Open and flexible education as a strategy for higher education

A triple track policy

3rd Cread Andes Conference and 3rd Cread Summit Ecuador

Loja, Ecuador, 20-22nd October 2010

Piet Henderikx, Secretary General EADTU
WELCOME TO EADTU

The European Association of Distance Teaching Universities (EADTU) is the representative organisation of both the European open and distance learning universities and of the national consortia of higher education institutions active in the field of distance education and e-learning.

Mission Statement = (PDF)

LATEST NEWS

29 April 2010
Click here for an overview of all the accepted conference presentations!

31 March 2010
Call for papers - extended deadline!
Did you have the opportunity to submit your paper? Good news - we extended the deadline to 14 April 2010! Click here for the call for papers and the format specification of papers and abstracts.

23 March 2010
EADTU President Prof. Carlos Reis has been re-elected as Rector of Universidade de Lisboa/Portugal. We wish Prof. Reis and his team all the best to remain at the leading edge in distance education and in international cooperation.

16 March 2010
Budapest-Vienna Declaration on the European Higher Education Area

11 March 2010
Open Ed 2010
The Seventh Annual Open Education Conference

25 February 2011
EIMUS Project Joint network meeting (location to be confirmed)

25-26 November 2010
EIMUS Project Thematic networks meeting II (location to be confirmed)

2-4 November 2010
Open Ed, Open Education Conferences, Barcelona (ES)

6-9 October 2010
ICOLC/EADTU 2010 Joint Conference and Media Days in C4Korea (KR) to be hosted by Anadolu University.

27-29 September 2010
EADTU Annual Conference, Zermatt (CH)

13-15 September 2010
IHEC 2010 General Conference, Paris (FR)
Knowledge: globalisation and localisation

- Knowledge is moving
- Knowledge is shared by individuals, communities, networks
- Knowledge is globalised and localised
- Knowledge is bridging the gap between global developments and regional development and innovation

Knowledge is globalised and localised. Access to knowledge is a condition for development and innovation in a region.
Education is the mirror of society

• A knowledge society
• If research is networked and transformed by a critical dialogue
• If companies are wired regionally and globally for the sake of cooperation and innovation
• If citizens and students are part of multiple social networks and use pc’s and mobile devices (podcast, itunes, ipad, youtube...)

Why then not universities? They should capitalize on new media and communication tools to transform learning on a deeper level and widen access to knowledge for development and innovation. “Traditional” formal higher education alone can’t meet these challenges.
The reality

- access to knowledge is weak in many parts of the world
- knowledge on the internet is not per se validated
- to deal with knowledge, previous education is needed (complex competences)
- Knowledge doesn’t automatically get through into the regions

Hence, a new role of universities to be defined as driving forces for the knowledge society and innovation: knowledge transfer/valorisation and education to study and work in knowledge environment
Universities in the 21st century

- Universities as crossroads/nodes of regional and international knowledge networks: pro-active driving forces in the circulation of knowledge
- They hold locally the promise of scientific truth and values connected with equality, freedom and solidarity
- Knowledge and scientific truth should be accessible for every citizen
- In a university research, innovation and education should go hand in hand (knowledge triangle)
- Strategic alliances and partnerships are needed

*Universities integrating research, innovation and education in a lifelong learning perspective, linking the global university network and the regional/local communities*
The dual proximity of universities in the 21st century

- Physical proximity and virtual/online proximity
- Affecting research, innovation, education
- Intensifying the link with the region and the citizens
- Double proximity is shared with students and citizens
- Universities are simultaneously on and off campus

This dual proximity changes the position of the universities vis à vis students, citizens, the region (companies, public services,..)
Added value of the dual proximity

- Access to knowledge resources worldwide (websites, portals, libraries, ...)
- Fast and low cost communication
- Worldwide networking
- Ubiquitousness
- Flexibility
- Multi-site interaction
- Virtual mobility
- Multi-media
- Green campus

This dual proximity creates new opportunities for universities and the regions
A triple track approach to open and flexible education

- Open knowledge sharing via informal learning channels (open access, open innovation, open educational resources)
- Open and flexible formal degree education (open university model)
- Flexible and customised education/training on demand for companies and the public sector

This triple track approach is capitalizing on current developments and will make higher education playing its role in a knowledge society
Track 1: Open knowledge sharing through open knowledge resources – open access

- open access reviews, open archives, repositories on line
- DRIVER: the European portal for open access
- Berlin Declaration (2007)
- university policy: some universities request their staff to publish in open access

*Universities are aware of the fact that scientific information should be freely accessible – science should not be a closed circuit*
DRIVER: Networking European Scientific Repositories

DRIVER, the Digital Repository Infrastructure Vision for European Research, is a multi-phase initiative whose vision and primary objective is to create a coherent, robust and flexible, pan-European infra-structure for digital repositories, offering sophisticated services and functionalities for researchers, administrators and the general public.

DRIVER has established a network of relevant experts and is spearheading a process to harmonize the current landscape and to standardize the infrastructure for digital repositories. DRIVER is integral to a suite of e-infrastructure initiatives that have emerged in the worldwide GRID network and is hence funded under the e-Infrastructures call of the European Commission's 7th framework programme. DRIVER aims to optimize the way the e-infrastructure is used to store knowledge, add value to primary research data and information making secondary research more effective, provide a valuable asset for industry, and help bridging research and education.

The objectives of DRIVER include expanding, enriching, and strengthening the DARE, the Digital Academic Repository. DRIVER-2 will consolidate these efforts and transform the initial testbed into a fully functional, state-of-the-art service, extending the network to a larger confederation of repositories. DRIVER is integral to a suite of e-infrastructure initiatives that have emerged in the worldwide GRID network and is hence funded under the e-Infrastructures call of the European Commission's 7th framework programme. DRIVER-2 aims to optimize the way the e-infrastructure is used to store knowledge, add value to primary research data and information making secondary research more effective, provide a valuable asset for industry, and help bridging research and education.

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Track 1: Open knowledge sharing through open knowledge resources – Open innovation

- open innovation has advantages over closed innovation
- divergent knowledge, beyond the borders of the own organisation
- universities and networked innovation channels for regional innovation
- network tools that link universities and companies, sme’s, public services, consultants (relevant, up to date, quick, structuring, stimulating, …)
- interaction, co-creation of knowledge
- IMEC, Leuven: micro-electronics, (bio)nanotechnology, …

Innovative knowledge produced by universities should be valorised throughout interactive networks with companies and professional networks – towards innovative regions
Imec and the World’s Largest Industry Commitment to Semiconductor Research in Partnership
Track 1: Open knowledge sharing through open knowledge resources – Open educational resources

- M.I.T., Open Courseware Consortium
- US, Japan, China
- In Europe: United Kingdom, the Netherlands, Spain
- OpenLearn (UKOU): the second generation of OER (courses for independent learning)
- OpenER (OUNL); MORIL, OER-HE (EADTU)
- Objectives OER: widening participation; sharing and re-using content in university networks, intercampus education, international cooperation; study orientation/preparation of (international) students; sharing knowledge with other organisations, companies, sme’s, professional communities; community education, education for citizenship; profiling the university
- HEFCE, wikiwijs
- Global Task Force with UNESCO/ICDE; global platform

*OER are a major opportunity for informal education and networked cooperation*
LearningSpace

The OpenLearn website gives free access to Open University course materials. This is the LearningSpace, where you'll find hundreds of free study units, each with a discussion forum. Study independently at your own pace or join a group and use the free learning tools to work with others.

Topics:
- Arts and History
- Business and Management
- Education
- Health and Lifestyle
- IT and Computing
- Law
- Mathematics and Statistics
- Modern Languages
- Science and Nature
- Society
- Study Skills
- Technology

Discuss:
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- Study Skills forum
- Technology forum

Using Learning Tools

Learning Clubs
Track 1: Towards accessible and interactive university-led platforms for open knowledge sharing and regional knowledge circulation

• Based on a combination of approaches: open access, open innovation and open educational resources
• Discipline or project (innovation) based
• Institutional strategy and framework, leadership
• Linked with professional networks, communities, sme’s...

*Track 1 is the basis for knowledge circulation in a regional development and international cooperation context. It is also part of a rich learning environment for tracks 2 and 3, including the networks with other organisations and professionals*
Track 2: Open and flexible degree education

- The backbone of complex competency development
- Well-structured curricula and long term processes
- Mass-personalisation
- Compensates for backlogs in the participation in higher education
- Often an additional degree

*Open and flexible degree education is needed for building complex competencies. It is widening the participation of citizens to higher education*
Track 2: Evening classes...

- A flexibility law for higher education (Flanders, Belgium)
- Evening classes, perhaps more accessible, but not flexible
- Not scalable
- Not sustainable
- Blended solutions

Open and flexible degree education is needed for building complex competencies
Track 2: Open university

- A European concept
- Characteristics:
  - Open admission
  - *Student centred*
  - *Course design by teams*
  - *Multimedia*
  - *Tutoring – study centres*
  - *Assessment*

- Quality criteria: e-xcellence
- Partnerships: networked education and virtual mobility

“Open university” is a high quality brand for formal open and flexible education. It should become more a European brand for high quality open and distance teaching universities in a partnership between them, including both types and covering all countries, serving regional lifelong learning strategies.
Track 3: Flexible education and training on demand

- Innovation, knowledge valorisation, transfer of knowledge
- Spinning out research, innovative ideas
- Demand from companies, sme’s, public services
- Individual and collective needs combined
- Governmental orders: OUNL, UOC
- Cooperation with professional organisations: OUUK
- Interfaces or intermediate structures that create projects across university departments integrating research, innovation, education and training in a innovative field/project
- The Knowledge Innovation Communities of EIT (see KIC Energy)
- Partnerships
- Task Force EADTU

*Universities should valorise research into innovation to the benefit of society at large, on their own initiative (spin offs) or in cooperation with companies and sms’s (new products, processes). They contribute to innovative regions. Demand driven education and training play a core role.*
⇒ Dual incentive mechanism to maintain a balance and healthy tension between striving for scientific excellence and gearing this excellence towards application and innovation.

Faculties, departments, research groups:
  international quality in research,
teaching performance

LRD divisions/projects
Contract autonomy & flexibility incentives
A comprehensive policy

- Higher education policy at all levels should capitalize on the opportunities of the three tracks
- Needs of citizens and regions
- Discipline-related or interdisciplinary approach
- International cooperation is needed to be effective

*Universities should network nationally and internationally for the sake of innovation and up to date education and training.*
Conclusions

• Universities should redefine their roles in a knowledge society, where they are crossroads of validated knowledge, linking the global network of universities and regional communities.

• Universities should exploit the strengths and opportunities of their dual proximity – physical and virtual/online.

• University education should be strategically developed along three tracks, that go hand in hand: open knowledge sharing combining open access, open innovation, open educational resources; open and flexible degree education; flexible and customised education on demand.

• Universities should define their role with regard to regional and international development, linking with communities of practice and professional communities, incl. companies, sme’s and public services.