

Open Education @ the Traditional University

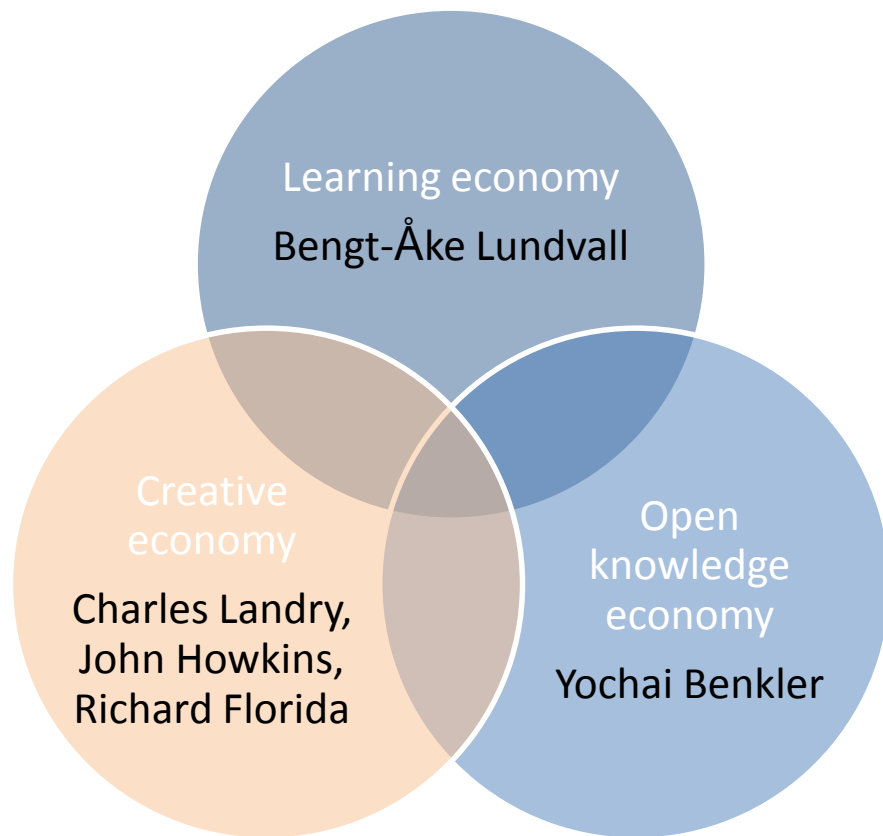
Frederik Truyen
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“...is the simple and powerful idea that the world’s knowledge is a public good and that technology in general and the Worldwide Web in particular provide an extraordinary opportunity for everyone to share, use, and reuse knowledge.”

The William and Flora Hewlett Foundation

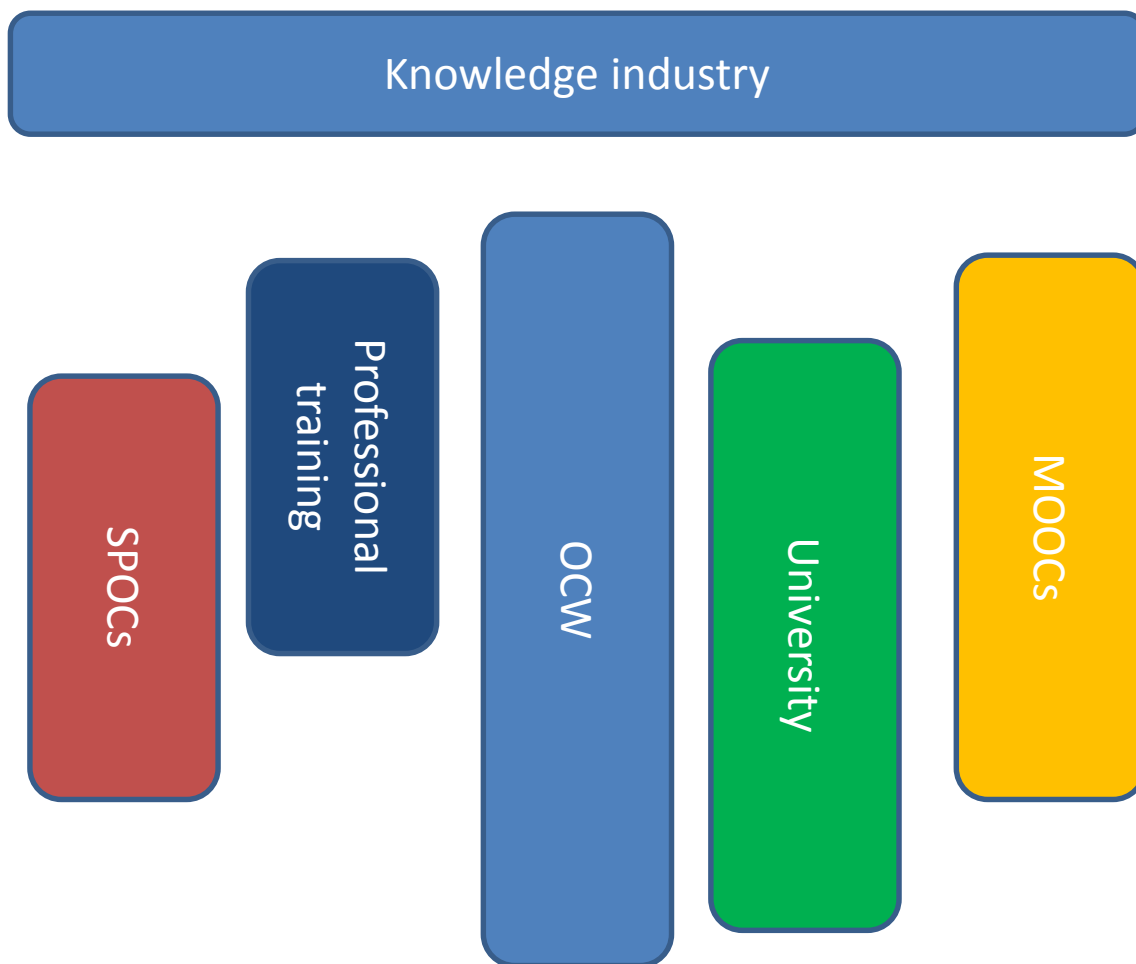
WAT DOES IT MEAN FOR THE UNIVERSITY?

Adapting to the Knowledge economy

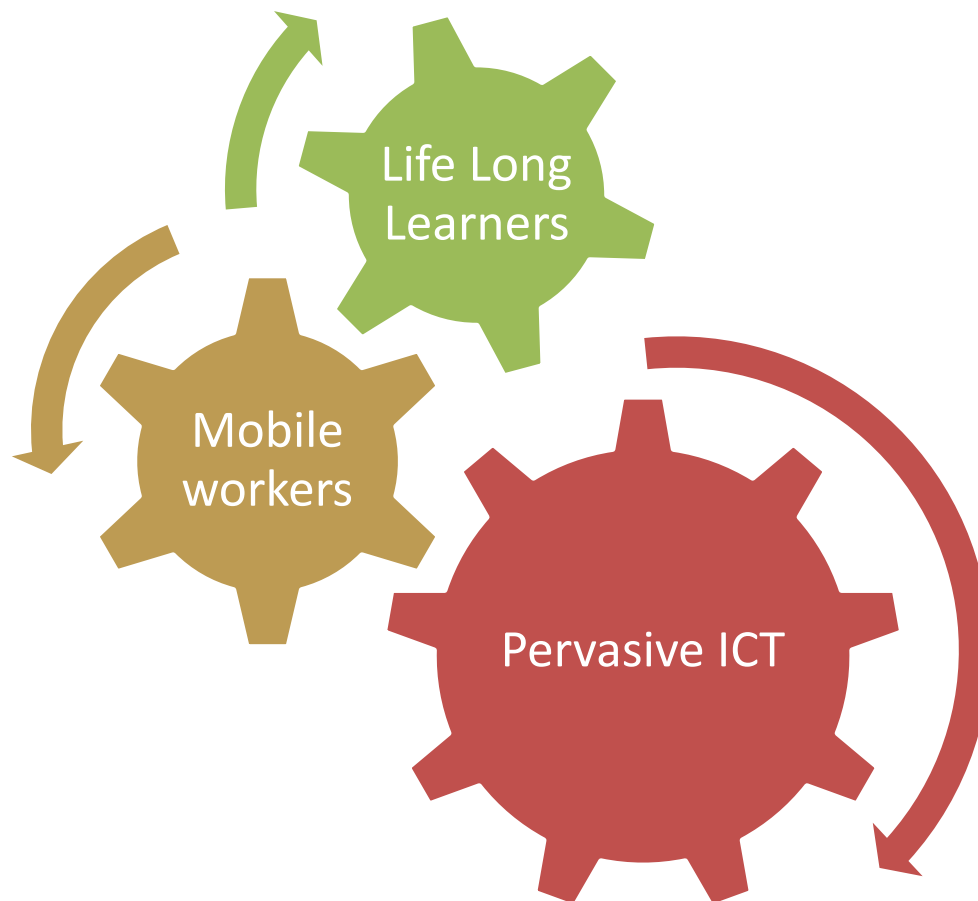


Peters, M. A. (2010). Three Forms of the Knowledge Economy: Learning, Creativity and Openness. British Journal of Educational Studies, 58(1), 67-88.

New supply chains & diversified competition

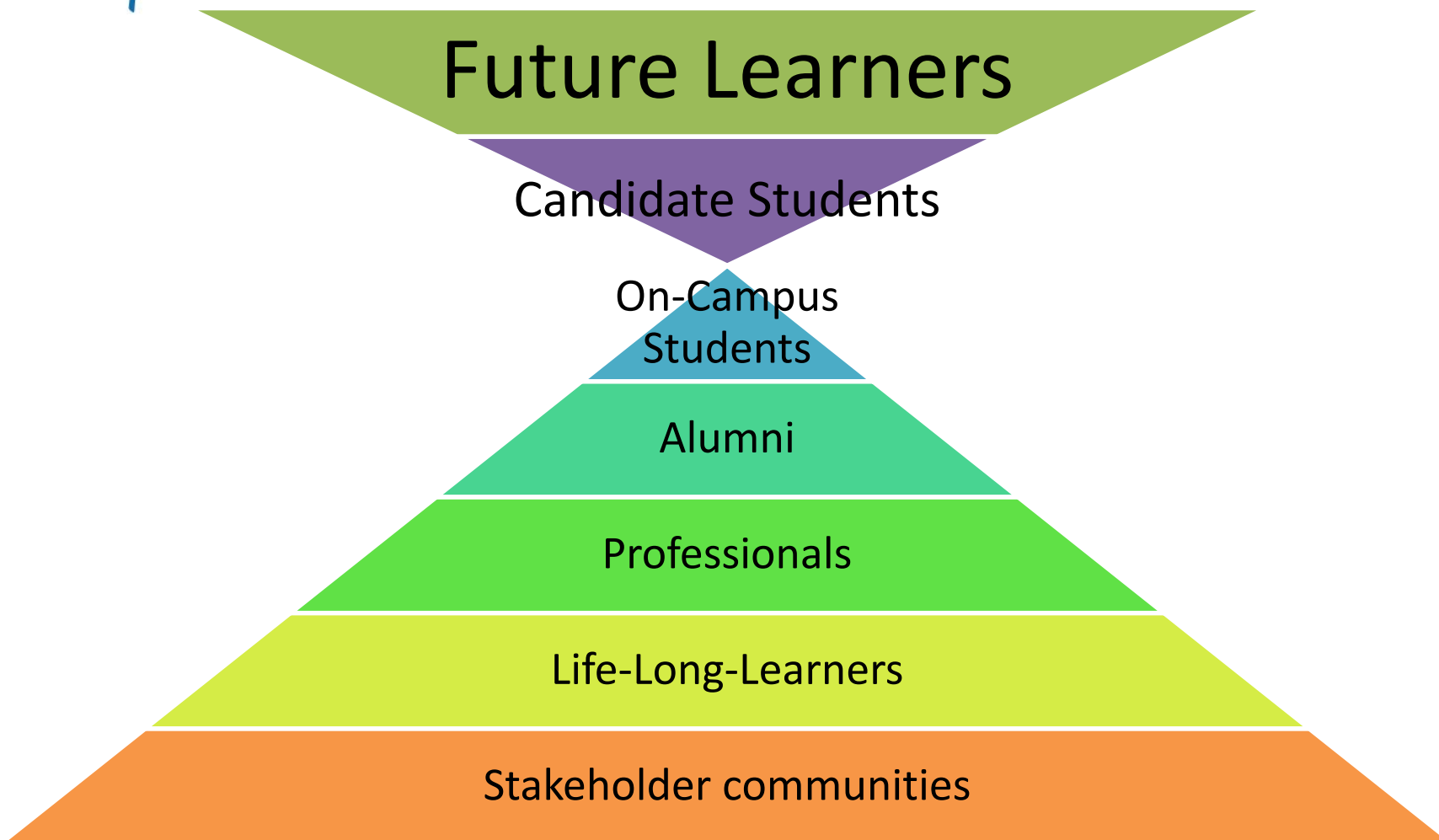


Changed HE Environment



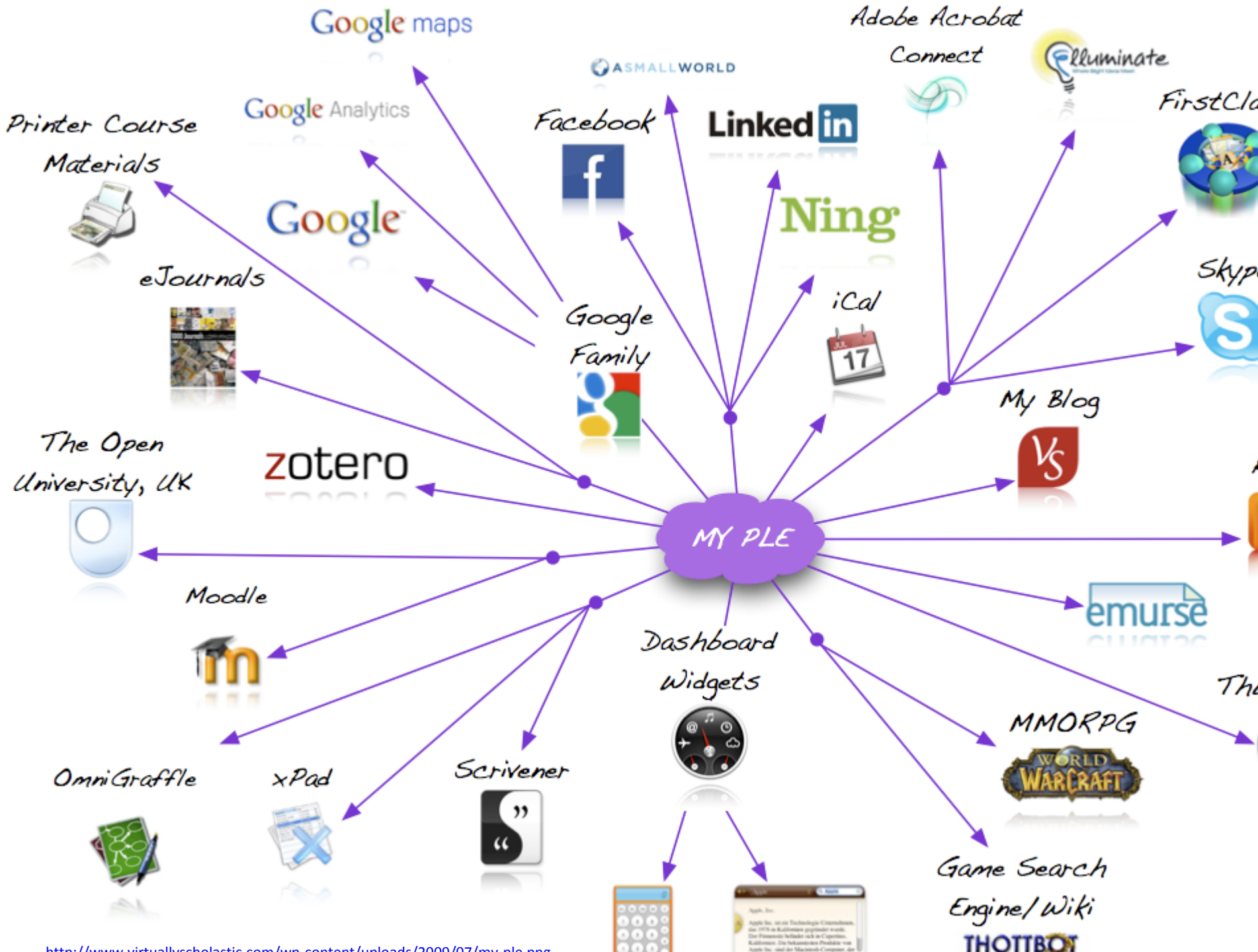
Preparing for the mobile knowledge worker





Adapting to new ways of Learning

- *George Siemens, Stephen Knowles stress the collaborative creation of knowledge in a network (Connectivism)*
- *Harry Collins highlights the importance of tacit knowledge and interactive expertise*
- *Importance of informal learning, on-the job learning, LLL*



The University needs to adapt

- Adapting operations
 - Adapting teaching models
 - Adapting logistics and delivery models
 - Explore new revenue models
-
- >> Open is a value proposition in each scenario

- Attracting new students
- Offering flexible Crossovers
- Study selection
- Refresher courses
- Updating course contents

- In the international context, other selection criteria for students are necessary
- It's about attracting the right students at the right moment

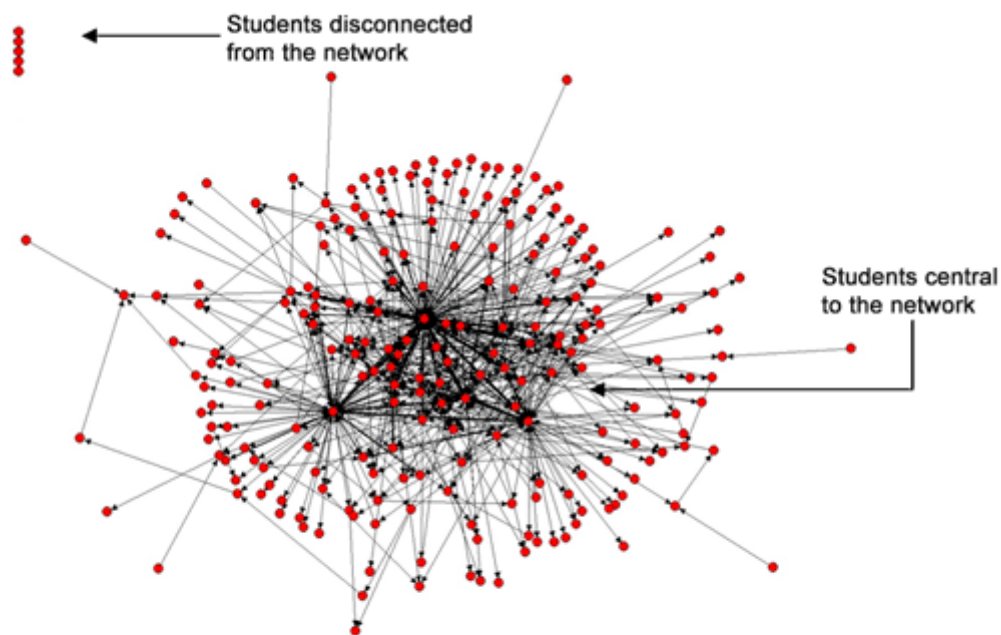
- SPOCs offer many advantages of open learning
- ... but fail to benefit from discovery, cross-fertilisation and serendipity of open courses
- They lack the inherent quality enforcement of Open courses
- Not scalable
- High cost for limited gain

AGORA KU Leuven

<http://bib.kuleuven.be/agora>



Optimizing performance: Learning Analytics



Example showing disconnected and key network students. [from Dawson, S. (2009). 'Seeing' the learning community: An exploration of the development of a resource for monitoring online student networking. British Journal of Educational Technology, 41(5), 736-752]

For more information see [Interpreting Your SNA Diagram](#).

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