



Discussion 1

Open Educational Resources and MOOCs:
A lever for the digital transformation of universities

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A SHORT INTRODUCTION TO OER AND MOOC





OER?

“... Is teaching, learning and research material in any medium that resides in the public domain and has been released under an open licence that permits access, use, repurposing, reuse and redistribution by others with no or limited restrictions.” (UNESCO 2011)

- the 4R “*Reuse, redistribute, revise, remix*”
- Paris declaration (UNESCO 2012)





PHYSIQUE

à m



Some examples (1/3)

- A set of scientific experiments
 - with everyday life objects
 - doable by anyone
- Impact
 - for students
 - do it at home, when needed
 - to learn or revise when returning to school
 - for teachers
 - share a common databasis of well described experiments
 - additional materials for students homework
 - for the institution
 - attractivity of scientific curricula







Some examples (2/3)

- a role playing game
- with different gameplays dependig on the student's actions
- with a simulation of real experiments
- Impact
 - For students
 - a case study adpated to their digital behaviour
 - For teachers
 - doing together what cannot be done alone
 - For HE institutions
 - a tool adapted to many contexts
 - virtual profesionalisation of students





Some examples (3/3)

- a glossary of sustainable development
- in sign language
<http://www.irit.fr/GlossaireDD-LSF/>
- Impact
 - inclusion of hard of hearing or deaf students
 - an inclusive educational system




 PRÉSENTATION

Ce module présente les principales notions du développement durable en langue des signes française. Les langues des signes n'ayant pas de forme écrite, le support vidéo est utilisé pour restituer les énoncés.

Le développement durable est présenté sous deux formes :

- une présentation de 25 minutes, réalisée à partir d'une conférence de l'Université de Tous les Savoirs au Lycée, par François Moisan, de l'Agence de l'environnement et de la maîtrise de l'énergie (ADEME). Cette conférence est disponible sur [le site de Canal-U](#), accompagnée d'une présentation visuelle assez riche.
- Un glossaire d'une quarantaine de notions et de leurs définitions. Celui-ci peut être parcouru selon une organisation hiérarchique autour de quatre grands thèmes (Eco-énergie, Réchauffement climatique, Enjeux économiques et sociaux et Biodiversité) ou librement de manière non structurée.

Ce module ne prétend pas constituer une présentation complète du développement durable mais d'en donner les principales notions de manière accessible à un grand public.



Ce travail a été réalisé en 2010-2011 par une équipe pluridisciplinaire réunissant des experts sourds, Jean-François Piquet (ASP IRIS), Juliette Dalle (IRIT) et Radouane Sahsah (Visuel), des spécialistes de la traduction LSF-français, Alain Bacci (Interpretis) et Patrick Gache (CETIM- Toulouse 2), des spécialistes du développement durable et de la formation par les NTIC, Yves Ardourel et Jean-Yves Lena (IUFM Toulouse) et des chercheurs en informatique, Roman Miletitch et Patrice Dalle (IRIT, Toulouse 3).

Cette production a pu être réalisée grâce au soutien financier de [l'Université Virtuelle Environnement et Développement durable, UVED](#).

NB : Si les vidéos ou le menu ne s'affichent pas, mettez à jour votre navigateur ou utilisez par exemple Firefox 8.0 ou plus récent.



MOOCs

- Online courses
 - conceived for a large number of users
 - accessible to all from anywhere with an Internet connection
 - open with no specific qualification
 - offering a complete, free of charge online course experience
 - time-based or not
- Some examples:
 - coursera, Udacity, EdX in 2012 with various strategies:
 - selecting the best world institutions for Coursera
 - focussing on education for the needs of the economic world for Udacity
 - broad base and quality for edX
 - national platforms: MiriadaX, FutureLearn, FUN-MOOC in 2013



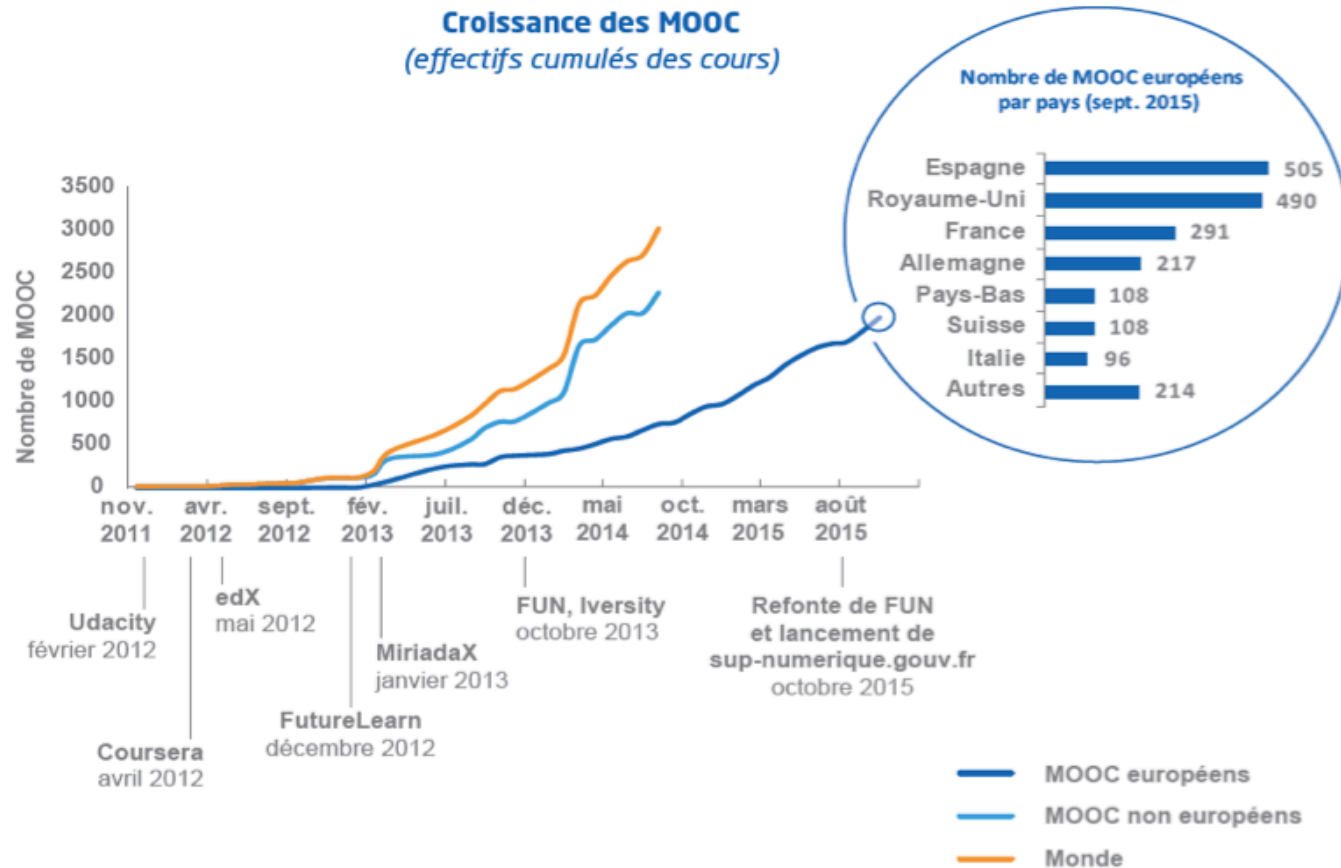


SOME DATA ABOUT OER AND MOOC





Increasing number of MOOCs



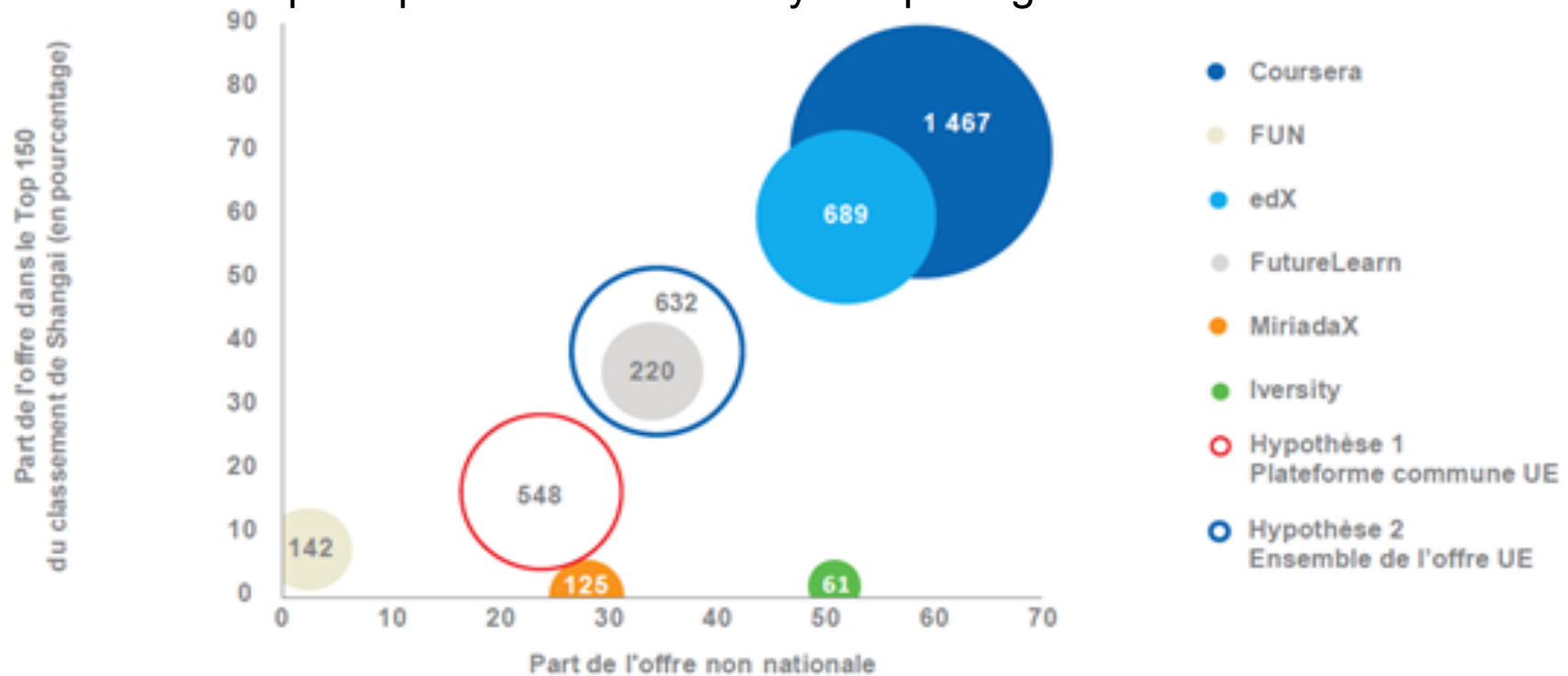
from France Stratégie 2016





Platforms & HE institutions

European platforms attract very few prestigious institutions



Champ : l'ensemble des MOOC terminés, en cours ou programmés.

Lecture : la plateforme Coursera héberge 1 467 MOOC, dont 70,1 % sont produits par des établissements dans le Top 150 du classement de Shanghai de 2015 et 58,8 % sont issus d'établissements autres qu'américains.

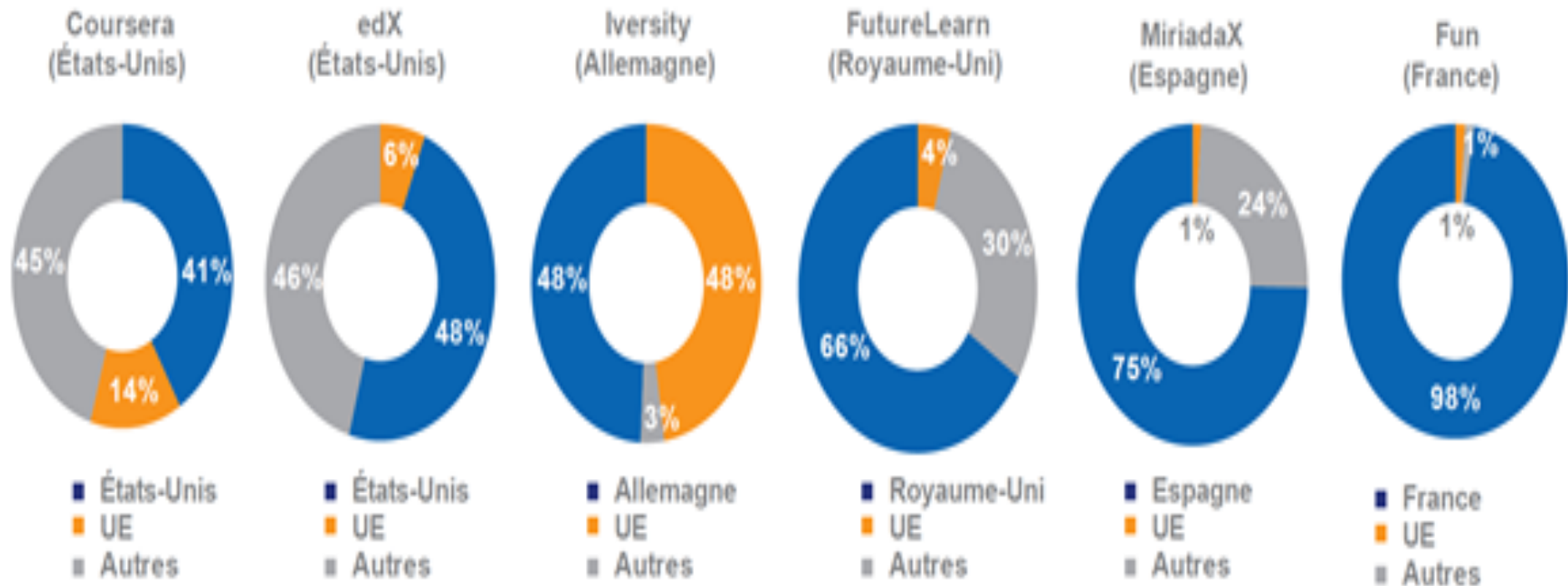
Source : Coursera, edX, Iversity, FUN, MiriadaX, FutureLearn (consultation octobre 2015). Calculs : France Stratégie

from France Stratégie 2016





Geographic origin of MOOCs



Source : Coursera, edX, Iversity, FUN, MiriadaX, FutureLearn (consultation octobre 2015). Calculs : France Stratégie

from France Stratégie 2016





d'après Cisel 2016

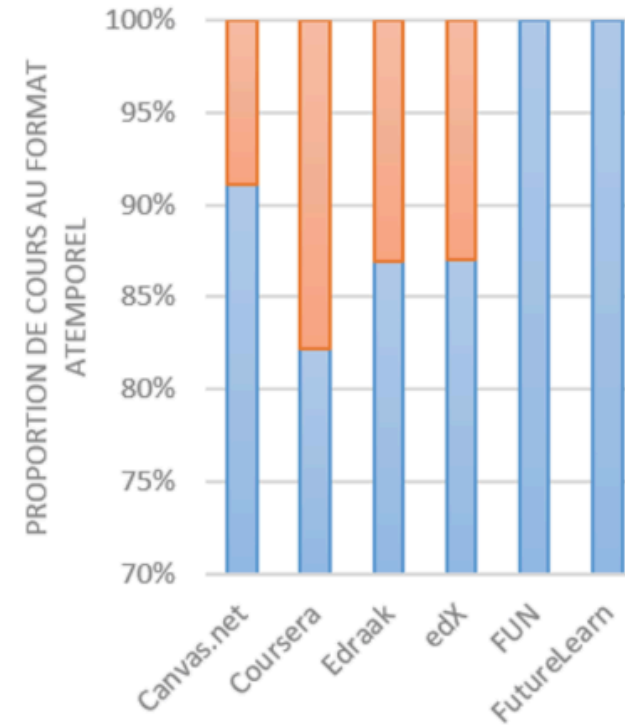
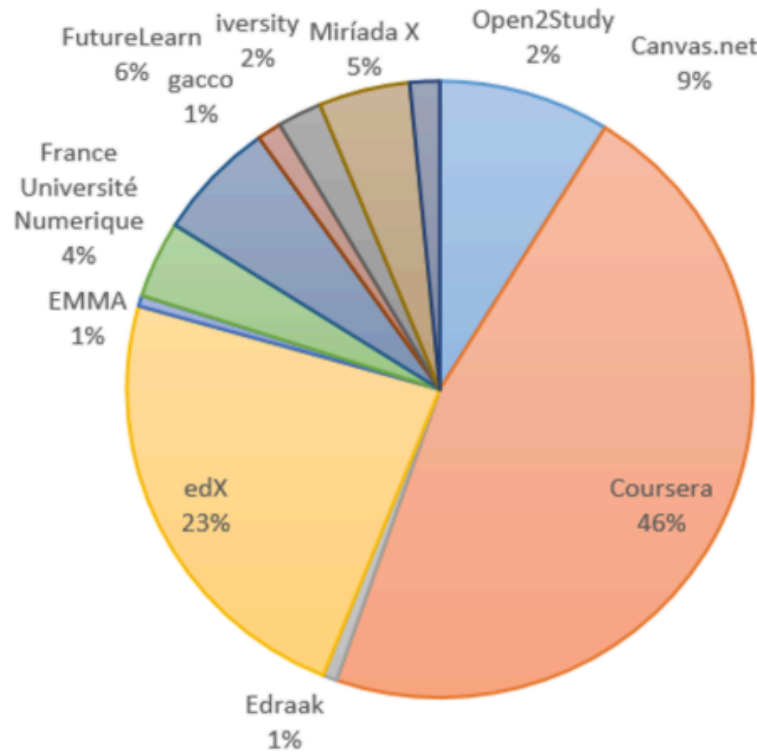


Figure 2 MOOC à l'international : Les forces en présence et l'évolution du format
 Gauche : Tailles respectives de l'offre de onze plates-formes. N=2905 ²
 Droite : Proportion de MOOC au format atemporel selon les plates-formes d'hébergement
 (Bleu : délimité dans le temps, Rouge : format atemporel).³ N=2853



A LEVER FOR DIGITAL TRANSFORMATION OF HE?





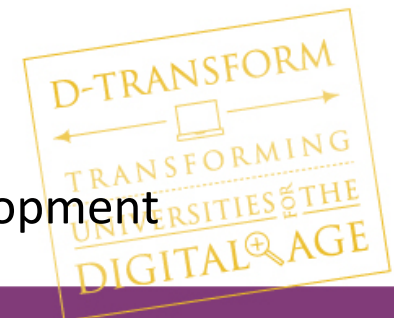
Lessons from IPTS survey (2016)

- Blended learning more than fully online courses
 - perceived by HEi managers as the most effective way of delivering education
- MOOCs offer is growing but still not widespread
 - one fifth of the surveyed HEIs offer at least one MOOC
 - a quarter of the others plan to develop one MOOC in the future
 - variation among countries: ranging from France where both are high, to Germany where both are low
- Recognition of MOOC learning is rare
 - little awareness/trust for recognition of learning through MOOCs





- More than 50% of HEIs support the use of OER within their institution
 - Most of them to supplement face-to-face instruction
- Motivation for MOOCs:
 - Promotion and visibility of the institution
 - Reaching more students
 - Enhancing the quality of education
- Main reason for HEIs not to engage in OE practices:
 - Academic staff is not skilled to use it
 - Mainly technical support
 - In half of the cases: some training
 - Less common: time allocation or recognition for career development





OERs: hope and reality

- collaborative production & open sharing viewed as a vector of quality
- gap between preconisation and reality of usage
 - dislike using content produced by others
 - need support to use them
 - no valorisation





OER & MOOC

- need of balance between the widest possible access to education and the race to excellency to attract the best talents
- OER & MOOC:
 - with their diversity, address to both a wide and specialised public
 - acquisition or reconversion
 - provision of refresher courses, state of the art competence
 - contribution to the rationalisation of the training (public funding rarefaction)
- From productive teacher to unifying project, the need of mutualisation





MOOCs: hope and reality

- a means to reach new target audience
 - Life Long Learning
 - flexible learning
 - learners outside the country
- MOOC participants
 - public educated (most with at least a Master degree)
 - mainly from developed countries
 - with a relative autonomy in learning practices
- lack of flexibility and recognition





OERs & MOOCs: hope and reality

- support to pedagogical innovation
 - means to involve teachers in the transformation of pedagogy
 - but teachers still need to be convinced
- tool for institutional visibility
- lack of business models
- to be or not to be open





New players

- 2 examples : Khan Academy & OpenClassrooms
- balance between showing humanistic values & looking for a viable economic model
 - Kahn Academy: humanistic ambitions (American context: quality education essentially private & expensive)
 - Openclassrooms: private company developing an economic model around free contents and paying education services (French context: university is free of charge)
 - 2 pragmatic & flexible organisms: create win win partnerships with HE institutions to broaden their field of action & strengthen their legitimacy





CONCLUSION





To summarize

- no real massive adoption of OER
- awareness of interest of online teaching thanks to MOOCs
 - more followers than really actors
- from an aristocratic model of education to a democratic one
- necessity of a digital strategy





Thank you for your attention!



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