

Beyond MOOCs

Inter-University Use of Tutored Online Courses

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From Books to MOOCs?

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**Why does the Bavarian Virtual University
not engage in MOOCs?**

Or do we?

BVU courses and MOOCs

	BVU courses	MOOCs
Admission	Open to everybody	Open to everybody
Tuition	Individual tuition by tele-tutors	Mostly peer to peer
Tuition fees	Free for students of member universities; other persons pay a fee	Generally no fees, but fees for special offers (e.g. „signature track“)
Credits	Credits given for all courses; acknowledgement regulated by universities	?
Completion rate	> 50%	Mostly < 10%

Presentation Structure

- 1. Aims and tasks of the BVU**
- 2. Key facts and figures**
- 3. Principles and success factors**
- 4. The BVU and MOOCs**

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Contextual Factors

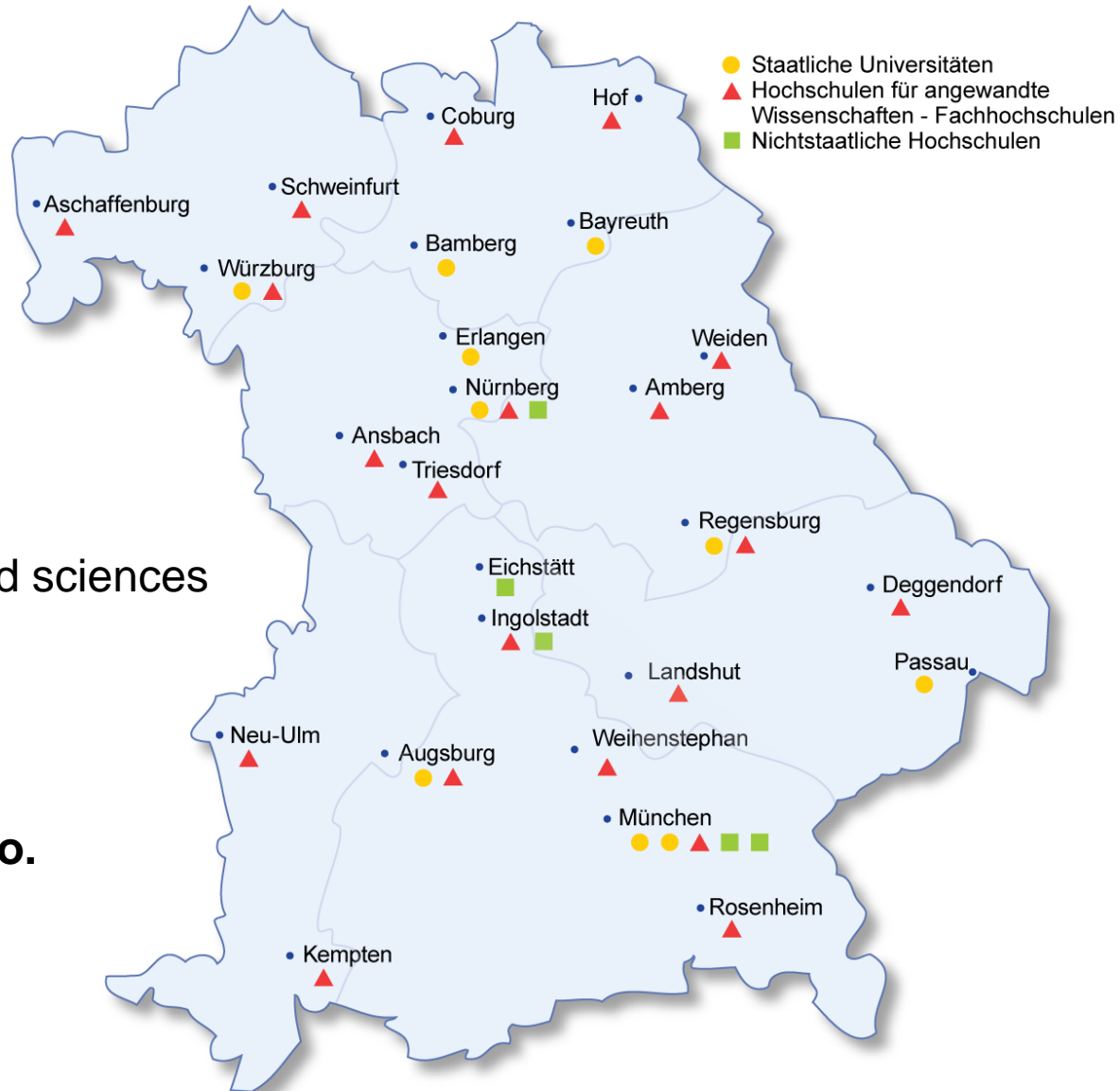
- Face to face education easily available, **but**
- Growing numbers of **non-traditional** students
- Opening of universities to **new target groups**
- Growing need for **flexible** studies (time and place)
- Strained public budgets

The Bavarian Virtual University (vhb = Virtuelle Hochschule Bayern)

- A network formed by all the universities and the universities of applied sciences in Bavaria (not an independent university!)
- In operation since May 2000
- In 2014 identified by European Union DG Education and Culture as one of the most interesting innovative approaches in higher education (cf. <http://eprints.lse.ac.uk/55819/>)



Member Universities



9 state universities

17 state universities of applied sciences

4 further universities

Bavaria:

- population appr. 12.5 mio.

- appr. 360,000 students

- To **complement** the programmes of the traditional universities, not to replace them
- **No complete degrees / study programmes**, but single courses with credit points
- **Supporting** member universities
 - in educating growing numbers of students while state funding does not grow proportionally
 - in providing better services to non-traditional students

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Types of courses:

- lecture + tutorial
- virtual seminar with student collaboration and tutorial guidance
- exceptionally: self-instruction environment with optional tutoring



Courses offer 3 to 6 credit points (ECTS)

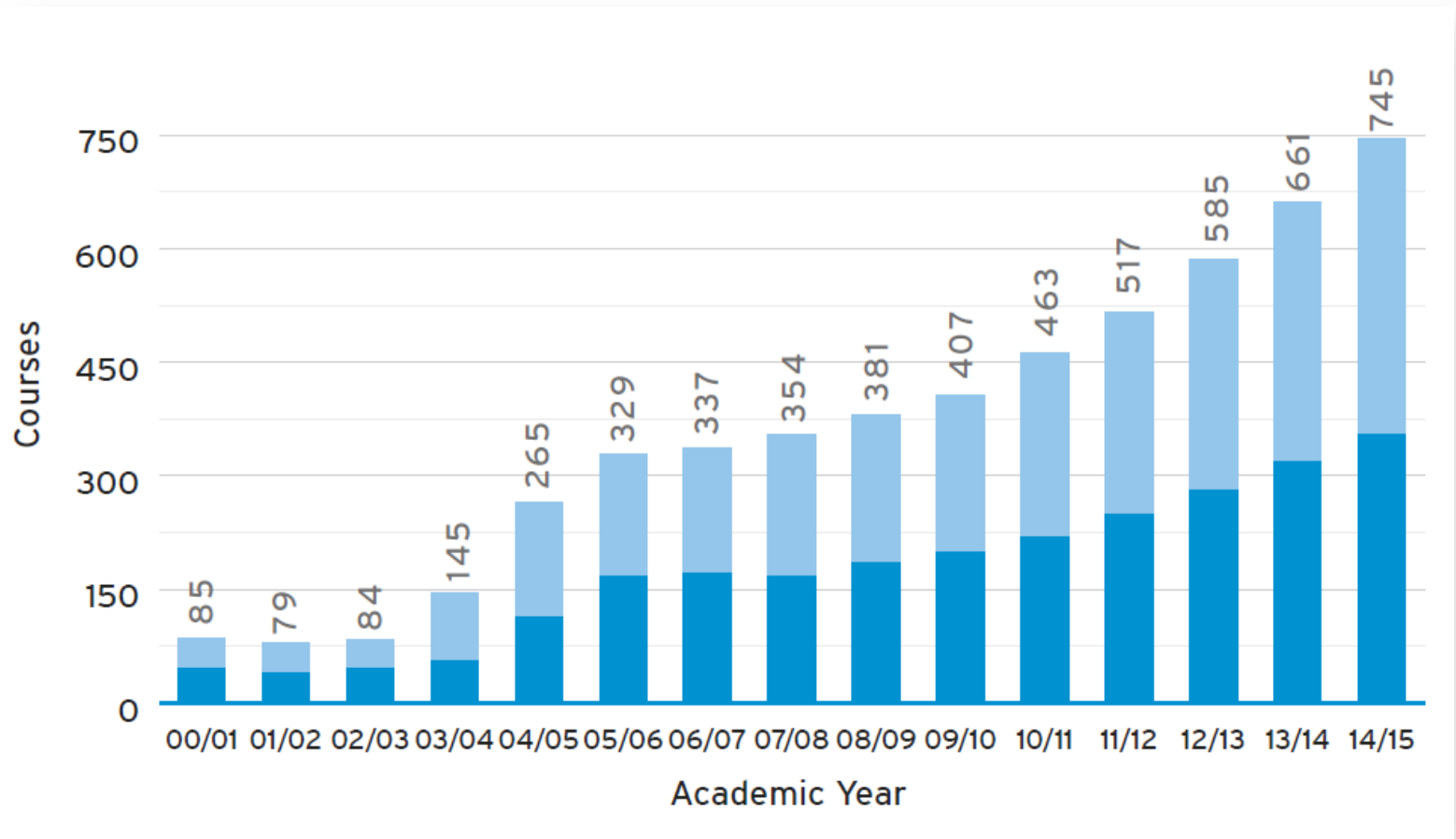
- Summer term 2015: nearly 400 different courses
- Currently about 100 new courses are being developed
- Annual calls for additional proposals
- All courses must be as **interactive** as possible
- All courses are completely online;
final examination often face-to-face

Figures for the academic year 2014 / 2015

- **745 courses conducted**
- approx. **150,000 enrolments**
by nearly
- **50,000 individual students**

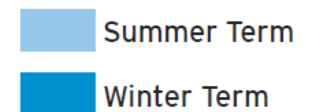
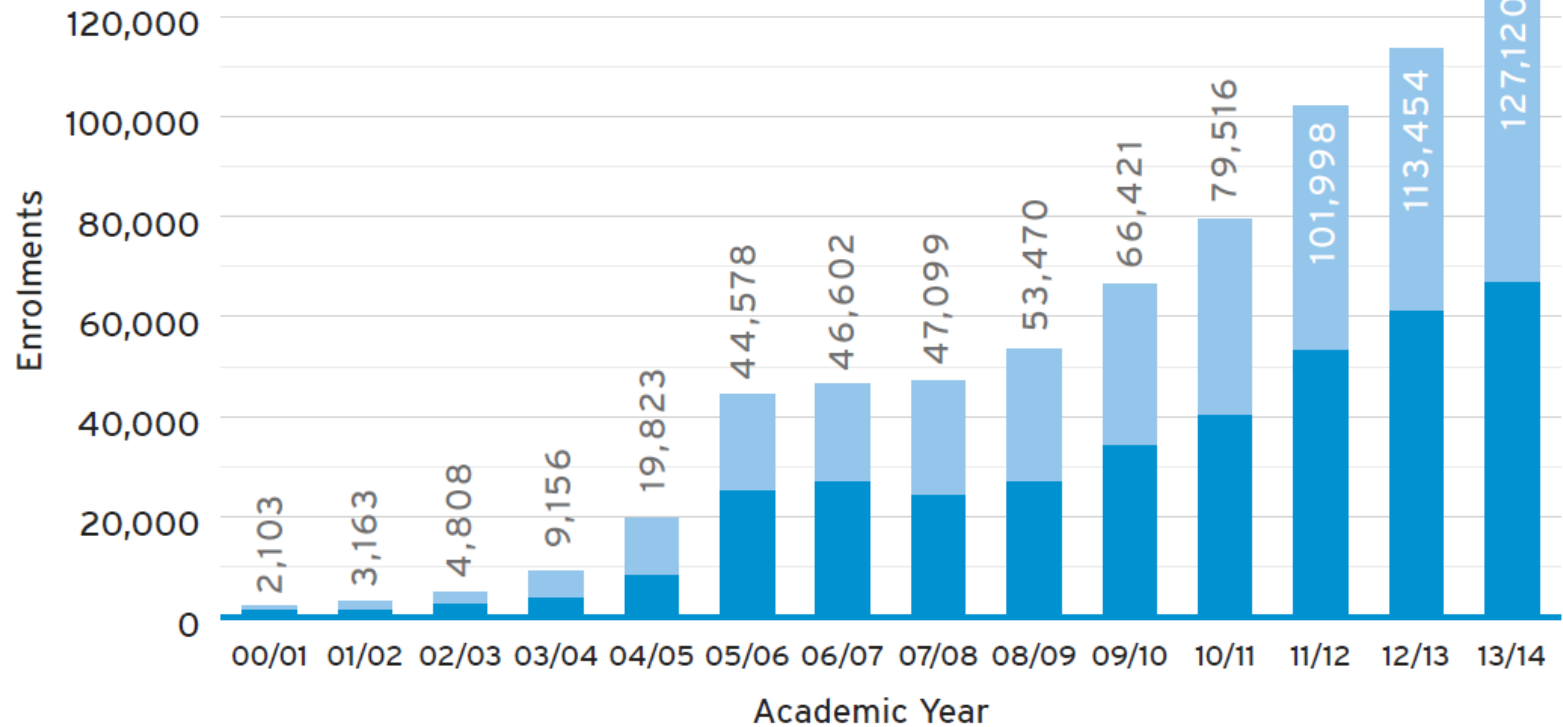


Courses in operation

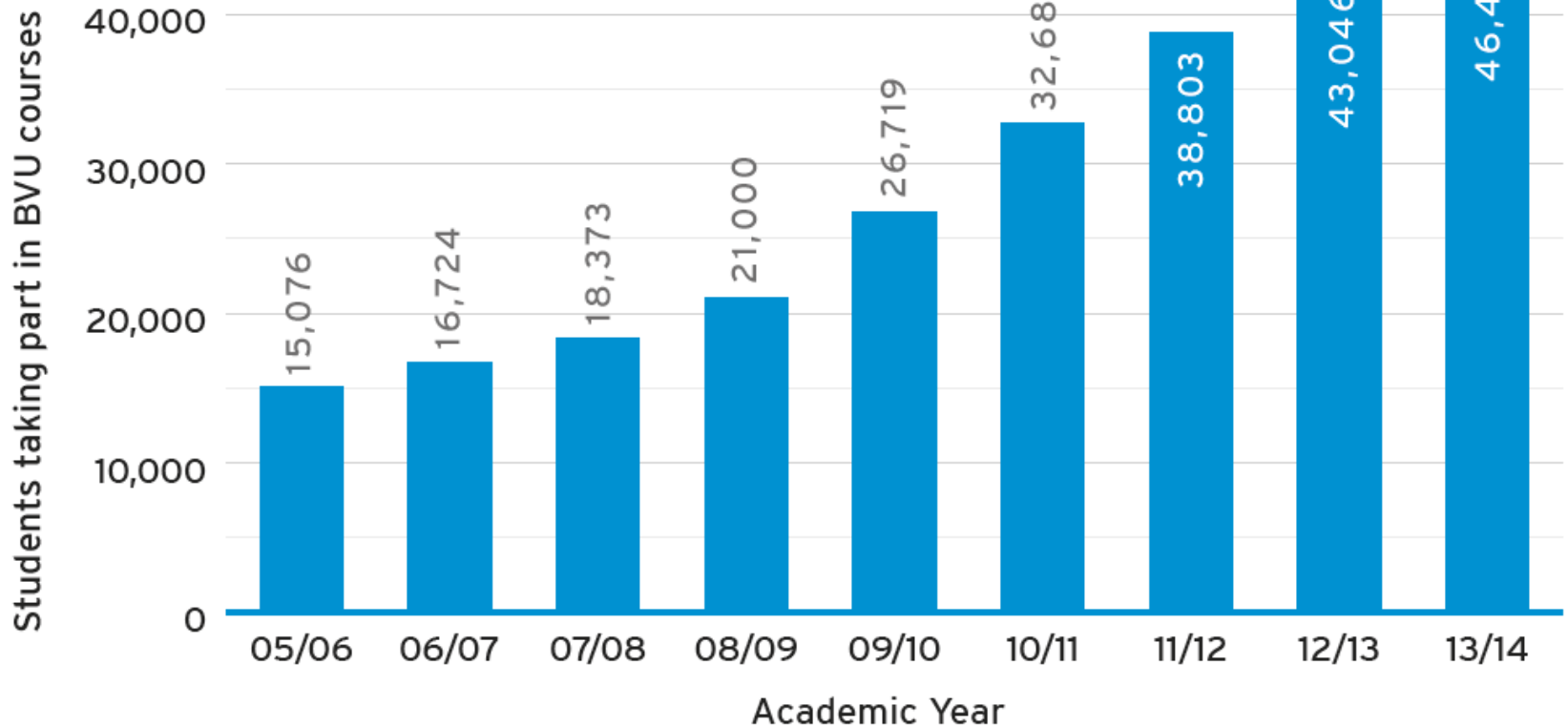


Summer Term
Winter Term

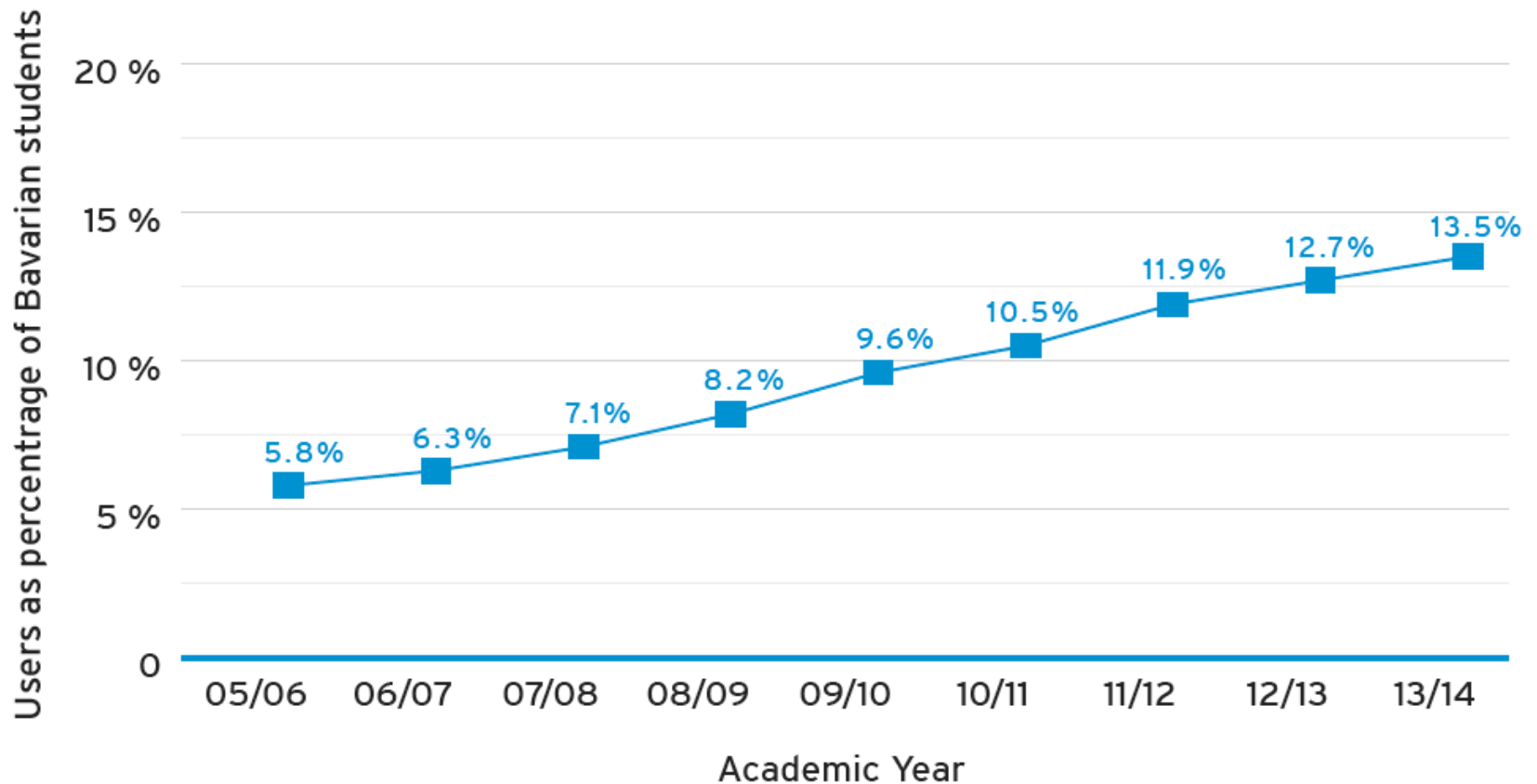
Student enrolment



Students taking part in BVU courses



BVU Users as percentage of Bavarian students



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Key Success Factors - Students

- **Flexibility** (therefore priority given to asynchronous forms of communication)
- No extra fees for Bavarian students
- **Interaction with teachers** / tutors and other students
- **Added value**: developing „e-learning literacy“ within the traditional curriculum → enhancing employability



Key Success Factors - Teachers

- **Financial support** for course development and maintenance (online tutors and necessary improvements)
- Larger variety of **pedagogical possibilities**
- **Wider range** of teaching
- **Community** building



Key Success Factors – Universities

- Enhancing of **teaching capacities**
- Programme development and course funding strictly to the **demand** of the member universities
- Decisions made by **elected representatives** of member universities
- **Transparency** in all decisions, especially funding
- Establishing common **quality standards**; strict quality management (**peer evaluation of teaching**)

Funding of

- e-tutoring for students
- training of e-tutors
- updates of content and technology
- introductory seminars for e-teaching newcomers
- evaluation procedures (including p2p)

Key Success Factors – Society and the State

- High quality education in a cost-effective way
 - Synergy through statewide cooperation in teaching:
 - Drawing upon the expertise and competence of the member universities, using their infrastructure as much as possible
- Support by government, esp. by Ministry of Education



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Looking back ...

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In the beginning, one of the main drivers to create MOOCs appeared to be

student debt

\$ £ \$ £ \$ £ \$ £ \$ £ \$ £ \$ £ \$ £ \$ £ \$ £ \$ £

„Average Grad's Loan Jumps To \$27,000”

(<http://www.forbes.com/sites/halahtouryalai/2013/01/29/more-evidence-on-the-student-debt-crisis-average-grads-loan-jumps-to-27000/>)

“...graduates must now repay an average of £26,000”

(<http://www.guardian.co.uk/commentisfree/2012/jul/03/absurd-student-debt-has-ended-inclusion>)

A different point of view:

British university and science minister David Willets at Going Global in Dubai, 5 March, 2013:

„...higher education institutions should consider how moocs could be harnessed to boost their physical intake.“

(Times Higher Education, 7-13 March, 2013, p. 8)

Main motive for Bavarian / German universities
to offer MOOCs:

**Boosting international visibility
of the individual university**

Back to the initial question:

Are BVU courses MOOCs?

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BVU's target group: undergraduate students

BVU puts **interaction** first and accepts the fundamental role of the teacher / tutor for the success of education (cf. John Hattie)

MOOCs best suited for **professional development** (cf. Diana Laurillard)

Perhaps the most important effect of MOOCs:

Web-based learning and web-based teaching are back on the agenda

Cooperation among universities in web-based teaching should be put on the agenda – especially in state funded HE systems.

Cooperation makes online teaching much more **affordable** and much more **feasible**

Thank you for your attention

Your questions are most welcome

Please take a leaflet

Contact: paul.ruehl@vhb.org



www.vhb.org
