

# Embedding Open Education at universities: Issues to resolve

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# Context

- Working Party of the Educational Technology Committee
- Advise the university about the broad range of issues arising from the Open Education movement
- Identify barriers in the current policy environment

# Questions to Pursue

- What is 'openness'?
- Why would you want to pursue it?
- What are the benefits to students, teachers and universities?
- Institutional and pedagogical issues

# ‘Openness’ at Universities

- Universities have a long tradition of freely sharing information and knowledge
- “Openness is a fundamental value underlying significant changes in society and is a prerequisite to changes institutions of higher education need to make in order to remain relevant to the society in which they exist”
- <http://opendistancelearningandteaching.wordpress.com/2012/07/09/openness-as-counter-narrative-omde/>

# Open Education

- Any approach to education that provides a level of openness
  - in learning materials
  - interaction with teachers and other learners, with assessment and/or qualifications

# Elements of Open Education

- Open Content:
  - Open Educational Resources (OER) – learning objects
  - Open Courseware
  - Open Textbooks
- Open Courses:
  - combine Open Content with teacher presence
  - Massively Open Online Courses (MOOCs)



# Open Content

- Open Educational Resources (OER)
  - Learning Objects
    - individual graphics, animated graphic sequences, narrated animations, multimedia software, simulations, lecture notes, PowerPoint slides or lecture recordings
- Open Courseware
  - *all* materials for a course are freely available
  - a sequenced collection of OERs
- Open Textbooks
  - an openly licensed textbook offered online

# Open Courses

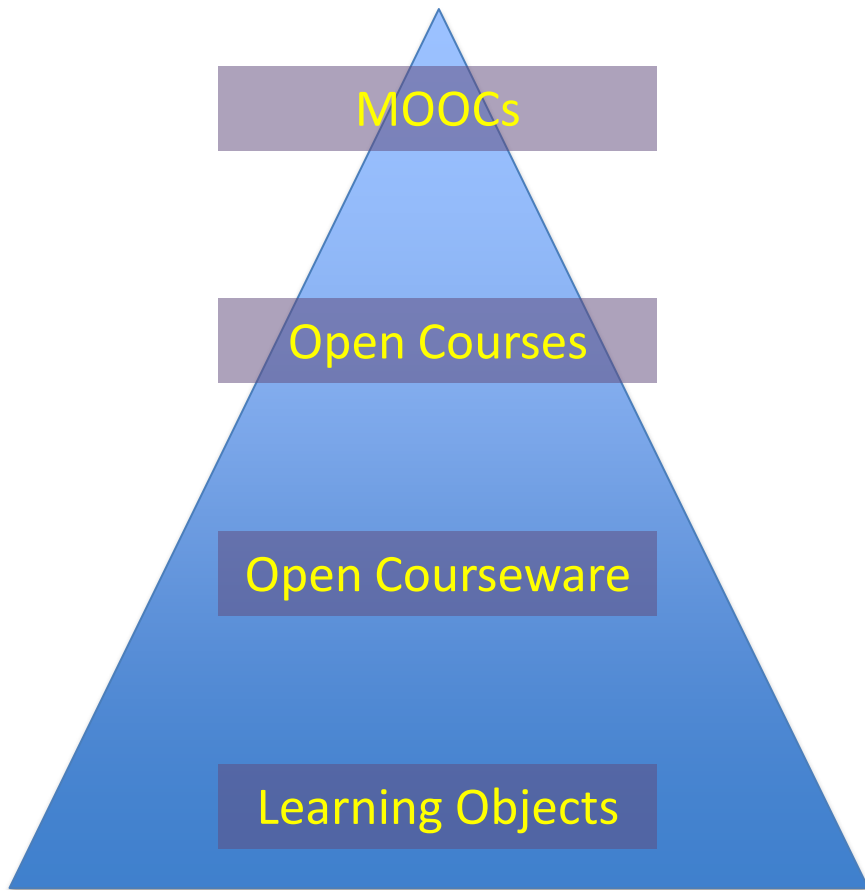
- Complement open content
  - by adding learning tasks and teacher support
- Open courses can be richer
  - enrolled students can benefit from the experiences and worldviews of others
- Drawbacks
  - No income
  - Staff workloads can increase

# MOOCs

- Massively Open Online Courses
- Originally
  - an open course offered in a distributed fashion across the internet
- Now
  - a course offered freely to the world through a brokerage
- In some cases, large numbers of students have enrolled
- ‘Graduates’ of MOOCs may receive certificates but not qualifications

# Granularity

## Granularity



Learning objects are relatively self-contained and 'granular'

Open courseware is holistic and less granular

# Usefulness to Academics

## Granularity

MOOCs

Open Courses

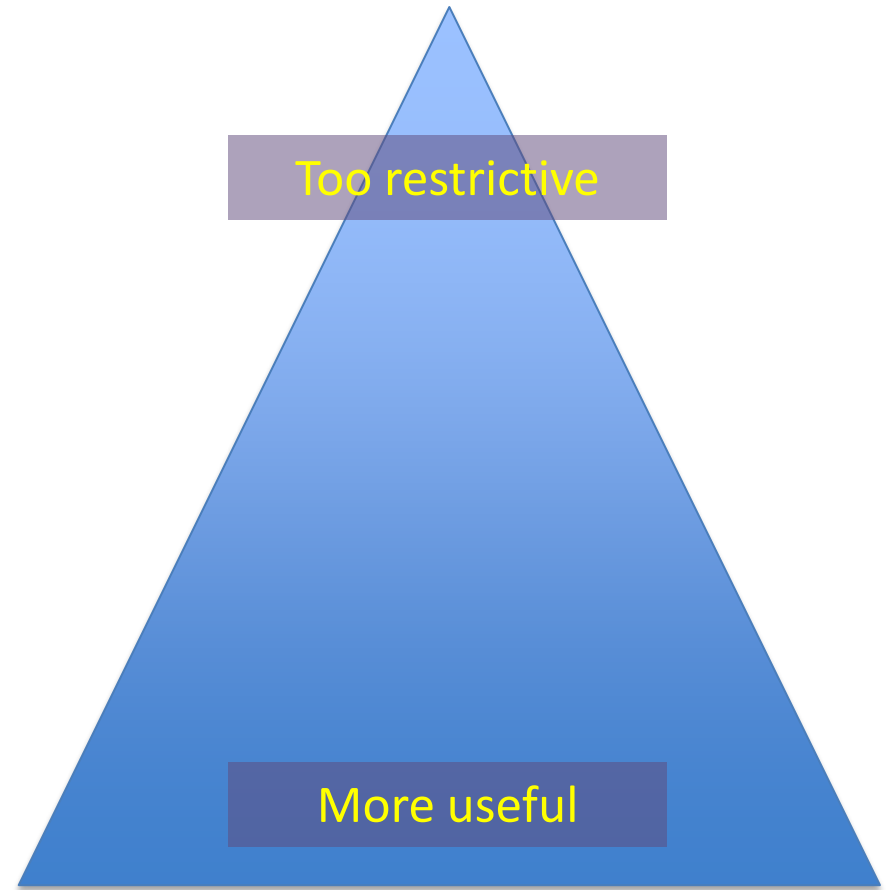
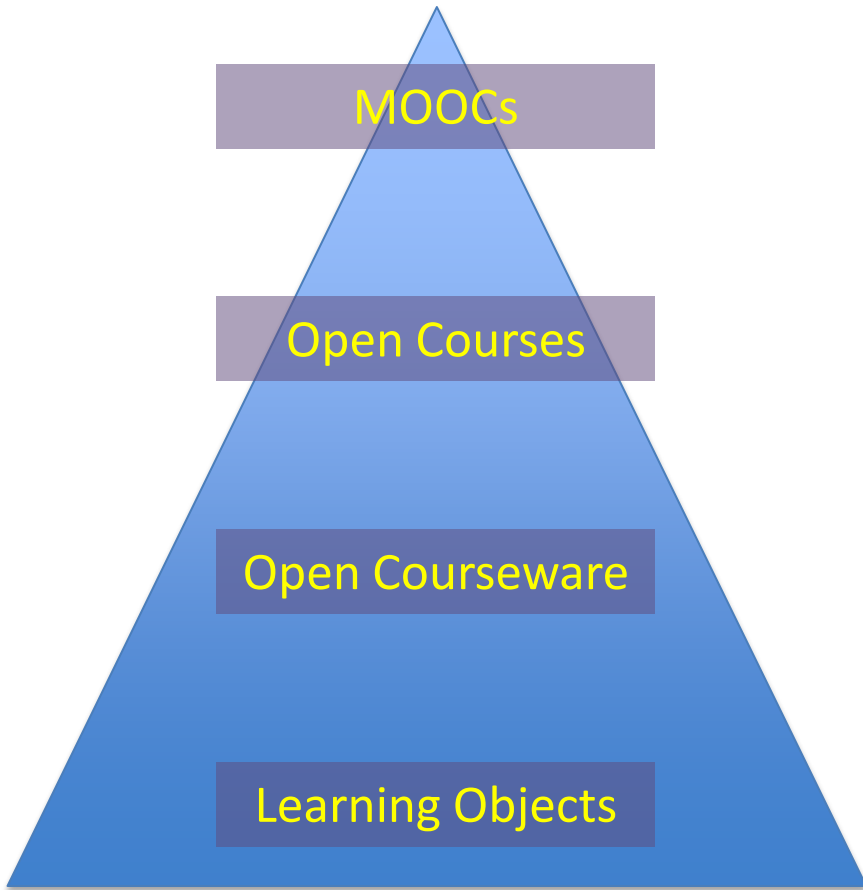
Open Courseware

Learning Objects

## Usefulness

Too restrictive

More useful





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# Premises

- Lots of good quality content available on the Internet and lots of ways for learners to obtain access to that content
- Content delivery, *per se*, is decreasing in value in education



# Rationale

- Students
  - Equity of access
  - Access to other world views
- Teachers
  - Access to resources (consumer)
  - Reputation (producer)
  - Facilitates pedagogical changes
- University
  - to contribute to broader good in the world
  - to enhance reputation and attract students
  - to generate income
  - to improve the efficiency of learning and teaching practice
  - to improve student learning outcomes

# Consuming Open Content

- Teachers can spend more time
  - designing tasks for students to engage with
  - developing 21<sup>st</sup> century learning skills:
    - helping students communicate and collaborate
    - helping students find relevant and accurate information
    - helping students make meaningful connections
- The teacher helps students build their understanding

# Institutional Drivers

- to contribute to broader good in the world
- to enhance reputation and attract students
- to generate income
- to improve the efficiency of learning and teaching practice
- to improve student learning outcomes

How does this apply to MOOCs?

# Critique of the MOOC movement

- While access to MOOCs is open, the content within the MOOC may not be open
- A content-centred but largely teacher-free learning environment
- Updated, online version of the old-fashioned correspondence course
- Like the OUA model, without the fees. Anybody can enrol, and there are high dropout rates

# Nature of Students

- Students in open courses need social, metacognitive and self-efficacy skills
  - they should already know how to learn
- Beginning students don't have these skills
- A successful university graduate should be able to learn from a MOOC

# Lessons to Learn

- OUA now includes tutor support in courses
- Open content relieves teachers of the need to deliver content
- Physical or virtual class time can be used to discuss concepts in detail and build understanding
  - The ‘flipped (or inverted) classroom’ model
- The teacher is a facilitator of learning
  - helping learners to develop graduate attributes such as creativity and critical thinking



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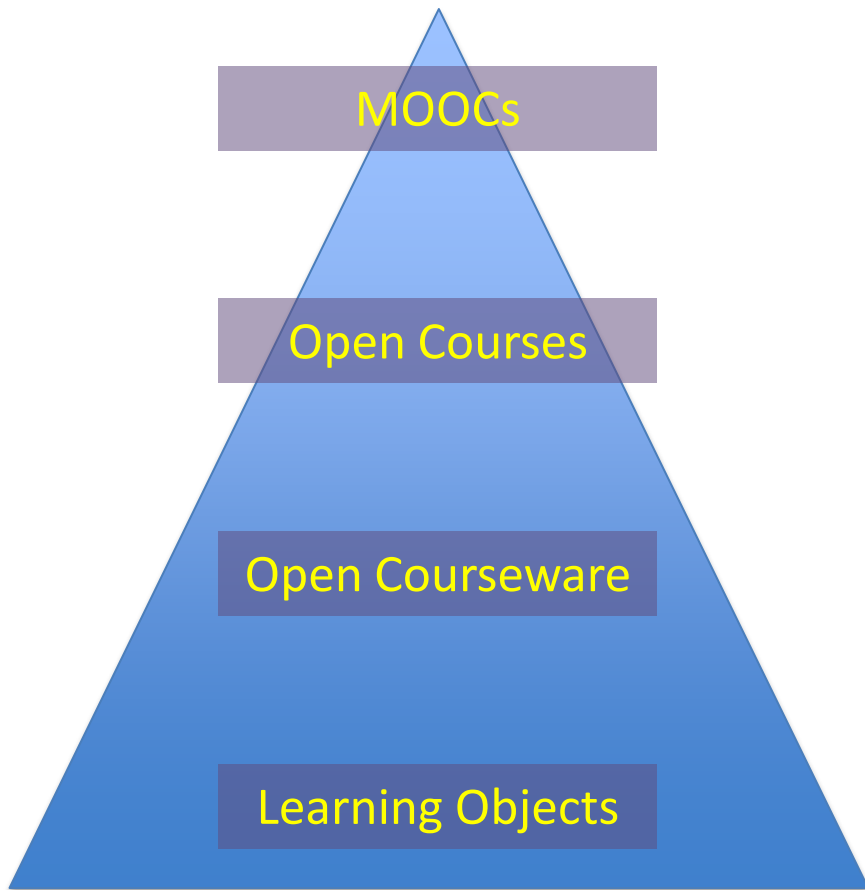


# If a University decides to embrace openness, what are the issues?

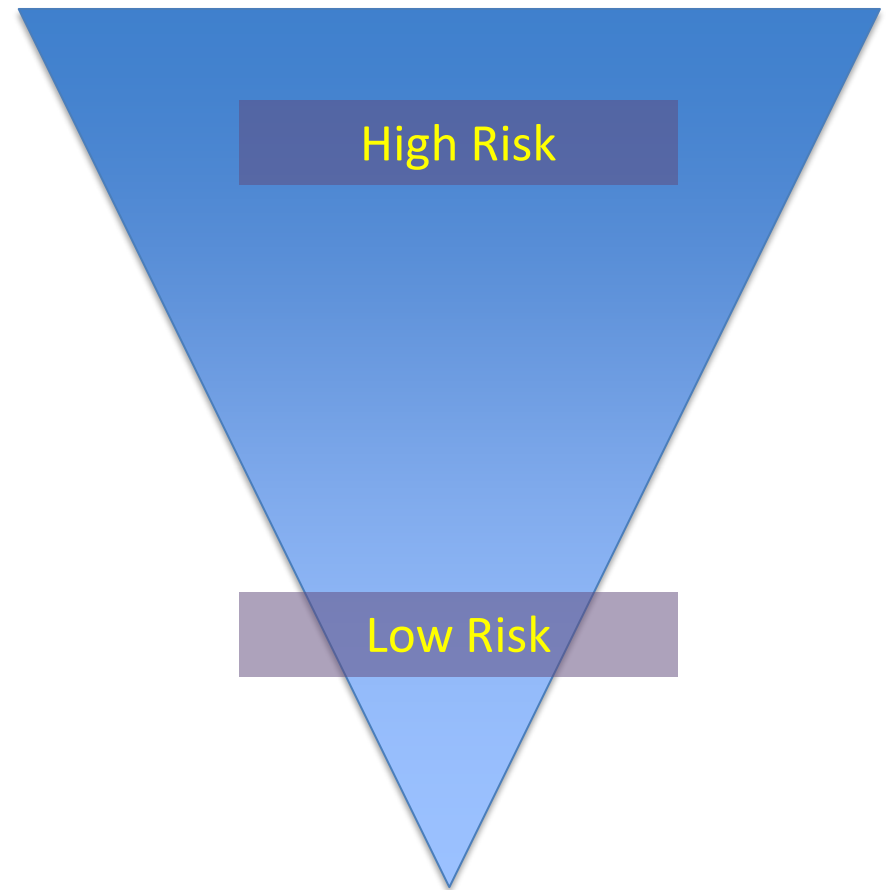
- Reputational risk
- Intellectual property
- Transnational education business models

# Reputational Risk

## Granularity



## Reputational Risk Reliance Risk



# Cost

**Granularity**

**Cost**

MOOCs

High Cost

Open Courses

Need for production teams and  
quality assurance services

Open Courseware

Low Cost

Learning Objects



# Intellectual Property

- Murdoch University owns copyright in ‘all course materials and teaching materials’
- You can’t make content you create open without university approval
- There is a cumbersome process to approve the release of content under *Creative Commons*

# Creative Commons Licenses

<b>Term</b>	<b>Description</b>
BY	<b>Attribution</b> You let others use your copyrighted work on the condition that they give you credit. All CC licences contain this condition.
NC	<b>Non-commercial</b> You let others use your work, but for <b>non-commercial</b> purposes only.
SA	<b>Share-alike</b> You allow others to create and distribute derivative works based on your original, under the same conditions as you used.
ND	<b>No-derivatives</b> You let others copy, distribute, display, and perform <i>only verbatim</i> copies of your work.

# Solutions

- Resolve the undefined ‘grey area’ between ‘teaching and course materials’ and ‘conventional scholarly [=research] output’.
- Release teaching content under a Creative Commons BY-NC-SA licence

# Transnational Business Models

- The University licenses access to the Content of a unit to another entity
- Diametrically opposed to openness
- Option 1 - restrict the types of content which are opened up
  - Unworkable
- Option 2 - license certification rather than content

# Recommendations

- Move towards open content
- Be cautious about open courses
  - Needs to be justified on **pedagogical, reputational** or **financial** grounds
- Wholesale adoption of the MOOC approach may be costly, with insufficient return on investment.
- Change the TNE business model to license qualifications not content



# A Last Word

The MOOC 'phenomenon' has raised the profile of an educational reform agenda first advocated by Diana Laurillard in 1993  
“Rethinking University Teaching”



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