



Open Higher Education 2030 Starting off

**Open Education 2030:
Exploiting the Potential of OER for Higher Education
- A Foresight Workshop -
Seville, 6-7 June 2013**

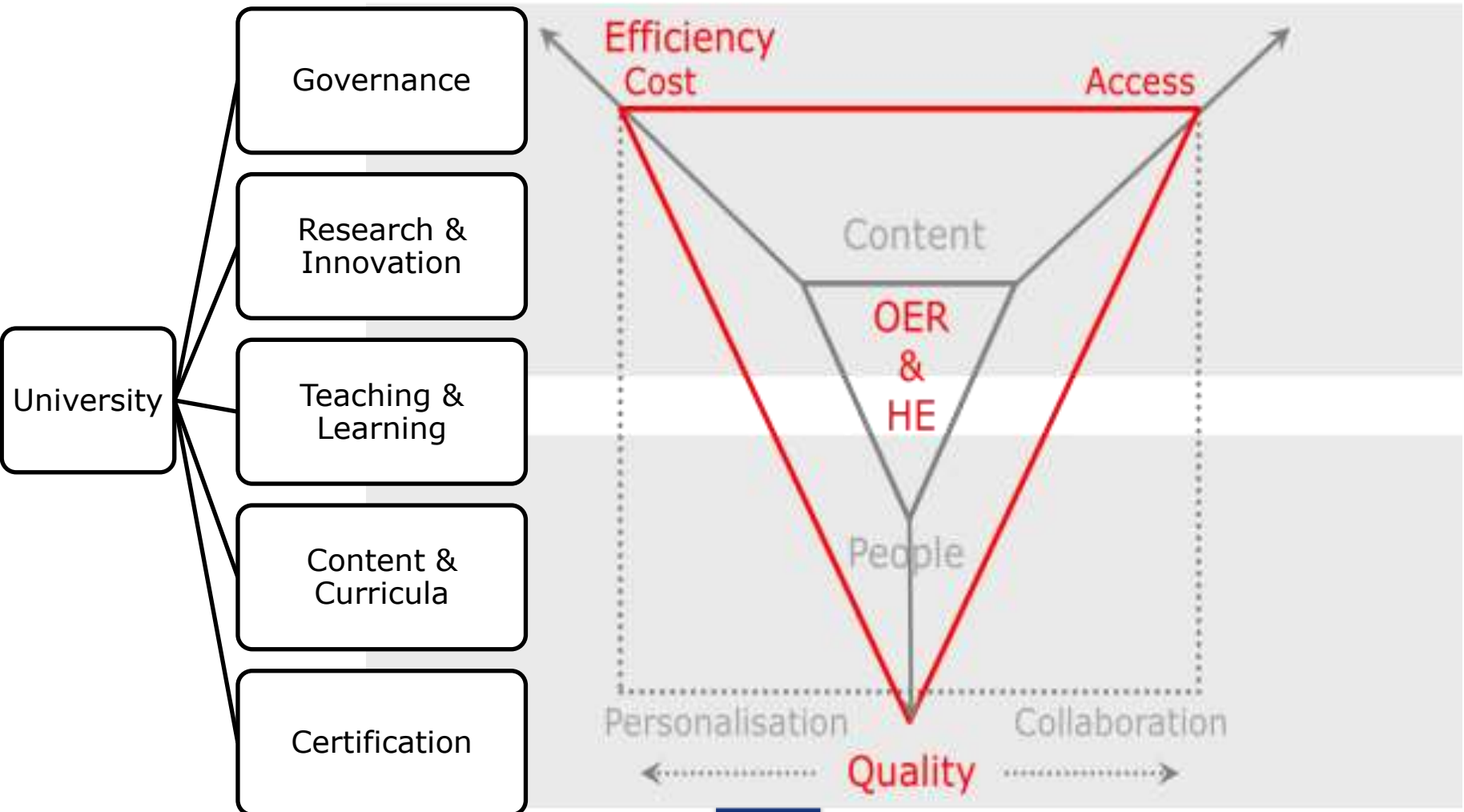
**Jonatan Castaño Muñoz
Christine Redecker**

Breaking the Iron Triangle

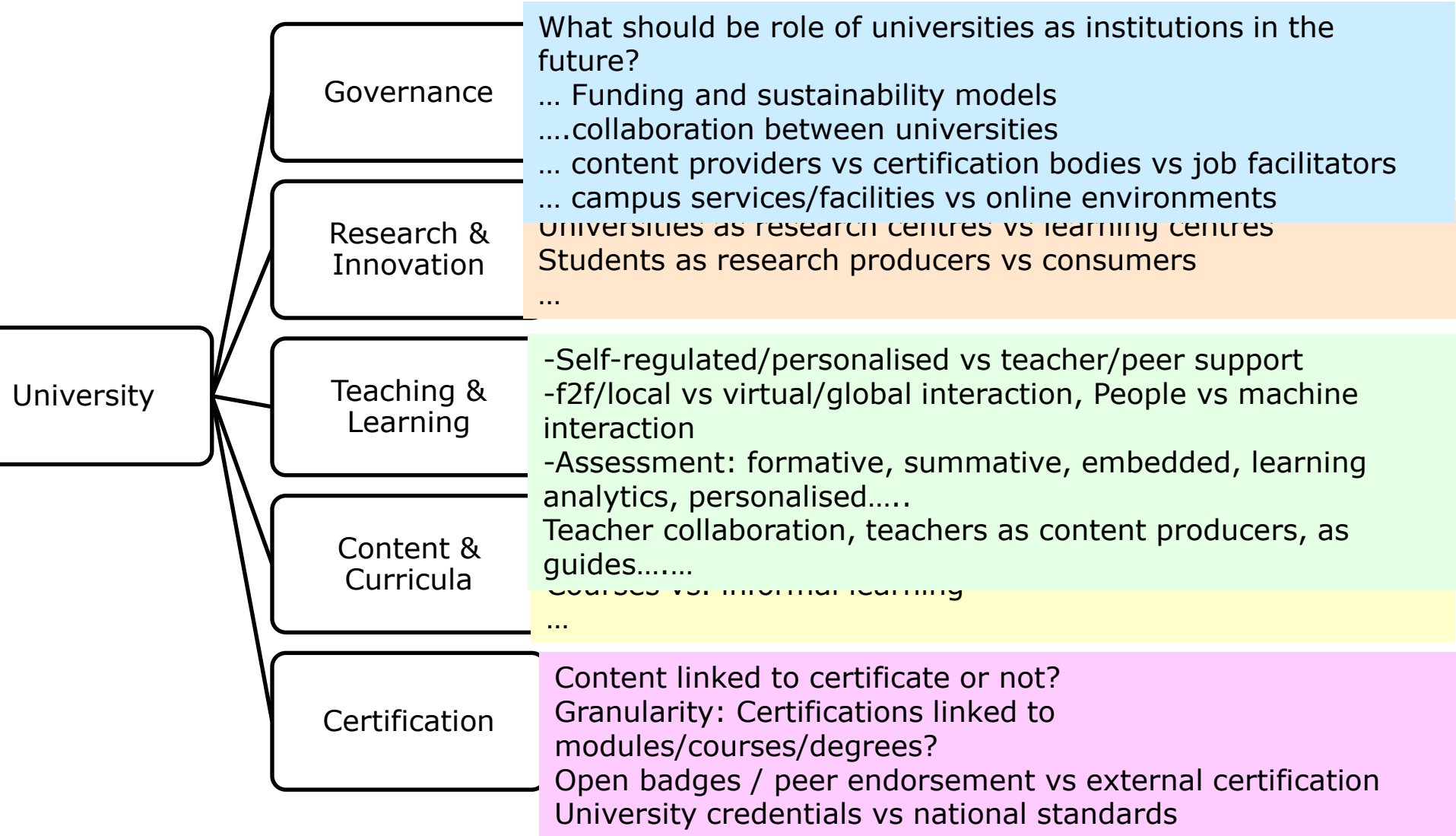
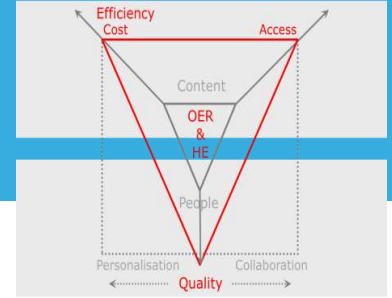


Key Question:

How can we achieve higher quality & access without increasing cost?



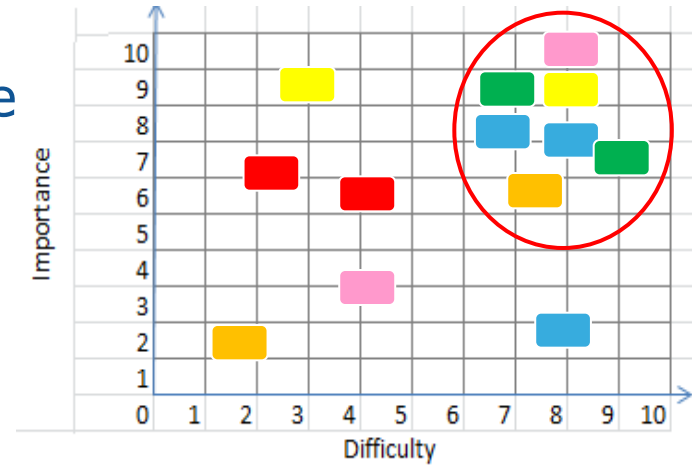
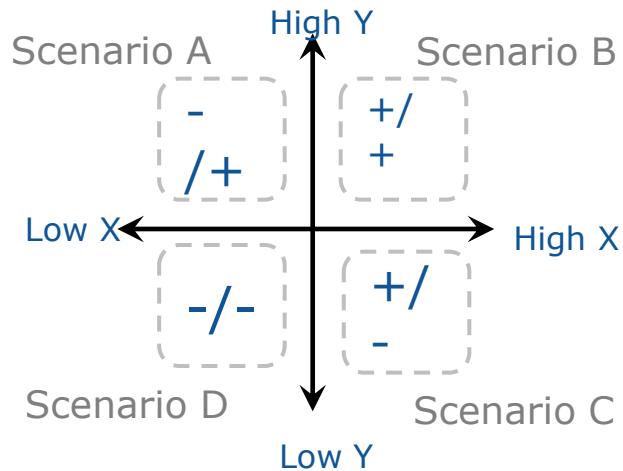
Breaking the Iron Triangle



Open Education 2030 Foresight Methodology



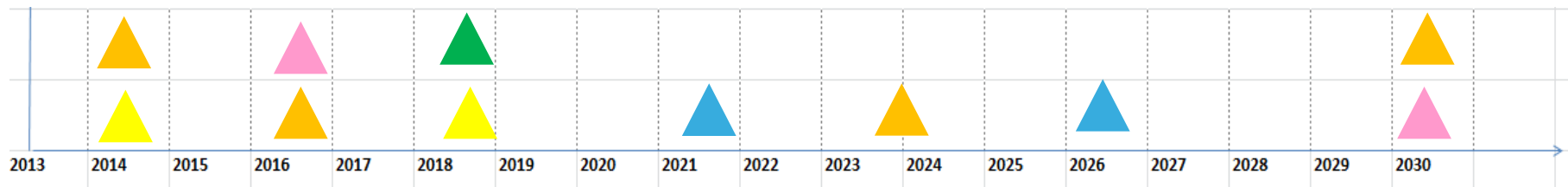
Step 1: Identifying the critical issue



Step 2: Identifying the (two) key tensions

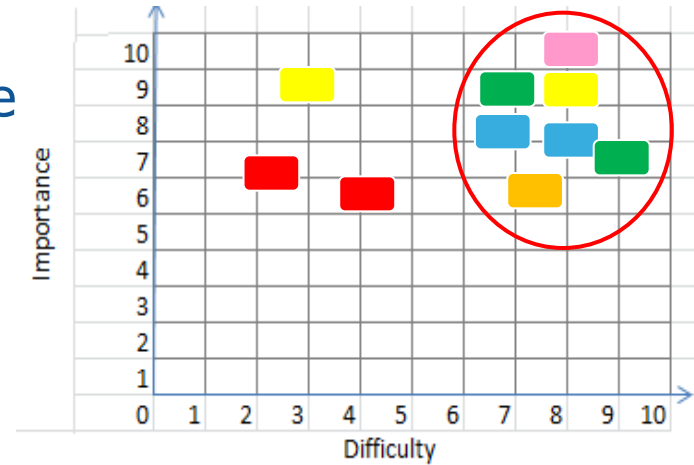
Step 3: Describing the emerging scenarios

Step 4: Milestones & Roadmap





Step 1: Identifying the critical issue



Trends & Drivers

Distilled from 49 Vision Papers on open
Education 2030 and
Workshop Participants' input

Research & Innovation

Importance	Difficulty	

1. Decide on the 3-5 most relevant trends/issues/options... for OE 2030
2. How important/desirable are they (10= most desirable; 5= least desirable)
Each point only once!
3. How difficult are they to achieve (10=most difficult - 5= not so difficult)?

Key Question:

How can we achieve higher quality & access without increasing cost?

TENSIONS

Universities as research centres vs learning centres

Students as research producers vs consumers

Citizen science vs proper science

...

TRENDS

Open scholarship/research involving learners/students and teachers

Science 2.0

The application of the learning sciences to educational practice, e.g., intelligent tutoring systems and adaptive learning.

The increasing availability of open textbooks, open journals and other open educational resources in all disciplines based on CC-BY-SA licenses.

...

Possible responses:

Collaboration between (independent) research centres & learning centres

Collaborative science

Students as scientists

Open Access

Intra-institutional collaboration

...

Open Institutions

Importance	Difficulty	
Dark Grey	Dark Grey	Light Blue
Light Grey	Light Grey	Light Blue
Dark Grey	Dark Grey	Light Blue
Light Grey	Light Grey	Light Blue
Dark Grey	Dark Grey	Light Blue

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TRENDS

Using technology to scale learning.

Massification of higher education- Institutions

The re-positioning of the locus of learning: from physical campuses (place) to learning-enabled network environments (process).

Unbundling/Outsourcing (eg Testing)

Resource sharing between institutions (not only OER, also teachers....)

Sustainability, equity, individual and collective freedom are becoming shared values for a paradigm shift amongst many diverse social movements.

OER as complement of HE syllabi

Open Education integrated in the ECTS

Inter-Institutional collaboration (also with industry)

Resource sharing (Including teachers sharing....)

Budget constraints for education systems (less state funding, more emphasis on private sector and student contributions)

Ultimately fewer brick and mortar institutions?

Publishers need to reinvent business models

GLOBALIZATION

- Studies in English (a common language),
- Mobility, international collaboration, internationalisation.
- The notion of national higher education systems and national labour markets will gradually mean less

Tensions

Public vs private funding

Education as a common/public good vs individual skill investment

Excellence vs massification

Autonomy vs collaboration

Low cost/no frills vs full package

Research vs instruction as core activity

F2f vs online campus

...

Ideas & possible responses

Diversification of BM

- The combination of free access to learning with fee-based credentials.
- Commercialization of learning: business models built around closed data silos
- Open Education as a Public Good → Public money (EC?)
- Business also pays (tailored classes to particular needs).
- Self-organisation and self-governance around a shared resource and knowledge sharing are its core aspects.

Teaching & Learning

Importance	Difficulty

Five large, rounded rectangular text boxes for notes, arranged vertically in a column to the right of the table.

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2. How important/desirable are they (10= most desirable; 5= least desirable)
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Teaching & Learning

Key Question:

How can we achieve higher quality & access without increasing cost?

TRENDS

Standardisation

Boosting flexibility

- Gamification
- Mobile/ubiquitous/seamless learning
- Blended learning
- Informal learning

Active learning

- Problem based learning
- Authentic contexts
- Virtual and real "field trips"

Social/collaborative learning

- Connectivism
- Social networking, virtual communities
- Collaborative, p2p learning

Personalisation

- Learning Analytics
- formative/self-/peer-assessment
- Diversity in student characteristics

...

TENSIONS

Standardization vs Personalization

Flexibility vs structured

Passive learning vs Active learning

Individual vs Networked

...

Possible responses:

Adaptive personalization of learning
(supported by Learning analytics)

Teacher as guide and mentor

Increasing students' choice: mode of learning (f2f, OL...), content, assessment...

Flexible timing and pathways

Negotiated Curricula (with core elements?)

Interdisciplinarity (Challenge based instruction)

Problem based learning

Peer & collaborative learning

Learning Analytics to better match content & people

Flipped classroom

Interaction with objects (Internet of things, Personal data interacting with things...)

Content & Curricula

Importance	Difficulty	

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Content & Curricula

Key Question:

How can we achieve higher quality & access without increasing cost?

TRENDS: OER & OEP

Knowledge sharing through the Internet:
OER&OEP, free software, Open Access, OCW sites, OE Week, MOOCS

Vast catalogue of Open Resources, global repositories

Local & global metadata and taxonomy of resources

Collaboratively produced resources / user generated content (without clear views on how to best harness this productively in learning)

LMS, LCMS, content development tools, MOOCs & "non-massive" open online courses

Developing Quality Assurance schemes for OER

Curation of OER, for integration into formal curricula

Global digital standards

Culture of openness and sharing

Ideas & possible responses

See Tensions

TRENDS: Curricula

Flexibility and non-linearity

Negotiated programme (facilitated by OER)

'Learner- designed' open 'qualifications'

Standard common (core) curricula

Harmonisation of HE qualifications across the developed world

National standards on basic levels of literacy, numeracy, workplace competences

Competence based education

Key competences / 21st century skills

TRENDS: Skills

Skills mismatch → Employability will shape curricula

Clearer focus in universities on university-level knowledge and skills, leaving other skills to schools, vocational colleges & informal learning

Re-skilling & up-skilling (Adult Education/LLL) as core competence of HE

Tensions

Repositories vs curated content

Courses vs. informal learning

Granularity: modules, courses, degrees

Link between content, pedagogy, certification

Quality Assurance: social rating vs. moderation

Production models: publishers vs. institutions vs. experts

Certification

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Certification

Key Question:

How can we achieve higher quality & access without increasing cost?

TRENDS

New models of assessment & accreditation:

- including prior & informal learning
- Accreditation/certification of informal (non-institutionalised) learning that made use of open resources
- Microcredentialing
- Alternative forms of credentialing, e.g., the awarding of badges.
- E-portfolios (process and outcomes)
- (Partially) automated testing can free teacher effort.
- Accreditation of prior learning and courses by other institutes
- Self-evaluation
- Distant examination
- Peer review and support
- New media for 'authoring' assignments
- Formal assessment can be outsourced, leaving academics

more free to focus on formative guidance

Possible responses:

- Flexibility in assessment : when and where you want, as many times as you want
- Quality assured accreditation mechanisms
- Transnational credit transfer agreements
- Global standards for accreditation of skills
- Automated tests

Tensions

- Content linked to certificate or not?
- Granularity: Certifications linked to modules/courses/degrees?
- Open badges / peer endorsement vs external certification
- University credentials vs national standards
- Outsourcing assessment vs internal quality control

What to do?

- Consider, discuss and further develop the trends, tensions and responses of your sub-topic
- Develop the best 3-5 (possibly conflicting) responses/options to break the iron triangle
- Rate the different responses on:
- How important they are to achieve:
 - 10 points for the most important; 9 points for the next 5 points for the least important among these important issues
- How difficult they are to achieve:
 - 10 points for the most difficult; 9 points for the next 5 points for easiest among them
- Place each issue on the poster (according to the rating)

