Some Themes around MOOCs

Fred Mulder

UNESCO Chair in OER at OUNL
(former Rector OUNL 2000 – 2010)
Chair EADTU’s OpenupEd Initiative

MOOCs Event
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1. How OER-based are MOOCs?

**OBSERVATIONS**
In many cases they are restrictively open: only free for users in a specific time frame, not for institutions; no OER-base / open license: no adaptation / compilation (4 R’s).

**CONSEQUENCES**
Learners, teachers, institutions, society, and governments do not experience the full benefits of ‘open’. Drifting away from the fundamental principles of ‘open’.

**CALL FOR …**
MOOCs (back) on the OER track regarding learning materials.
2. How open are MOOCs to learners’ needs?

**OBSERVATIONS**
Generally they are supply-driven; teacher at the centre.
No freedom of entry time and pace.
Credentialing is (still) problematic.

**CONSEQUENCES**
Lack of flexibility.
No good fit to what learners in their circumstances need.

**CALL FOR …**
More flexibility and personalization in the content.
Learner at the centre.
3. How good are MOOCs?

**OBSERVATIONS**
They show a wide variety in quality. An excellent research reputation is no guarantee for high quality learning materials, well-suited to self-directed learning.

**CONSEQUENCES**
An ever increasing number of mediocre quality MOOCs with a pretty basic pedagogic model (video), lacking a sound design.

**CALL FOR …**
Better pedagogy, specific for self-directed learning. Specific QA, e.g. through a MOOCs quality label.
4. How receptive are MOOCs initiatives to diversity?

**OBSERVATIONS**
Dominated (still) by the US, and by the English language.
No reciprocity/symmetry towards the Global South.

**CONSEQUENCES**
Lack of cultural and language diversity; tendency for sameness.
Product export (one-way; neo-imperialism?).

**CALL FOR ...**
Recognition of the need for diversity rather than uniformity.
Symmetrical models for MOOCs development and collaboration.
5. What is driving MOOCs initiatives?

**OBSERVATIONS**

Mostly business-driven in the private domain, with a central platform delivering the MOOCs and collecting data for learning analytics.

**CONSEQUENCES**

Universities giving away courses and control over learner’s data, in a centralized business-driven environment.

**CALL FOR …**

Alternatives in the public domain, driven by serving society and its learners, with decentralized processing (autonomy!).
That’s why OpenupEd ...

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**EUROPEAN VALUES**

Equity, Quality, and Diversity.

**IN THE OPEN UNIVERSITIES TRADITION**

11 partners, 12 languages, from 40 to almost 200 courses. 10 more EADTU members planning to join. More than 100 courses with formal credit (ECTS). Reaching out to OUs in Africa, Asia and Latin America.
THANK YOU!
fred.mulder@ou.nl