

Offen für alle? Das neue Selbstverständnis der Hochschule

...

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Agenda

- (1) Kurzes Intro
- (2) Praktische Ansätze der Öffnung der Hochschule (FH Lübeck): pMOOCs
als innovatives Format für durchlässiges berufsbegleitendes Lernen
- (3) Openness & Hochschule; Drivers of Openness
- (4) Diskussion



Offenheit als Sehnsucht

“Oh, give me land, lots of land under
starry skies above
Don't fence me in
Let me ride”

Decca Records, 1946 -
http://farm4.static.flickr.com/3279/2803010519_0d6bd9870f.jpg
Public Domain



Don't Fence Me In

SONGS OF THE WIDE OPEN SPACES



DON'T FENCE ME IN • PISTOL PACKIN' MAMA
with the **ANDREWS SISTERS**

IT MAKES NO DIFFERENCE NOW
NEW SAN ANTONIO ROSE
BE HONEST WITH ME

GOODBYE, LITTLE DARLIN', GOODBYE
YOU ARE MY SUNSHINE

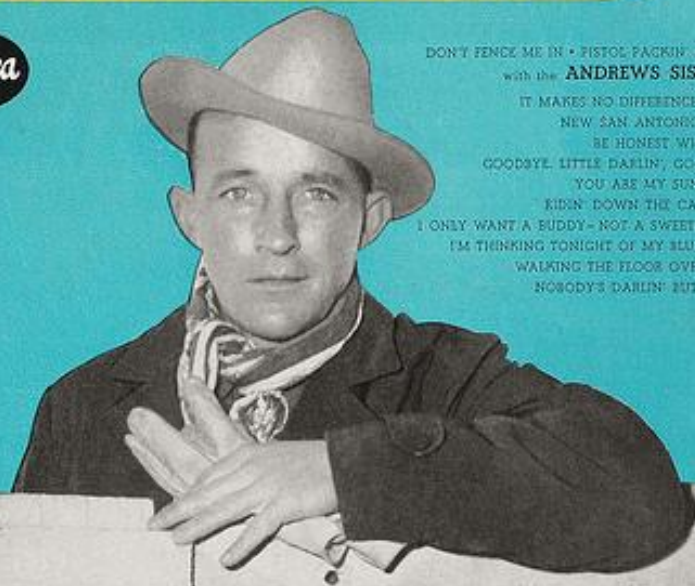
KIDN' DOWN THE CANYON

I ONLY WANT A BUDDY - NOT A SWEETHEART

I'M THINKING TONIGHT OF MY BLUE EYES

WALKING THE FLOOR OVER YOU

NOBODY'S DARLIN' BUT MINE



BING CROSBY

DECCA RECORDS • ALBUM No. A-417—23M and 18M SERIES

HRK-Positionspapier zu MOOCs im Kontext der digitalen Lehre

Beschluss des 127. HRK-Senats am 24.6.2014

Die HRK befürwortet eine Auseinandersetzung mit den Möglichkeiten einer Weiterentwicklung der digitalen Lehrformate. Im Hinblick auf „Massive Open Online Courses (MOOCs)“ geht es darum, Potenziale und Probleme zu identifizieren und auf dieser Grundlage zu entscheiden, ob MOOCs Mehrwerte für die einzelne Hochschule erzeugen. MOOCs eignen sich nicht als Sparmodelle. Schließlich ist zu klären, ob die Hochschulen digitale Lehrformate über kommerzielle Plattformbetreiber anbieten oder ob unabhängige Alternativen aufgebaut werden.

The Opening up Education initiative

The European Commission's *Opening up Education* initiative in a nutshell

The main goal of this initiative is **to stimulate ways of learning and teaching through ICT and digital content**, mainly through the **development and availability of OER**. Amongst its actions, the most important one is to change the role of digital technologies at school. All the actions within the initiative are put in place with the hope that they help attain the ultimate objective, namely to **boost competitiveness and growth** at the European level.

15.01.2016 - 13.03.2016

Bekanntmachung

Richtlinie zur Förderung von Offenen Bildungsmaterialien (Open Educational Resources – OERinfo), Bundesanzeiger vom 15.01.2016

Vom 5. Januar 2016

1 Zuwendungszweck, Rechtsgrundlage

1.1 Zuwendungszweck

Mit der fortschreitenden Digitalisierung nimmt im Bildungsbereich die Bedeutung digitaler Lehr- und Lernmaterialien zu. Das digitale Format bietet den Vorteil, dass Materialien einfacher bearbeitet und neu zusammengefügt werden können. Über das Internet können sie zudem mit anderen Lehrenden oder Lernenden geteilt und gemeinsam erstellt oder bearbeitet werden. Diese Möglichkeiten befördern die Entwicklung neuer didaktischer Konzepte und pädagogischer Herangehensweisen.

Der Kampf um Deutungshoheit



News > [Community](#) > [Movers and Shakers](#)

Daphne Koller Bids Farewell to Coursera, Hello to Calico



Image Credit: Coursera



By Marguerite McNeal Aug 18, 2016

Coursera co-founder Daphne Koller has ridden the MOOC craze as the company's CEO and later president. Now Koller is returning to her background in machine-learning research. Yesterday, Koller announced she's leaving the company to join **Calico**, a Google-funded research and development company that focuses on slowing aging and counteracting age-related diseases.

Check Out the
EdSurge Digital
Learning Network

LET'S GO!



Kurse Für Unternehmen

Englisch Login Registrieren

After Filing for Insolvency: iversity Plans to Restart with New Shareholder Structure

20 July 2016 – On 9 June the managing directors of iversity GmbH filed for insolvency at the district court of Frankfurt (Oder) after one of the largest shareholders of the company had unexpectedly decided not to provide further bridge financing. A core team around founder Hannes Klöpper currently works on continuing iversity.org with fresh funding and a new shareholder structure.

After one of the main shareholders withdrew a verbal funding commitment on very short notice the company faced a situation of almost immediate insolvency. The managing directors Hannes Klöpper and Sander Nijssen were thus legally obliged to file for insolvency beginning of June. Hannes Klöpper explains: "The news hit us unexpectedly at end of May. Due to the short timeframe we had little room for manoeuvre and thus could not find an alternative solution that could have prevented insolvency."

Regardless of the current financial situation of iversity, there is a huge and ongoing interest for online learning from both private individuals as well as large corporates. Therefore, the management team of iversity is convinced that the current crisis offers a great opportunity to correct the course where needed, revamp the shareholder structure and continue the business in a significantly leaner setup. The team is currently negotiating with various new investors to support the planned management buyout. A decision is expected already by the end of this week.



The management team of iversity (left to right): Hannes Klöpper (Founder), Gordon Friebe (IT), Christina Pautsch (Product), Dr. Florian Nickels-Tosko (Business Development)
[Download image](#)



Der Gesellschaft etwas
zurück geben.

20x0.33L



PFANDKISTE⁺

Helft Pfandsammlern!

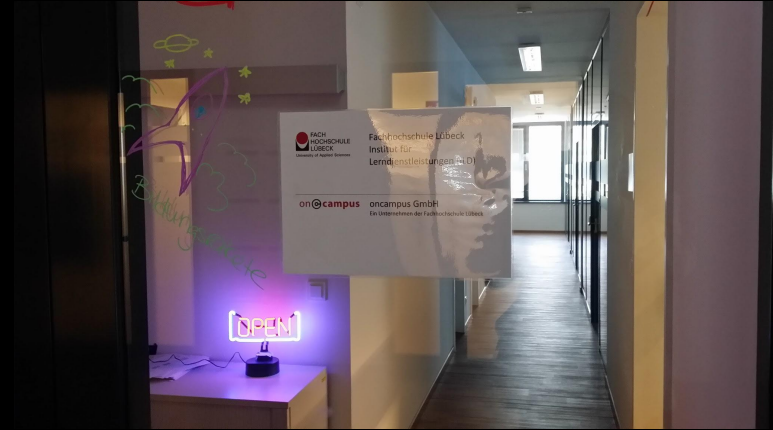
Mülleimer zu durchsuchen ist gefährlich - und muss nicht sein.
Stellt Eure Flaschen daneben. Oder in diese Kiste. Danke.

LEMONAID⁺



Offen für lebenslanges Lernen

- BMBF-Projekt “pMOOC”
- Öffnung durch Digitalisierung
- Zugang zur Hochschule
ermöglichen durch MOOCs (u.a.
durch Anrechenbarkeit)
- Unbegrenzter Lernort mit Zugang
zu wissenschaftlichem Wissen
- Hauptfokus: Berufstätige



Beispiel “Netzwerksicherheit” #nwsmooc

**Netzwerk
sicherheit**

Start: 29.03.

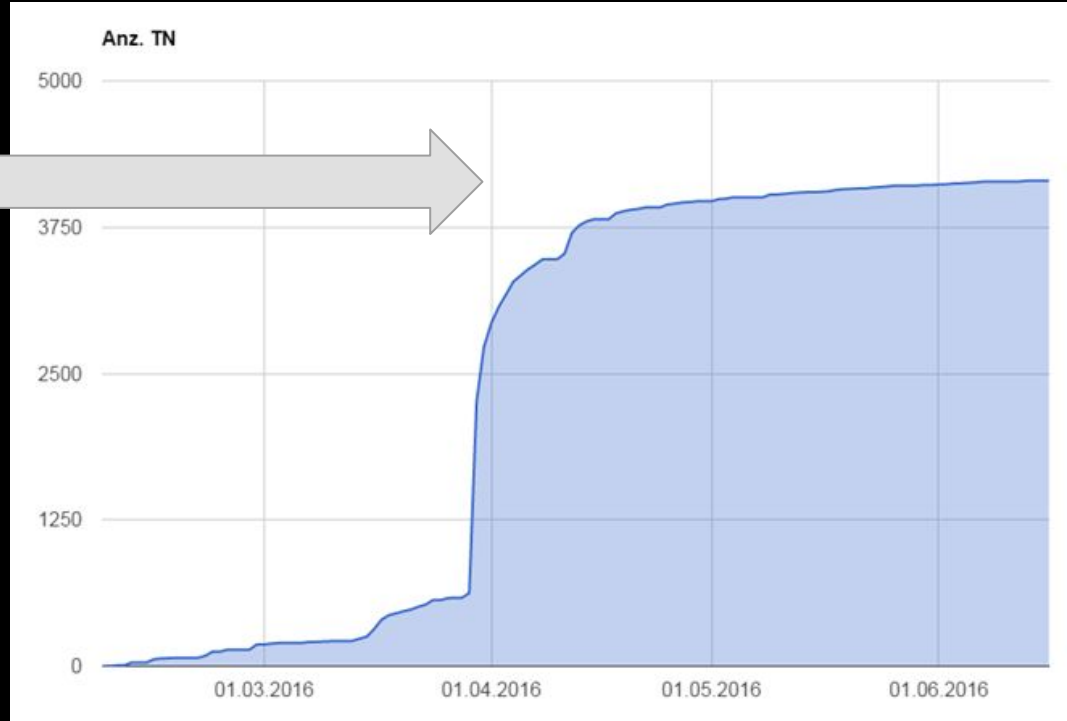
moocin



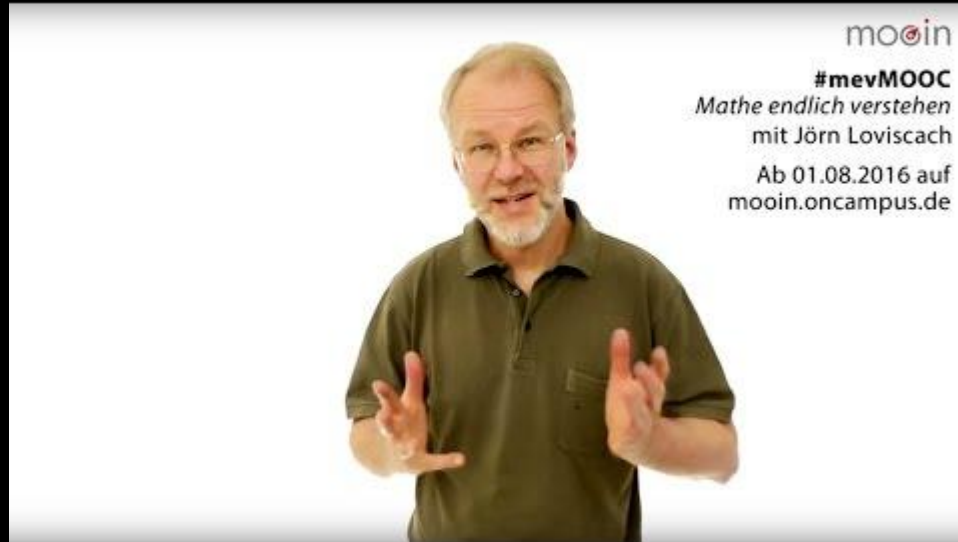
HTTP	SMTP	FTP	DNS
TCP			UDP
IPsec			
IP			

**4.200
Lernende**

Beispiel “Netzwerksicherheit” #nwsmooc



Beispiel “Mathe endlich verstehen” (mevMOOC)



Six Drivers of Openness*

- A. Governance, Policy, Administration
- B. Participation, Engagement, Outreach
- C. Technology, Infrastructure, Production
- D. Ownership, Sharing, Accessibility
- E. Content, Curriculum, Courseware
- F. Pedagogy, Learning, Collaboration

“...absolute states of closed and open are not possible, but aspirations of openness and conditions of closed can be strategically selected to fit the ambitions, goals, and vision...”

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Governance, Policy, Administration

Source:
http://i.dailymail.co.uk/i/pix/2013/01/13/article-2261840-16FA7DF-F000005DC-965_634x365.jpg



© U.S. DEPARTMENT OF JUSTICE; DOCKET PAPER 81, EXHIBIT 13

Governance, Policy, Administration

Case: Aaron Swartz

What happens when you create a system of Open Access without a mode of Open Governance?

How does 'Open' challenge and disrupt institutions up, down and sideways?

Locating open-ness; Inside and outside

Accountability - to whom? Risk and management, and for whom?

Ownership, Sharing, Accessibility

Mentored Open Online Courses at
Leuphana Digital School:

Open courses run on proprietary software?
Whose learning (data) is this (learner -
teacher - institution - software provider)?

The screenshot shows the 'Lab' interface of the Goethe Institut. At the top, there's a navigation bar with 'Home', 'Course', 'Lab' (active), 'Library', 'Forum', and 'Discovery'. Below this, a header section indicates 'Phase 2/6' with a dropdown menu, 'Phase progress' from '12 Mar 18:00 - 26 Mar 18:00', and a 'Deadline for submission' on '26 Mar 18:00'. A blue button labeled 'Create a submission' is visible on the right. The main content area is divided into several sections: 'Collaborating on this assignment' with a 'My Team (5)' section showing avatars; 'Advice on content' with a 'Contact Mentor' link; 'Further support' with a 'Contact Tutor' link; and a large section titled 'Use this space to collaboratively edit, save, publish and discuss your submission.' which includes sub-sections for 'Work with your team on the assignment in privacy' and 'Get feedback from the learning community'. The footer contains copyright information: '© 2015 Goethe Institut and Leuphana, powered by candena, supported by Alumniportal Deutschland', and links for 'Privacy', 'Terms', 'Imprint', and 'Sign Out'.

Source: goethe.de/mooc

Pedagogy, Learning, Collaboration

Open Environments & Walled Gardens
with Windows:

Open pedagogy: a safe space for learners
to fail, be wrong, say silly things?

Is there an ‘open pedagogy’?

How do I remain anonymous, private and
can therefore learn and teach openly?

How can we be open and safe?



Photo credit: [pam fray](#), CC-BY-SA 2.0

Diskussion

Vielen Dank

Markus Deimann: [@mdeimann](https://markusmind.wordpress.com/); <https://markusmind.wordpress.com/>

Farina Steinert: [@steinert_farina](http://www.oncampus.de); www.oncampus.de

Ann-Kathrin Watolla [@ak_watolla](https://about.me/watolla); <https://about.me/watolla>

Christian Friedrich: [@friedelitis](http://christianfriedrich.org/); <http://christianfriedrich.org/>

Podcast Open Education (Deimann & Friedrich): <http://soundcloud.com/foepodcast>

WS 6: Offen für alle? Das neue Selbstverständnis der Hochschule

ERGEBNISSE DER WORKSHOPS | #BiDiWe16 | 06.09.2016

- 1) Was war wichtig?**
- 2) Wo gab es unterschiedliche Meinungen?**
- 3) Was ist der nächste Schritt?**