

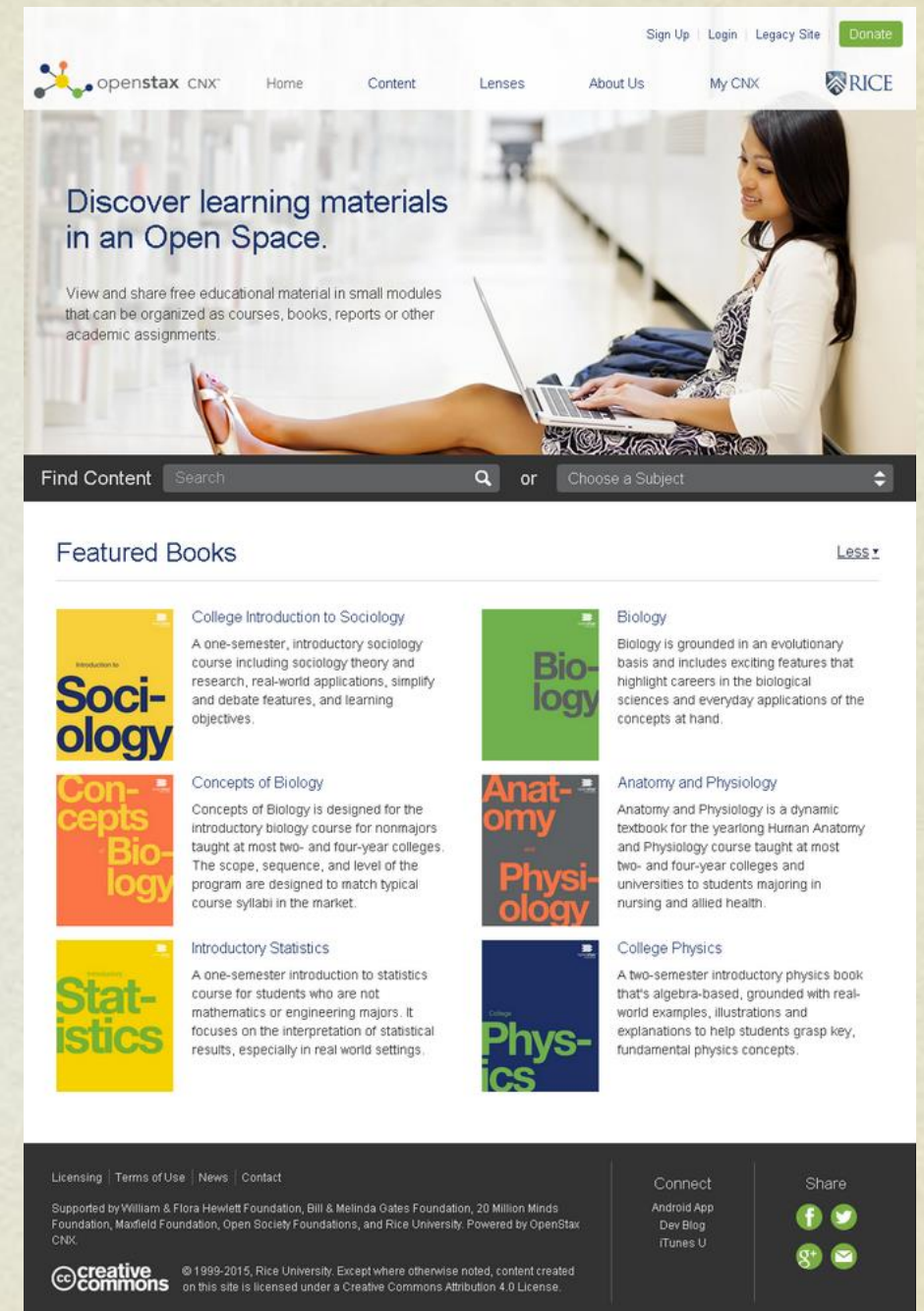
Contact North | Contact Nord Webinars
21 February, 2017

OPEN EDUCATION

How open education will revolutionize higher education

Dr. Tony Bates,
Research Associate

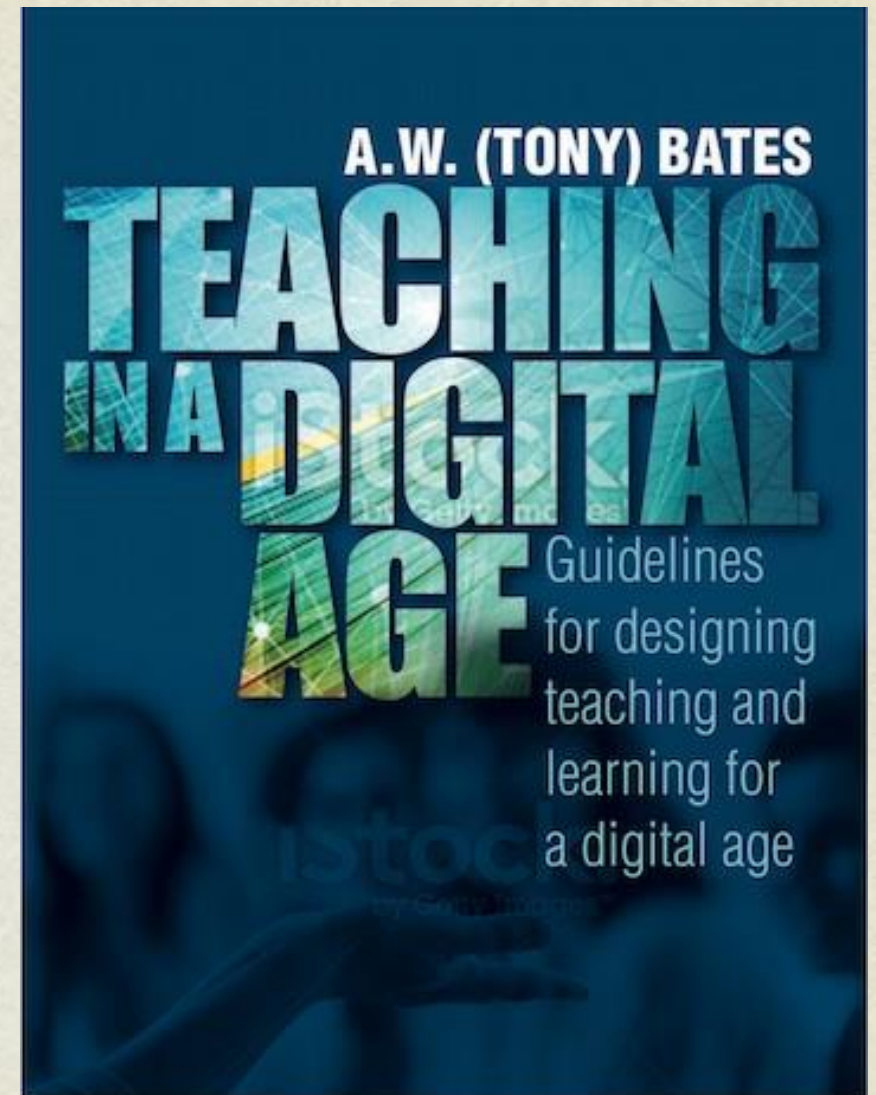
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Vancouver, BC, Canada



The screenshot shows the OpenStax CNX website. At the top, there's a navigation bar with links for Sign Up, Login, Legacy Site, and Donate. Below this is the OpenStax CNX logo and a menu with Home, Content, Lenses, About Us, and My CNX. A Rice University logo is also present. The main banner features a woman sitting on a bench using a laptop, with the text "Discover learning materials in an Open Space." and a description: "View and share free educational material in small modules that can be organized as courses, books, reports or other academic assignments." Below the banner is a search bar with "Find Content" and "Search" buttons, and a "Choose a Subject" dropdown. The "Featured Books" section displays six book covers with their titles and brief descriptions: "College Introduction to Sociology", "Concepts of Biology", "Introductory Statistics", "Biology", "Anatomy and Physiology", and "College Physics". The footer contains links for Licensing, Terms of Use, News, and Contact, along with information about the website's funding and Creative Commons Attribution 4.0 license. Social media links for Connect (Android App, Dev Blog, iTunes U) and Share (Facebook, Twitter, Google+, Email) are also included.

Seminar format

- Covering main issues in Chapters 10 of *Teaching in a Digital Age*
- Short presentations followed by discussion
- General discussion after 45 minutes



Topics

- Open textbooks
- Open research
- OERs
- MOOCs
- New designs around OER



The screenshot shows a YouTube video player with the title "NaK". The video content shows a person in a white lab coat working with a piece of equipment on a table outdoors, with a brick wall in the background. The video player interface includes a progress bar at 0:55 / 8:47, a search bar, and a channel name "Periodic Videos" with a subscribe button and 895,283 subscribers. The video has 283,651 views, 5,735 likes, and 23 comments. The description states: "Published on 13 Jul 2015 NaK - the alloy of Sodium and Potassium - is notorious among chemists. But it can be pumped in an ingenious way. Featuring Professors Steve Howdle and Martyn Poliakoff."

NaK

Periodic Videos

Subscribe 895,283

283,651 views

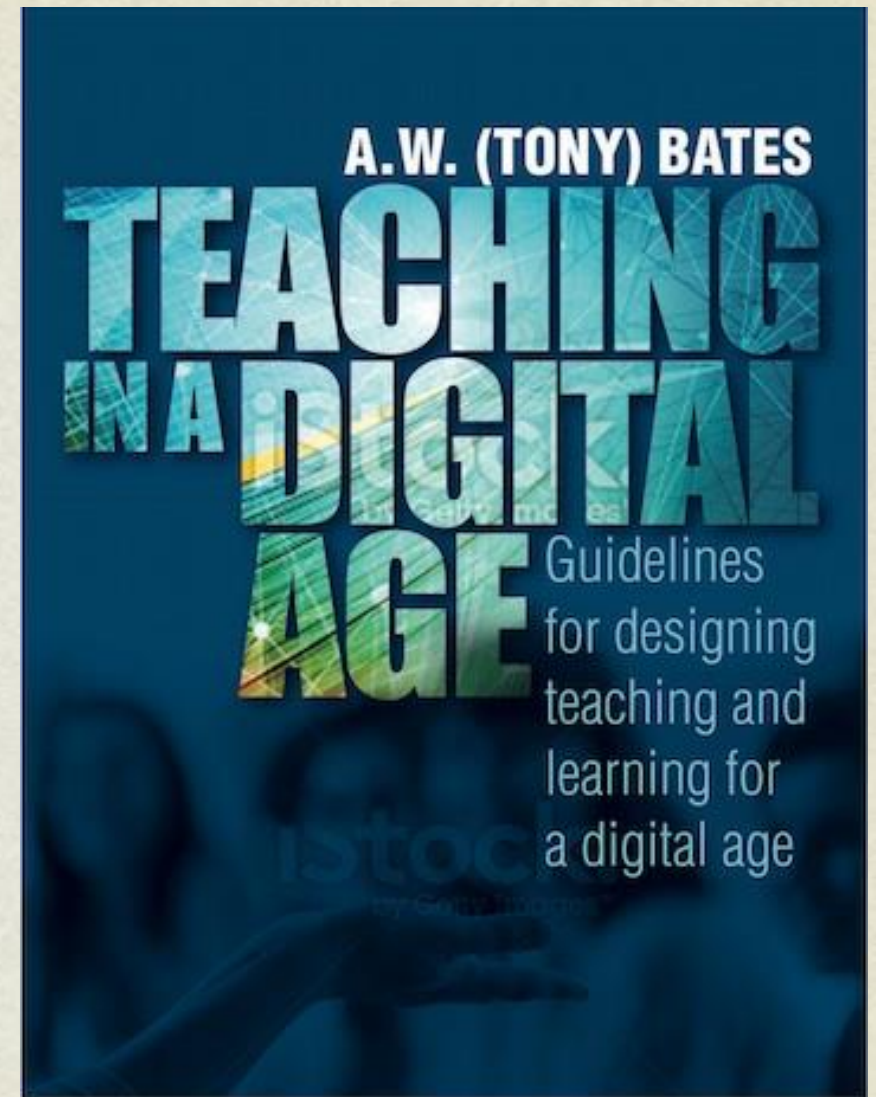
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Published on 13 Jul 2015

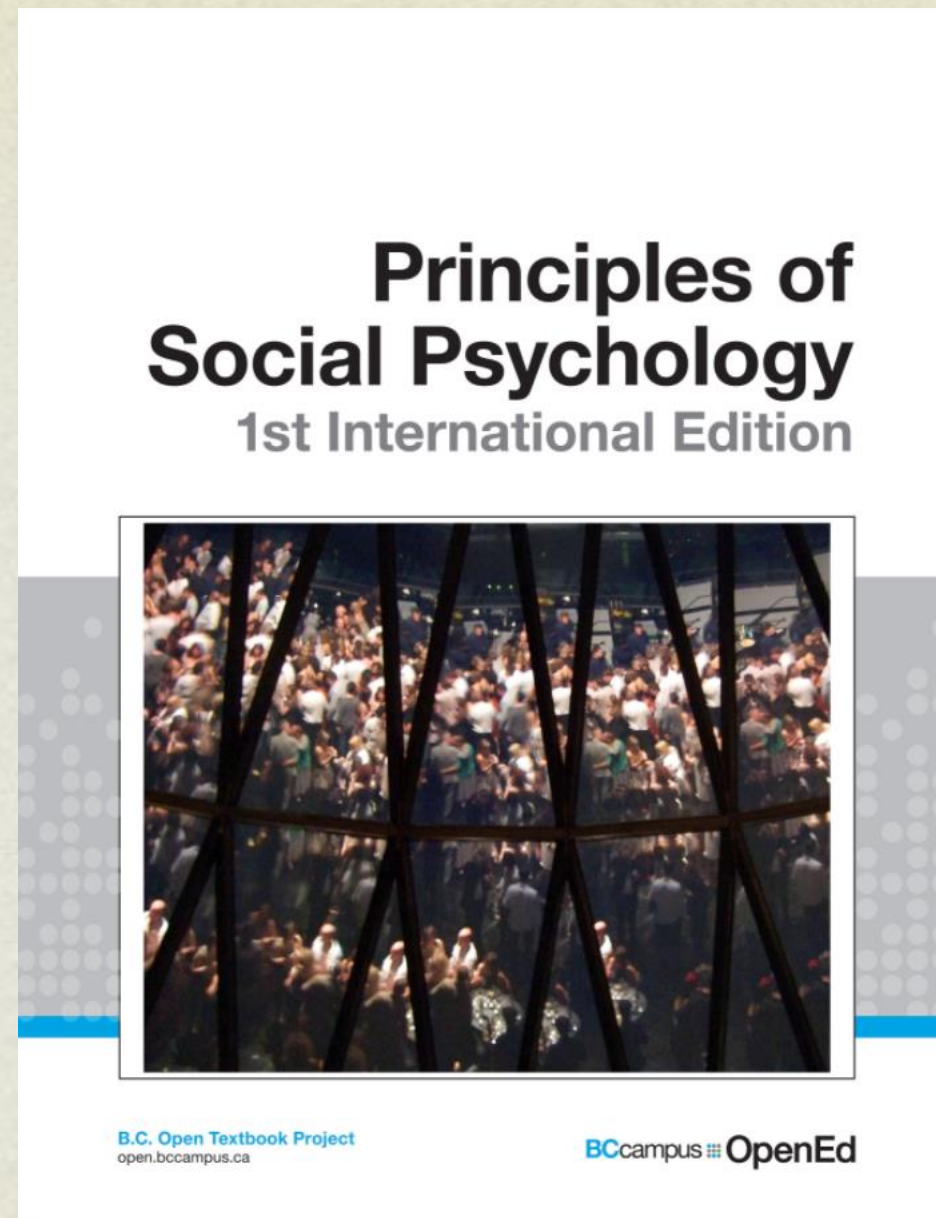
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Open textbooks

- Open is a ‘continuum’
- BC open textbook project: most ‘foundation year’ courses (university and college): 173 texts
- \$1.6 million in savings in two years
- Teaching in a Digital Age: 50,000 downloads; 10 languages
- Why not more popular?



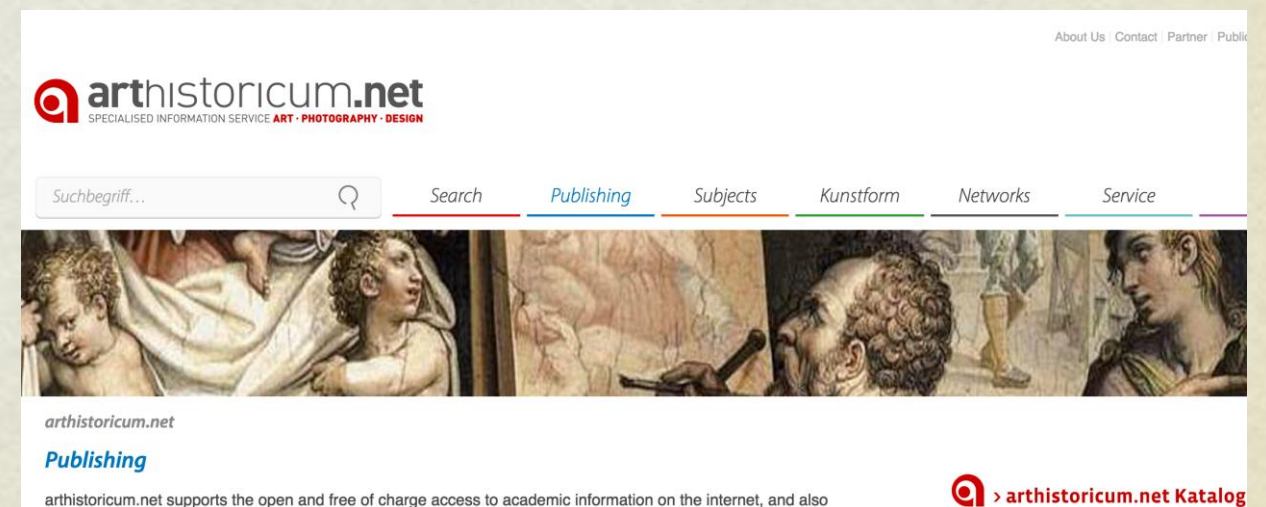
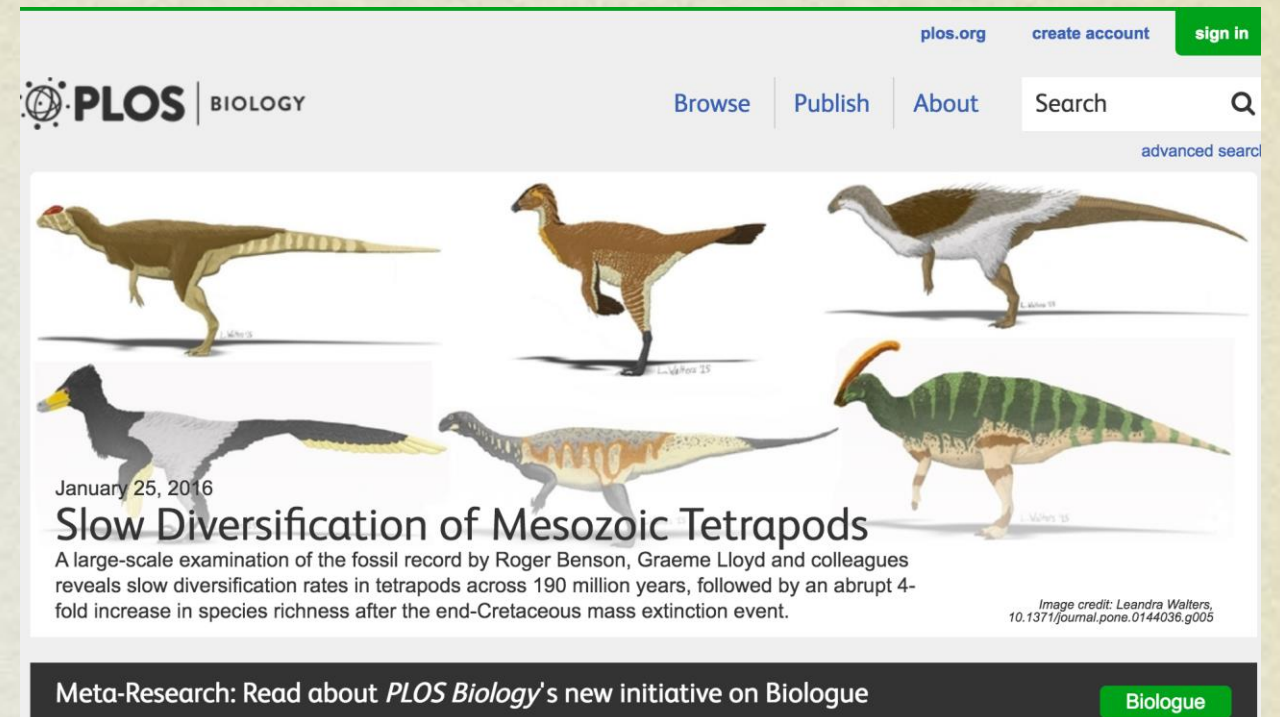
Questions/discussion



Why are open textbooks not used more?

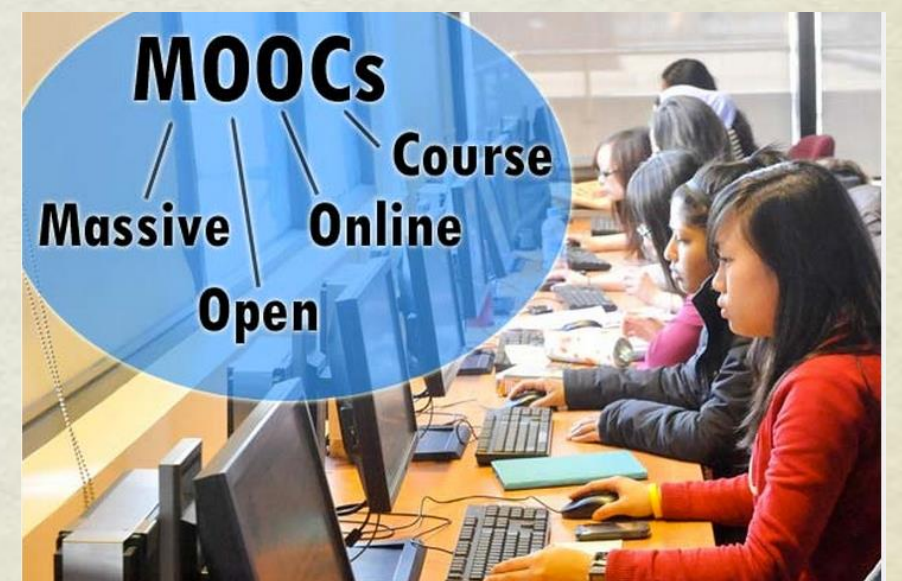
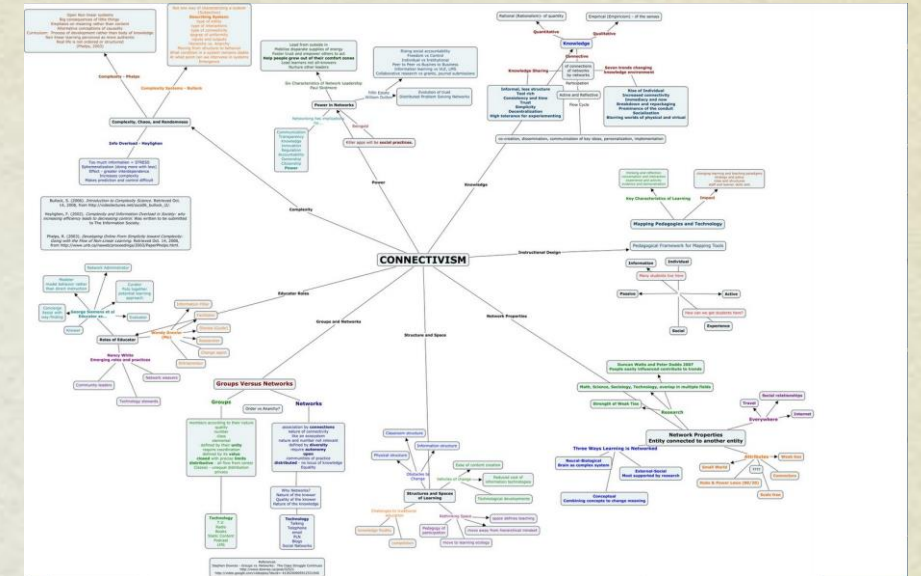
Open research and data

- All publicly funded research must be published in an open access journal: 11,000 + open access journals
- More government data open
- Increased access for student research
- All (?) content will be free and online - eventually



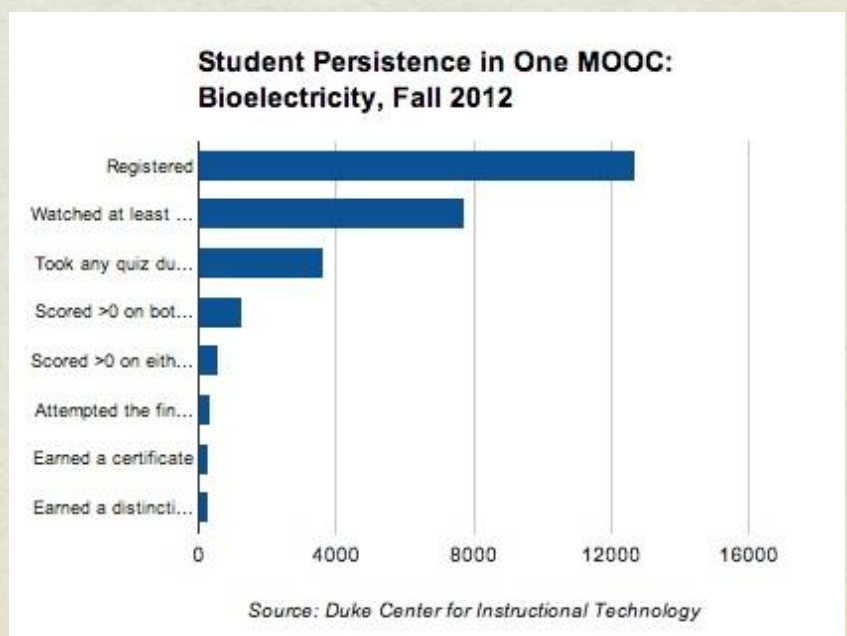
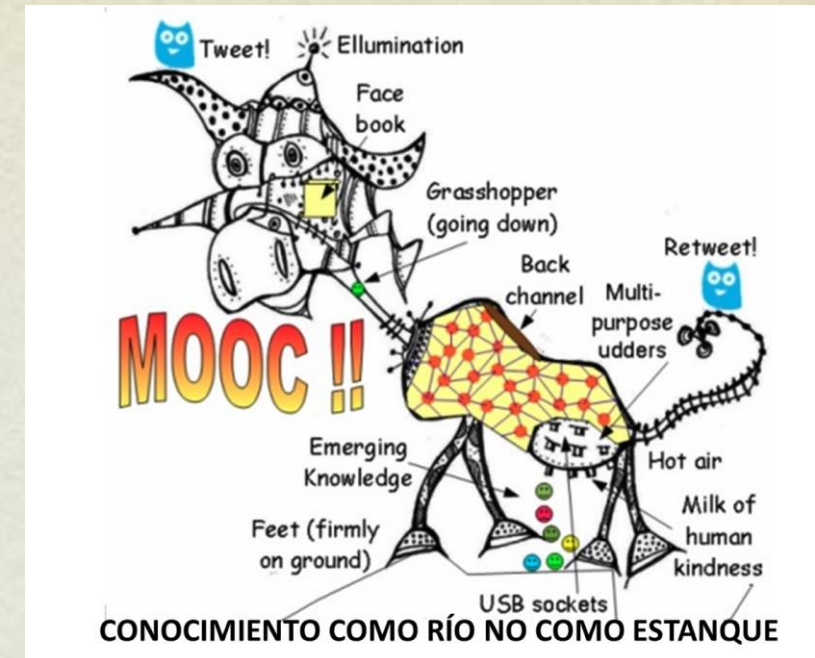
MOOCs

- cMOOCs (Siemens, Downes, Cormier): different instructors; web conferencing; students use social media; massive 'communities of practice'; FutureLearn?; **connectivist**
- xMOOCs: Coursera; edX; lecture capture; peer review, computer testing; massive online broadcasting: **behaviorist**



cMOOCs

- Driven by Stanford, Harvard, MIT
- Attempts at accreditation but assessment a massive challenge
- Ignored prior research from credit online courses; good content, poor pedagogy
- No credible business models yet
- BUT: useful for non-credit continuing education

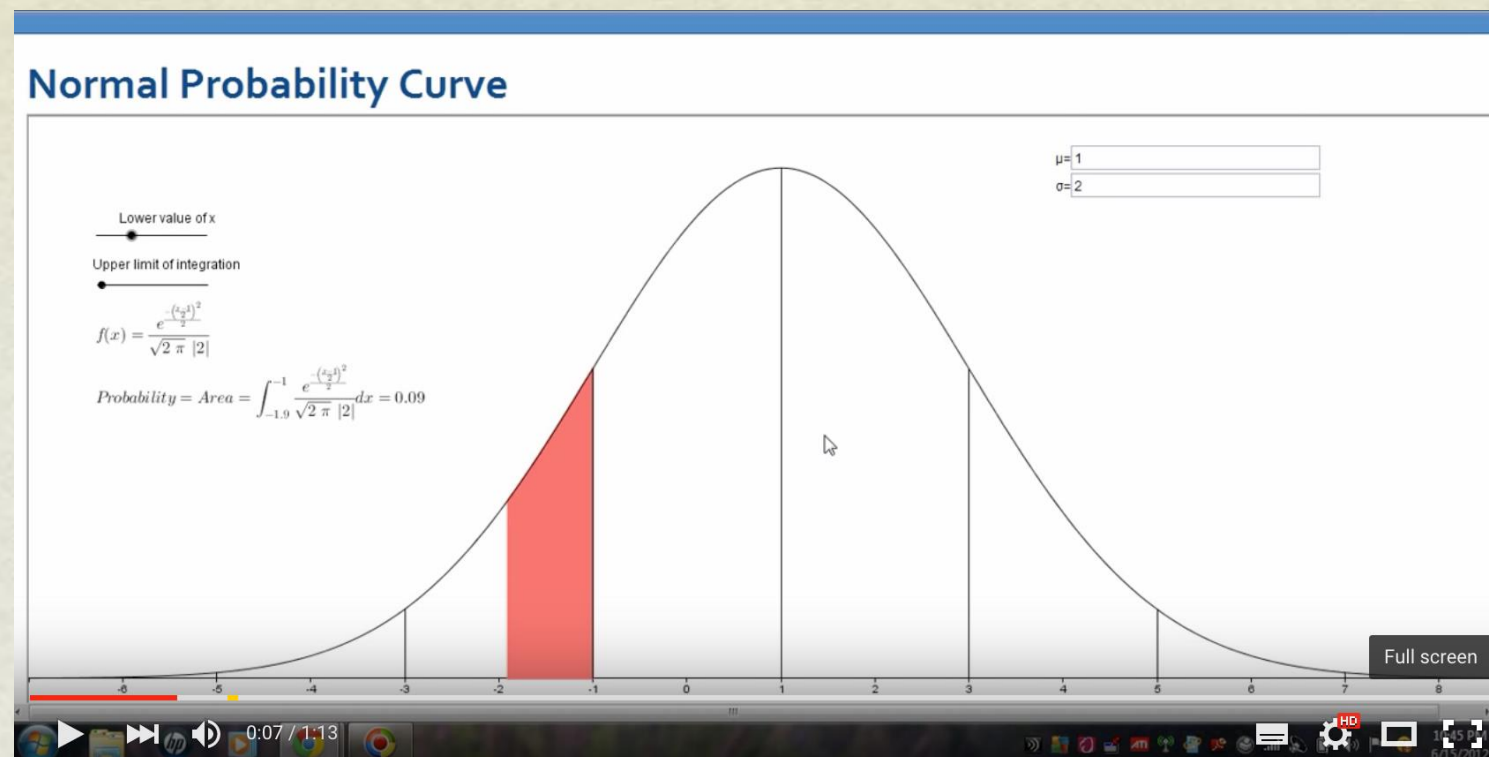


The Future of MOOCs

- Continuing/non-formal education: choice of topic critical
- Shorter in length (20-30 mins) and frequency (four to six)
- Smaller: 1,000 – 5,000 range
- Improved design: more ‘organized’ social interaction; more SME support
- Mainly for corporate branding
- Use for credit much more problematic



OER and MOOCs



- Increasing number of OER
- BUT: many poor quality (teaching and production)
- MOOCs: often free but not open: poor pedagogy

Maximizing open: 'advanced' online course design

- core skill: knowledge management
 - how to find, analyze, evaluate and apply information
- open content within a learning design
- student-generated multimedia content: online project work
- assessment by e-portfolios
- just one example: new designs needed



Questions/discussion



Why are open educational resources not used more?

Why the publicity for MOOCs but not OER?

Difference between OER and open education?

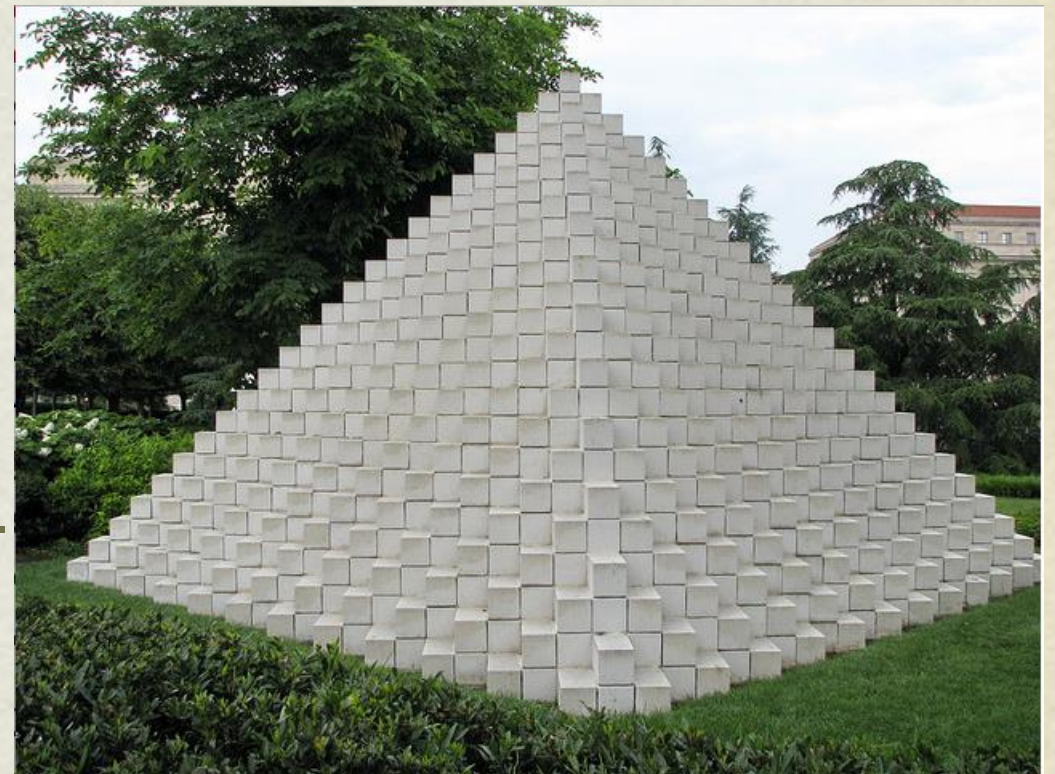
General discussion about open education

1. How could you redesign your courses to make better use of OER?
2. What stops universities from collaborating/sharing OER?
3. How could open education change the way we offer programs?



Modularization

- all CREDIT courses 50% online +
- cannibalization: online modules/OERs re-packaged as certificates/MOOCs;
- fully online an extension of hybrid academic programs
- fully online professional masters: self-financing
- result: academic departments will move into lifelong learning



Trends: disaggregated services

Learners choose among services:

- admission/career counselling,
- teaching/academic learner support
- campus experience
- qualifications: 'challenge' exams
- lifelong learning
- differential pricing

