

# ReOPEN Project

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# Unit 1. Introduction to Open Learning

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# Why 'open'?

- 'Open' seems to be very important: Open source, open society, open government, open education, ....
- But what does 'open' mean?
  - ➔ *access, use, transparent, participatory, ...*
- In educational context?
  - ➔ 'use' + 'access'



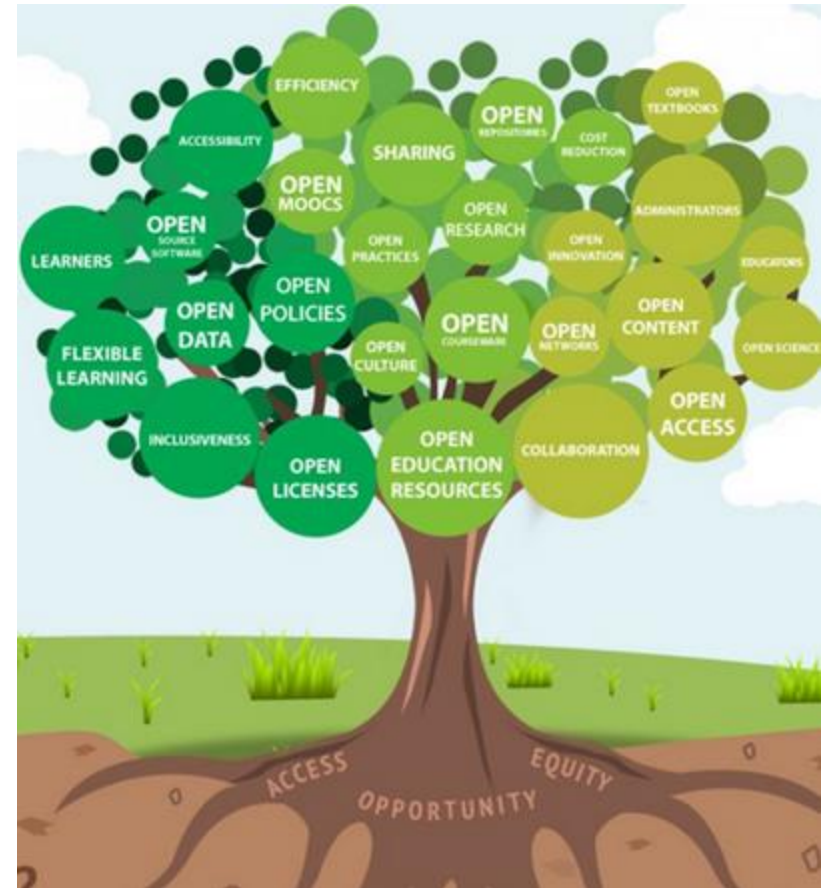
# Open Learning vs. Open Education

*“Open Education is an approach to education that builds on **collaboration, transparency, customizability, engagement and efficiency**. It takes the best traditions of education: knowledge sharing, development of skills and understanding, focus on effective learning, and combines them with 21st century tools – **digital and online** – for ease of editing, distribution and interaction. Open education is a modern approach to a changing world, allowing **everyone access to education and knowledge**, giving teachers **tools to make education effective** and engaging for all students, providing students with **more options**, and ensuring that education is **relevant and up to date**.”*

(<https://www.yearofopen.org/open-education/>)

## Take-away:

**Open education is the overarching approach, open learning is one of its main pillars.**



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# How to define Open Learning?

- No agreed-upon, comprehensive definition of open learning
- Central focus commonly placed on the **‘needs of the learner as perceived by the learner’**  
(Coffey, 1988)
- One way to define open learning is comparing it with traditional learning approaches



# Warming-Up Exercise

- Build groups of 4-5 people
- Groups should be ‘international’
- Discuss your experiences with open learning and **identify 2-3 differences to ‘traditional’ learning approaches**
- Example: *Classroom*
  - Traditional: limited space => limited number of participants
  - Open Learning: unlimited number of participants



# Warming-Up Exercise

## Exemplary differences

<b>Dimension \ Approach</b>	<b>Traditional Learning</b>	<b>Open Learning</b>
<b>Classroom</b>	<ul style="list-style-type: none"><li>• Limited size</li><li>• Time-dependent</li></ul>	<ul style="list-style-type: none"><li>• Unlimited</li><li>• Anytime, anywhere</li></ul>
<b>Content</b>	<ul style="list-style-type: none"><li>• PowerPoint, etc.</li><li>• Textbooks / library</li></ul>	<ul style="list-style-type: none"><li>• Multimedia / simulation</li><li>• Digital library</li><li>• On demand</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>• Synchronous</li></ul>	<ul style="list-style-type: none"><li>• Synchronous &amp; Asynchronous</li></ul>
<b>Personalization</b>	<ul style="list-style-type: none"><li>• One learning path and pace</li></ul>	<ul style="list-style-type: none"><li>• Learning path and pace determined by learner</li></ul>
<b>Motivation</b>	<ul style="list-style-type: none"><li>• Extrinsic (e.g., grades)</li><li>• Surface learning</li></ul>	<ul style="list-style-type: none"><li>• Intrinsic</li><li>• Deep learning</li></ul>



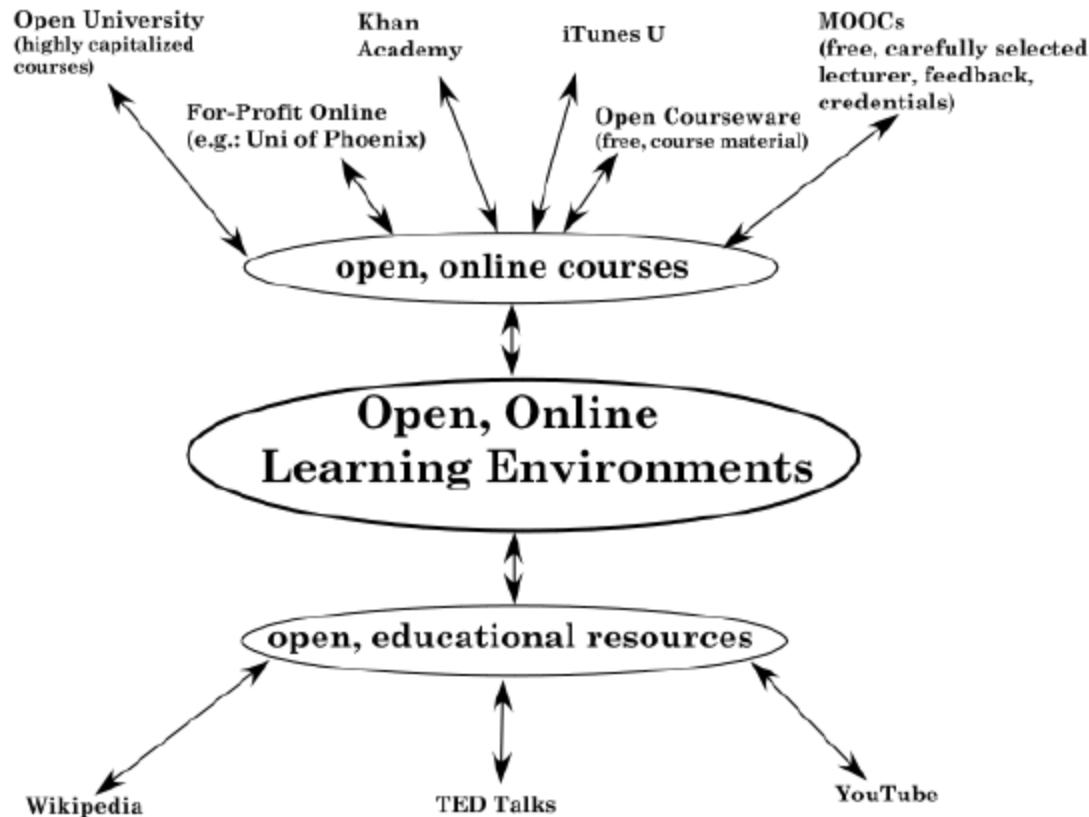
# Some Principles of Open Learning

- Learners accessing freely available online content
- Learners enrolling on free open/distance learning courses
- Learners collaborating on open knowledge-building projects
- Learners sharing outcomes with one another





# The Components of Open Learning



Source: Fischer (2013)



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# Surface vs. Deep Learning

<b>Surface Learning</b>	<b>Deep Learning</b>
<ul style="list-style-type: none"><li>• Learning facts and information in order to repeat them (e.g., in assessment)</li><li>• Making use of rote learning</li><li>• A narrow concentration on detail</li><li>• A failure to distinguish principles from scenarios, applications, or examples</li><li>• A tendency to stick closely to the course requirements, rather than passionately exploring or researching the topic further</li></ul>	<ul style="list-style-type: none"><li>• Builds transferrable skills that can be used for problem solving in unfamiliar contexts</li><li>• Increases the likelihood of building a passion for the topic</li><li>• Ultimately encourages a practice of life-long learning</li></ul>



# Surface vs. Deep Learning

What are characteristics of deep and surface learning?

**Surface Learner**

**Attributes:**

- Memorize for assessments
- Failure to distinguish principles from examples
- Focus on discrete facts without integration
- Unreflective about purpose and strategies
- Anxiety
- Low long term retention

**Attributes:**

- Active search for meaning
- Vigorous interaction with content
- Relate new ideas to previous knowledge
- Relate concepts to everyday experience
- Relate evidence to conclusions
- Examine the logic of the argument
- Confidence
- Higher long-term retention

**Deep Learner**



# Active Learning Experiences

- Online classroom **not** a place where a teacher's role is to **'pour' expert knowledge into passive students** who sit in rows of virtual desks
- Instead, students need to be encouraged to be actively involved in their own process of learning, through **meaningful interactions** with both the platform itself and the community of students and teachers that it connects
- Interaction as a success factor of open learning



# Assignment (1.3)

- Build groups of 4-5 people
- Groups should be ‘international’
- **Identify 2-3 different options to foster interactions in open learning while making use of, for example, social media ‘tools’**
- Example: *Liking*



# Assignment (1.3)

## Exemplary options to foster interactions

- Trigger contributions (e.g., ‘must reads’)
- Geo-localization (‘where are you?’ map)
- Capitalize on existing social media services (liking, retweet, ...)
- Live discussions (e.g., ‘question of the week’)
- Reward active participants



# Thank you.

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