ASEM LLL Hub meeting: ‘Self-learning in a digital era’
Delhi, India, 2-4 November 2015

Dr Li Yuan
A personal learning/education journey

Goal #4 calling on all nations to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

*The United Nations of the Sustainable Development Goals to 2030, 2015*
Open Education and MOOCs
Open Education and MOOCs

Key point:
- register to join (open beyond institutional boundaries)
- scalability (potential to be massive)
- it was online and was a course
- participants are learners for universities and students for MOOC platforms
Open Education and MOOCs

- **Open Education**
  - OpenSourceSoftware
  - OpenContent
  - OpenCourseWare (MIT)
  - OpenLearn (Open University)
  - OER
  - Connectivist MOOC
  - Stanford MOOC
  - Udacity
  - Coursera
  - FutureLearn

- **Online Distance Learning**
  - MIT edX

- **2000-07 to 2015**
  - Face-To-Face Teaching
  - Flipped classroom
  - Corporate training
  - Competency based education
  - New service models
  - MOOC variants

- **Directly related**
  - Established MOOC platforms
  - Entrepreneurial initiatives

- **An influence**
The MOOC Mania

Choices

- Copyright
- Sustainability & Revenue models
- Teaching design – Audiences and Purpose
- Platforms
- Motivations
- Learner

MOOCs
Arguably, thus far the MOOC experiment has

- Driven up the general quality of online learning and raised level of interest and activity
- Open up a culture of experimentation in teaching and learning in institutions
- Introduced many hundreds of thousands/millions of people to study subjects that universities teach
- Challenged institutions to think about their learning technology
- Challenged institutions to also think about their business models, particularly around open distance learning
Critiques

**Participants:** one–off adult enrichment

**Drop-out rate:** globally is higher than 90%

**Pedagogy:** information transmission model
Key themes emerged from MOOC experiment

**Open Access:** Scalable & Data Driven Business

**Revenue Model:** Freemium & Premium

**Service Disaggregation:** Unbundling and Re-bundling
Trends

• **MOOC variants**: e.g. SPOC and DOCCs

• **New educational provisions**: professional and corporate training, competence-based learning

• **Pedagogical innovation**: blended Learning & flipped classrooms

• **Edu-entrepreneurialship**: partnerships and add-on Services
MOOCs: Gartner Hype Cycle

- **2011**: AI MOOC
- **2012**: The year of MOOCs
- **2013**: Negative news appears

**Technology Trigger**

**Peak of Inflated Expectations**

**Plateau of Productivity**

**Trough of Disillusionment**

**Slope of Enlightenment**

**What works?**
Disrupting Education?

Openness

Collaboration:
We have to work collaboratively to support open learning

Innovation:
we have to find innovative ways of teaching and learning
Open learning model

- Pay-as-you-go assessment, accreditation and awards
- On campus, taught provision and ODL
- Level of institutional support
- Mentoring & consultancy
- Recognition of learning
- Self-evaluation
- MOOCs
- Online training...
MOOCs, Blended Learning and Online Courses

- MOOCs. OERs & Mini open courses
- Paid for learning support, assessment and credits
- High quality online courses with accreditations
OERu (http://oeru.org/)

- Free /open
- Learning support
- Quality insurance
- Institutional accreditation
- Ecosystem – reuse and re-purpose

Educational Quality through Innovation Partnerships - US

- MOOCs and EdCamps
- Partnerships with traditional institutions
- Financial aid
- Quality control

MOOCs+: International Education

Diagram with axes:
- On campus
- Financial cost
- Global
- Local
- MOOC
- Blended

Arrows and labels indicating relationships between the categories.
To promote openness, collaboration and innovation in teaching and learning
Credit-based open courses

- Open Course “Designing learning for the 21 century”
- Learning support: local f2f, expertise online
- Assessment & accreditation: local institution
- New business models
Web Science MOOC for Students in Chinese Universities
Likelihood of studying an online degree offered by Southampton

<table>
<thead>
<tr>
<th></th>
<th>Number of students</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>More likely</td>
<td>17</td>
<td>23.61%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>40</td>
<td>55.56%</td>
</tr>
<tr>
<td>Less likely</td>
<td>9</td>
<td>12.5%</td>
</tr>
<tr>
<td>Not likely</td>
<td>6</td>
<td>8.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100%</strong></td>
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Student: “it was essential that qualifications were recognised by the Chinese government if they were to consider studying an online course provided by a UK institution”
Motivations

• “this approach appeals to the university approach to make more international partnerships. In particular, how MOOCs can be used to help achieve this goal”

• “we’re looking around for opportunities to leverage this resource and the investment that we’ve made to get more use and value out of it in all different contexts.
Partnership building

Chinese Institution

- Local Chinese teachers
- Face-to-face teaching
- Chinese Students

WoLearn

- Learner support
- Learning platform(s)
- Interaction (forums, collaboration)
- Online seminars and lectures
- Preprepared questions
- UK Professors

Assessment products

Attribution-ShareAlike 4.0 International
“the reason innovation is not common in UK universities teaching is that we can all just do the same thing year after year and nobody has to worry about doing anything complicated”
M/mOOC – blended collaborative courses

2015-2016: three MOOCs
five mini Open Online Courses
Learning in an Open World

**OERs**
2006: Open University - OpenLearn
2002: MIT - Open Courseware

**MOOCs**
2012/2013: Udacity, Coursera, edX, & FutureLearn
2008: CCKO8

**M/m Open Courses**
2014 - SPOC & DOCC

Open Education: Technology, Educational Practices and Policy
Further Reading

- MOOCs and Open Education: Implications for Higher Education, Li Yuan and Stephen Powell, JISC CETIS. March 2013

- Beyond MOOCs: Sustainable Online Learning in Institutions, Li Yuan, Stephen Powell and Bill Olivier. January 2014

- Partnership Model for Entrepreneurial Innovation in Open Online Learning, Li Yuan, Stephen Powell, May 2015
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