



Opening up Education through the use of Digital Technologies:

A support framework for Higher Education Institutions

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JRC-Institute for Prospective Technological Studies

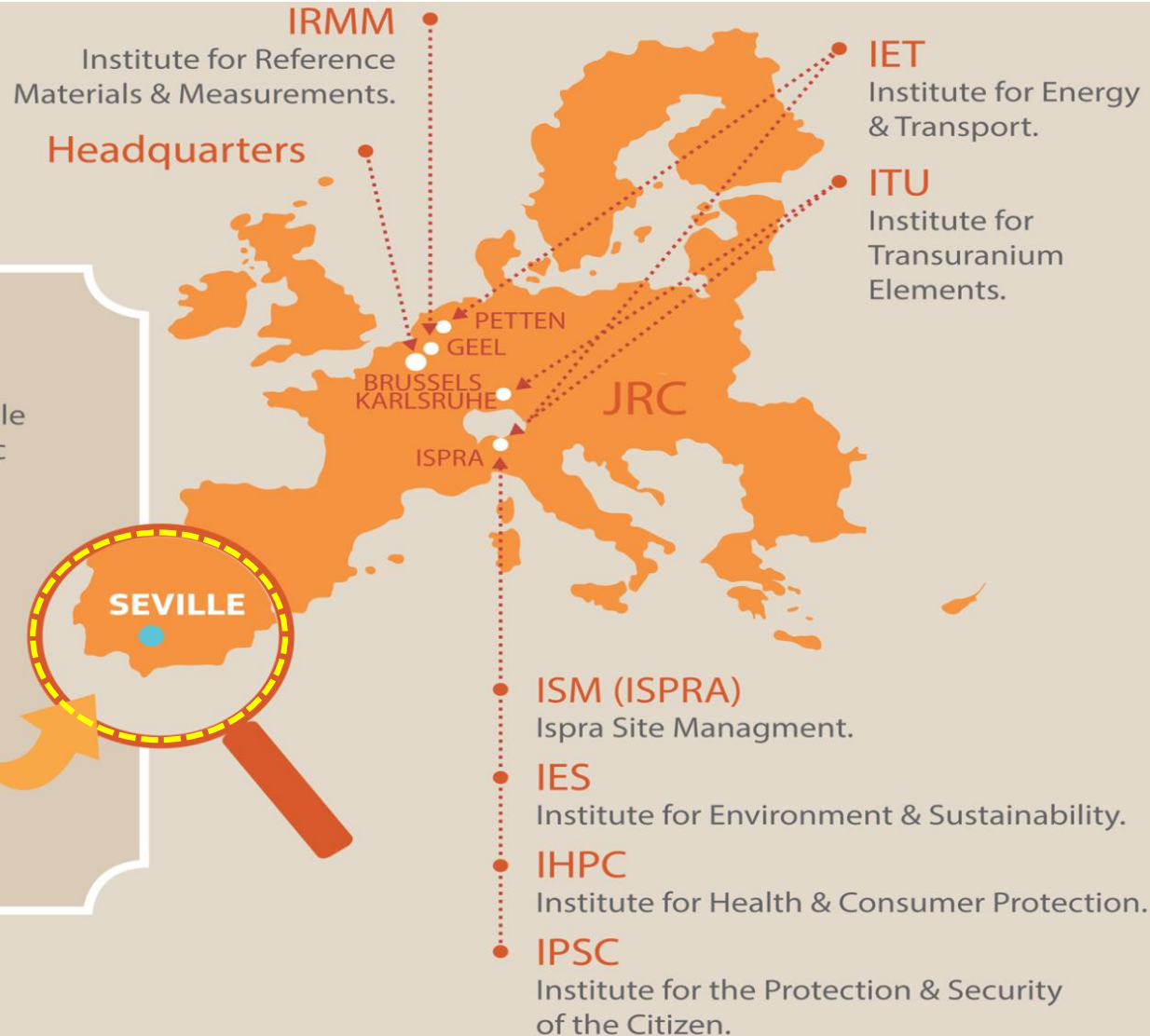
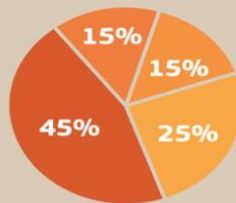
***2016 EUA Annual Conference
Galway, 7-8 April***

Joint Research Centre the European Commission's in-house science service

IPTS

The Institute for Prospective Technological Studies in Seville evaluates the socio-economic aspects of any issue at stake. It's placed in Seville.

- Policy studies **45%**
- Policy intelligence platforms **15%**
- Techno-economic bureaux **15%**
- Economic Models **25%**



ICT for Learning and Skills (2005 - ...)



Team

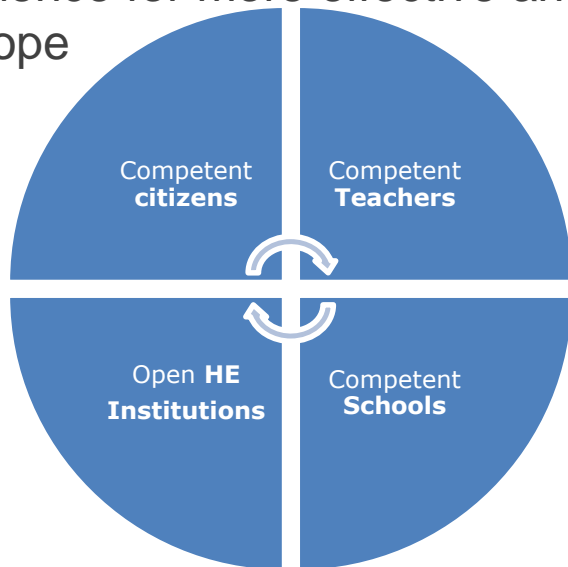


What:

- ICT for modernising and innovating E&T in Europe
- 21st century skills for digital economy and society

Why:

- Evidence for more effective and relevant E&T in Europe



> 80 publications freely downloadable

• Principal clients: DG EAC & DG EMPL

Policy

- 2013 COM on Opening up Education; E&T 2020; Digital Agenda; New skills and Jobs; EU Recommendation on Key Competences for LLL,...
- Juncker priorities: DSM – Jobs, Growth & Investment

Structure

1. Problem formulation
2. Understanding Open Education
3. Beliefs, practices, opportunities and challenges
4. Open Education framework
5. Final remarks

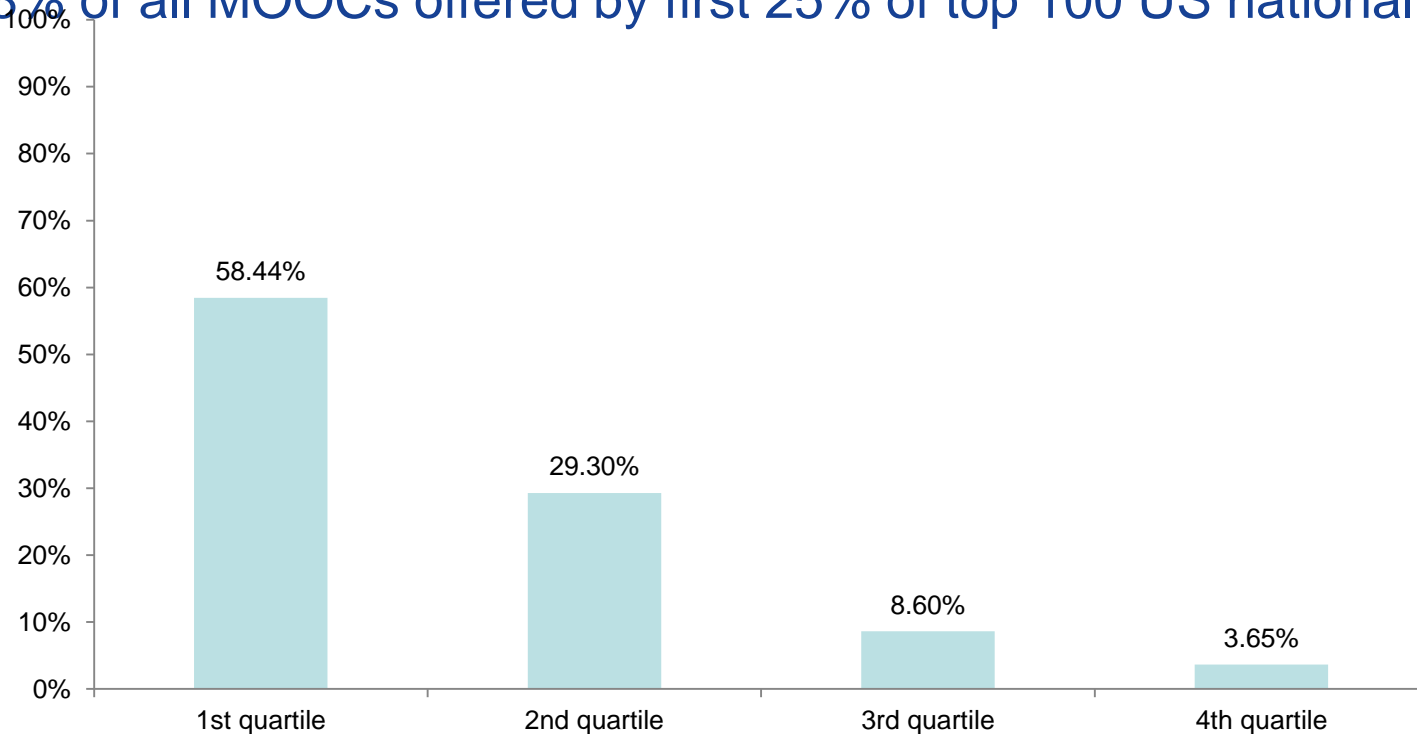


1. Problem formulation



20% of all MOOCs offered in US come from the top 5 universities (Princeton, Harvard, Yale, Columbia and Stanford) (ranking US News & World) (2015).

58% of all MOOCs offered by first 25% of top 100 US national universities



["U.S. News & World report" ranking](#)

- However, it is not only (or not just) about MOOCs
- It is about Opening up Education (OE), modernising and innovating our HE systems in Europe through the use of digital technologies
- There is no shared understanding what OE means (at all levels)
- Most universities do not seem to have an OE strategy
- If there is a strategy, it is usually not embedded within overall institutional strategy
- As a result:
 - Ad-hoc, arbitrary and experimental activities

2. Understanding Open Education

Open education

From Wikipedia, the free encyclopedia

Not to be confused with [Open educational resources](#).

en.wikipedia.org/wiki/Open_education

Accessed 14/10/2014

JRC IPTS definition of Open Education



A mode of realising education, often enabled by digital technologies, aiming to **widen access** and **participation** to everyone by removing barriers and making learning **accessible, abundant, and customisable** for all.

It offers multiple ways of teaching and learning, building and sharing knowledge, as well as a variety of access routes to formal and non-formal education, bridging them.

Source: JRC IPTS Report: Opening up Education: a support framework for higher education institutions. (forthcoming, 2016)



1. Relevant and high-quality skills and competences, focusing on learning outcomes, for employability, innovation and active citizenship
2. Inclusive education, equality, non-discrimination and promotion of civic competences
3. Open and innovative education and training, including by fully embracing the digital era
4. Strong support for educators
5. Transparency and recognition of skills and qualifications to facilitate learning and labour mobility
6. Sustainable investment, performance and efficiency of education and training systems

3. Beliefs, practices, opportunities and challenges

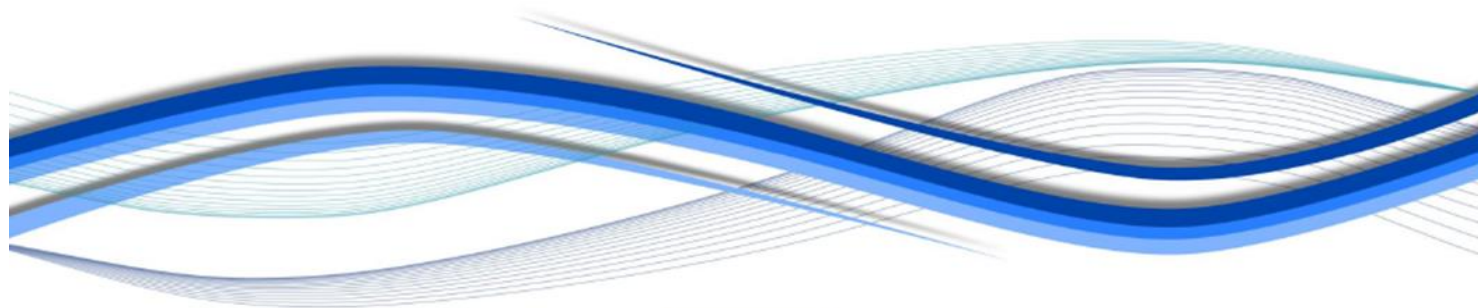
JRC SCIENCE FOR POLICY REPORT

How are Higher Education Institutions Dealing with Openness?

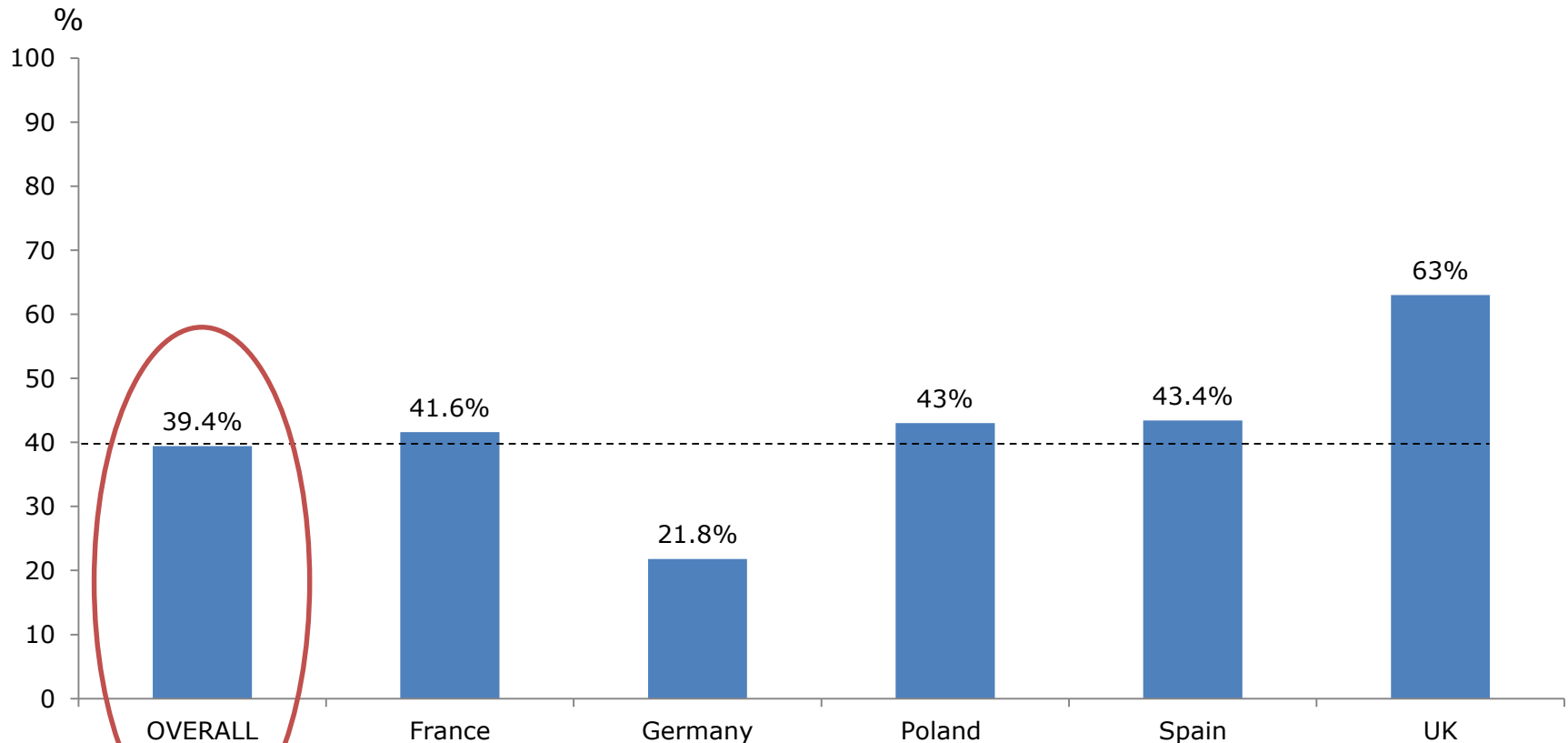
*A Survey of Practices,
Beliefs, and Strategies in
Five European Countries*

Jonatan Castaño Muñoz, Yves Punie, Andreia
Inamorato dos Santos, Marija Mitic and Rita
Morais

2016

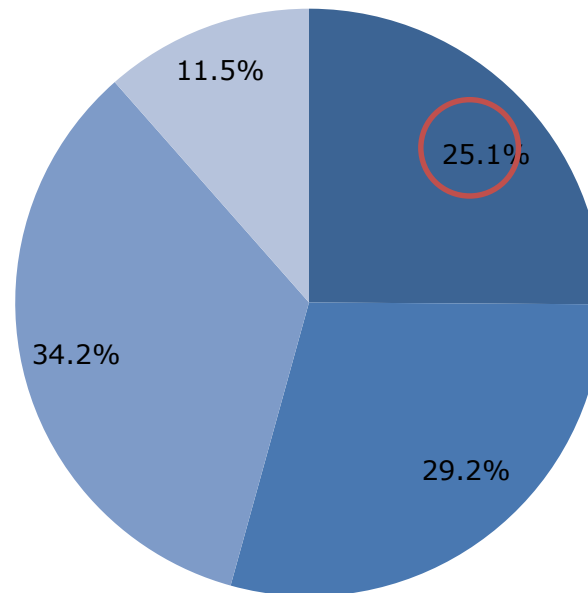


Is Open Education (in any of the different forms) provided within your institution?



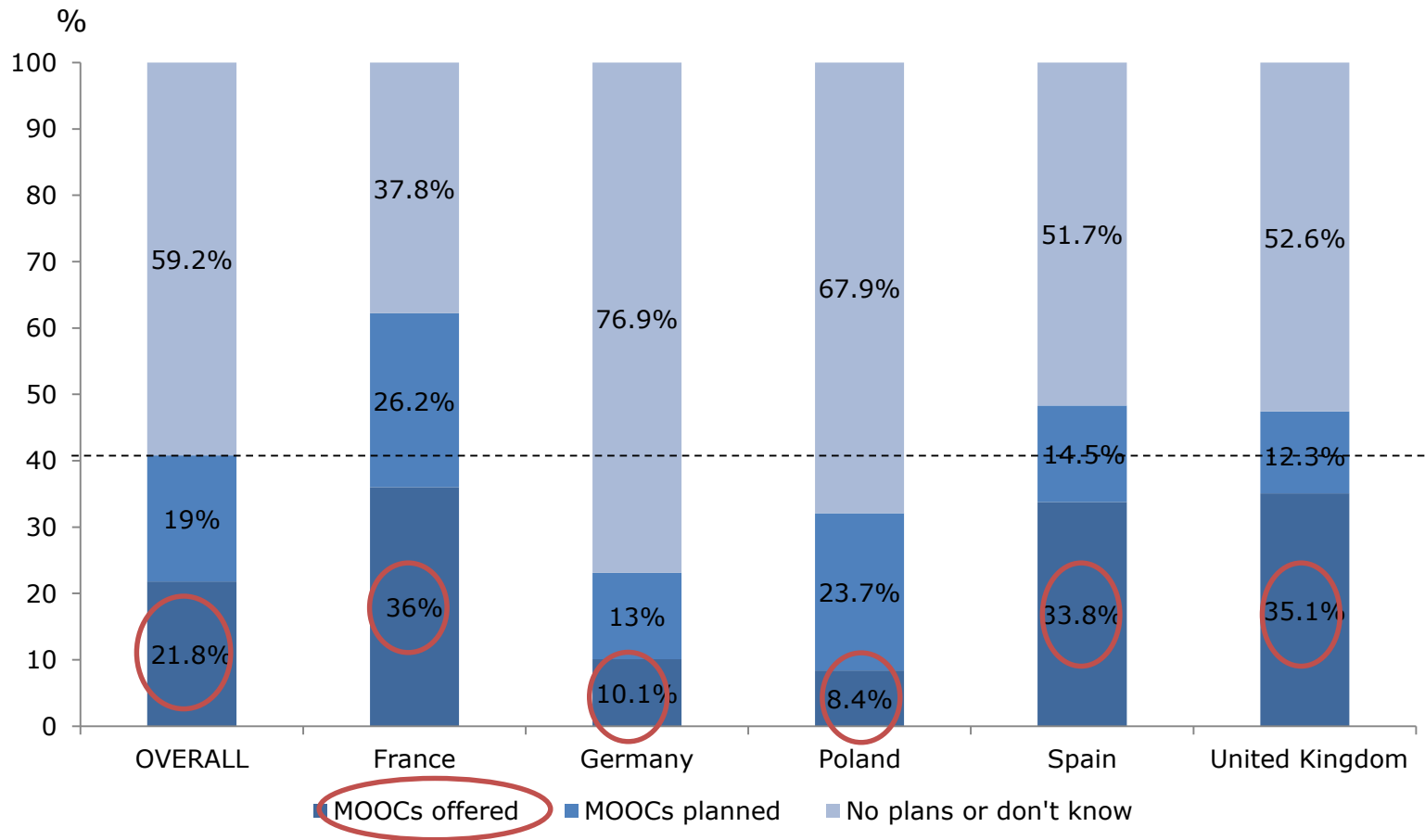
Number of valid responses after weighting :117 (for overall) and 144 (for country comparison) –Data from OpenSurvey study. JRC-IPTS 2015.

Provision of OE at the level of faculties (or similar units)

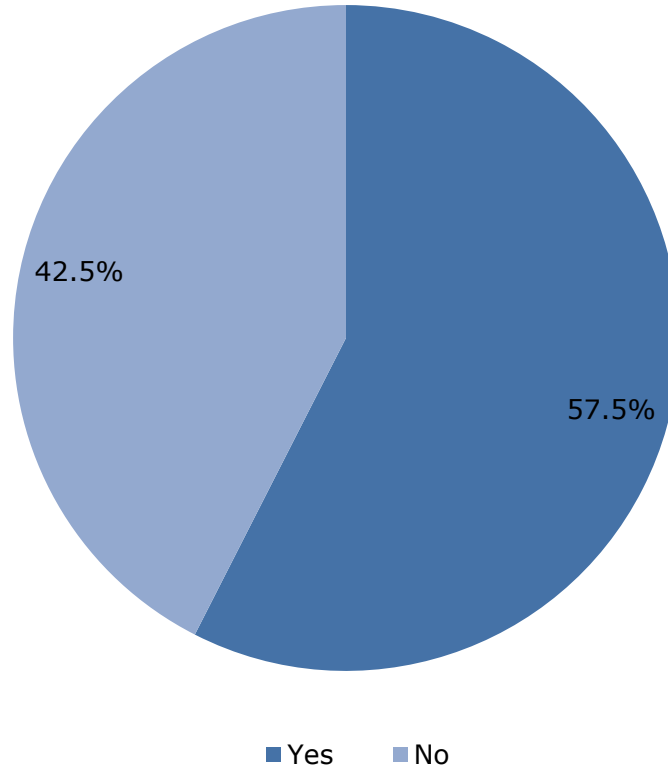


- In most faculties (more than 50%)
- In several faculties (between 10 and 50%)
- In a few faculties (less than 10%)
- In no faculties at all

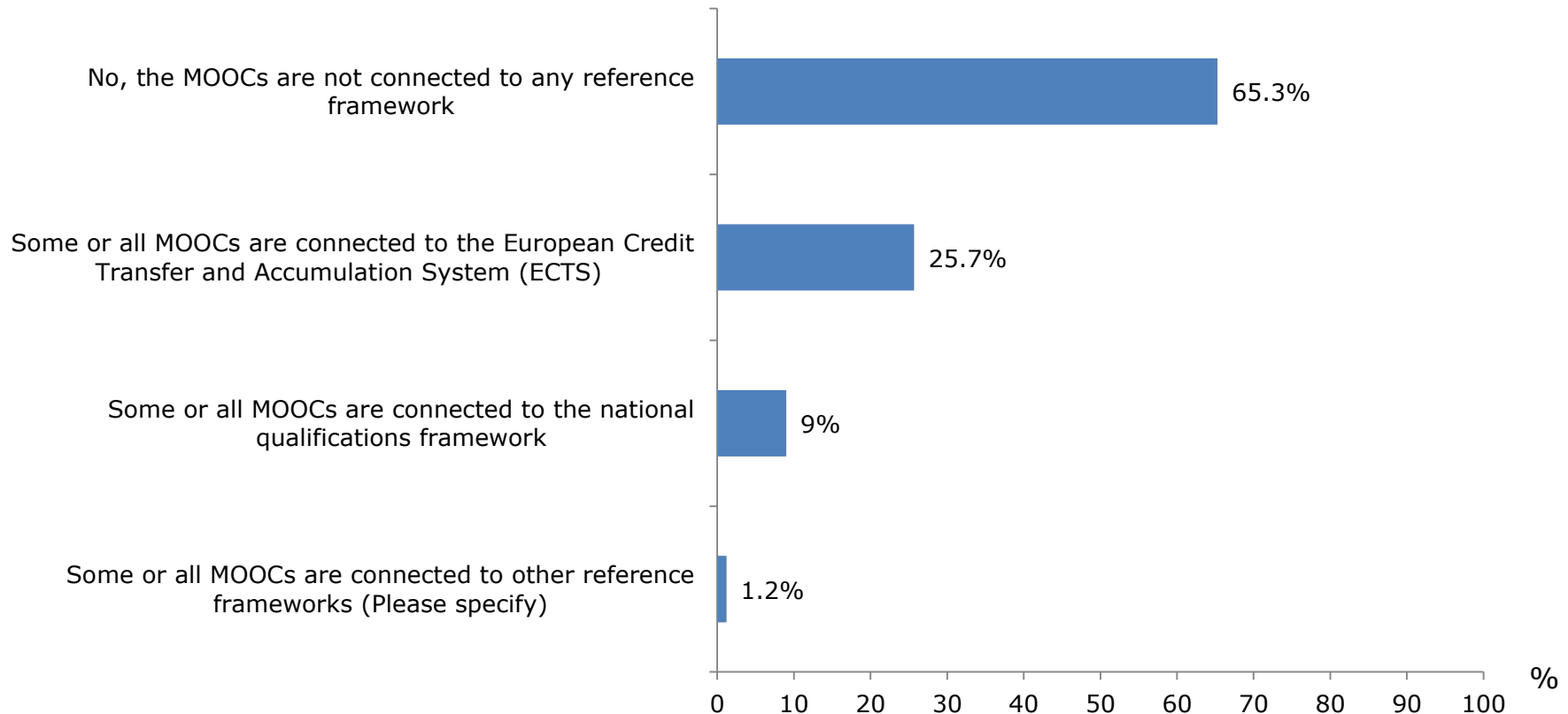
Offer of MOOCs



Is offering MOOCs part of your institutions's official educational strategy?

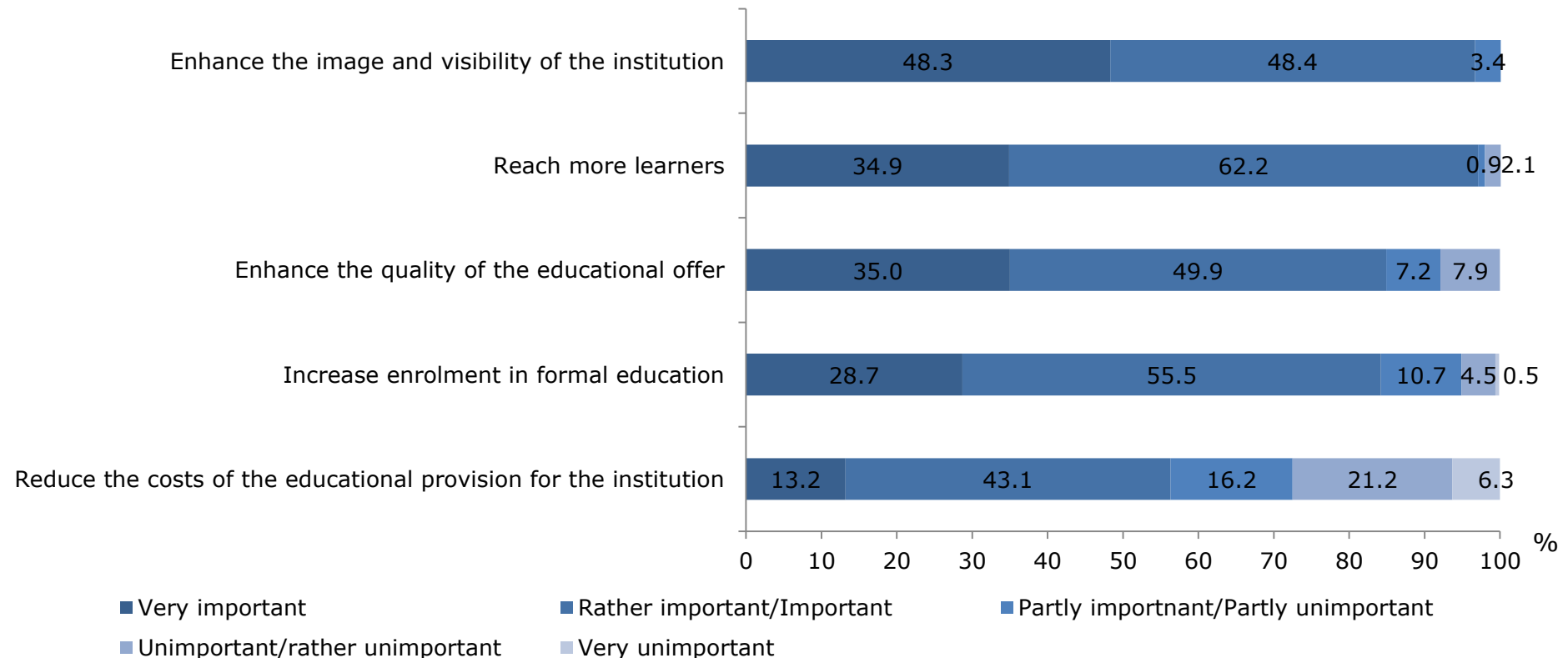


MOOCs and recognition

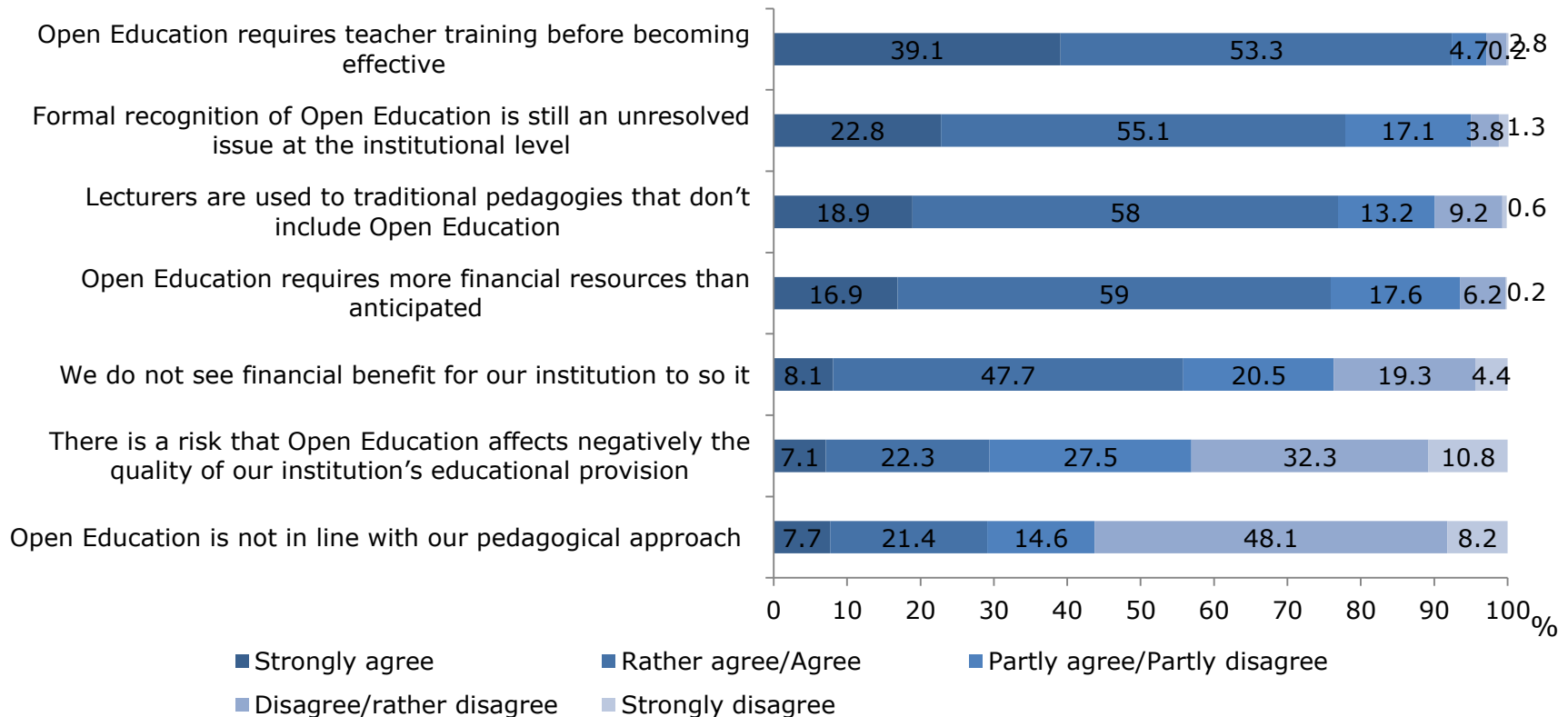


Number of valid responses after weighting: 25 (only respondents who offer MOOCs) –Data from OpenSurvey study. JRC-IPTS 2015.

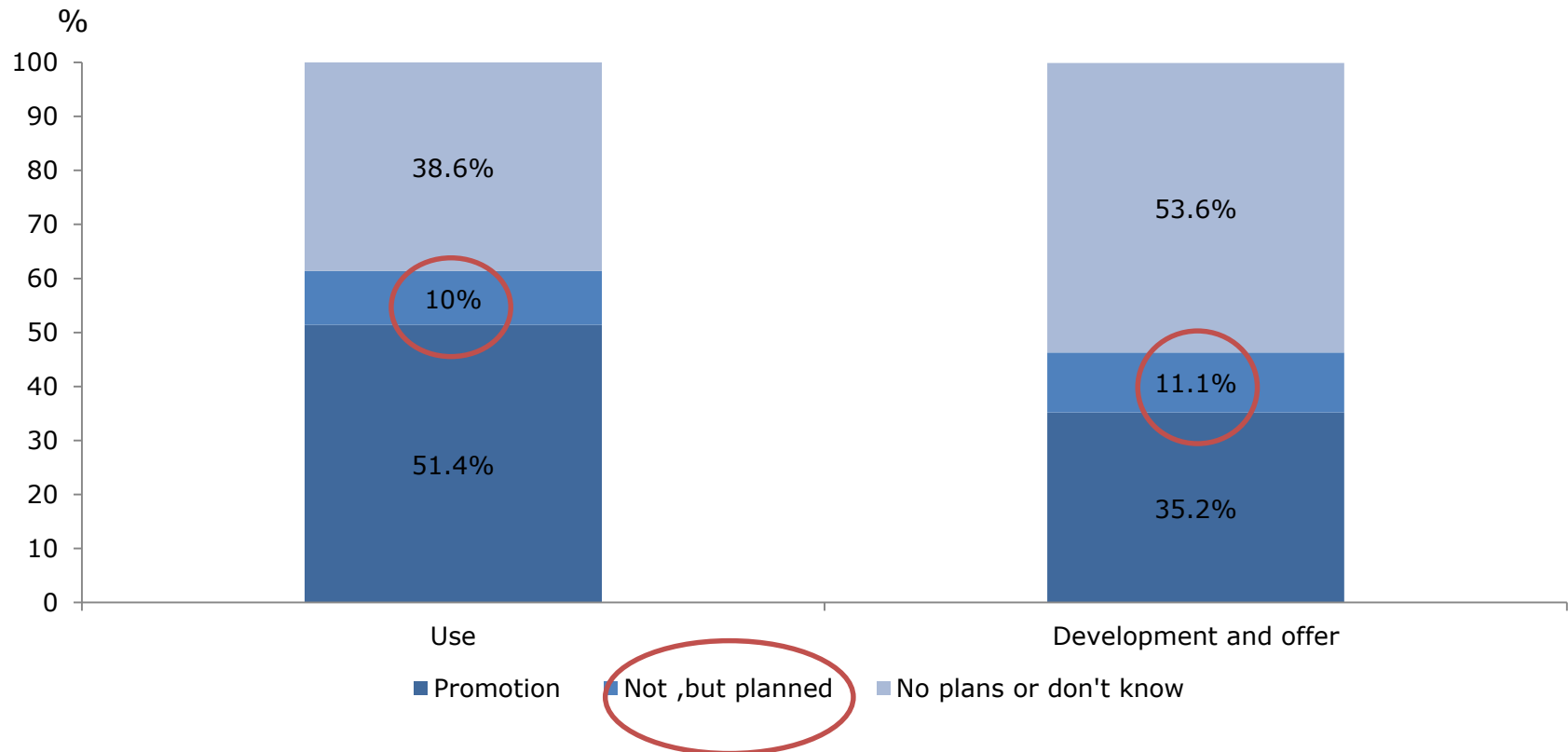
Factors for engaging with Open Education



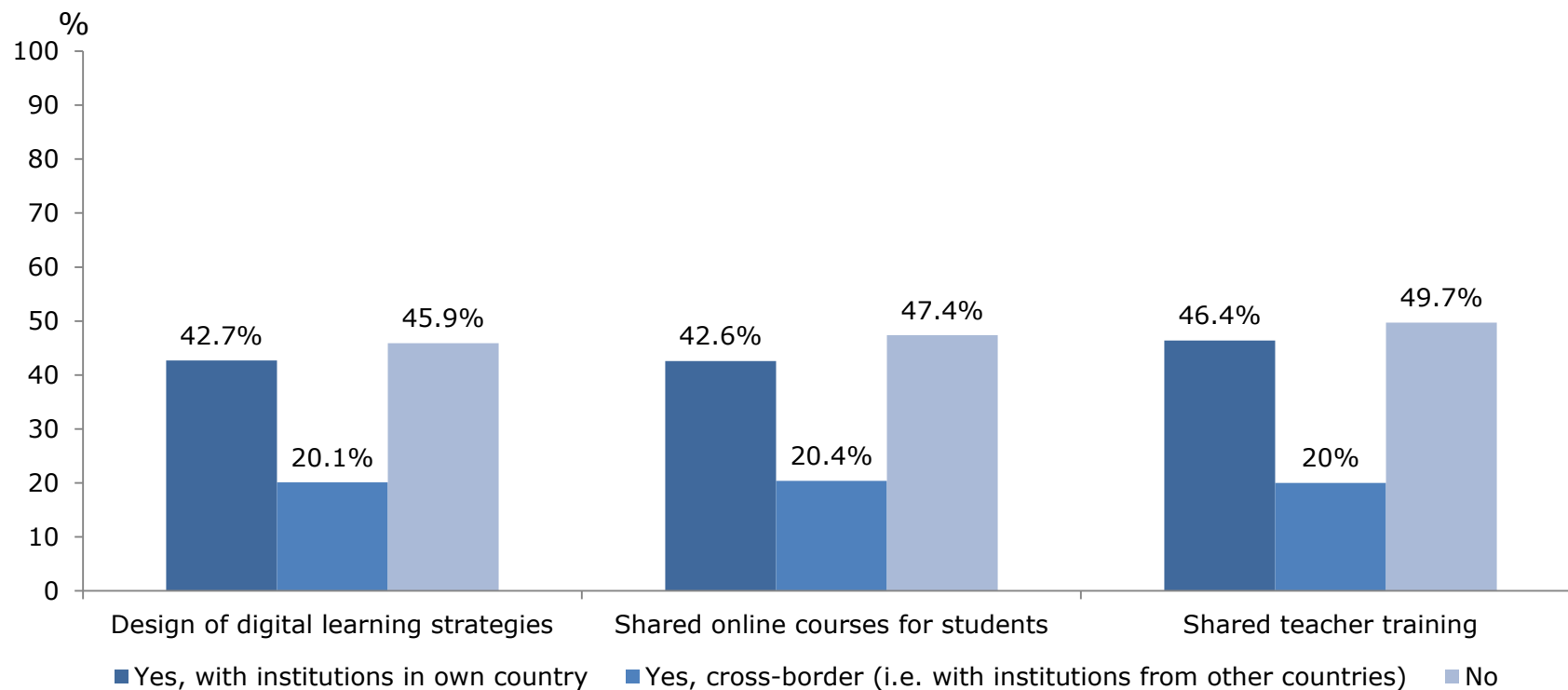
Barriers against Open Education



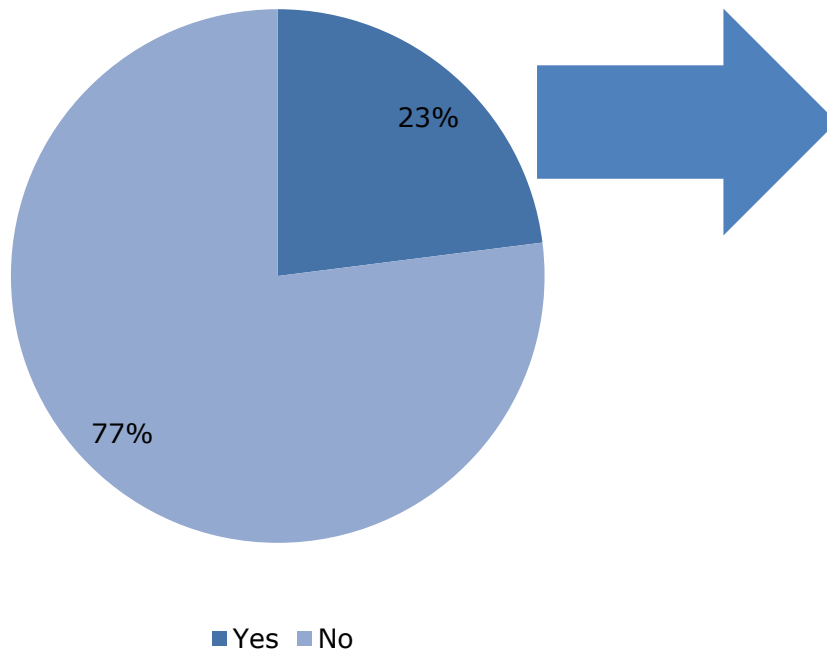
OER: Promoting – Planning – No plans (use & development)



Collaboration of the institution in...



Has the engagement in Open Education produced so far financial benefits for your institution?



- Reach more students is the most common mentioned benefit for institutions.

- Others: marketing, small income directly generated by OE (external fund, freemium..), more quality and retention.

Source: OpenSurvey open question

Responses rates and confidence intervals

Country	Sampling Frame	Contacted	Responses	Response Rate	Effective net sample size (neff)	CI neff
	N	N	N	%	N	%
Poland	306	191 (stratified sample)	55	28,8	50	+ -13.9
France	294	196 (stratified sample)	22	11,2	19	+ -22.5
Germany	361	198 (stratified sample)	25	12,6	17	+ -23.8
Spain	157	157	35	22,3	27	+ -18.5
UK	147	147	41	27,9	38	+ -15.9
Total	1,264	889	178	20,0	117.75	+ -9

Data from OpenSurvey study. JRC-IPTS 2015.

4. Open Education framework

OpenEdu project

OpenCases

9 case studies

OpenCred

4 case studies

OpenSurvey

5 countries

Moocknowledge

MOOC learners' research

Desk research
and focus groups

90+ experts consulted

OpenEdu
Framework

Final Report

OpenEdu supports the 2013 Communication 'Opening up Education: Innovative Teaching and Learning for all through New Technologies and Open Educational Resources'

JRC-IPTS OpenEdu framework on behalf of DG EAC

The framework was designed to support HEIs in Europe to make strategic decisions on open education.

It defines and describes what OE is, highlighting the specific relevance of each element for HEIs.

It is a hands-on tool created by the OpenEdu Project as a response to the 2013 EC COM on 'Opening up Education'.

What does the framework look like?

Dimensions:

"What" of OE

6 core: access,
content, pedagogy,
recognition,
collaboration,
research

4 transversal:

"How" of OE

strategy, leadership,
technology, quality

**For each dimension of OE,
the framework contains:**

✓ Definition

✓ Rationale

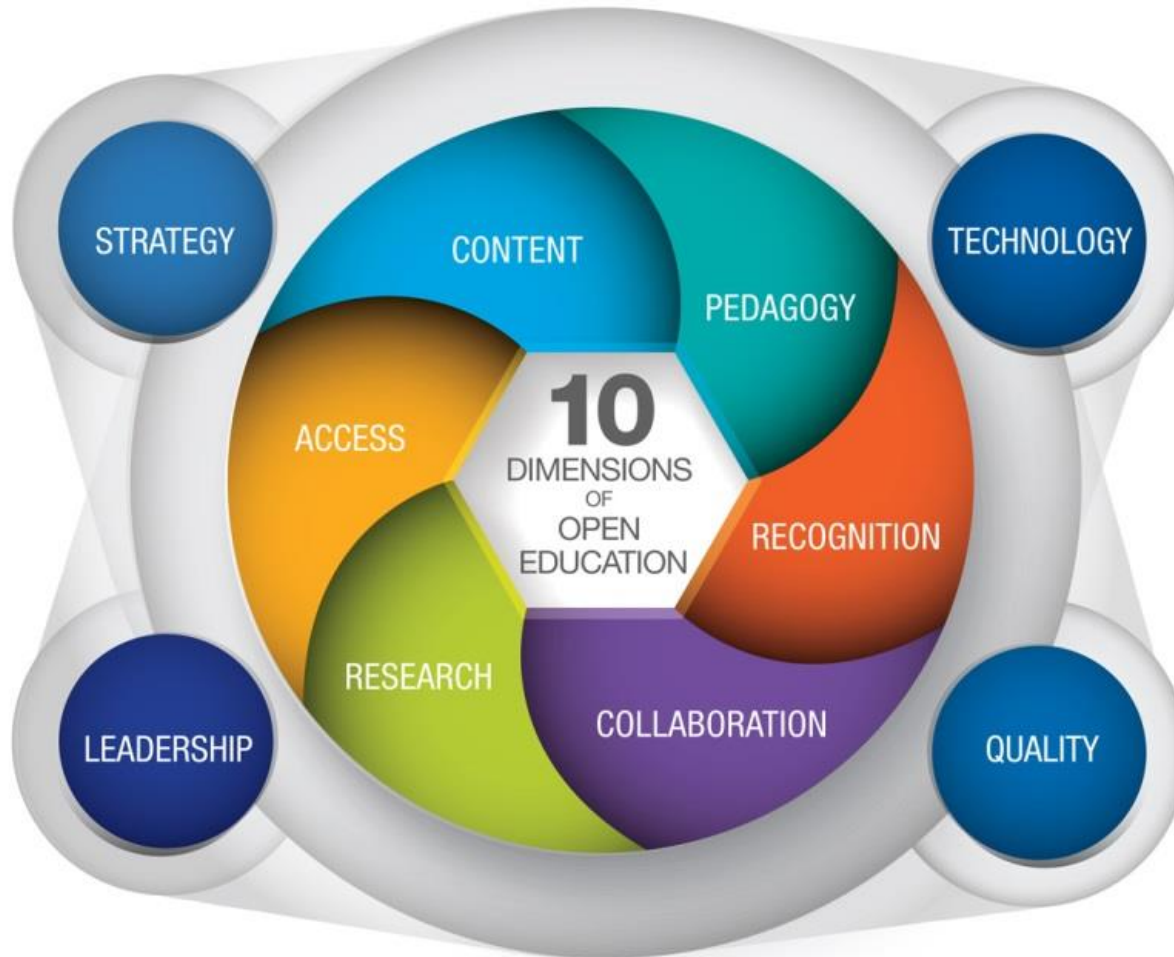
✓ Components

❖ Descriptors

In total, >150 descriptors

+ Opening up education strategic planning template

Opening up education framework



Source: JRC IPTS report (2016, forthcoming): 'Opening up education in Europe – a support framework for higher education institutions (OpenEdu)'

Core dimension: recognition

Definition

Rationale

Recognition enables open education learners to make the transition from non-formal to formal education, to complete a programme of tertiary education in a more flexible way, or to get recruited/ promoted at the workplace. When submitting their credentials for recognition, learners expect to gain 'validated credits' which will help them to move ahead professionally and in their personal lives.

7 Components:

Assessment | Identity validation | Trust and Transparency | RPL (recognition of prior learning) | Fast Track Recognition | Qualification | Social recognition

Descriptors	
Assessment	
Strategy/Business Model	<ul style="list-style-type: none"><input type="checkbox"/> Paid-for open education assessment (in MOOCs/OCW, free-of-charge online courses etc.) is part of the business plan of the institution.<input type="checkbox"/> Free open education assessment is part of the strategy of the institution.<input type="checkbox"/> Others. Please specify.
Technology	<ul style="list-style-type: none"><input type="checkbox"/> The institution uses biometrics systems to verify the learner's identity during assessments.<input type="checkbox"/> The institution uses proctoring services to verify the learner's identity in assessments at a distance<input type="checkbox"/> The institution uses technology to verify the identity of the open learner<input type="checkbox"/> Others. Please specify
Quality	<ul style="list-style-type: none"><input type="checkbox"/> The institution has a quality control procedure to verify the design and the undertaking of open education assessments.<input type="checkbox"/> The institution has a quality control procedure for the open online courses to which it wishes to award credits
Leadership	<ul style="list-style-type: none"><input type="checkbox"/> The institution encourages the ECTS mapping of its open education courses.<input type="checkbox"/> Others. Please specify.

Fast Track Recognition	
Strategy/Business Model	<ul style="list-style-type: none"> <input type="checkbox"/> The institution understands Fast Track Recognition for open learning as an important strategy for open education. <input type="checkbox"/> The institution seeks to develop business models around the fast track recognition of open learning. <input type="checkbox"/> The institution seeks to identify institutional partners to collaborate on the recognition of prior learning for open learners. <input type="checkbox"/> Others. Please specify.
Technology	<ul style="list-style-type: none"> <input type="checkbox"/> The institution makes use of technology for a first screening of portfolios to indicate their eligibility for open learning recognition. <input type="checkbox"/> The institution makes use of technology to support fast track recognition of open learning. <input type="checkbox"/> The institution makes use of technology to let open learners know that they can apply for recognition of open learning (e.g. social media, institutional website, online marketing tools). <input type="checkbox"/> The institution seeks to develop a strategy to provide transparent and comprehensive online information to both the learners and other institutions in relation to its assessment mechanisms for open learning, certification and recognition <input type="checkbox"/> The institution uses technology to verify the identity of the open learner <input type="checkbox"/> Others. Please specify.
Quality	<ul style="list-style-type: none"> <input type="checkbox"/> The institution is committed to developing a speedy and reliable process for fast track open learning recognition. <input type="checkbox"/> The institution has an internal committee, which pre-verifies the reliability of third-party institutions' open learning assessments mechanisms and certification processes in order to establish collaboration on fast track recognition. <input type="checkbox"/> The institution seeks to develop a strategy to provide transparent and comprehensive online information to both the learners and other institutions in relation to its assessment mechanisms for open learning, certification and recognition. <input type="checkbox"/> Others. Please specify.
Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> The institution seeks to lead in open education by being at the forefront of open learning fast track recognition. <input type="checkbox"/> The institution identifies champions to lead the fast track open learning recognition dossier of the

Currently 175 descriptors (but some overlap)

- Access: 34
- Content: 39
- Pedagogy: 39
- Recognition: 53
- Collaboration: 10
- Research: 0

5. Final remarks

- The framework is about "capacity building" aimed at decision makers in universities, and anyone who can propose practices and policies
- It is a guide to think through critical questions. It does not provide definitive answers. The answers come through the insights generated by the process of engaging with the framework
- It can enhance collaboration and exchange of experiences
- Framework is flexible, allowing for customization and selective use, also adding own strategic elements
- It should evolve over time
- To be published soon (May-June 2016) and looking forward



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Validation of Non-formal MOOC-based Learning

An Analysis of Assessment and Recognition Practices in Europe (OpenCred)

Authors: Gabi Witthaus, Andreia Inamorato dos Santos, Mark Childs, Anne-Christin Tannhäuser, Grainne Conole, Bernard Nkuyubwatsi, Yves Punie

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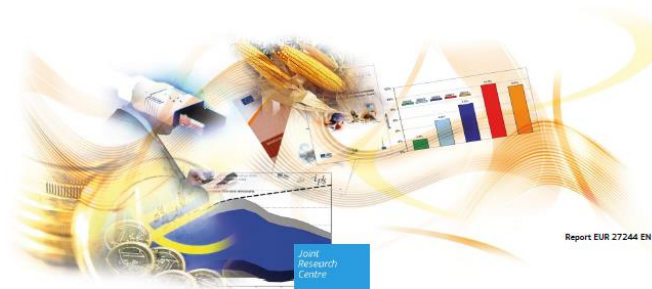
JRC SCIENCE AND POLICY REPORT

Analysis of Emerging Reputation and Funding Mechanisms in the Context of Open Science 2.0

Editors: Riina Vuorikari & Yves Punie

Authors:
Part 1: Dave Nicholas, Eti Herman,
Hamid R. Jamali
Part 2: David Osimo, Laia Pujol, Federica Porcu

2015



Report EUR 27244 EN

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Promoting Effective Digital-Age Learning

*A European Framework for
Digitally-Competent
Educational Organisations*

Panagiotis Kampylis, Yves Punie, Jim Devine

2015



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DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe.

Author: Anusca Ferrari

Editors: Yves Punie and Barbara N. Brečko

2013



Thank you



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