ECA-NVAO Seminar on MOOCs and External Quality Assurance
MOOCs: a Paradigm Shift in Learning and Quality Assurance?

Stamenka Uvalić-Trumbić & Sir John Daniel
PLAN

• Higher education challenges
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• Higher education challenges

• MOOCs – a paradigm shift?
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- Higher education challenges
- MOOCs – a paradigm shift?
- What about quality?
Generation jobless

The global rise of youth unemployment
Policymakers know what to do to diminish the problem – ignite growth, break down cartels and build bridges between education and work. New technology gives them powerful tools too.

*The Economist, April 2013*
Policymakers know what to do to diminish the problem – ignite growth, break down cartels and build bridges between education and work. New technology gives them powerful tools too.

The Economist, April 2013
The jobless crisis in figures

Idle hands
Youth unemployment and inactivity*
By region†, 2012 or latest, m

- Unemployed
- Inactive

<table>
<thead>
<tr>
<th>Region</th>
<th>Unemployed</th>
<th>Inactive</th>
<th>% of total youth population</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Asia</td>
<td></td>
<td>31.1</td>
<td></td>
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<tr>
<td>East Asia &amp; Pacific</td>
<td></td>
<td>18.4</td>
<td></td>
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<tr>
<td>Sub-Saharan Africa</td>
<td></td>
<td>21.6</td>
<td></td>
</tr>
<tr>
<td>Middle East &amp; north Africa</td>
<td></td>
<td>40.6</td>
<td></td>
</tr>
<tr>
<td>OECD‡</td>
<td></td>
<td>15.2</td>
<td></td>
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<tr>
<td>Latin America</td>
<td></td>
<td>23.2</td>
<td></td>
</tr>
<tr>
<td>Europe &amp; Central Asia</td>
<td></td>
<td>24.4</td>
<td></td>
</tr>
</tbody>
</table>

*15-24 year olds not in education
†Regions exclude OECD countries
‡Not in education or training

Sources: OECD; World Bank; The Economist
High demand for Higher Education
Diversification of providers

‘World-class’ universities
Competency-based
Private
Online
Cross-border
POST-TRADITIONAL HIGHER EDUCATION
The Death of the Degree

Allan Pall, ESU

Higher Learning to be more focused on validating the learning process and its outcomes

What we really need is liberation from the degree

Employers need the right mix of skills and competences matched with job requirements
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• MOOCs – a paradigm shift?
MOOCs: a Paradigm Shift in Learning and Quality Assurance?

Stamenka Uvalić-Trumbić & Sir John Daniel
MOOCs are not a paradigm shift in learning – but they may accelerate other trends that could represent a paradigm shift.
What is a MOOC?

Massive Open Online Course
WE'RE OPEN
MOOCs began in Canada

University of Manitoba

Connectivism & Connective Knowledge

25 students on campus

2,300 public - free
Course x6002 Circuits and Electronics

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%
The herd instinct to Mooc!
Oxford
PARIS

A REVOLUTION IN HIGHER EDUCATION!
OXFORD

PARIS

HIGHER EDUCATION DOES NOT DO REVOLUTIONS!
What is higher education?

Teaching

Learning

Credentials

What is higher education?
MOOCS

A shake-out in 2014?
M O O C – Every letter is now negotiable!
Many learners in the first MOOCs already had degrees.
MOOCs

Needed:

• Employment-related topics

• Credible recognition
The unbundling of higher education
MOOCs

Accelerating four trends:

• More online learning
• Shorter courses
• New types of awards
• Partnerships
MOOCs

Accelerating four trends:

• More online learning
260,000 students
of which
>60,000 ex UK

Open as to:
• People
• Places
• Methods
• Ideas
ENGLAND’S TOP UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2004
(Sunday Times University Guide 2004)

1    CAMBRIDGE  96%
2    LOUGHBOROUGH  95%
3=    LONDON SCHOOL OF ECONOMICS  88%
3=    YORK  88%
5    THE OPEN UNIVERSITY  87%
6    OXFORD  86%
7    IMPERIAL COLLEGE  82%
8    UNIVERSITY COLLEGE LONDON  77%
9    ESSEX  77%

...and OU top for student satisfaction
If Harvard is going online it must be OK!
Online teaching and learning is now part of the future of universities.
Professor Tony Bates
“2013: online learning comes of age”
(www.contactnorth.ca)
United States

‘over 80% of US students are expected to be taking courses online in 2014, up from 44% in 2009.’
How can MOOCs stimulate the transition to open and online learning?
“universities must stop focusing on MOOCs and develop policies for teaching more and more of their regular programmes online”
POST-TRADITIONAL HIGHER EDUCATION
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• What about quality?
BAD NEWS

• No credit for MOOCs

• External QA: no interest in MOOCs
GOOD NEWS

Flexibility allows for innovation
MOOCs

Accelerating four trends:

• Shorter courses
MOOCs

Accelerating four trends:

• New types of awards
old wine

new bottles
what are OPEN BADGES?

Learning today happens everywhere. But it's often difficult to get recognition for skills and achievements that happen online or out of school. Mozilla Open Badges helps solve that problem, making it easy for any organization to issue, manage and display digital badges across the web.
MOOCs

Accelerating four trends:

• Partnerships
Academic Partnerships
We assist leading universities around the world in the development and marketing of their online degree programs

Transforming Higher Education for the 21st Century
A Guide to Quality in Online Learning
A Guide to Quality in Online Learning
New trends in higher education

What about quality?
For more information on the CHEA International Quality Group, contact:

The Council for Higher Education Accreditation (CHEA)
One Dupont Circle NW • Suite 510
Washington, DC 20036
202.955.6126 • 202.955.6129 fax

Or visit the CIQG Website at:
www.cheainternational.org
Post-traditional higher education

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Quality Platform: a support to post-traditional higher education

• MOOCs
• Competency-based education
• Assessment of Prior Learning
• Open Educational Resources…
CHEA QUALITY PLATFORM

• Review performance and effectiveness of post-traditional
• Review against primary purpose: education towards a degree or not
• Success of providing student learning and assessment of learning outcomes
• Review by peers
• Successful completion – “Quality Platform Provider”
MOOCs: a Paradigm Shift in Learning and Quality Assurance?

Stamenka Uvalić-Trumbić

&

Sir John Daniel
Conclusion

• MOOCs are not a paradigm shift in learning or quality assurance

• MOOCs are a symbol of paradigm shifts in post-traditional HE
Thank you

suvalictrumbic@gmail.com        odlsirjohn@gmail.com

Text and slides at: www.sirjohn.ca