Mais que REA e MOOCs: A Educação Aberta na Europa

Andreia Inamorato dos Santos
Yves Punie
@aisantos @yves999

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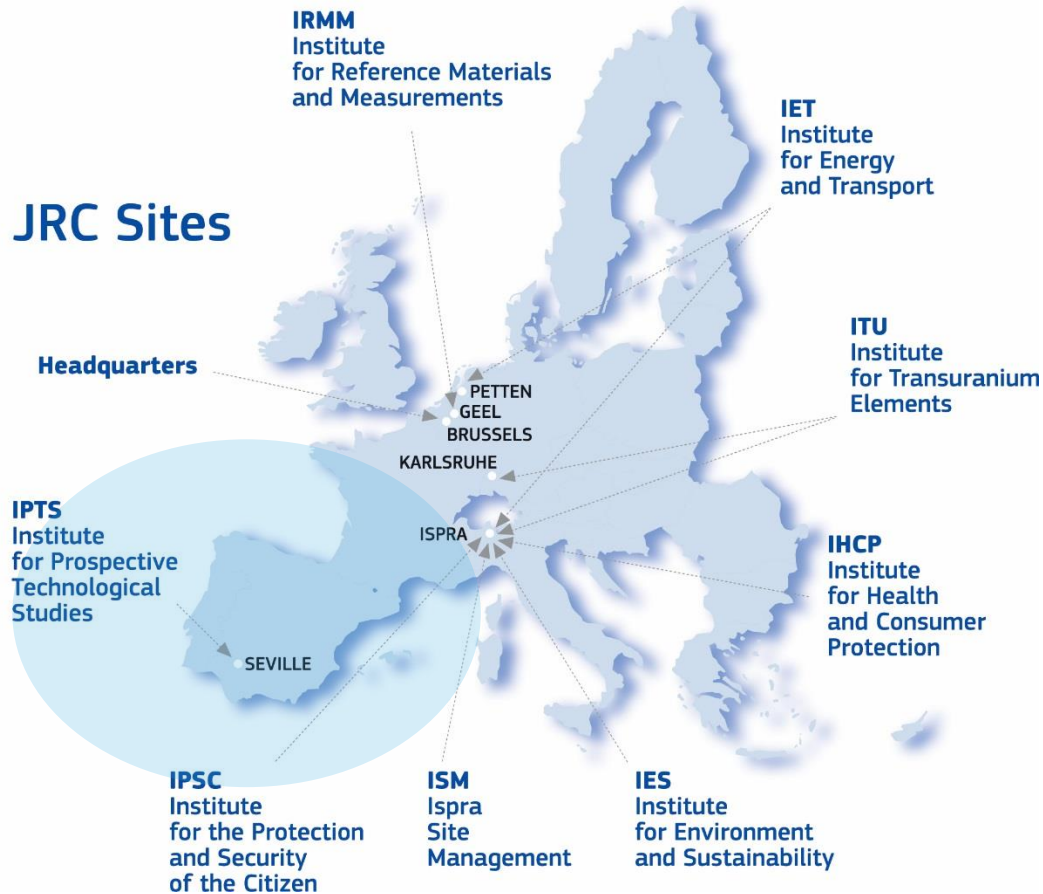
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O JRC é o serviço científico da própria Comissão Europeia

JRC Sites

IRMM Institute for Reference Materials and Measurements

IET Institute for Energy and Transport

ITU Institute for Transuranium Elements

Headquarters

PETTEN
GEEL
BRUSSELS
KARLSRUHE

ISPRA

IPTS Institute for Prospective Technological Studies

SEVILLE

IHCP Institute for Health and Consumer Protection

IPSC Institute for the Protection and Security of the Citizen

ISM Ispra Site Management

IES Institute for Environment and Sustainability

Equipe

1

Educação Aberta e Marco

2

O modelo do semáforo

3

Publicações

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A Educação Aberta está na agenda política Europeia

O projeto OpenEdu foi criado oara dar apoio à Comunicação da Comissão Europeia 'Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources' (2013)

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1

Educação Aberta e Marco

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O que é educação aberta?

Um modo de realizar educação, frequentemente apoiado por tecnologias digitais, com o objetivo de ampliar o acesso e a participação a todos por meio da remoção de barreiras e de tornar a aprendizagem acessível, abundante e customisável para todos. Ela possibilita múltiplas maneiras de aprender e ensinar, construindo e compartilhando conhecimento, assim como uma variedade de rotas de acesso à educação formal e não-formal, conectando as mesmas.

Fonte: Inamorato dos Santos, A. , Punie, Y., Castaño-Muñoz, J. (2016): Opening up Education: a support framework for higher education institutions. Comissão Europeia, JRC

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Fatos de pesquisa: OpenSurvey

Na pesquisa representativa OpenSurvey (2015-2016), de 5 países (Reino Unido, França, Espanha, Alemanha e Polônia), 23% das universidades dizem terem tido algum tipo de benefício econômico com a oferta de MOOCs (**mais alcance de estudantes,** mais matrículas, financiamento externo ou alguma renda ainda que baixa)

51.4 % das universidades dizem que usam**e REA** e 35.2% desenvolvem e ofertam REA

42.5% das universidades ofertam MOOCs como parte estratégia educacional da instituição **mas a maioria ainda não** (57.5%)

32.2% alguma política ou missão em educação aberta
Colaboraçao no reconhecimento de MOOCs: **41.4 % nacional** e 3.9% transnacional

Fonte: Castaño-Muñoz, J., Punie, Y., Inamorato dos Santos, A., Mitic, M., Morais, R. (2016) How are higher education institutions dealing with openness? A survey of practices, beliefs and strategies in 5 European countries. JRC, European Commission

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A falta de trasparência e estratégia tornam as possibilidades de colaboração menos visíveis

JRC-IPTS OpenEdu framework on behalf of DG EAC

The framework was designed to support higher education institutions in Europe to make strategic decisions on open education.

It is a hands-on tool created by the OpenEdu Project as a response to the European Commission's Communication 'Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources'

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As 10 dimensões da educação aberta
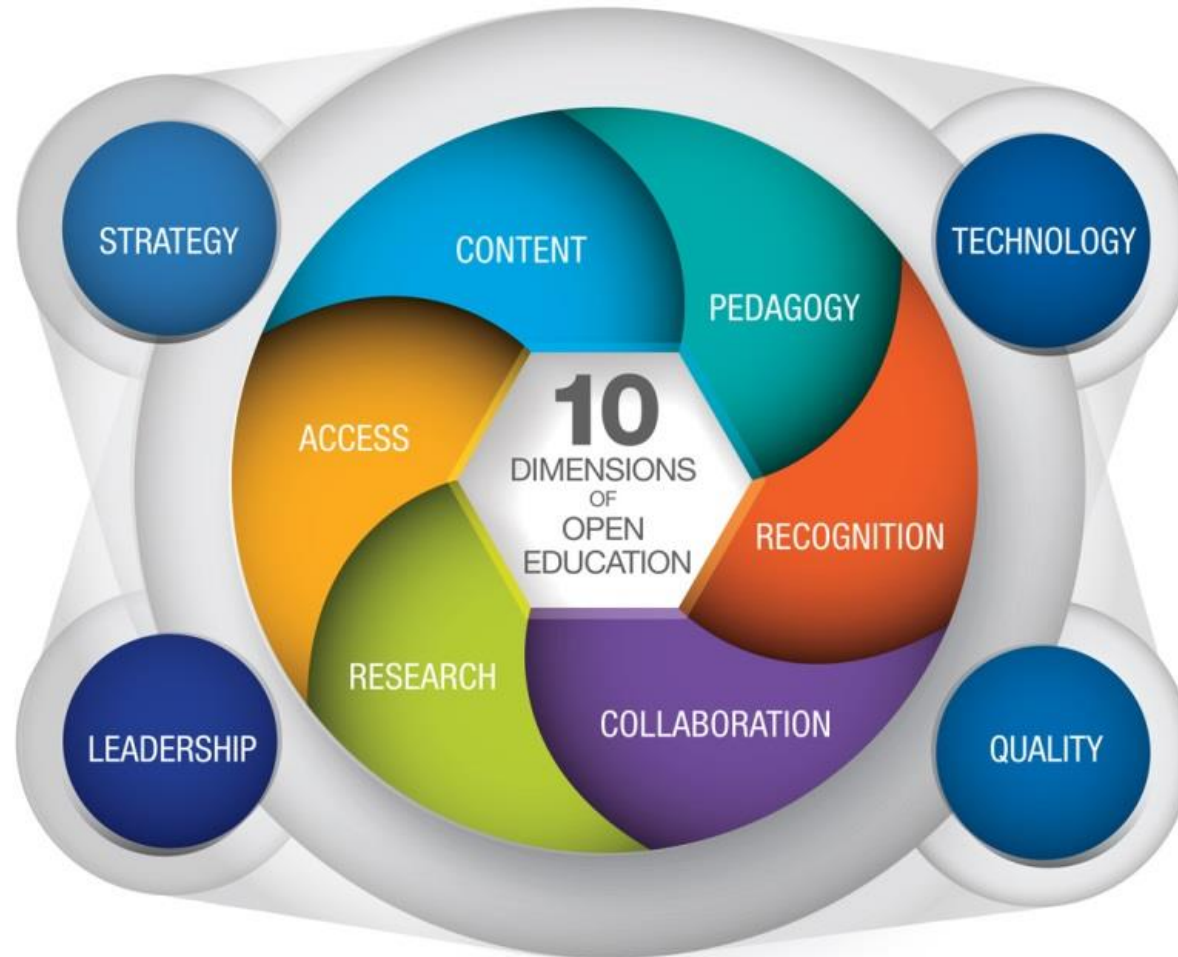
Fonte: Inamorato dos Santos, A., Punie, Y., Castaño-Muñoz, J. (2016) Opening up education: a support framework for higher education institutions

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O que traz o marco?

10 dimensões:

6 centrais: acesso, conteudo, pedagogia, reconhecimento, colaboraçao, tecnologia, pesquisa

4 transversais: estratégia, liderança, tecnologia, qualidade

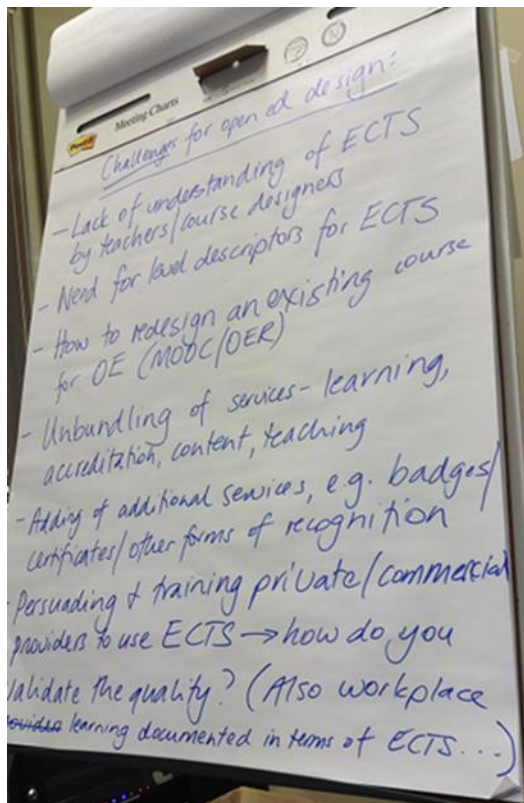**Para cada dimensao da educaçao aberta, o marco apresenta:**

√ *a definição da dimensão*
√ *Rationale*
√ *Componentes*
 √ *descritores*

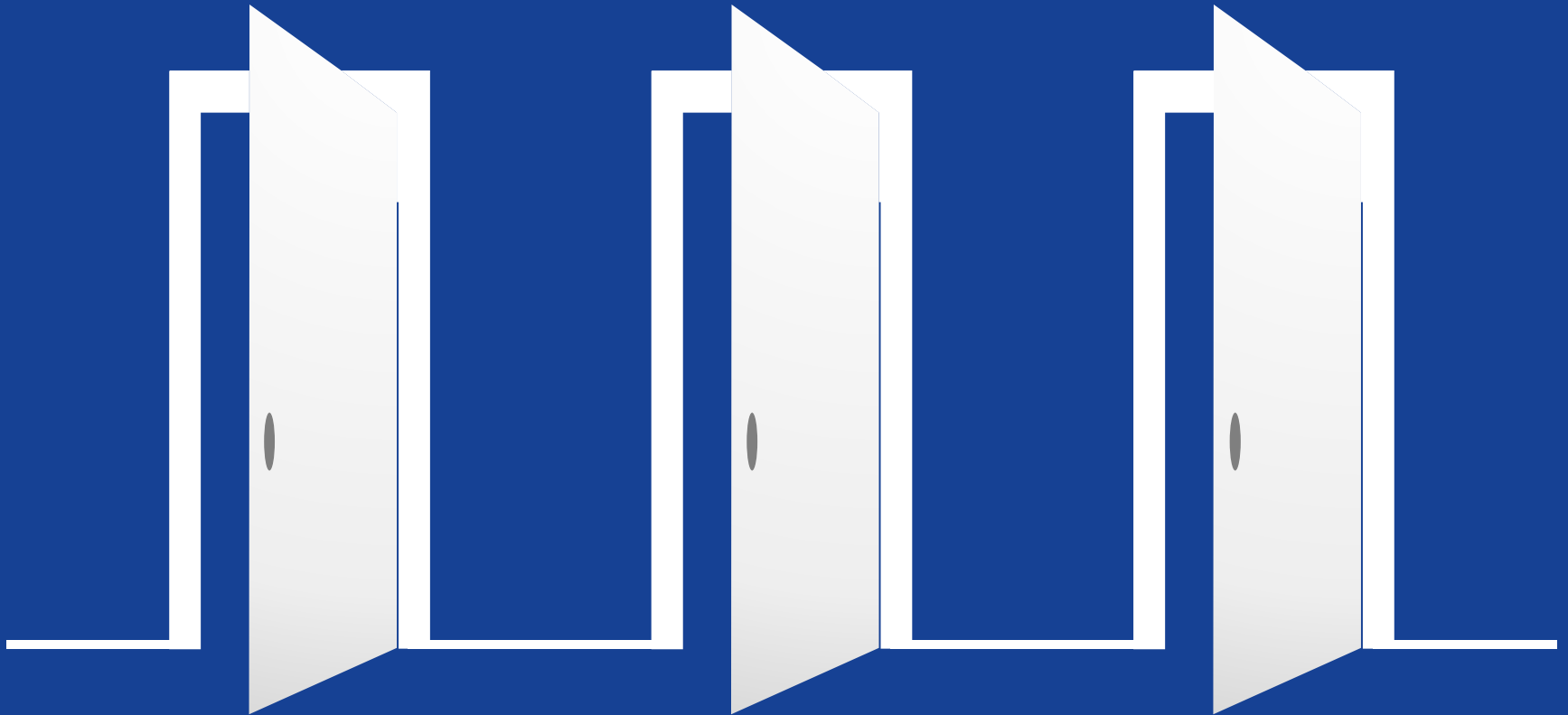**Formulário modelo para planejamento estratégico de educação aberta**

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Reitores e vice-reitores de 19 países avaliando o marco (primeiro semestre 2016)

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Debatendo a dimensão 'reconhecimento' com experts

Várias maneiras de lidar com a Educação Aberta

O marco é dinâmico e sempre evoluciona

A universidade pode escolher as dimensões que mais lhe interessam

A universidade pode adicionar descritores para customisar o marco

Exemplo: dimensão conteúdo

CORE DIMENSION 2	
CONTENT	
Definition	CONTENT refers to materials for teaching and learning and research outputs in digital format which are free of charge and available to all.
Rationale	Content in open education encompasses texts of all sorts, textbooks, course materials, pictures, games, podcasts, video lectures, software, data, research papers and outputs, and any other type of educational material that conveys information which can be used for teaching and learning. It can be open licensed, in the public domain or copyrighted but must be 'gratis' and accessible by everyone without restrictions.
2 components	**Open educational resources (OER) | free of charge content**
	OER OER constitute a key component of open education. The two main characteristics of OER are that they are "libre" (openly-licensed content) and at the same time "gratis"(free of charge). There are different types *OER* (e.g. fully licensed or partially licensed). Public domain content can also be placed in this category. Using OER for teaching and learning reduces the possibility that users infringe copyright. At the same time OER grants greater permissions in the use of content, such as adaptation, translation, remix, reuse and redistribution, depending on the type of license applied to the content. OER range from individual learning objects (e.g. a picture with a specific teaching purpose) to full courses (e.g. a MOOC or an open (libre and gratis) online course). **Free-of-charge content** Free-of-charge content refers to content that is made available digitally and 'gratis' but remains copyrighted. Though users do not pay to access it, they cannot reuse, adapt or share it without seeking permission from the copyright holder. Free-of-charge content ranges from individual learning objects to full courses (e.g. a MOOC or an open (gratis) online course). Whenever appropriate, free-of-charge content should be fully licensed as OER, thereby granting users greater permissions in handling the content.

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Transversal Dimensions
Descriptors

OER	
Strategy	The institution: ☐ has a policy on the production and use of free-of-charge content. ☐ uses, produces and offers OER in order to improve its content production mechanisms. ☐ produces, uses and offers OER in the form of MOOCs and/or open (libre and gratis) online courses. ☐ offers information sessions and/or support materials on different types of open licenses. ☐ produces, uses and offers OER as a visibility mechanism to attract students and increase its reputation. ☐ collaborates with other institutions in the production/remix/reuse/redistribution of OER. ☐ encourages staff members to produce, use and share OER. ☐ encourages its students to use OER. ☐ encourages its students to produce and share OER. ☐ Other. Please specify.
Technology	The institution: ☐ explores different digital tools to create and make available meaningful content and with appropriate granularity. ☐ seeks to use audiovisual resources to enhance the content produced. ☐ automatically monitors when the content was created and when it will need updating (e.g. every 2 years). ☐ allows content users to revise and remix content on the institutional platform on which it is offered ☐ allows users to create, remix and share content on the institutional platform. ☐ seeks to tag content appropriately to increase its findability. ☐ places its content on interoperable platforms (e.g. IMS Common cartridge compliant etc.). ☐ Other. Please specify.
Quality	The institution: ☐ has a quality check mechanism in place for its content production (both OER and free-of-charge content). ☐ supports and encourages staff members to develop meaningful assessments for its open education offers. ☐ makes informed decisions on the different types of robustness of assessment for open education (see OpenCred model). ☐ informs its open learners of what sorts of accreditation they may/may not get for studying with a given content. ☐ has guidelines on different OER and free-of-charge content granularity. ☐ encourages quality checks via social mechanisms by enabling user feedback on OER/ free of charge content. ☐ Other. Please specify.

Strategic Planning Template at the end of the report

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2

O modelo do semáforo

OpenCred : desenho da pesquisa

Pesquisa com 28 Estados Membros da EU

2 Entrevistas com professores de MOOcs

2 Entrevistas com estudantes de MOOcs
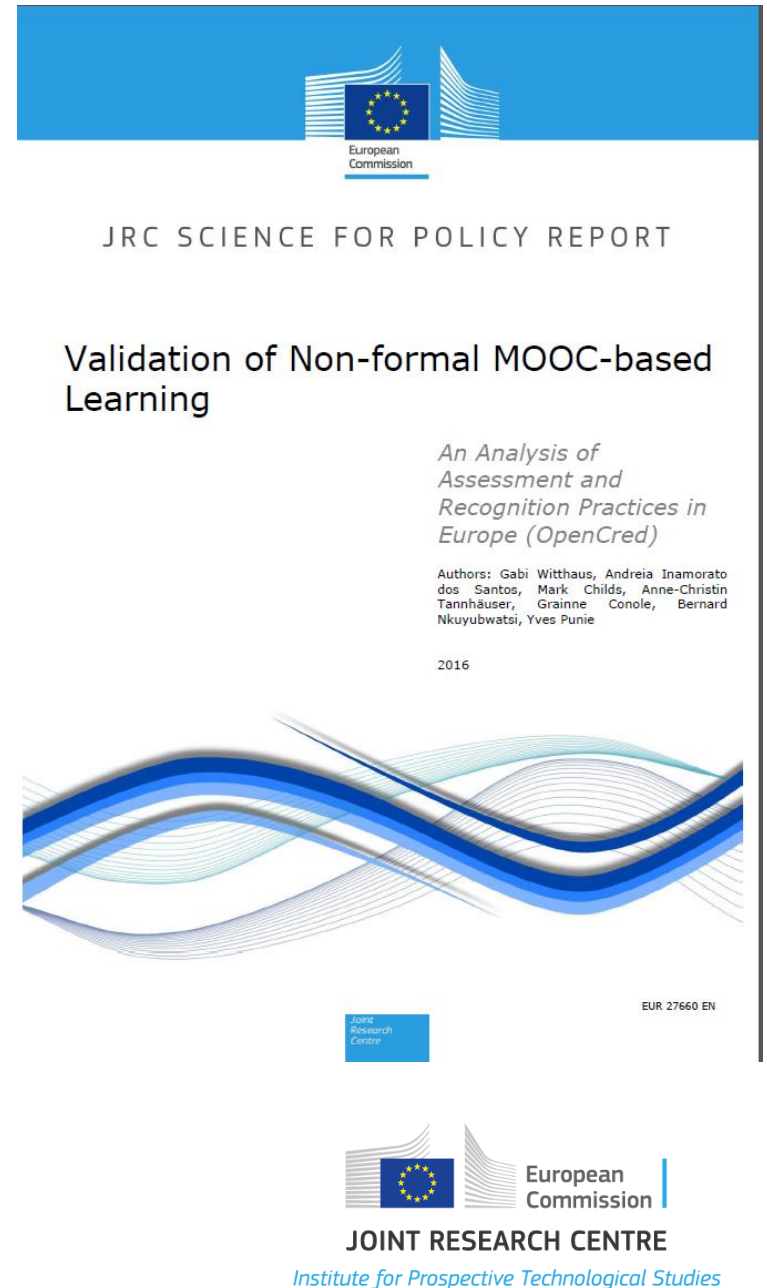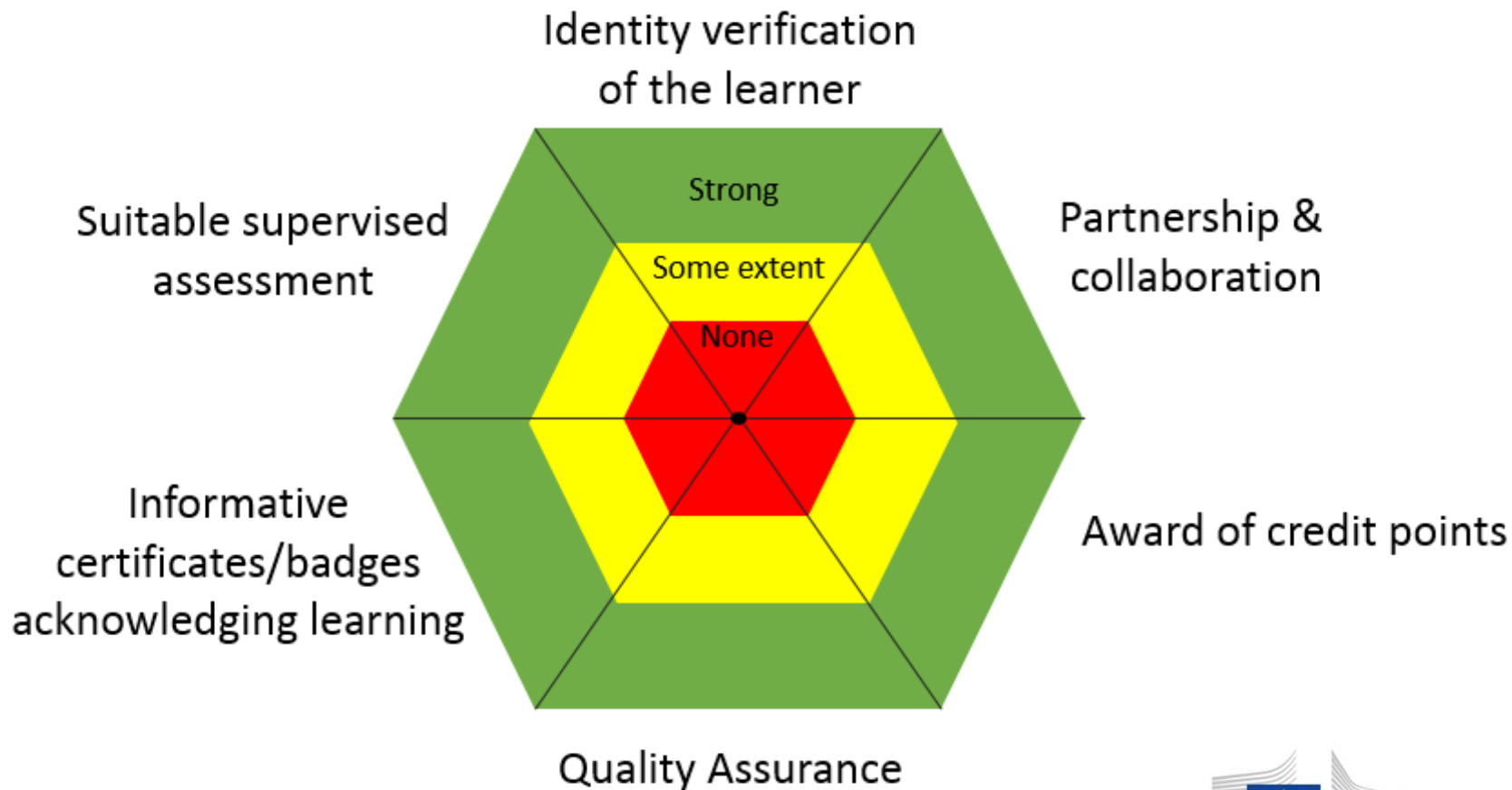
2 Entrevistas com empregadores

4 estudos de caso

JRC SCIENCE FOR POLICY REPORT

Validation of Non-formal MOOC-based Learning

An Analysis of Assessment and Recognition Practices in Europe (OpenCred)

Authors: Gabi Witthaus, Andreia Inamorato dos Santos, Mark Childs, Anne-Christin Tannhäuser, Grainne Conole, Bernard Nkuyubwatsi, Yves Punie

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Modelo do semáforo OpenCred

Fonte: OpenCred, 2016

Seis elementos que apoiam o reconhecimento

A verificação da identidade do estudante

Avaliação supervisionada

Credenciais como *badges* ou certificados digitais

Asseguramento da qualidade

Créditos ECTS (European Credit Transfer System)

Parcerias e colaborações

Fonte: Relatório OpenCred , 2016

3

Publicações

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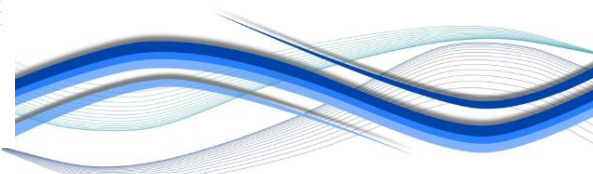
2016

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JRC SCIENCE FOR POLICY REPORT

How are Higher Education Institutions Dealing with Openness?

A Survey of Practices, Beliefs, and Strategies in Five European Countries

Jonatan Castaño Muñoz, Yves Punie, Andreia Inamorato dos Santos, Marija Mitic and Rita Morais
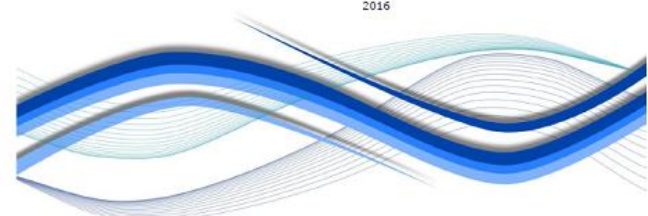
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JRC SCIENCE FOR POLICY REPORT

Opening up Education

A Support Framework for Higher Education Institutions

Andreia Inamorato dos Santos
Yves Punie
Jonatan Castaño Muñoz

2016

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https://ec.europa.eu/jrc/en/open-education/publications

23

Obrigada

andreia-inamorato-dos.santos@ec.europa.eu

yves.punie@ec.europa.eu

https://ec.europa.eu/jrc/en/open-education

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