

**Claudia Bremer**

# **Open Online Courses Perspektive für (offene) Bildungsveranstaltungen für Hochschulen und Weiterbildung?**

**Vortrag auf dem Fachforum**

“Open Online Courses Perspektive für (offene)  
Bildungsveranstaltungen für Hochschulen und Weiterbildung?”  
am 20.6.2012 in Frankfurt

Insolvenzverfahren

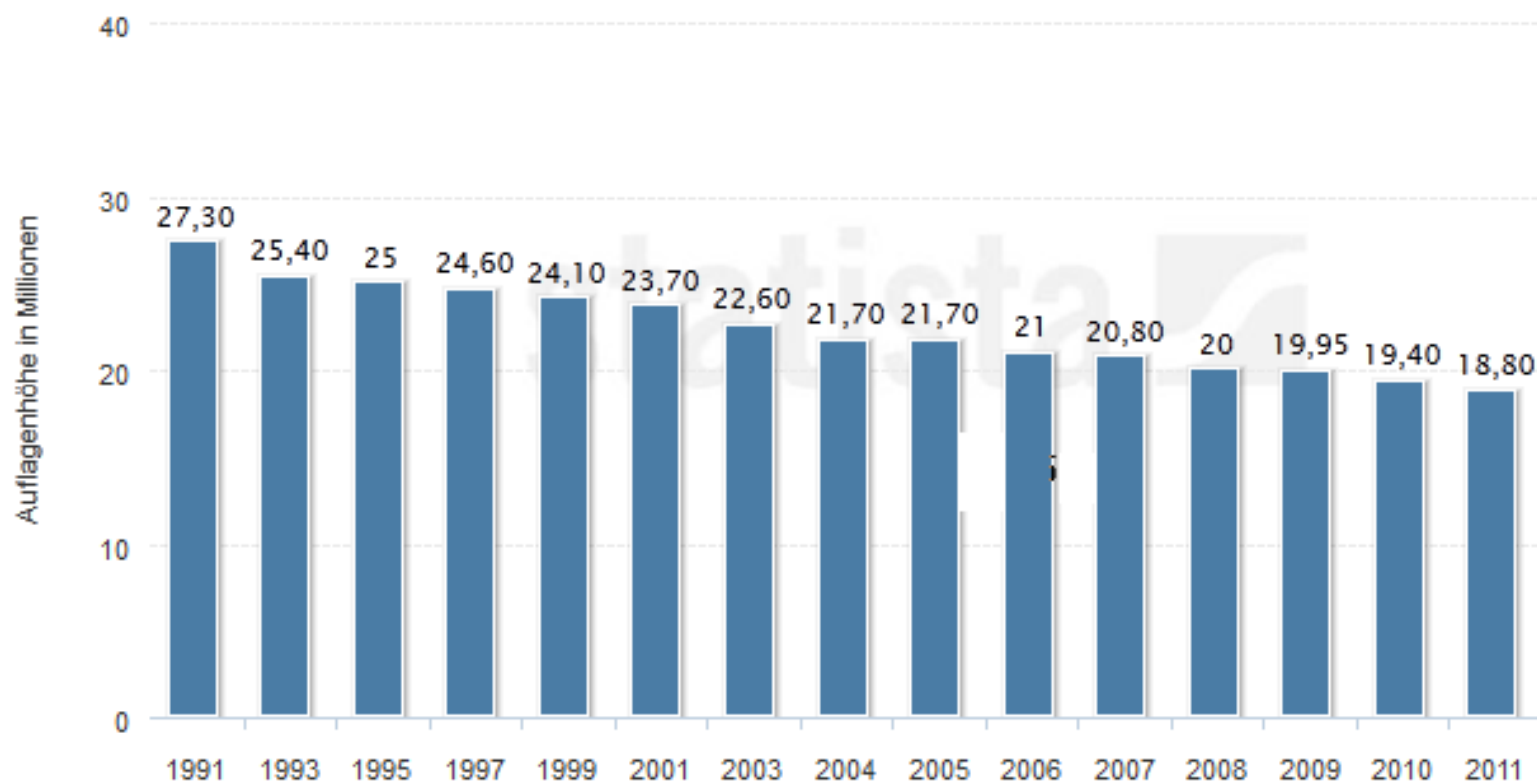
## Was Neckermann in die Pleite trieb



**Der Grund für den Kahlschlag: die Konkurrenz durch Online-Händler.**



## Entwicklung der verkauften Auflage (in Mio.) von Tageszeitungen in Deutschland von 1991 bis 2011



i Deutschland; Stand: NW/II 2011; NW; Schütz;  
1991 bis 2011, ausgewählte Jahre

Quelle: BDZV

© Statista 2012

# Online-Werbung ist immer stärker gefragt

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Düsseldorf - Der Online-Werbemarkt in Deutschland ist weiter auf Wachstumskurs. Der Trend scheint dabei nicht aufzuhalten: Experten prognostizieren der Branche für die nächsten Jahre weitere Umsatzzuwächse.

2009 habe das Internet mit einem Marktanteil von 16,5 Prozent erstmals die Publikumszeitschriften überholt und liege nun auf dem dritten Platz hinter klassischer Fernseh- und Zeitungswerbung.

“In den nächsten zwei bis drei Jahren wird sich das Internet hinter TV als zweitstärkstes Werbemedium etablieren, da die Budgets weiterhin nachhaltig in den Online-Bereich wandern“, sagte der Vorsitzende des Online-Vermarkterkreises im BVDW, Paul Mudter, laut Mitteilung vom Donnerstag in Düsseldorf.

## Entwicklung des Bruttowerbekuchens im Zeitvergleich



Quellen: OVK (OVK Werbestatistik inklusive der Segmente Suchwortvermarktung und Affiliate-Netzwerke), Nielsen (Medienentwicklung der angegebenen Mediengattungen, Datenstand Februar 2011) /// Angaben für den deutschen Markt

Edupunks Connectivism

Open Education Web 2.0

MOOCs open educational resources

# Wo stehen wir, was kommt?

wissensmanagement 2.0 Open Content

social bookmarking microlearning

social tagging online badges

eLearning 2.0, 3.0,

Edupunks    Connectivism

Open Education    Web 2.0

**MOOCs**    open educational resources

Social Networks    Social Communities

Wissensmanagement 2.0    Open Content

social bookmarking    microlearning

social tagging    digital badges

eLearning 2.0, 3.0, ...?



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**eLearning 2.0, 3.0,**

# open educational resources



The image shows the MIT OpenCourseWare website homepage. At the top, the MIT logo is visible on the left, and the text "MITOPENCOURSEWARE MASSACHUSETTS INSTITUTE OF TECHNOLOGY" is centered. On the right, there is a red button for "SIGN UP FOR OCW NEWS" and social media links for "twitter" and "facebook". Below the header is a navigation bar with links for "Home", "Courses", "Donate", "About OCW", "Help", and "Contact Us". A search bar is located on the right side of the navigation bar, with the text "Enter search keyword" and a "GO" button. Below the navigation bar, there is a "Email this page" link. On the left side, there is a sidebar with a list of links: "Get Started with OCW", "VIEW ALL 2100 COURSES", "Most Visited Courses", "OCW Scholar", "Editor's Picks", "Audio/Video Courses", "Translated Courses", "New Courses", "Find Courses", and "Architecture and Planning". The main content area features a large banner with a photo of Triatno Yudo Harjoko, an educator from Indonesia. The banner text reads "Unlocking Knowledge, Empowering Minds." and "Free lecture notes, exams, and videos from MIT. No registration required." Below the banner, there is a "Learn more" link. To the right of the photo, there is a quote: "I was amazed that a university such as MIT would freely give access to its educational information." and the name "Triatno Yudo Harjoko Educator Indonesia" with a "Read more" link.

MITOPENCOURSEWARE  
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

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Enter search keyword GO > Advanced Search

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**Triatno Yudo Harjoko**  
Educator  
Indonesia

> Read more

# Open Access

ZEIT  ONLINE | HOCHSCHULE

STARTSEITE POLITIK WIRTSCHAFT MEINUNG GESELLSCHAFT KULTUR WISSEN

Uni-Leben | Hochschule | Rankings | Studiengänge

OPEN ACCESS

## Großbritannien befreit die Wissenschaft

Verlage nehmen immer höhere Preise für Fachzeitschriften – obwohl viele Studien vom Steuerzahler bezahlt werden. Großbritannien will Forschung nun frei zugänglich machen.

**edupunks**

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## STUDIUM

# Die Edupunks kommen!

Noch sind es Außenseiter, die vernetzt lernen und neue Inhalte suchen. Organisationsforscher Ayad al-Ani über die Zukunft des Studierens

**DIE ZEIT:** Sie glauben, dass die Bildungsbranche vor einem Umbruch steht. Warum?

**Ayad al-Ani:** Die Hochschulen werden Vorlesungen und ganze Lehreinheiten verstärkt elektronisch produzieren und veröffentlichen. Die Studenten werden sich ihre eigenen Lernbiografien zusammenstellen und dabei nicht unbedingt ein bestimmtes Studienfach an einer einzelnen Hochschule wählen. In den USA, wo diese Entwicklung vorangeschritten ist, gibt es dafür schon den Begriff » *Edupunks*«.

# Edupunks

**edupunk** [ej-oo-puhngk] - an approach to teaching and learning practices that result from a do it yourself (DIY) attitude that avoids mainstream tools and instead aims to bring the rebellious attitude and ethos of 70s punk bands to the classroom.



Jim Groom

# Edupunks

## Wikipedia:WikiProject Murder Madness and Mayhem

From Wikipedia, the free encyclopedia

(Redirected from Wikipedia:MMM)

“ *This is a remarkable project, and a herculean task realized in the short time span of less than 15 weeks. Jon and his students are [a] model for thinking, sharing and contributing with[in] the open space of the internet. An important act of faith and intellectual responsibility. It is ever so impressive.* ”

—Jim Groom<sup>[1]</sup>

“ *Gives students real-world experience finding their way, collaboratively, to high standards of content and writing in their field. It's an incredible example of what college students and their inspired teacher can do, collaborating, reflecting, listening, revising.* ”

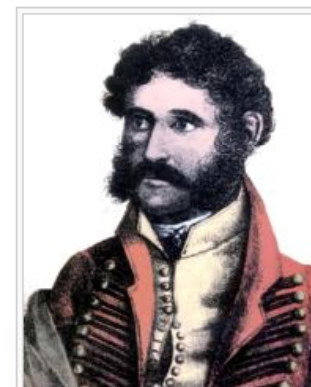
—Barbara Ganley<sup>[2]</sup>

“ *Over the course of the last few months I have learned so much about writing I cannot even express... and it shows. I have been a B+/A- student throughout my entire undergraduate career, and my last two papers have been A's! I think the grades speak for themselves.* ”

—Monica Freudenreich<sup>[3]</sup>

“ *I will no longer allow my daughter to consider attending the University of British Columbia, so long as Murray is paid to teach there.* ”

—Gregory Kohs<sup>[4]</sup>



The grand-daddy of them all... Juan Facundo Quiroga

The [University of British Columbia](#)'s class SPAN312 ("Murder, Madness, and Mayhem: Latin American Literature in Translation") contributed to Wikipedia during Spring 2008. Our collective goals were to bring a selection of articles on [Latin American literature](#) to [featured article](#) status (or as near as possible). By project's end, we had contributed three [featured articles](#) and eight [good articles](#). None of these articles was a good article at the outset; two did not even exist.

We had the unstinting support of the (in)famous [FA-Team](#), who took this on as [their first mission](#). We were also fortunate to have the support of members of [WikiProject Novels](#). The collaboration of other interested Wikipedia editors was of course very much appreciated. We would like to [thank everyone](#) for their hard work and incredible generosity.

Shortcuts:

WP:MMM

WP:WPMMM



# Edupunks

EDUPUNK - Battle Royale - Part 4





edupunks Connectivism

Open Education Web 2.0

**MOOCs** open educational resources

Social Networks Social Communities

Wissensmanagement 2.0 Open Content

social bookmarking microlearning

social tagging online badges

eLearning 2.0, 3.0,

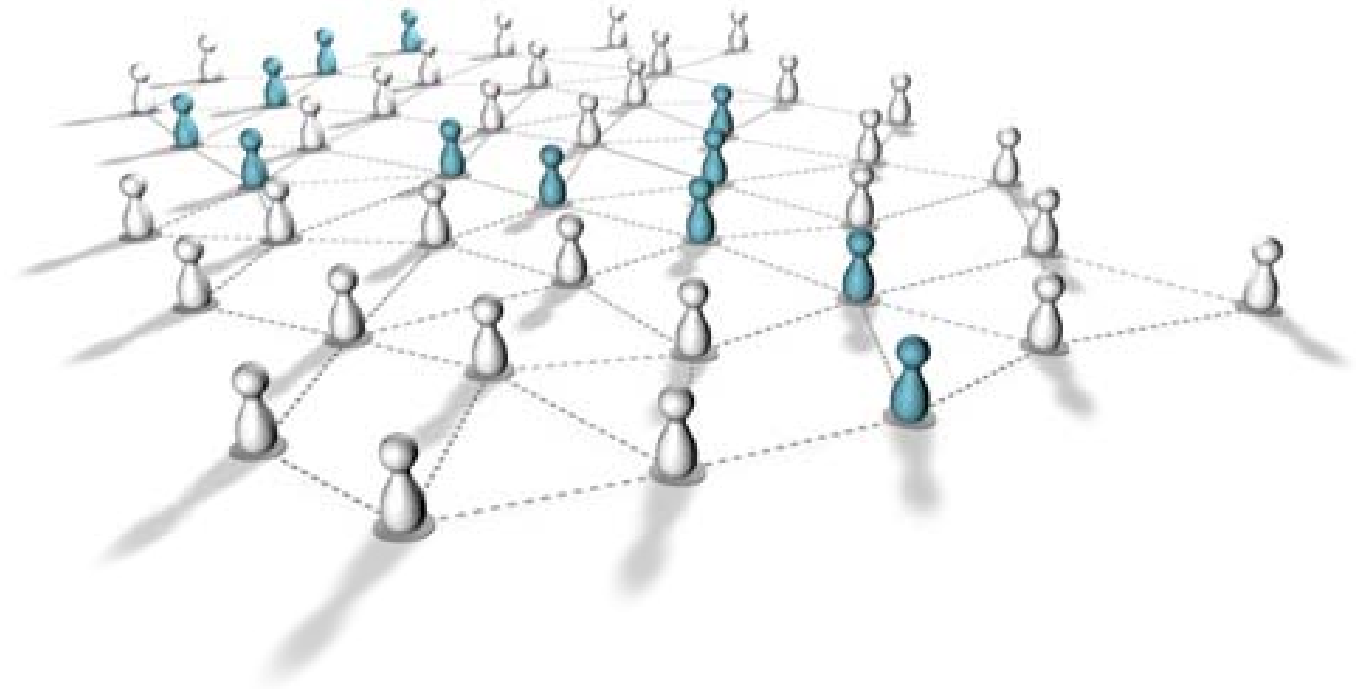
# MOOCs



„Stanford MOOC“  
AI

**Connectivistic**  
MOOCs

# Kurzer Ausflug in den Konnektivismus



# Konnektivismus

- Lernen durch/in Vernetzung
- Lernen *ist* sich Vernetzen
- Es ist wichtiger zu wissen WO statt WAS
- Vernetzung so genannter *Knoten*  
(Menschen, Portale, Informationsquellen)
- Verfügbarkeit und Aktualität des Wissens ist das Ziel
- Lerntheorie – keine Lerntheorie - Kritik



edupunks    **Connectivism**

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# MOOCs



„Stanford MOOC“  
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Connectivistic  
MOOCs

Udacity  
Coursera  
edX

# Meet Udacity!

Udacity is a totally new kind of learning experience. You learn by solving challenging problems and pursuing udacious projects with world-renowned university instructors (not by watching long, boring lectures). At Udacity, we put you, the student, at the center of the universe. [Keep Reading](#)

## The Four Elements of Udacity



1  
Take any of our 11 classes. 100% free!

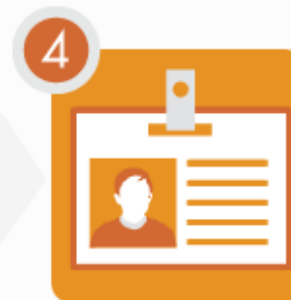
[Course Catalog](#)



2  
Join a community of 112,091 active students and instructors. 100% free!



3  
Optionally certify your skills online or in one of our 4,500 testing centers, for a fee.



4  
Optionally let us hand your resume to one of our 20 partner companies. 100% free for students!

June 25th: Udacity launches four new courses. [Enroll today!](#)

The [Udacity High School Challenge](#) has begun.



[udacity](#) New blog post: Udacity contest winners cash in their prize visits to Silicon Valley [ow.ly/cmtTo](#)  
2 hours ago · [reply](#) · [retweet](#) · [favorite](#)

[eupharis @udacity](#) Just finished CS 253. So great! Immediately converted cert to JPG for sharing. Made a python script to help:

## Comparison of MOOCs and MOOC-like initiatives

June 2012

MOOC and MOOC-like initiatives	Launch	Credential	Taught by	\$	Pace	Known for	Early critiques	Backing	Experience
<a href="#">Open Learning Initiative</a>	2001		Carnegie Mellon Univ and others	\$ for academic version	Asynch	Instructional design, research on results	Lack of instructor interaction	Hewlett and Gates Foundations, CMU	Custom web
<a href="#">iTunes U</a>	2007	Varies by contributing school	Degree-granting institutions	0	Asynch	iTunes integration, Apps	Limited interactivity/ social tools, podcast focus	Apple	iTunes, Apple, Piazza
<a href="#">Khan Academy</a>	2008	Badges	Khan and others	0	Asynch	Video chunk library, analytics	Not interactive, lacks learner support	Grants including Google and Gates Foundation	Screencasts, video, forums
<a href="#">Udemy</a>	2010		Professors and professionals	Mix	Asynch	Giving instructors monetization option	Affiliate marketing	Venture funds + 30% of paid course sales	Various digital assets
<a href="#">P2PU (Peer to Peer University)</a>	2010	Badges	Anyone, facilitators not instructors	0	Asynch	Peer learning	Guide on the side isn't expert	Mix of university and foundations	Web forums
<a href="#">Udacity</a>	2011	Certificate	Stanford profs	0-\$ for certified exam	Synch but self-paced	Stanford experiment turned startup, connect talent with companies	Robot graders, lack of active learning	Venture funds	Short videos, quiz, feedback
<a href="#">Bonk CourseSites for Blackboard</a>	2011		Curtis J. Bonk, Indiana University	0	Synch	The World is Open author	Blackboard interface	Blackboard	Blackboard, Elluminate
<a href="#">TED-Ed</a>	2012		TED presenters and other authors	0	Asynch, but can be assigned	TED quality, turning videos into lessons	Lack of interactivity	TED, Kohls, YouTube	Video plus lesson plans, quizzes
<a href="#">Coursera</a>	2012	Certificate	Profs from big name schools	\$ for cert	Synch but self-paced	Andrew Ng's spinoff from MOOC test at Stanford; peer eval voting	Lack of active learning, instructor interaction; long boring videos	Silicon Valley venture funds	Videos, question ranking
<a href="#">edX (Harvardx and MITx)</a>	2012	Certificate	Harvard and MIT profs	\$ for cert	Synch but self-paced	edX open source delivery platform, research outcomes	Essay grading software	\$60M from MIT and Harvard	edX open source, videos

Quelle: [www.sonicfoundry.com/sites/default/files/comparison\\_of\\_moocs\\_06\\_2012.pdf](http://www.sonicfoundry.com/sites/default/files/comparison_of_moocs_06_2012.pdf)



## Comparison of MOOCs and MOOC-like initiatives

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MOOC and MOOC-like initiative:	Launch	Credential	Taught by	5	Pace	Known for	Early critiques	Backing	Experience
<u>Open Learning Initiative</u>	200		Carnegie Mellon Univ. and others	0 for academic version	Asynch	Instructional design, research on results	Lack of instructor interaction	Hewlett and Gates Foundations, CMU	Custom web



**“Why would this list comparing MOOCs and MOOC-like initiatives not even mention the connectivist MOOCs?**

**It's not like they don't know we exist.**

**There's an inherent bias in a lot of the discussion toward US-based and commercial initiatives.**

**Then later we will be told the field was invented by US-based and commercial initiatives.”**

<u>Coursera</u>	2012	Certificate	Profs from big name schools	0 for cert	Asynch but self-paced	and learning evolution from MOOC text at Stanford; peer eval; voting	lack of online learning; instructor interaction; long boring videos	Silicon Valley venture fund:	videos; question ranking
<u>edX (Harvardx and MITx)</u>	2012	Certificate	Harvard and MIT profs	0 for cert	Asynch but self-paced	edX open source delivery platform; research outcomes:	Essay grading software	\$60w from MIT and Harvard	edX open source; videos

**Quelle:** <http://www.downes.ca/cgi-bin/page.cgi?post=58563>

**MARKET**

Trying to make  
a billion dollars

Udacity  
Coursera

**OPEN**

Not trying to  
make a billion  
dollars

EdX  
HarvardX  
MITx

Learning can be “delivered” to  
students and delivery can be  
optimized through algorithms

**DEWEY**

MOOC.ca  
DS106.org

Learning is not “delivered” to  
students, but rather emerges  
through learner experiences

Quelle: Justin Reich 30.4.2012 on EdTech Reseacher

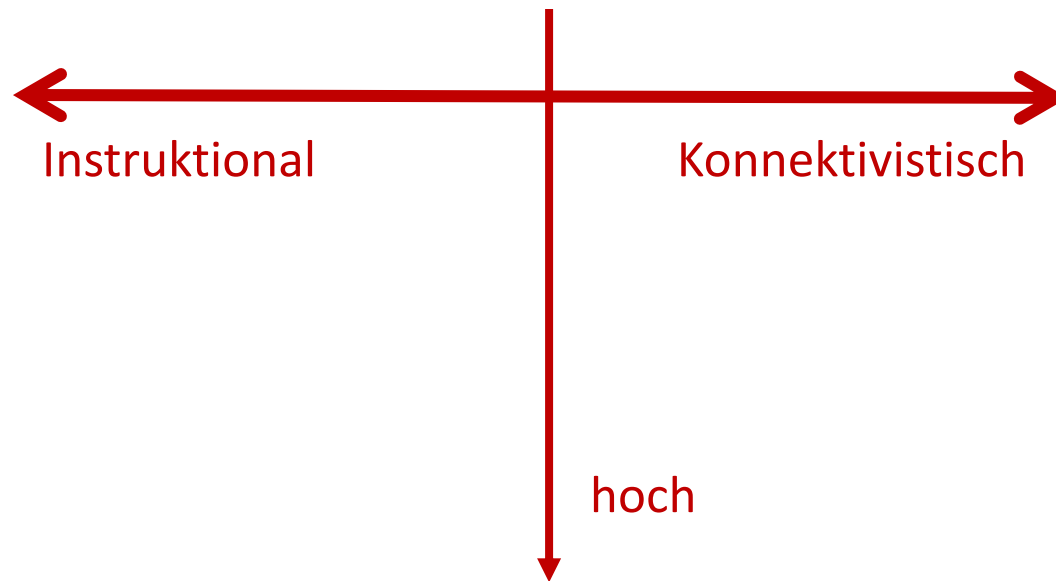
# MOOCs

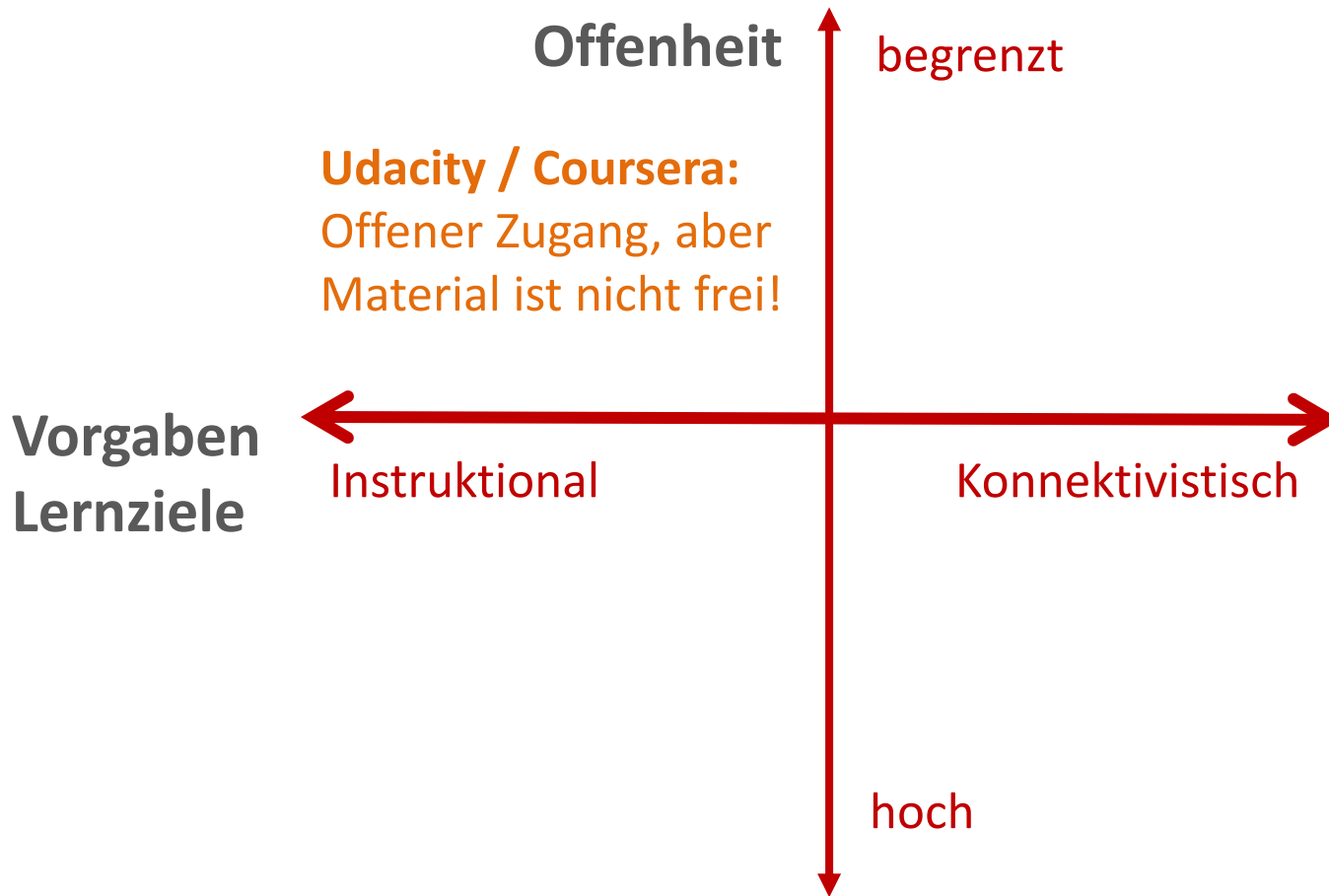
Offenheit ↑ begrenzt

in Bezug auf

- Inhalte (Open Content)
- Zugang (Open Access)

Vorgaben  
Lernziele





# MOOCs



„Stanford MOOC“  
AI

Connectivistic  
MOOCs



**OPCO12**  
Trends im E-Teaching  
- der Horizon Report unter der Lupe  
Open Online Course 16.4.-21.7.2012



**OpenCourse**  
**Zukunft des Lernens**  
Offener Kurs im Netz 2.5. - 10.7.2011

# MOOCs



OpenCourse

## Zukunft des Lernens

Offener Kurs im Netz 2.5. - 10.7.2011

- 14 Wochen, 12 Themen
- wöchentlicher Themenrhythmus
  
- 900 Teilnehmende
- 388 Blogposts
  
- keine Leistungsnachweise  
keine Vorgaben
  
- Etherpad, Wiki, Audioboo,...



Trends im E-Teaching

- der Horizon Report unter der Lupe

Open Online Course 16.4.-21.7.2012

- 14 Wochen, 6 Themen
- Zweiwöchentlicher Themenrhythmus
  
- 1.451 Teilnehmende
- 322 Blogposts in Themen sortiert
  
- Teilnahmebestätigung (842)
- **Online Badges (143)**

# Digital Badges



# Digital Badges



## **Beobachter**

Regelmäßiges Verfolgen der Themendiskussionen; Teilnahme an bzw. Rezeption der Aufzeichnungen von mindestens 4 Online-Events



## **Kommentator**

Mindestens drei Beiträge zu unterschiedlichen Themenblöcken im Laufe des opco; möglich sind Blogbeiträge, Audioboos, Grafiken/ Fotos, Videos usw.



## **Kurator**

Zwischenbericht und Endzusammenfassung zu einem Themenblock sowie am Ende des opco12 eine Einordnung dieses Themenblocks in den Gesamtkurs (also insgesamt 3 Texte)



# Digital Badges



56 Eintragungen



65 Eintragungen



15 Eintragungen

mozilla  
**OPEN BADGES**

**ISSUER**



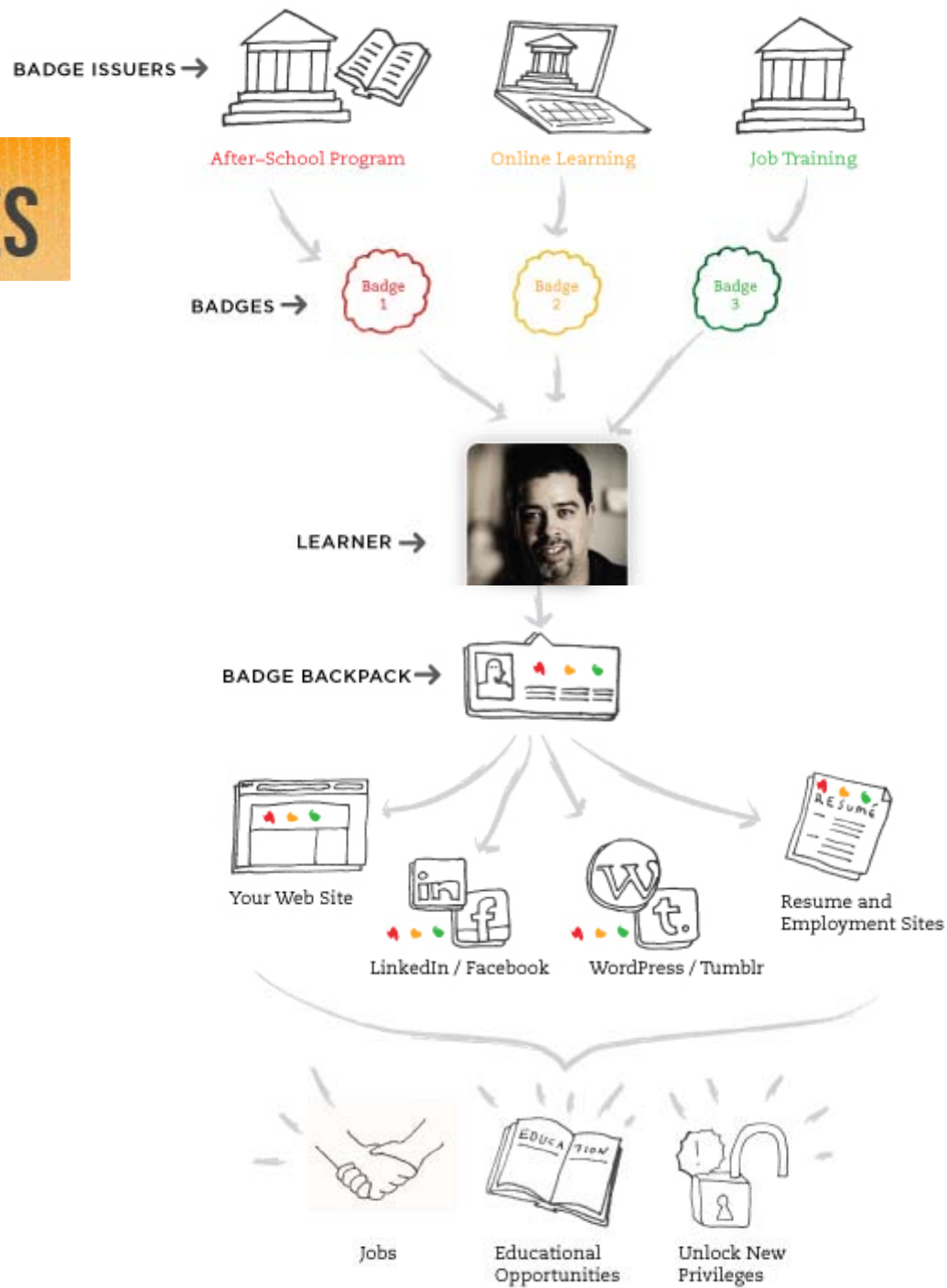
**EARNER**



**DISPLAYER**



mozilla  
**OPEN BADGES**



# Digital Badges

## Open Badges and the Future of Education and Learning



Imagine not being able to afford to go back to school in order to get a new position, a raise, or switch careers. You already have experience, but you don't have enough credit in a certain concentration. Imagine just graduating from college and learning that your employer expects you to know a certain programming language that you didn't learn in school. Imagine already knowing a portion of the content when you apply for a degree program. With the help of employers and academic institutions, badges can help credit informal learning experiences.

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# Digital Badges

## Digital Badges – Do we need them?

Digital badges have the ability to assist in recognizing non-formal and informal learning. I don't think that anybody is really disputing this. The issue that people have is that organizations will just hand out badges without ensuring that learners really met a criteria. Cathy Davidson addressed a similar issue in today's post concerning the start of multiple choice tests. "How do I know my child is a "top student" when the person determining that excellence is herself not "top"?"

# Digital Badges

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## Badges?!? Do We Need Any Stinking Badges?!?? | TedCurran.net



Everything I've heard is that badges are designed to take the place of the diploma– but a diploma is just a way for an educational institution to confer its reputation upon an individual who has successfully proven mastery of content. The whole system is based on faith that the institution knows what mastery looks like, and it has done due diligence to ensure

that its graduates have mastered the skills.

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Edupunks **Connectivismus**

**Open Education** **Web 2.0**

**MOOCs** **open educational resources**

**Social Networks** **Social Communities**

**Wissensmanagement 2.0** **Open Content**

**social bookmarking** **microlearning**

**social tagging** **digital badges**

**eLearning 2.0, 3.0,**

# Fragen an die Zukunft



Quelle: Steve Kolowich, Inside Higher Ed, 13.12.2011



# Fragen an die Zukunft der Hochschule

- Veränderung der Präsenzhochschule?
- Oder nur im Weiterbildungsbereich?
  
- Chancen für/im Bildungsmarkt?
- Zertifizierung/digital Badges?

## Herausforderung Open Education

## Open CourseWare 2.0

Stanford's open courses raise questions about true value of elite education

“Everyone hyperventilates about [these experiments] replacing traditional education, but I don't see that happening,” says Steve Carson, director of external relations for M.I.T. OpenCourseWare and former president of the international OpenCourseWare Consortium.

“With a player like Stanford doing something like this, they're bringing attention to the possibilities of the Web for expanding open education,” he says, but “I think it's going to be a long time before Stanford manages to eat its tail.”

**Quelle:** Steve Kolowich, Inside Higher Ed, 13.12.2011

# The Real Tsunami

June 11, 2012 - 3:00am

By [William G. Durden](#)

In a recent *Wall Street Journal* interview about college costs and online learning, Stanford University President John Hennessy said,

"What I told my colleagues is there's a tsunami coming. I can't tell you exactly how it's going to break, but my goal is to try to surf it, not to just stand there." Stanford and other elite institutions, such as Harvard and Carnegie Mellon Universities, and Massachusetts Institute of Technology are not sitting back and waiting for technology to disrupt higher education — they are out there experimenting with both delivery formats and cost. They are part of the change. This is why they are elite. They boldly anticipate. And they have the wealth, confidence and the unassailable market niche to do so.

**Quelle:** Inside Higher Ed, 11.62.012

# Und was passiert in Unternehmen???



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