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 materials (VLE)
  - Change in teaching methodology - Bologna process (EHEA)
Open Education milestones at UC3M

- 2006 joined OCW movement
- 2007 launched Open Archive
- 2012 set up MaREA & UTEID working groups
- 2013 launched first MOOCs
- 2014 joined edX consortium

UC3M Digital (digital.uc3m.es)
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, ...........)
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)
UC3M-OCW Administrative Law Courses

- 2007 onwards – 4 courses published by group of professors
- Text readings, case problems, tests, exams
- 4 open online textbooks (1,500 pages)
- 2,000 visits per month
- 90% Spain, 10% Latin America
- Mainly UC3M students
- Some Civil Service applicants, professors, lawyers, .....

OCWC Global 2014
UC3M-OCW Administrative Law Courses

- 2009 Finalist Universia award
- 2011 ACE award text & illustration category
- 2012 OCWC Educator Award
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
## OCW / MOOC Comparison

<table>
<thead>
<tr>
<th>Characteristics and content</th>
<th>OCWs</th>
<th>xMOOCs</th>
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<tbody>
<tr>
<td><strong>Differentiating elements</strong></td>
<td>Self learning: no teacher contact, no interaction/assessment/certification.</td>
<td>Guided learning: contact with teacher, interaction, assessment and certification.</td>
</tr>
<tr>
<td><strong>Preparation and design</strong></td>
<td>Minimal. Adaptation of class teaching materials.</td>
<td>Demanding. Specific course design required.</td>
</tr>
<tr>
<td><strong>Text materials</strong></td>
<td>Necessary. Bibliographical references at least.</td>
<td>Necessary. Although audiovisual materials acquire greater importance.</td>
</tr>
<tr>
<td><strong>Audiovisual materials</strong></td>
<td>Recommendable. Usually in the form of slides.</td>
<td>Necessary. Video lectures, as well as slides.</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Necessary. No correction system required.</td>
<td>Necessary. Should be programmed and allow for feedback.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Necessary. No correction system required.</td>
<td>Necessary. Should guarantee quality and originality control.</td>
</tr>
<tr>
<td><strong>Student monitoring</strong></td>
<td>Inexistent</td>
<td>Necessary. Supervision of each stage to allow for adjustments.</td>
</tr>
<tr>
<td><strong>Interaction</strong></td>
<td>Inexistent</td>
<td>Necessary. Assessments (test, peer review) and tutoring (forum and blogs).</td>
</tr>
</tbody>
</table>
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’)
  - readings
  - 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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