed
- Need of increasing access to information and knowledge in the society
- Printing technology opened access to learning resources
Openness - 2

- External examination to increase access
- Open University, UK started as Open to people, places, methods and ideas
Openness - 3

- No requirement for entry qualification
- No physical boundary of the institution
- Use of broadcasting and available technology to teach
- Innovation with a focus to improve learning

- Emergence of OPEN LEARNING...
Openness - 4

OPEN LEARNING

- Increasing access to higher education
- Reducing the rigidities in entry requirements
- Providing opportunities to study subjects of choice to earn degree
- Learn anywhere with the use of appropriate technology
- Study at one’s own time and pace.
Introduction to Openness
Openness - 5

- **Open Source Software**: free and unrestricted distribution of the source code with rights to create derivative works.

- **Open Content**: refers to content that can be reused, revised, remixed and redistribute without violating copyright laws.
Open and Distance Learning - 1

- Open learning is a philosophy
- Some courses and programmes in ODL follow the principles of openness
- Economies of Scale
- Political support to increase access
Open and Distance Learning - 2

- Printed texts
- Audio and video materials
- Submission of Assignments
- Final examination as pen and paper test
Open Educational Resources - 1

- Programme Learning
- Self-Learning
- Resource-based Learning

• Behaviourist learning materials
• Three types of materials
• Open, Digital and Connected

• STAMP2000+
• MIT OpenCourseWare
• UNESCO Forum 2002
the provision of educational resources, enabled by information and communication technologies, for consultation, use and adaption by a community of users for non-commercial purposes
Open Educational Resources - 3

OER as teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work.
OER Paris Declaration

- Promote awareness and use of OER
- Improve media and information literacy
- Develop institutional policies for OER
- Educate stakeholders on open licenses and copyright
- Promote quality assurance and peer review of OER
- Develop strategic partnerships to avoid duplication of work as well as technologies
- Encourage and support research on OER
- Develop tools to facilitate access to OER
Open Educational Resources - 4

- Do OERs help students to learn?
- What about quality of OER?
- Lack of motivation/reward/incentive
- Poor integration to teaching and learning
OER University Model

- Separation of content, teaching-learning services, and assessment
- Learners access courses in OER
- Support received from Volunteers
- Open Assessment and Credits
Massive Open Online Courses

- Emergence of platforms supporting Open Educational Resources
- Availability of free access resources online
- Network technology enabled distance learning
- Started in 2008 as an experiment in University of Manitoba
- Examples: Coursera, Udacity, edX
MOOCs are typically

- Free courses
- Designed to be accessed by large number of students across the world
- Students are expected to learn through cooperation in the cyberspace
- The course credits are only for certifying certain competencies
Why MOOCs?

- Possibility to reach large numbers
- Possibility to generate revenue through certification, sponsorship, employee recruitment

BUT

Can Open Universities be able to generate additional resources through MOOC?
Types of MOOCs

- **cMOOC**: is to provide a platform to the learners to connect to individuals and resources and emphasizes learning through creativity, autonomy and social networking.

- **xMOOC**: is to focus on traditional video presentation and testing.
**MOOC and OER**

- MOOCs are free, but not necessarily open
- Can MOOC provide an open platform for exploration, interaction and collaboration?
IMPLICATIONS for ODL - 1

- All ODL institutions may not have the capacity to start MOOC
- May lack star Professors
- How to increase student-teacher interaction in MOOC?
- Can we depend only on peer learning?
- Collaboration is the Key
IMPLICATIONS for ODL - 2

- Development of OER Policy in institutions
- Learning material itself is not about Learning
- Students need support
- OER can reduce the cost and time of learning material development
- To make education contextual OER will require to be adapted
IMPLICATIONS for ODL - 3

- Digitization of content and release in OER
- Creation of a pool of OER for the humanity
- OER to be available Online, Free of cost, in Open license, and accessible Permanently
- Shift in focus from materials to learning
- Consortium of Open Universities to develop MOOC platform based on principles of “Openness”
My CONCLUSION

- Open entry to study courses and accumulate credit for certification
- Flexibility in choice of subjects to study for employability
- Asynchronous learning at students’ own pace, supported by increased choice of learning resources and media
- Learning online using open courses that can be reused, revised, remixed, and re-distributed.
- Choice of assessment methods and time of assessment
- Permanent storage of student achievement as evidence of progress and build communities for the institution
Thank You