

Open & Online Education

Peter B. Sloep

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trend: from standard lectures to xMOOCs

some lessons learnt:

- from 45 min videos to series of 6 min. clips
- from captured lectures to interaction in forums
- from listening to carrying out (joint) activities

University of Amsterdam Online Courses. For All. For free.

Introduction to Grid Computing

EGI-InSPIRE project by SURFsara

Grid Computing is a dynamic and loose federation of resources and institutions that enables researchers to solve large scale computational problems and store large amounts of data. The resources are geographically distributed and heterogeneous interconnected with fast network connections.

A Grid user is able to use all this computing power simultaneously in a transparent way, without having to log in at all the different sites. The Grid middleware is on the top of connected clusters and takes care of the job distribution among the resources.

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Starts: Nov 18, 2013

Ends: Feb 18, 2014

Work load: 3-6 hours per week

[Enroll for this course](#)



[Back to course overview](#)



- of course, too simple a portrayal of the current situation (many MOOCs around)
- but still
 - MOOC design takes lecturing as its point of departure
 - ignores decades of design experience, especially in open distance learning



open
access

distance
teaching

online
education

social
learning

guided
self-study

distributed
learning

networked
learning



1984

1997

2007

nu

opening
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launch
Studienet

launch
OpenU

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- ODL history is one of design from scratch
- to cater for adult learners, who learn ‘on the side’ (target group)
- in ever more technologically smart learning environments (context)
- from lifelong learning to part-time



open
access

OERs

distance
teaching

online
education

social
learning

MOOCs

guided
self-study

distributed
learning

networked
learning

blended
learning



opening
Open Universiteit

launch
Studienet

launch
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arrival
xMOOCS

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Now: challenge

- get the best out of the meeting of both traditions: ODL and BML
- by taking design seriously (follow an ‘engineering approach’)
- (so no design defaults anymore)



Design philosophies

- Dave Merrill's *first principles of instruction*
- Diana Laurillard *Pedagogical Patterns*
- Gráinne Conole's *Learning Design*
- Peter Goodyear's *Architectures*
- Mor & Mogilevski's *Learning Design Inquiry*



Merrill's first principles

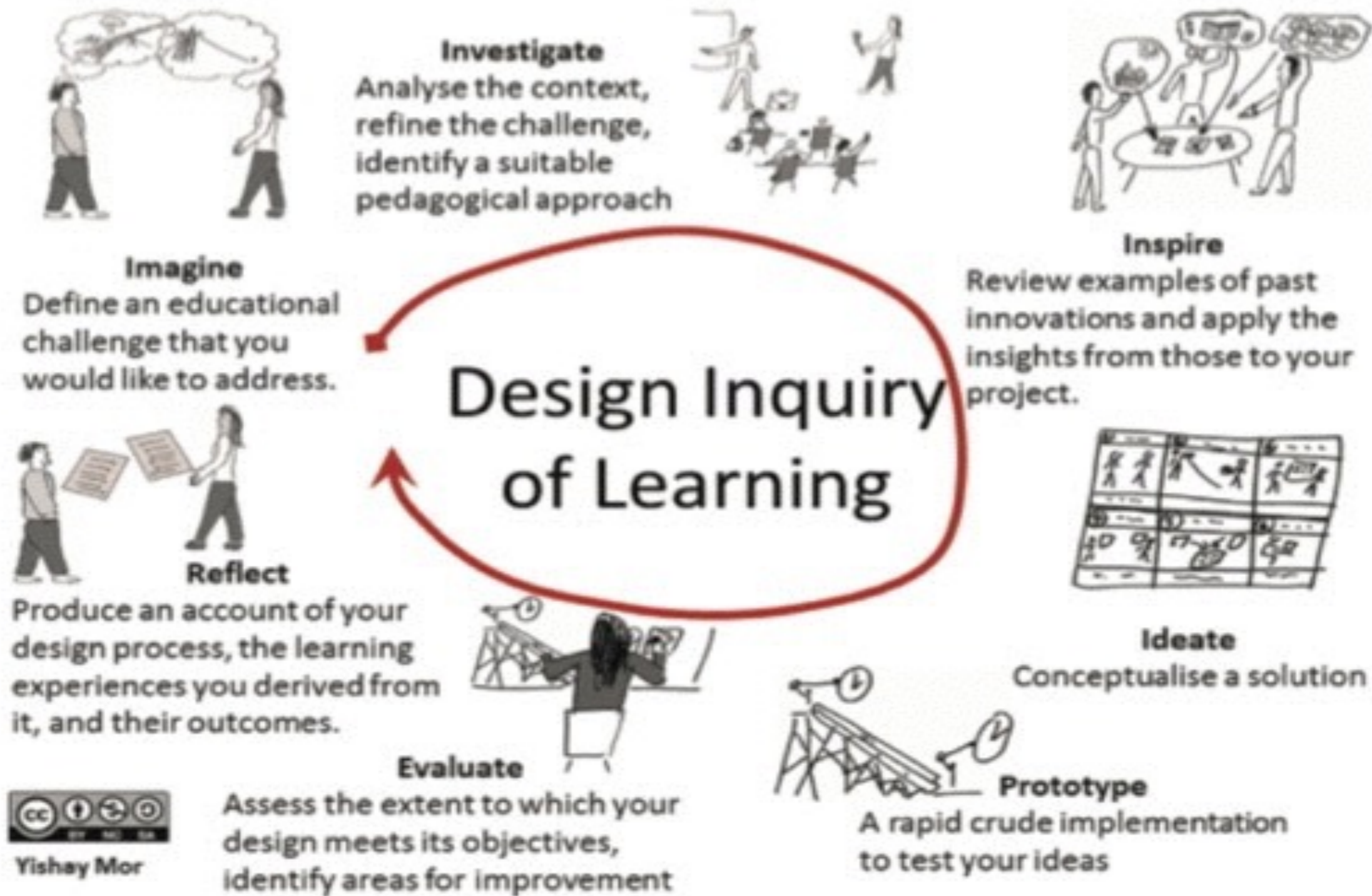
- *Demo* new knowledge to students, not just tell them about it
- Build on their *prior knowledge*
- Have them *apply* new knowledge
- Have them solve *authentic* problems
- *Integrate* new knowledge in their world



Laurillard's pedagogical patterns

- Learning through *knowledge acquisition*
- Learning by *investigating*
- Learning by *discussing*
- Learning by *applying*
- Learning through *collaboration*





Mor & Mogilevski, 2013

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Design Inquiry Learning

- *not*: teach theory to improve practice
- train teachers to become learning designers
- let them design collaboratively, in small groups
- support them with dedicated tools (LDS)



Steps in DLI

- Imagine (challenge, Dreambazar)
- Investigate (involve users, NGM)
- Inspire & Ideate (use creativity techn.)
- Prototype (make mock-ups)
- Evaluate & Reflect (use formal research methods, qualitative & quantitative)



Take home message

- *design* new educational arrangements
- use a design methodology, like DLI LDS
- design from the ground up, there are no default truths
- bonus: this helps to refine theory



OPEN AND ONLINE EDUCATION

01

SEPT 2014

special edition on
DIDACTICS



ARTICLE

DIDACTIC METHODS FOR OPEN AND ONLINE EDUCATION

by Peter B. Sloep

The wide availability of the Internet from around 1995 and emerging notions about the re-usability of instructional building blocks (learning objects) around the same period marked the start of education that strives to be both online and open. In the 20 years since, a great deal has happened. From an information-based web, the Internet gave rise to a social web. Theories about learning objects led to the conception of OpenCourseWare. And this, in turn, has at least partly contributed towards the development of MOOCs. On the heels of the success of MOOCs, higher education in particular is asking itself how to proceed with open and online education. Drawing on decades of experience with open distance education, I here focus first and foremost on what I consider to be desirable developments.

Researchers with a background in open distance education such as Tony Bates, one of the designers of the Open Universiteit in the United Kingdom, are amazed that lecturers in the most high-profile MOOCs are modelling their approach on their standard lectures, in apparent ignorance of around thirty years of education research (Bates, 2013). The instructional model driving these top MOOCs revolves primarily around knowledge transfer, with a tight timeline and little scope for active forms of learning. These MOOC lecturers have only gradually started to realise that recording and broadcasting a lecture does not have quite the same effect as the physical lectures they were accustomed to giving; that active working methods, such as working on a problem together, also lead to better education in an online context; and that the inter-peer contact that occurs naturally in a classroom needs to be built into the online context. These examples can easily be expanded with others, for example regarding the benefits of formative assessments and lecturer guidance. They illustrate that education in an online setting is different, that it imposes

special requirements on the didactic approaches to be used and on the learning environment.

Education has to be designed

To date, the design of online education has mainly replaced customary modes of instruction, such as knowledge transfer via a lecture before a classroom of students, with an online equivalent, such as knowledge transfer via pre-recorded lectures made available on the web.

But substitution is a poor form of design. In open distance education, we long ago learned the hard way that a new education setting requires a new education design that assimilates latest insights into didactic methods on, for instance, social and active learning, and on learning environments that compensate the limitations of online learning while maximising the opportunities it presents. This interpretation of design has been catching on in recent years in the form of 'learning design' (Laurillard,



Peter Sloep (petersloep@ou.nl) professor of Network Learning at the Open Universiteit, has always had an active interest in open and online forms of learning, first as a course developer, later as an education researcher. Initially, his research focused mainly on the reuse of content in the form of learning objects and on education design briefs in the context of the IMS Learning Design specification. In recent years, he has incorporated this interest in reuse and design into research on learning networks, social networks for online learning, and professionalisation.

Thank you!



Lifelong
Learning
Programme

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