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Increasing Educational Value: The Transformation of MOOCs into Open Educational Resources

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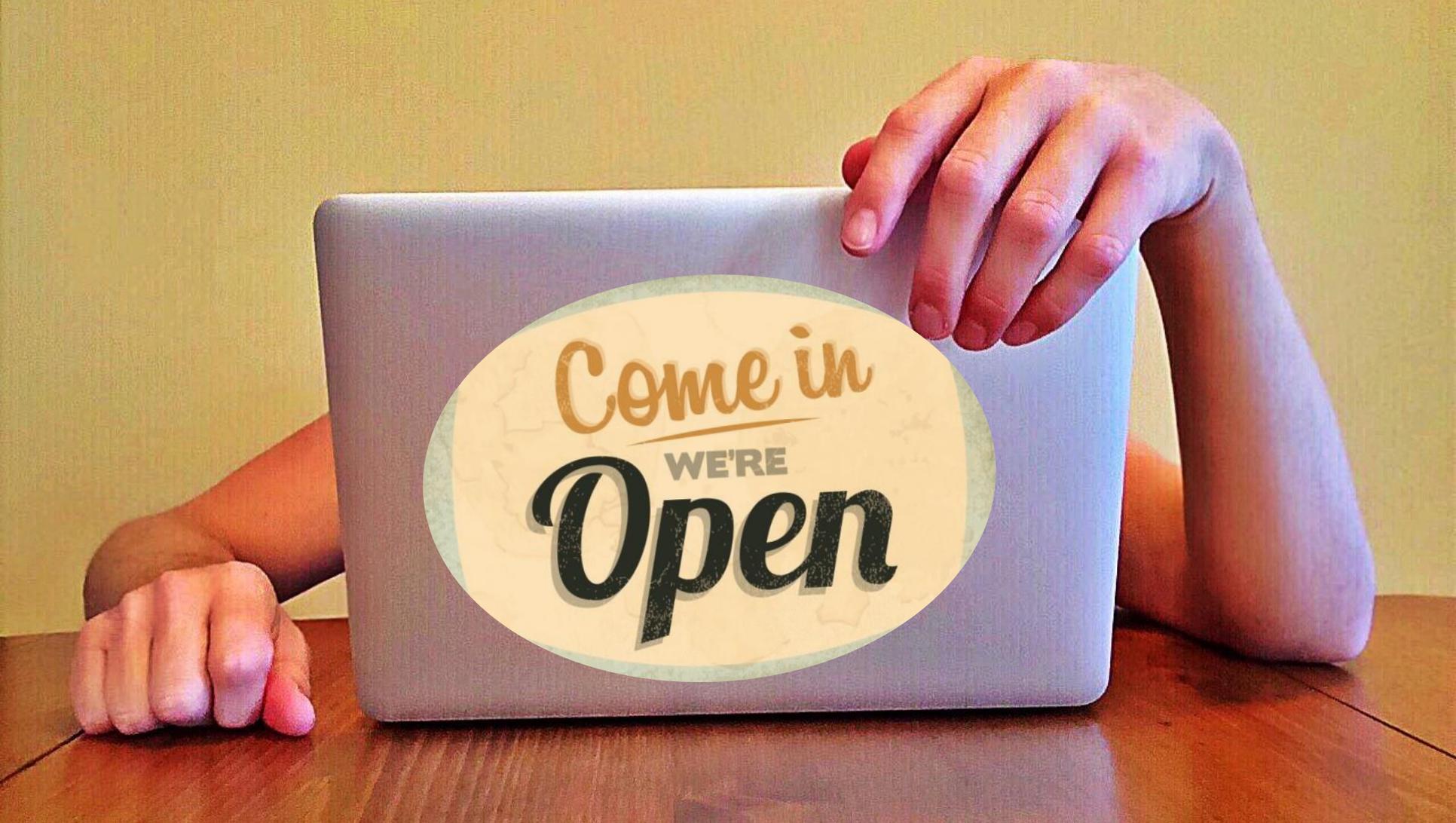


Overview

- The „Openness“ of MOOCs
- The Impact of OER on MOOCs
- Conclusion



OPEN

A person's hands are resting on a silver laptop. The laptop lid features a large, light-colored oval sticker with a cracked texture. The sticker contains the text 'Come in' in a gold, cursive font, 'WE'RE' in a small, grey, sans-serif font, and 'Open' in a large, black, cursive font. The laptop is on a wooden table against a light green wall.

Come in
WE'RE
Open

What is „Openness“?

Openness „tend[s] to be tied in some way to the paths by which the Internet bypasses closed and traditionally monetized systems” (Stewart, 2013)

„Open means anyone can freely access, use, modify, and share for any purpose“ (Open Definition)

“[a]t its best openness is an ethos not a license.” (Groom, 2013)

The „Openness“ of MOOCs

- Good accessibility (almost no temporal, regional or educational restrictions)
- Mostly good affordability
- Often poor reusability (differences between cMOOCs and xMOOCs)



 **creative
commons**



4.0
It's here.

What are Open Educational Resources?

Open Educational Resources (OERs) are any type of educational materials that are in the **public domain** or introduced with an **open license**. The nature of these open materials means that **anyone can legally and freely copy, use, adapt and re-share** them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.

(UNESCO)

Why MOOCs should become OER

Business Models

- Leading MOOC platform currently funded by venture capital or foundations
- Increase in refinancing options (credentialing, individual support etc.) restricts openness
- Non-profit MOOC providers could benefit from offering MOOCs as OER: open licenses facilitate sharing of resources, thus reducing production costs in the long run



Why MOOCs should become OER

Cooperation

- Content providers: if MOOCs (or parts of them) are provided as OER, collaboration between universities would be more efficient – materials could be adapted, translated, etc.
- Content users: if MOOC materials are openly licensed, collaboration between enrollees is enhanced by them being able to modify content (e.g. in group projects)



Why MOOCs should become OER

Educational Value

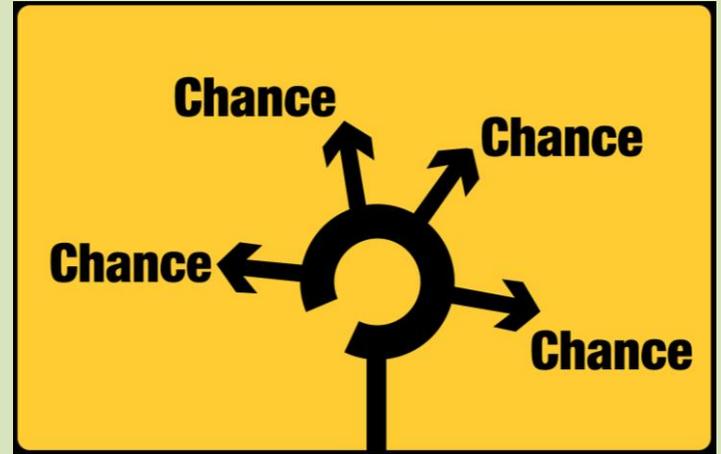
- MOOC participation requires a broadband internet connection for a prolonged period of time, whereas OER can be downloaded and used on offline computers
- MOOC materials as OER increase their value in classroom settings, when copying and remixing can be integrated in innovative teaching concepts (flipped classroom, blended learning etc.)



Conclusion

MOOCs as OER could...

- Increase collaboration
- Improve efficiency
- Help to create flexible educational content
- Enhance pedagogical settings in new ways
- Build reputation due to wider distribution



Examples

iMooX

www.imoox.at

moo**in**

<http://moo.in.oncampus.de>



Krankheiten bestimmen mit dem Internet



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Kurt Usar



deutsch



3 Std/Woche



CC BY NC

Sie sind zu diesem Kurs angemeldet.

Wollen Sie sich von diesem Kurs wieder [abmelden](#)?

Zum Kurs



Thank You!

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Literature

Groom, J. (2013). OSU Innovate Keynote,
<https://innovateu.osu.edu/video/thoughts-2013>.

Open Definition. Defining Open in Open Data, Open Content and Open Knowledge, <http://opendefinition.org/>.

Stewart, B. (2013). Massiveness + openness = new literacies of participation? Journal of Online Learning and Teaching, 9, 228–238.

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<http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-are-open-educational-resources-oers/>.