

# Whither higher education after MOOCs? ポスト MOOC 時代の高等教育

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# Assumptions

- ▶ We now know what MOOCs are like
  - ▶ From 2012 to 2013, virtually nobody who *discussed* MOOCs did not know so well
  - ▶ Khan Academy is still considered to be typical
- ▶ We are not sure what MOOCs are in reality
  - ▶ Coursera, Udacity, Khan Academy, EdX, FutureLearn, (JMOOC), etc are all different in terms of scales, openness, interactivity, credentiality, creditability, grading and all, but “OOC” parts are common
- ▶ Most of us hope to *our* relief that MOOCs are not *disruptive* any more
  - ▶ No institutions have been closed, no professors fired *because of* MOOCs
  - ▶ Some think MOOCs help the current establishment survive, maybe by way of “flipped classroom” and the like

# Outline

1. MOOCs and the MOOC boom as one successful outcome of “technology”
  - ▶ What happened and why the boom in US?
  - ▶ Perceptions and acceptance in Japan
2. “Open” as “free of charge”
  - ▶ Everything open – open access to research results/open data/open education/open educational research/
  - ▶ Not just “free of charge,” but more far-reaching
  - ▶ What open knowledge will bring about
3. “Open” as “online”: No first “O” without second “O”
4. The role of the “higher education **institution**” in light of “C”
  - ▶ Preconditions for the efficiency of institutional unity
  - ▶ Functionally disbanded “college”
  - ▶ Knowledge society with everybody learning at higher education level but no higher education institution?
  - ▶ Wither research? ⇒ Forget this for today

# One triviality(1) and two distinct meanings(2, 3) of the MOOC

1. MOOC is nothing new. It's just massive, open and online and is a course
2. In the US context, MOOCs seemed like a solution to US HE's twin major problems: too **much cost** for too **low quality**
  - ▶ Use of technology and efficiency-based assessment of learning outcomes  
⇒ ▶ Obama's appraisal of SNHU
  - ▶ But lots of news articles, blogs, tweets, webinars, *etc* since then, now and for ever
3. But MOOC has a much farther reaching impact on the way higher education does its job:  
**DEINSTITUTIONALIZATION(?)** of HE in the context of *open* knowledge society, on which I talk today



Southern New Hampshire University gives course credit on how well students master the material, not just how many hours they spend in the classroom,” Obama said. (...) SNHU still has its traditional programs, but it also has a successful online program that reaches thousands across the country and the world. [▶ Obama's talk](#)



(...) SNHU also has the College of America, which some call a breakthrough in higher education. "Competency-based education," said Martha Rush-Mueller of the College of America. "The way we define it is what you can do with you know." [▶ BACK](#)

# MOOCs in Japan

No need to talk about this topic

# MOOC in the context “Open”

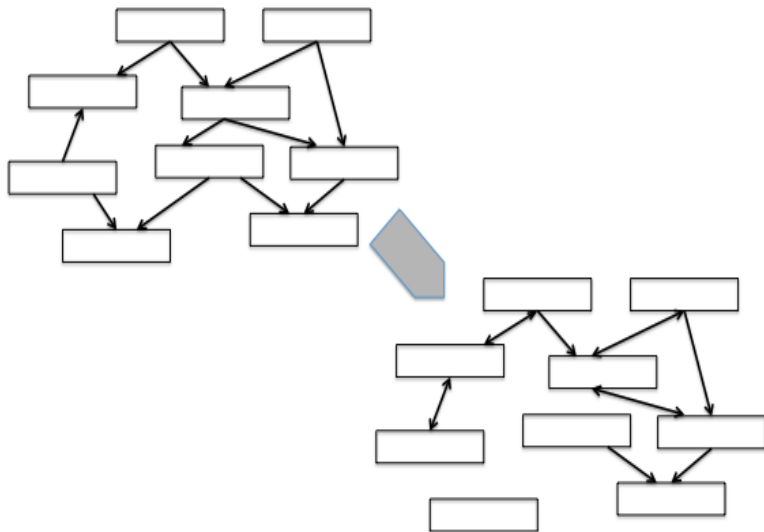
- ▶ Open Source
  - ▶ FSF
  - ▶ *Cathedral and Bazaar*
- ▶ Open Access
  - ▶ Public access to the results of publicly funded research
  - ▶ Green and Goldern roads to OA
  - ▶ Finch Report, HEFCE, Euro...
  - ▶ NIH Public Access Policy, plus the Consolidated Appropriations Act of 2014 in US
- ▶ Open Education
  - ▶ Not “free school” any more
  - ▶ Society deschooled a la Illich? Schools as “asylums” a la Goffman?
- ▶ Open Data
- ▶ In short, knowledge is going to be freely accessible, no longer ESOTERIC ⇒ **Unprecedented phenomenon!**



## Not only external access, but intrinsic shift

- ▶ Do linked data constitute a systematic whole of consistent collection of true propositions?
  - ▶ Maybe yes, because knowledge in the ideal sense is consistent
  - ▶ Maybe no, because knowledge grows without being free from temporary apparent contradiction
- ▶ Partial is OK
  - ▶ Knowledge not just in case but just in time is enough
  - ▶ Distinction between propositional knowledge and know how will blur
- ▶ A huge variety of media
  - ▶ Movies for manuals, already prevalent
  - ▶ Simulation/Visualization *etc*
- ▶ Don't educate, but use
- ▶ Do we need universities as they look now? ▶ JUMP

## From hierarchical to linked



# Do we still need colleges with classrooms and campuses?

- ▶ Why do we have campuses?
  - ▶ Meeting place, living space and dual role of faculty
- ▶ But no need to meet, no need to live, no need to come
  - ▶ In the famed “flipped” way of learning, classrooms are, allegedly, used for personalize, individualized instruction and guidance ⇒ no need to meet
  - ▶ “Faculty” is going to be gone: Lots of adjuncts in US, lots of “temporary employment” in Japan etc. No full-time tenured professors apparently needed (for teaching)!
  - ▶ There are already “online universities” in addition to “distance education” universities by correspondence and broadcast
  - ▶ Hours spent or Learning outcomes achieved? Credits and degree, or a bundle of certificates?
- ▶ The trend could be accelerated with MOOCs, though some think that with MOOCs campuses are more important
  - ▶ For-profits are forerunners, but that’s American

## Online means cross-boarder

- ▶ Higher education systems are different from country and country
  - ▶ National laws regulate higher education, mainly from historical reasons. Even US Dept of Education speaks about credit hours
  - ▶ (Primary and secondary education could be more local)
  - ▶ Quality assurance and Quality Framework are thought to be nationally defined and then internationally coordinated
  - ▶ Though international accreditors are there
- ▶ Does this work, given the “globalized economy” and “globalize labor market” in knowledge society?

## What MOOC **could** mean:

- ▶ The end of conventional classroom instruction
- ▶ The end of credit hour system
- ▶ The end of degree system
- ▶ The end of “campus”
- ▶ The end of conventional colleges
- ▶ The end of national higher education system
- ▶ But higher education will be much more in need