





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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