

# MOOCs, the European way

Prof. Dr. Peter B. Sloep  
Brussels 19 November, 2014



**Welten Institute**  
Research Centre for Learning, Teaching and Technology

**Open Universiteit**  
[welten-institute.org](http://welten-institute.org)



*Fact:* MOOCs ignore  
decades of research in  
online education



- Tony Bates: the teaching methods ‘are based on a very old and out-dated behaviourist pedagogy, relying primarily on information transmission, computer-marked assignments and peer assessment’
- Sir John Daniel, in an oft quoted report
- I myself (Surf special issue, [scoop.it](http://scoop.it) comments)



*Fact: the instructional  
quality of MOOCs is  
appallingly low*



- Margaryan, Bianco & Littlejohn analysed 76 courses (50 xMOOCs and 26 cMOOCs) on 10 principles for good instructional quality operationalised in a Course Scan instrument with 24 items
- the 10 principles cover Dave Merrill's 5 first principles of Instructional Design plus 5 more of their own making



- ‘Most courses implemented only some of the principles ...’
- max score 28 out of 72
- range 3-25 (xMOOCs), 0-28 (cMOOCs)



On the bright side,  
though ....



- the article describes the status quo in 2013, perhaps better now?
- we now have quality benchmarks as in OpenupEd (Rosewell, [openuped.org](http://openuped.org))
- the potential of MOOCs to act as change agents for 'regular' higher education (as opposed to 'open distance' learning)





# MOOCs the European way: dispelling a few myths on the side



# MOOCs democratise education?

- Koller in a 2012 TED talk claimed xMOOCs would increase access to first class education for developing countries
- many including me have argued this is a form of neo-colonialism (which is fortunately mostly absent in Europe)



# MOOCs make quality education affordable?

- the costs of education in the USA have risen sky high (*fide* Bloomberg), the quality varies
- some people in the USA believe privatisation with MOOCs is the answer
- but should not remain education a public good?



# MOOCs are open?

- xMOOCs are for free, as Facebook and Google are 'for free'
- genuine openness includes (OpenupEd)
  - open entry, freedom of time, place and pace, flexible pathways
  - open licensing



# Conclusion

- MOOCs offer a promise iff
  - we make use of decades of research in TEL to improve their quality
  - forget their ‘democratising effect’
  - do not use them to privatise education
  - let them to help us collaborate



# Conclusion (2)

- OpenupEd seeks to achieve precisely this
  - solid pedagogy
  - genuine openness
  - low on technology optimism high on ambitions
  - an opportunity to collaborate



## Welcome



You are visiting the portal of a pan-European initiative OpenupEd around so-called MOOCs (Massive Open Online Courses). The OpenupEd initiative was launched on April 25th 2013 in an online international press event. OpenupEd is a quality brand and ...

Tweet **8+1**



## About MOOCs

MOOCs stand for Massive Open Online Courses. These courses can be fully taken online. They are 'open' in the sense that they can be accessed by...



## OER

A crucial component in realizing a more Open Education is what we call Open Educational Resources (OER). This concept is around since...



## About OpenupEd

With OpenupEd we aim at opening up education for you with an offer that reflects European values such as ...



## Naming

OpenupEd is about MOOCs. But there is not a single description of what a MOOC would look like and indeed there is a wide variety in the MOOCs movement. Some of us prefer to...



## What Courses

Courses range from mathematics to economics, e-skills to e-commerce, climate change to cultural heritage, corporate social responsibility to the modern Middle East, and language learning to writing fiction. Each partner is offering courses via its own ...



## Why

OpenupEd has been introduced in the world of MOOCs because we see a clear need for a European move with a vision beyond the implementation of just a collection of MOOCs. This vision is to ...



## latest tweet

"RT @cristobalsuarez:  
OpenupEd  
<http://t.co/k3v5VaW8se>"

*by Marcela Tagua 4 days ago*

## Latest news

- > The OpenupEd Quality label - benchmarks for MOOCs
- > OpenupEd workshop at NOUN
- > Open call for position papers on MOOCs
- > Workshop together with ACDE on Globalizing OpenupEd
- > Update about OpenupEd MOOCs

## Mailinglist

Name:

Email:

Subscribe

OpenupEd has been initiated and is coordinated by



# Thank you!

**mail** peter[dot]sloep[at]ou[dot]nl

**Twitter** [at]pbsloep

**blog** <http://pbsloep.blogspot.com/>

**Scoop.it!** <http://www.scoop.it/t/networked-learning-learning-networks>

**LinkedIn** [http://www.linkedin.com/profile/view?id=10357286&trk=tab\\_pro](http://www.linkedin.com/profile/view?id=10357286&trk=tab_pro)

**ResearchGate** [https://www.researchgate.net/profile/Peter\\_Sloep](https://www.researchgate.net/profile/Peter_Sloep)

**Mendeley** <http://www.mendeley.com/profiles/peter-sloep/>

<http://www.mendeley.com/groups/1874511/learning-networks-networked-learning/>

**Google +** <http://google.com/+PeterSloep>





# References

- Anderson, T., & McGreal, R. (2012). Disruptive Pedagogies and Technologies in Universities Unbundling of educational services. *Educational Technology & Society*, 15(4), 380–389. Retrieved from [http://www.ifets.info/journals/15\\_4/32.pdf](http://www.ifets.info/journals/15_4/32.pdf)
- Bates, T (2012). *What's right and what's wrong about Coursera-style MOOCs?* <http://www.tonybates.ca/2012/08/05/whats-right-and-whats-wrong-about-coursera-style-moocs/> accessed 2012-09-22
- Koller, Daphne (2012). *TED Talk: What we are learning from online education.* [http://www.ted.com/talks/daphne\\_koller\\_what\\_we\\_re\\_learning\\_from\\_online\\_education.html](http://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education.html)
- Margaryan, A., Bianco, M., & Littlejohn, A. (2015). Instructional Quality of Massive Open Online Courses (MOOCs ). *Computers & Education*, 80, 77–83. doi:10.1016/j.compedu.2014.08.005
- Sonwalkar, N., Wilson, J., Ng, A., & Sloep, P. B. (2013). Roundtable Discussion, State-of-the-Field Discussion. *MOOCs Forum*, 1 (preview issue), 6–9. doi:10.1089/mooc.2013.0006
- Rosewell, J. (2014). *OpenupEd label, quality benchmarks for MOOCs* (pp. 1–7). Retrieved from [http://www.openuped.eu/images/docs/OpenupEd\\_quality\\_label\\_-\\_Version1\\_0.pdf](http://www.openuped.eu/images/docs/OpenupEd_quality_label_-_Version1_0.pdf)
- Sloep, P. B. (2014). Didactic methods for open and online education (Een didactiek voor open en online onderwijs). In H. Jelgerhuis & R. Schuwer (Eds.), *Open and Online Education; special edition on didactics* (pp. 15–18). Utrecht, Nederland: Surf Open Education Special Interest Group. Retrieved from <http://www.surf.nl/binaries/content/assets/surf/en/knowledgebase/2014/special-edition-on-didactics-of-open-and-online-education.pdf>