Open Education Update – Impact? Sustainability? Equality?

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Work approved by
University of West of England ethical panel

CC BY SA Jacob Escott, DMU.
Open educational resource timeline?

- 2000 MIT Open sharing of course materials
- 2001 Creative Commons Organisation
- 2001 Wikipedia Founded
- 2005 Open CourseWare Consortium
- 2006 OpenLearn at Open University
- 2007 iTunesU
- 2009 cMOOCs in Canada (Massive Online Open Courses)
- 2010 Jorum UK Repository
- 2012 edX / Udacity / Coursera xMOOC
- 2013 UK FutureLearn MOOC

2008 – 2012 Jisc #ukoer
OER@De Montfort University

- 2008 Virtual Analytical Laboratory (VAL) – static HTML
- 2010 Sickle Cell Open (SCOOTER) – WordPress
- 2010 Interprofessional learning (TIGER, Leicester, Northampton collaboration) – repository
- 2012 Biology Courses midwifery (MOER) - repository
- 2012 Biology Courses bioscience, forensics - WordPress
Open = discoverable = accessible...
Reach…

VAL

(Static HTML)

SCOOTER

(WP Blog)

@vivienrolfe
900,000 approx. visitors
150 countries

Biology Course video = watched for 18.5 days

Mobile devices 5-10% or visits
“It has changed my practice in terms of whenever I’m doing anything I think how could this be an OER or how could it supplement what I’m doing” (Interviewee 1)

“I think that they are used and there is great potential to do more and students like being digital learners and media learners and they would appreciate that greatly” (Interviewee 2)

“Quite a proportion have and need learning support and for those students they have benefitted from having a prevue of what is doing in the laboratory session” (Interviewee 3)
Institutional impact?

“There is no culture of openness” (Interviewee 3)

“And we missed a trick really internally. Part of the problem was you skedaddled – the champion” (Interviewee 4)

“We need a multimedia solution, a eAssessment solution, a synchronous solution, and the idea of open is kind of secondary. It’s a set of kind of cultural approaches, it is a mind set, it is not a shiny thing” (Interviewee 4)
2015

University

University co-producers
OER from retired experts

Publisher (OUP)
Release of out of press text; OER as supplementary book material

Hospital co-producers
(Leicester, Northampton)

Professional body involvement in Forensics

University: Leuren, Globe: Chris Tucker from the Noun Project

5 instances of further funding
(HEIF, University, Commonwealth Fellowship)

5 peer-reviewed papers;
31 conference presentations

Multinational translations
Africa ‘pop up’ laboratory project

New research collaborations
(Leicester, Global)

Sickle cell ‘research impact’

Student producers
OER-X curricula (social science, midwifery)

QR codes in labs

OERs in curricula
Changed practice

OER for open days

Spirit of openness

School / college co-producers
(widening participation initiatives)

Practice
Sustainability *versus* vulnerability

**SUCCESSFUL SUSTAINABILITY**
- Staff - part of what they do, ‘spirit of open’
- Student buy-in
- Departmental creep - staff see benefits to teaching AND research
- External partners see benefits (schools, hospitals)
- Cheap hosting solutions for OER
- Global reach via social media

**VULNERABILITY**
- Reliance on champions
- Reliance on university infrastructure
- Policy-embedding without ownership
- Staff turn-over and loss of traction
- Target-driven priorities over open
- No time to do more

*University: Leuren, from the Noun Project*
Socio-ethical stances surrounding MOOCs

Vivien Rolfe & David Kernohan
OpenEd2014
Ethics – central to many educational claims and policies

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We're empowering learning in the classroom and around the globe, enabling everyone, everywhere to enjoy learning throughout their lives. Partnering with the

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Online versus on-campus equality?

• Inspiring future generations – supporting a positive experience and not allowing new students to be ‘guinea pigs in a maelstrom’ (Sue Clegg, SRHE conference 2014).

• Gender-biased curricula, elitist, wide-ranging inequalities.
Here's Fluffy

CC - BY SA Viv Rolfe, DS106 Daily Create
A Systematic Review of the Socio-Ethical Aspects of Massive Online Open Courses

Vivien Rolfe [vivien.roffe@gmail.com], University of the West of England, United Kingdom

English Abstract

Massive open online courses (MOOCs) offer learners across the globe unprecedented access to education. Through sophisticated e-learning technologies and web approaches, MOOCs attract massive scale participation and global interest. Some commercial ventures place social equality at the heart of their missions, claiming to empower communities by making education accessible and affordable. In reality, the socio-ethical impact of MOOCs has not been investigated fully, so it is not clear whether they meet these aspirations.
Ethical domains?

Quality - “It is massively variable of what they are trying to achieve and the quality of the content”.

Lack of discourse - “If you are really saying that you want the open web to in some way blend work with higher education as a whole then we should be having these conversations”.

Ethics - “I suspect a lot of it is they are not aware of what the ethical issues are”.

Learner experience - “You have nothing that creates a common sense of “this is how you learn together”. You just throw people in and they either swim or they bugger off”.

Privacy - “If we don’t think the companies won’t exploit the data around education in a different way, we are also acting stupidly”.

Rolfe & Kernohan OpenEd 2014
Does pedagogic research require ethical review?

Thursday, 30 April, 2015 - 16:48

There is a growing demand for more evidence-informed practice in higher education; it is clearly important that we have an understanding of the best methods for teaching, learning and assessment. Much of this activity is driven by lecturers, evaluating their own teaching practice, in their own discipline, with their own students. Typically university guidelines stipulate that research activities require ethical review, whilst there are no similar strictures applied to scholarship activities or quality assurance measures. In this blog post Kay Hack (HEA Consultant in Academic Practice, catherine.hack@heacademy.ac.uk), who has chaired both University and Health Research Authority Research Ethics Committees, questions whether this distinction is appropriate or necessary for ethical pedagogical practice.
Bronwyn Williams – people would have a reasonable expectation of privacy and this should be no different online.

Speaking Openly – Jonathan Worth project….

On (Higher) Education Research

Written by dikemohan on April 29th, 2015. 5 Comments

It was round about the time that IHack Education Weekly News started to feel like it was repeating itself. It was when conferences re-occurred, and keynotes were duplicates. How could we move on, how could we build...

PURITY-TRUTH-BEAUTY

Learning, policy, creativity, (un)civilisation and online life

“Barely comprehensible” - Stephen Downes

“It’s always about the LOls with you” - Martin Weller
Agitations about the plight of the educationally underprivileged abound, but few bother to reflect much about the nature of what they are missing. Tackling issues to do with ‘fairness’ and ‘equality’ may therefore provide an approach to the ethical foundations of education.

(Peters 1971)

“We have a professional and social obligation to ensure that we are not abusing a position of trust and responsibility and acting, irrespectively of our wider goals and intentions, in an unethical manner”

(Marshall 2014)
References


Huge thanks to HEA NTF scheme funding

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