



Recommendations: Good Practice Approaches to LLL UNED (SPAIN)

LOGIC:

Implementing the lifelong learning Concept in SNA-
Responding to the changing needs of dynamic
economies

Deliverable D1.4

Title: UNED Abierta (Open UNED)

General information (such as e.g. established since, core numbers, objective/mission statement, target groups)

UNED Abierta is the Open Educational Resources (OER) programme at UNED that intends to make visible all the OER produced at UNED and promote their creation and use.

Initially located under the Vice-rectorate of Technology, UNED Abierta was created in 2012 and reports currently to the Vice-rectorate of Continuing Education since September 2013. Open courses at UNED begun linked to the Open Course Ware initiative in 2007, thus with 51 courses in different thematic areas, OCW had been working during almost 8 years.

Since the creation of UNED Abierta in 2012, three types of Open Electronic Resources have been produced:

- 1) Open Course Ware (OCW)
- 2) iTunes University resources
- 3) Massive Open Online Courses (MOOCs).

These different kinds of OERs, produced and located in different departments at UNED, are accessible from UNED Abierta's site: <http://www.uned.es/unedabierta>. In particular, UNED makes some of its courses available on its website as OCW and students can study these materials for free. There is no registration, no deadlines and no award.

One of the main tasks addressed from UNED Abierta in 2013-2014, and a main reason for its constitution as an independent programme within UNED, was the MOOC phenomenon, as it taken care of creating a way to integrate them into the institution and into the mainstream processes.

UNED Abierta's MOOC project was launched in spring 2013 in its own platform <http://unedcoma.es> with 22 courses offered in the first edition, and 25 in the second edition in autumn 2013. This new focus has attracted a lot of attention both from inside and outside the institution.

As stated before, the objective of UNED Abierta is to integrate open resources into the institution and into the mainstream processes, as well as to enlarge recognition of UNED as a reference semi-distance university in the Spanish speaking world.

The target group largely depends on the course, sometimes it is university students, sometimes lecturers, sometimes outside students.

More detailed description of the action (*number of attendees/participants, focus/course offer, duration, pricing, financing, promotion/marketing etc.*)

The statistics about number of user of the three categories of contents are shown in the following table:

Table 1. Figures about UNED open courses in 2012-13
Source: UNED Abierta

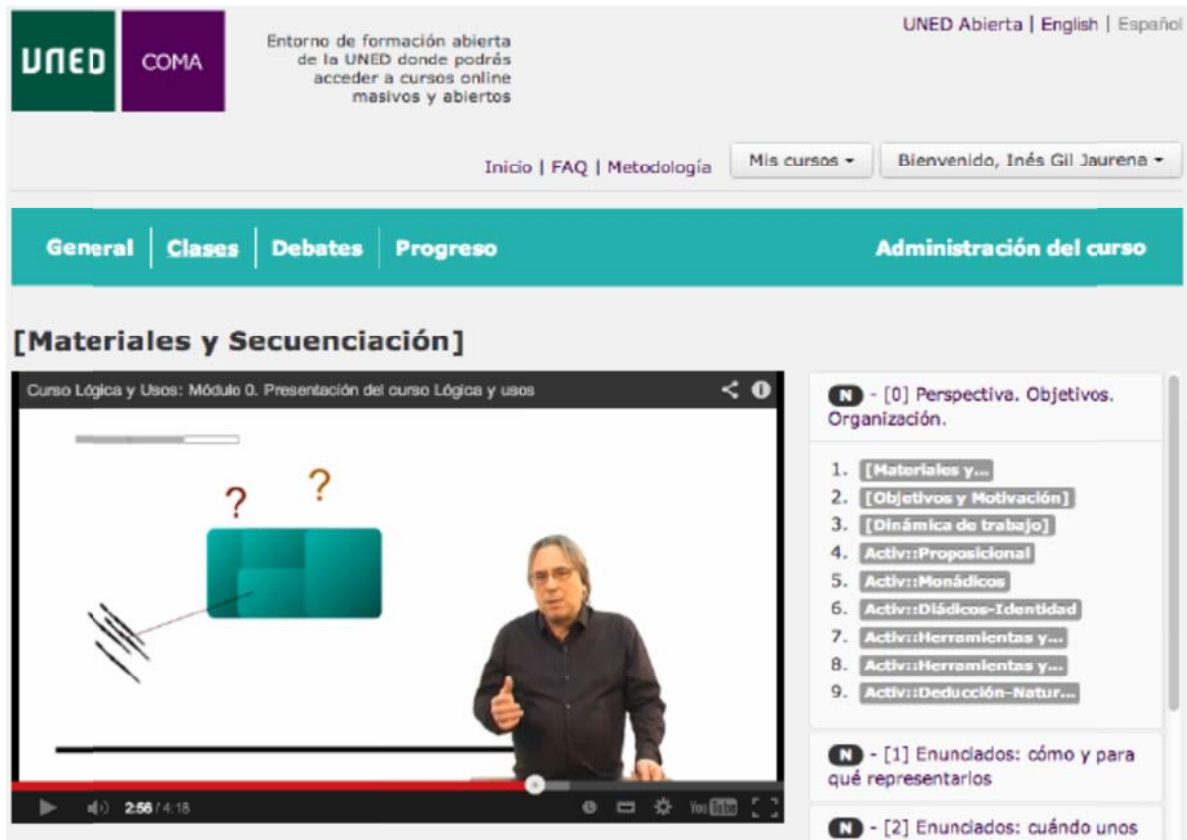
2012-13	Number of courses	Number of visits/users
OCW UNED	51	611,322 visits
iTunes U UNED	36 (10 courses and 26 collections)	136,722 visits
		129,345 downloads
		50,311 subscribers
UNED MOOCs	22	139,517 users
		210,000 course registrations

The MOOCs fall into the cognitive-behaviorist pedagogy and rely primarily on information transmission, computer marked assignments and peer assessment. Each course is autonomously designed by the professors, and so they can choose to put a greater focus either on social interaction through debates on online fora, on developing a higher number of short videos to focus on the content, or on promoting the use of other external social tools (social networks, blogs, etc.).

The opportunity to explore new diverse pedagogical models through MOOCs has been a main motivation for our professors to participate.

There are courses in Law, Science, Engineering, Education, Philology, Philosophy and Economics. Courses are between five and seven months long, and it is estimated that an average of 90 to 180 study hours are required to complete them.

So far the courses have been offered for free. The possibility of offering a diploma of course accomplishment at a cost has been debated but not resolved yet. Doubts remain about the percentage of follow-up of the course required.



The main promotion means that have been used are the institutional channels, mainly the university's website. Secondly, but not less important, has been publicity, i.e. thanks to the fact of being one of the first initiatives in Spain regarding MOOCs, if not the first, and the fact of being free of cost, have echoed in the traditional press (newspapers and TV), making great diffusion of the initiative and platform.

Success factors and recommendations from this case study for LOGIC (e.g. synergies of opportunities that could be identified and considered at the Partner Country Universities of the LOGIC consortium)

Success factors

The following points have been identified as reason for success:

- Disruptive innovation;
- Novel approach to learning – curiosity from the student;
- Great expectation by potential students and society at large (enterprises, citizens, institutions);
- Costless education for the student;

- Many people are willing to have access to this kind of education, without having to follow official courses or show previous academic qualifications. They look for specific courses with which to complete their education, approach new fields of knowledge, progress in some particular area of science or new technologies, or to update or specialize within their own professional fields.

Limitations and lessons learnt

The main concern about open content, not yet resolved by specialists and university strategy setters in general, is the role that open educational policies represent for an educational institution like the university. Thus, the development of OERs and its integration into the university's mainstream processes and resources may get complicated as long as the role of open education is not fully addressed in the international community, due to its novelty.

From the registration information and survey results, we know that there is a majority of women, with a high level of education and either unemployed or employed (not so many full time students) in the student profile.

There must be a close look on keeping up high quality educational standards in order to make OERs successful; and users profile and learning analytics must be still analyzed to better understand the typology of students and the role of open education in general.

High drop rate - Besides the profile, information about the learning paths that students follow is also of great interest in order to improve the learning experience and reduce attrition rates (in our second edition, the average of students who started but didn't finish the course was over 80%).

Synergies or opportunities identified

Despite the limitations and thanks to the lesson learnt, it must be said that some clear synergies emerged from this continent of LLL: probably the most important is the high repercussion in terms of a reputational asset for UNED brand, both in terms of innovative learning and the diffusion of the range of masters, languages, and degrees taught; not only in Spain but also in Spanish speaking countries. To keep up with this good reputation and general public expectation, it is a must that the quality remains very high with course content.

Finally, two key factors of success for UNED Abierta and similar units in any university will be its integration in the institution's ordinary processes and to be able keep up with the great recognition through high quality standards.