





From OCW to MOOC: Deployment of OERs in a Massive Open Online Course. The Experience of Universidad Carlos III de Madrid (UC3M)

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UC3M - Some facts and figures

- Relatively new university established in 1989
- 3 campus: Getafe, Leganés and Colmenarejo
- 3 academic and research centres:
 Faculty of Humanities, Communication and Library Science
 Faculty of Law and Social Sciences
 School of Engineering
- 1,900 faculty members
- 700 people on administrative staff
- 19,000 students (undergraduate and graduate)









Open Education Resources and Policies at UC3M

- Shares Open Education guidelines: sharing, reducing barriers and increasing access to education
- Fosters creation of open courses
- 2 conditioning factors:



- Digitization teaching materiales (VLE)
- Change in teaching methodology Bologna process (EHEA)







Open Education milestones at UC3M

- 2006 joined OCW movement
- 2007 launched Open Archive Content of the Archive Content of the
- 2012 set up MaREA & UTEID working groups UTEID
- 2013 launched first MOOCs miríada
- 2014 joined edX consortium



OCW

UC3M Digital (digital.uc3m.es)





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OpenCourseWare model

- Repository of teaching materials
- Adaptation of on-campus class materials
- Based on self learning process
- Diversity of content:
 - ✓ Study materials (texts, audiovisuals)
 - ✓ Practice materials (case studies, problems, ...
 - ✓ Evaluation materials (tests, exams,)







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UC3M-OCW Project (http://ocw.uc3m.es)

- Annual Open Call
- Currently 209 courses (Engineering, Humanities, Law and Social Sciences)
- DIY Course Production model
- Quality Group
- Peer review prior to course publication
- Course excellence recognition (OCWC) and Universia)

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Usted está aquí: Inicio

Bienvenido al OpenCourseWare de la Universidad Carlos III de Madrid

Categorías

* Asignaturas Básicas









Derecho Público



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UC3M-OCW Administrative Law Courses

- 2007 onwards 4 courses published by group of professors
- <u>Text readings</u>, case problems, tests, exams
 Usted está aquí. Inicio » Derecho Público
- <u>4 open online textbooks (1,500 pages)</u>
- 2,000 visits per month
- 90% Spain, 10% Latin America
- Mainly UC3M students
- Some Civil Service applicants, professors, lawyers,

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(Quadra-Salcedo, T., Vida, J., Peñaranda, J. L.) Organización y Actividad de las Administraciones Públicas (2013)





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UC3M-OCW Administrative Law Courses

2009 Finalist Universia award



> 2011 ACE award text & illustration category





(Quadra-Salcedo, T., Vida, J., Peñaranda, J. L.) Instituciones Básicas del Derecho Administrativo (2009)

Autores: Tomás de la Quadra-Salcedo, José Vida Fernández, José Luis Peñaranda Ramos



Portada del libro Leviathan de Thomas Hobbe

> 2012 OCWC Educator Award





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MOOCs at UC3M

- 2012 launch of MiriadaX platform
- 2012-13 UC3M innovative teaching projects call
- 2013 three UC3M MOOCs on MiriadaX





Conversion OCW Administrative Law course to MOOC format





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OCW / MOOC Comparison

| Characteristics and content | OCWs | xMOOCs |
|-----------------------------|---|---|
| Differentiating elements | Self learning: no teacher contact, no interaction/assessment/certification. | Guided learning: contact with teacher, interaction, assessment and certification. |
| Preparation and design | Minimal. Adaptation of class teaching materials. | Demanding. Specific course design required. |
| Text materials | Necessary. Bibliographical references at least. | Necessary. Although audiovisual materials acquire greater importance. |
| Audiovisual materials | Recommendable. Usually in the form of slides. | Necessary. Video lectures, as well as slides. |
| Activities | Necessary. No correction system required. | Necessary. Should be programmed and allow for feedback. |
| Assessment | Necessary. No correction system required. | Necessary. Should guarantee quality and originality control. |
| Student monitoring | Inexistent | Necessary. Supervision of each stage to allow for adjustments. |
| Interaction | Inexistent | Necessary. Assessments (test, peer review) and tutoring (forum and blogs). |







From OCW to MOOC: some considerations

MOOCs can benefit from OCW materials



- MOOCs require additional audiovisual materials
- MOOCS demand more interactive components
- MOOCS are dynamic (teacher intervention)







From OCW to MOOC: some considerations

- Faculty workload (course design, preparation, delivery)
- Requirements for success:

✓ Prepare course in specific format
 ✓ Rely on documentary and audiovisual support team
 ✓ Prepare videos in advance
 ✓ Monitor course at all stages
 ✓ Intervene in the course







UC3M Administrative Law MOOC

- 9 week program (31/1/13 to 15/4/13)
- 27 hours total study time
- 1 module/week:
 - ✓ 4 videos (15')
 - ✓ <u>readings</u>
 - ✓ Prezi presentations
 - ✓ test (10 questions)
 - ✓ assignment (peer review)
 - ✓ forum and blog









UC3M Administrative Law MOOC: results

- 2,000 students enrolled (Spain, Latin America)
- Student profile:
 - ✓ graduates
 - ✓ civil servants
 - ✓ civil service applicants
- 10% completion rate
- Attrition causes:
 - ✓ important student workload
 - ✓ complex assignments









Conclusions (I)

- MOOCs require careful planning and design
- A high level of support is required (library, technical staff)
- MOOCs are dynamic and require teacher intervention
- MOOCs can affect teachers':
 - academic work
 - OCW courses
 - on-campus courses







Conclusions (II)

- Converting OCW to MOOC is a natural evolution in open education
- MOOCs have not come to take the place of OCWs
- They can coexist and be offered simultaneously
- Their target audiences seek a different education experience (self learning vs guided learning)







Conclusions (III)

- Both OCW repositories and MOOCs are showcases of the university's academic programs
- MOOCs come closer to on-campus courses than OCW
- MOOCs can attract future potential students
- MOOCs should offer a solid and useful learning experience







THANK YOU !

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