

Digital Scholarship in Higher Education

Options , Opportunities, Returns

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Decade of Change

- The HEI space in last decade has witnessed more catalysts for change than any other single decade - Developments like OER, Open Books, MOOCs, Mainstreamed online learning, Social media interfaces and M Learning all coming together to create vast possibilities and a state of churn
- Developments in ICT and the world of work may have serious implications for radically altering the way Universities in the long term address their core business
 - New and unconventional competition
 - Changes in target learner populations and expectations
 - Enabling and sometimes disruptive power of Technology
 - Learners taking progressively greater control of their own learning
 - Workplace expectations in the knowledge economy

My engagement with eLearning, OER and MOOCs



- **Over 2 decades involved in distance education at IGNOU and elsewhere. More recently:**
 - elearning an area of active engagement and application for over ten years , led initiatives on offering courses on Moodle based leaning platforms
 - Actively engaged in promotion and use of OER in my work at COL and at WOU where OER based courses at degree level are being used
 - Anchored and helped organise a COL supported 3 week MOOC on OER for higher education faculty in 2013, conducted 2 sessions
 - -1505 faculty members participated 56% male , 39% female
 - Over 37 countries
 - 670 certificate of completion
 - WiziQ major platform
 - Participated as a learner in 2 MOOCs
 - WOU has recently offered 2 COL sponsored MOOCs
 - *OER Based eLearning*
 - *Action Research*

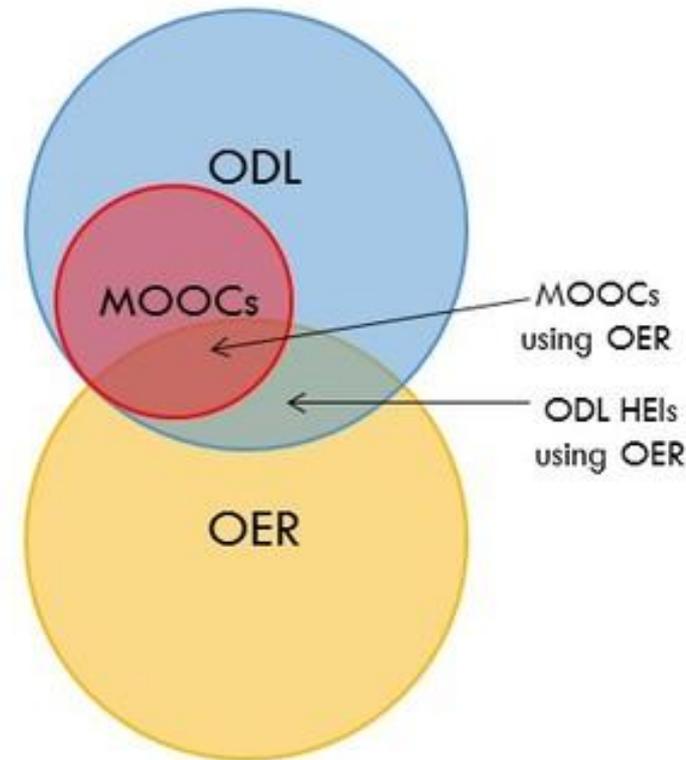
My overall observations as a Teacher, Administrator, user of Digital resources



- Teacher – faced with situation of learners with varying techno literacy, Immense possibility of using digital affordances for learner engagement, support and lowering costs without compromising quality (OER use, LMS). Most important challenge is to develop self directed learning culture to empower learners
- ADMINISTRATOR- Choices are made increasingly difficult with highly dynamic technology scenario, diminishing resources, highly informed learners with open choices-Affordances of collaboration, mainstreaming open content and open source – Need to deal with ISSUE PERTAINING TO THE PREPAREDNESS OF THE ENVIRONMENT FROM GAME CHANGING INNOVATIONS
- USER OF DIGITAL RESOURCES
Evolving scenario places new demands on learning skills and application of users-While Open Resources and content multiply costs of search, selection and curation are significant, adaptation to local requirements critical but time consuming

OER, ODL and MOOCs

	OER	ODL	MOOCs
Open Access	Yes	No	Yes
Open Content	Yes	Open and/or closed	Open and/or closed
Cost	Free of charge	Standard university / HEI fees apply	free of charge for viewing of courses, certification issued for a fee
Enrollment	N/A	Limited	Massive to unlimited
Personal Learning Environment (Learning Management System)	N/A	Yes	Yes
Assessment	N/A	Manual (professor)	Automated
Certification	N/A	Yes	Optional
Quality Assurance	Various (no quality assurance mechanism, curated by individuals / organizations)	University / HEI responsible for QA of content and platform	University / HEI responsible for QA of content, MOOCs provider responsible for QA of platform



Digital Scholarship

– Options for HEIs



HEIs NEED TO CREATE OPTIONS FOR SUCH SCHOLARSHIP AS THAT IS WHERE THE LEARNERS ARE GOING TO BE

- ICT enabled ODL including fully online programmes with scaffolding of learner support
- OER use as guided scholarship with varying levels of structure and support
 - OER as formally adapted course materials in ODL
 - OER as reading lists to guide digital scholars supported by assessment
- MOOCs using largely OER
- MOOCs with proprietary materials, free or with charge for specific services

MOOCs may look like a tidal wave with far reaching consequences but sustained returns in Higher Education may come from continuous and incremental investment in

- borderless access to high quality open content ,
- Development of learner competencies in digital learning at early stages
- lowering costs of learner support and engagement through affordable technologies
- teaching and research quality, transnational credit transfers

Course content is not located in any one place, but can be found all over the web.

Participants and instructors aggregate, remix and repurpose that content during the course.

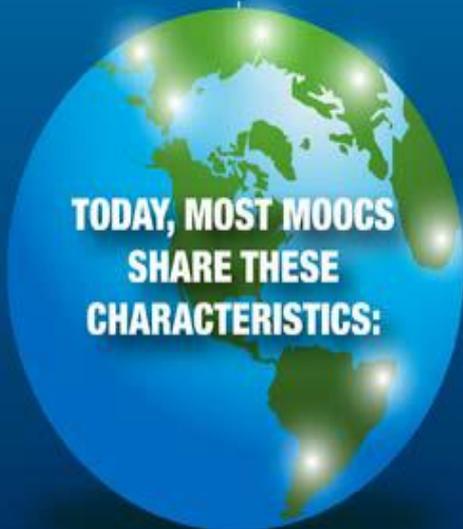
Course participants are likely distributed all over the world.

Most MOOCs are free; there may be a fee if the participant is working toward a form of accreditation.

True to its name, MOOCs can be massive with a few hundred to several thousand participants engaged in a course simultaneously.

The courses do not have specific requirements, but active participants are required to stay up to date with rough schedules.

The classroom is one of many hubs where interaction occurs, including personal blogs or portfolios, websites, social networking sites, and more.



**TODAY, MOST MOOCs
SHARE THESE
CHARACTERISTICS:**

WHAT'S A MOOC?

MASSIVE OPEN ONLINE COURSE

SOURCES: ISPUB.COM | DAVEGORMIER.COM | SITES.GOOGLE.COM | EN.WIKIPEDIA.ORG | SLIDESHARE.NET | NYTIMES.COM

MOOCs

- Learners' Perspective



- MOOC Learners are typically existing degree holders, middle class professional, under 30 years of age, though different courses may attract varying demographics: **Is the disadvantaged learner in developing countries addressed?**
- Enable access to high quality courses, Premier Universities and star professors for Free- Access has certainly been created- **is there equity in access? How do we address inequities in language, technology access, Technology skills other resources.**
- Building competencies, Reskilling- quite suited to LLL initiatives- credentialling remains an issue specially in developing countries where institutional frameworks for MOOC credits do not exist- **Is working with employer groups the way forward?**
- Gaining a course experience- opens up possibility of accessing a diverse, rich variety of experiences- **How are such experiences validated and applied**

Institutional Perspective- why MOOCs-Are these for everyone



- Institutional Goals – Increasing revenue, recruitment, global leadership and standing, democratisation, glory Massive reach, utopia of Higher education for all???

IPPR PEARSON Report - HEI Scenarios in the MOOC Space

- The elite university, with a global brand, a strong endowment, a stellar track record and a stock of famous alumni
- The mass university offering a good education for global middle class, predominantly online or blended, and processing hundreds of thousands of students at a time
- The Niche University. Nice town, pretty campus, good teaching, special focus etc.
- The Local University-. Regional workforce training
The Lifelong Learning Mechanism. Universities provide professional and vocational learning for exploratory or instrumental learners

Institutional Perspective

-Why MOOCs



TO benefit their own elite institution-? -“The public perception of MOOCs is that they are courses taken by millions of learners all over the world,” Agarwal says. “But at edX, we’ve been saying all along that we want to take the learning in the large and apply it in the small, on campus.” Anant Agarwal, edX

Yet most MOOCs “are basically another form of ‘chalk and talk’ teaching, only online and at a distance,” s Thierry Karsenti, professor of education , University of Montreal

Fewer people in higher Ed teaching massive number of learners worldwide- Is this concentration of education offered in a handful of institutions/platforms “DEMOCRATISATION’”? How would this model enable locally relevant solutions

Are Accreditation and credentialing likely to erode university position in favour of third party actors-who then is accountable for the quality of assessment and indeed the credential

HOW Effective are MOOCs



“The challenges of education are so large that our entire community has been seeking a solution, and online learning and MOOCs are seen as a potential silver bullet,” “Everybody really gets excited about it. But the jury is still out in terms of whether and to what extent purely online education is effective- Anant Agarwal,edX

“little data about whether MOOCs are more effective than other learning models’ -Fiona Hendriks.-Teacher College , Columbia University Study

Lessons are still coming.... “Not seeing a very broad impact on what is learned from MOOCs for at least a decade” Joel Hartman, President Sloan Consortium

Learners who complete the courses report high level of satisfaction, the “leavers” report isolation, unmet expectation and lack of support

Online autonomy, group formation and inclusion/exclusion feelings among learners, are a vital dynamic in MOOC learning, and are probably insufficiently understood.

“Education is not just transfer of content,” “We need to bring the students in, motivate them, and create an environment where they can go farther.” Amin Saberi, cofounder of another Stanford spinoff NovoEd.

Are MOOCs really a disruptive innovation in Higher Education?



- *Represent a continuous rather than a disruptive innovation an extension of the open education movement that may actually harm the “Open” ideal*
- *Packaging and bundling – an augmented product in the online learning category*
- *what is really going on is better viewed as a rather slower "tectonic" movement, that peppers the landscape with very big but patchy bursts of change”, education blogger Seb Schmoller*

SOME Possible Impact Trends



- Recognition and Adoption by Stars will impart greater legitimisation of Online and Hybrid Learning which are likely to move centrestage.
- squeeze exerted by MOOCs may not be on the campus F2F or even scaffolded ODL learning format, but rather on the paid-for online formats that have emerged alongside campus learning.
- *Are Accreditation and credentialing likely to erode university position in favour of third party actors?*
- *Will it create a Mass and Class dichotomy?*
- distinction between online and face-to-face, already blurred, will disappear.

(<http://www.eab.com/Research-and-Insights/Academic-Affairs-Forum/Studies/2012/Understanding-the-MOOC-Trend>)

Possible Impact Trends.....



- Analysis of Big Data may lead to innovations in science of Pedagogy.
- Faculty more sensitive to redesigning courses based on learning outcomes data.
- Adaptive learning assessment and competency demonstration may get developed.
- Better documented outcomes and more fluid transfer of credits across institutions will be necessitated- acceptance of MOOC credits may reduce cost to learners.
- MOOCs along with machine learning technology, may enable insights on and progress in personalised learning.

(<http://www.eab.com/Research-and-Insights/Academic-Affairs-Forum/Studies/2012/Understanding-the-MOOC-Trend>)

In MOOC dominated discourse what are the options for HEIs?



- “Wait and see” is not a viable option for Universities, those with a greater proactiveness will fare better.
- MOOCs , OER, Open Access catalyse and focus issues around the gamut of pre-existing policy concern in higher education- access, student finance, teaching and research quality, institutional restructuring, internationalisation and continual relevance-SELECT STRATEGICALLY and as per MISSION
- While ‘disruptive innovations’ may dominate discussion, HEIs cannot afford to underestimate the **power of continuous incremental improvements** in openness, learner support and engagement, outcome based assessment and quality of teaching
- Globalisation and sharing of higher education and accreditation systems will go a long way in supporting digital scholarship .with open education resources playing a critical role, with or without recourse to MOOCs

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Thank You