Integrating on-campus and professional education with the help of MOOCs or other types of virtual classrooms
1. **Introduction SURF (5 min)** (Janina van Hees)

2. **4 short project presentations (20 min in total)**
   - Project 1: Bridging the Gap; Utrecht Medical Centre (Bastiaan van der Klis)
   - Project 2: Applicable MOOC knowledge / Community of Open Online Course; Hanze UAS (Ning Ding)
   - Project 3: Public International Law: Knowledge Clips and Bites; Utrecht University (Otto Spijkers)
   - Project 4: Responsible Innovation / Open Research Platform (Joost Groot Kormelink)

3. **Group discussion (15 min)**
   - Topic 1: Process (Bastiaan)
   - Topic 2: Community building (Ning en Otto)
   - Topic 3: Content and didactical strategy (Joost)
   - Topic 4: OER connecting HE and professional field (Janina)

4. **Conclusions (10 min)**
Subsidy scheme Open and Online Education

- Subsidy scheme for higher education institutions, financed by ministry of Education
- 34 projects in first three years
- Co-financing 50%, max 100,000 euro per project, max 16 months each

- Investigate possibilities in which open and online education may contribute to:
  - the improvement of the quality,
  - accessibility,
  - efficiency of education, and
  - improvement of study completion rates

- optimal use of open educational resources:
  - project results must be published with CC license and need to be made findable on internet
Bridging the Gap

doctors with business knowhow
Collaboration with and for professionals
Lessons learned

• Collaboration between different levels and institutes
• Courses are interesting to a broad audience
• New subjects introduced in an attractive format
• Students are enthusiastic about the courses & classes
• Logistics between multiple parties
• High profile speakers – willing but time-restricted
• Embedding in an already full curriculum

When to use the (high profile) professional?
Applicable MOOC knowledge

International Business School of Hanze University of Applied Sciences
Dr. Ning Ding

share your talent.
move the world.
Application of Knowledge

International Perspective

Week 1 Microeconomics: Fundamentals of supply and demand

Week 2 Microeconomics: Market competition and monopoly

Week 3 Macroeconomics: Economic performance and employment

Week 4 Macroeconomics: Government intervention and trade

share your talent. move the world.
Shared knowledge from business practitioners

share your talent. move the world.
Shared knowledge from international lecturers

...and, then, GDP increases if:
- people get sick
- thefts increase
- you smoke, argue, waste, have a car accident
- you pollute

share your talent. move the world.
Lessons Learned

• Very applicable
• Motivate to learn
• Deeper understanding of the knowledge

• Who is willing to share?
• What to share?
• How to define “being international?”

share your talent. move the world.
Dr. Otto Spijkers
Lecturer Public International Law
Utrecht University School of Law
• What is the project all about?
• How and when can it engage (former) students?
• Can the online material be used to support an alumni community?
• How can it assist in realizing synergy between on-campus education and education for professionals?
– Use enhanced knowledge clips in which the doctrines of international law are explained and questions are presented for discussion during the seminars
– Develop short clips (bites) on specific subjects that students generally find difficult
– Community Building
• How to do it:
  – Youtube!
  – Scalable Learning
Community building

• How and when can it engage (former) students?
  – Quiz question to start-off discussions in class
  – Students who find it difficult to understand the material can study the clips and increase their educational success rate.

• Can the online material be used to support an alumni community?

• How can it assist in realizing synergy between on-campus education and education for professionals?
  – The clips will be freely available to everyone under a Creative Commons License.
Minor Responsible innovation: Open Research Platform

Joost Groot Kormelink
Project leader

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The project (1):

OER for on-campus MOOC RI
The project (2):

Professional courses with spin-off for on-campus education

Minors: student do consultancies and publish results on an open research platform after peer review
Example students’ research as part of bigger program: Rhythm minor RI (= about safety)

From students’ research

To open book and workshop
Lessons learned

Approach
• Build publication into minor
• Re-use research findings in the curriculum

Added value online platform:
• Building confidence by scaffold publication opportunities, peer review process
• Engagement students in publication process (‘including control’)
• Visibility and application leads to a different approach (they don’t do it for the teacher..)
• But some student: hesitant (quality?)
• Also perceived as more work
Group discussion: choose a topic

Topic 1: Process (Bastiaan)
• How and at what stage should you engage the professionals? Already when producing the material, or in a later stage, as dissemination?

Topic 2: Community building (Ning en Otto)
• How and when can you engage (former) students? Can you use the online material to support an alumni community? How to you realize synergy between on-campus education and education for professionals?

Topic 3: Content and didactical strategy (Joost)
• What does a good online course look like which will appeal to both professionals and students alike? ‘Spiderweb’ tool of TU Delft.

Topic 4: OER as a tool to connect HE and professional field (Janina)
• How does the open licensing and open availability of education support the connection between higher education and the professional field? Is a central (national) strategy necessary to get openly licensed material/open courses well disseminated?