



# SCORE2020

Output 11 SCORE2020:  
*Scenario's for support of  
different target groups*

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## Introduction

Based on the force field analysis (output 10), comprehensive progress marker tables were developed on a general and country-specific levels, based on the outputs and discussions in the partnership. The ROMA-approach was used (Young, 2014). It entails actors/stakeholder-focused outcomes for main actors/stakeholders.

For every stakeholder group, outcomes are defined: innovations we have seen initially and in the course of the project; innovations we like to see as next steps after the project; and longer-term changes we love to see in the future, stimulated after project life time. All these outcomes are strengthening MOOC provisions by cooperation between stakeholders. These progress makers clarify possible change paths to the partners on which they can base in the future valuable scenarios to support different target groups.

In addition possible support scenarios of various countries are described that provided input to these progress maker tables. Partners have changed, updated, completed and adapted outcomes in these tables in general and for their university/country during the course of the project. Outcomes to different actors will be influenced by new developments in the field, foreseen or unforeseen.

The further planning of change should be flexible and responsive. This will also provide organisational blueprints for the development of support centres

## Possible services for regional support centres

The section describes possible services offered to different kind of customers for regional support centres (RSC) in general. This is crucial in order to select most important services and use them within each separate RSC Business model in Output 12. First, potential customers are defined. Then, set of possible payable services are proposed.

Of course, one should have in mind that since RSCs will focus on MOOCs (as the part of the wider term Open Education), those course are for free for participants. Still MOOC participants may be charged for additional services that might not directly be provided by RSCs, but by higher educational institutions (HEI) themselves. Revenue streams should therefore be allocated to them as well.

### Definition of RSC customers

#### Individual level

- Students / participants of MOOCs
- Teachers – academic staff
- Unemployed people
- Employed at business

#### Organisations – institutions

- Multinationals
- SMEs
- Non-profit organisations

- Higher educational institutions (HEIs)

#### Services providers

- MOOC providers
- MOOC platforms
- Accreditation (authentication) services

#### Governments – European Commission

- willingness of governments to invest/pay
- idem for EC

### Possible RSC Services

Set of important questions related to future services provided by RSC need to be answered by consortium as a whole, as well as each partner:

- What kind of services should best be offered cross-institutional / at the regional or national level?
- What kind of services should be offered at faculty – university/HEIs level?
- What kind of services should be offered at a cross-national / European level?

The last question is the main question related to the business model for collaboration between regional support centres, and is subject to study as part of Output 13 of SCORE2020 ('International collaboration of regional centres').

To start answering previous questions a list of possible services around MOOCs is listed next page and related to the level of offering

- F=faculty,
- H=higher educational institutions
- B = (Commercial) business partners
- N = regional / national support center
- E = European or even global collaboration of regional support center

Note that in Output 1 the SCORE2020 project already conducted an extensive research about the most important support services. The table below gives an more extended overview of who could/should provide these kind of services.

Important is to define the value added of the support center for the different target groups. When the value added is determined, distribution channels should be considered. Given someone who is interested in the value added, this relationship has to be managed.

The next section will discuss the various outcomes to the various customers, target groups of RSCs and various stakeholders. In output 12 these will be considered filling in the right side of the Osterwalder-Pigneur Business Canvas. On the left side, the Osterwalder-Pigneur Business Canvas should contain the core-activities and competencies which are necessary to realize the value.

<i>Kind of services</i>	<i>F</i>	<i>H</i>	<i>B</i>	<i>N</i>	<i>E</i>
<i>Individual coaching / personal tutoring for MOOC participants</i>	X				
<i>Personal certificate</i>		X	X		
<i>Official (accredited) ECTS certificate</i>	X				
<i>Tailored (paid for) follow-up courses</i>	X	X			
<i>Follow-up materials to be paid for (e-documents, software and e-books)</i>	X	X			
<i>Tailored courses for employees certain company</i>	X	X			
<i>Remedial courses</i>	X	X	X		
<i>Training those to qualify for access universities</i>	X	X	X		
<i>MOOC as a marketing model to attract more students</i>	X	X	X		
<i>To attract new students</i>	x	X	X	X	X
<i>To increase reputation of institution</i>			X	X	X
<i>Selling MOOC-datafor recruitment</i>	x	X	X	X	x
<i>Selling MOOC-datafor advertisements</i>	x	X	X	X	x
<i>Selling MOOC-datato participants</i>	x	X	X	X	x
<i>MOOCs as a more effective way of innovation on educational provision</i>	X	X			
<i>To improve success rates of on-campus students</i>	X	X			
<i>R&amp;D educational services that are scalable</i>	X	X	X	X	X
<i>Reduces costs of regular course provision</i>	X				
<i>MOOCs as research area- Generate data for publications</i>	X	X	X	X	X
<i>Using MOOCs as crowdsourcing for research questions (ROOC)</i>	X			X	x
<i>MOOC platform</i>	x	X	X	X	X
<i>Course aggregator</i>			X	X	X
<i>API to regular university services</i>			X	X	X
<i>API to MOOC (super)portals</i>	X	X	X	X	X
<i>Authentication and Single log-in services</i>	X	X	X	X	X
<i>Marketing MOOC offer</i>	x	X	X	X	X
<i>Branding certain collective (best research universities, etc.)</i>			X	X	X
<i>Quality label for institutions / MOOCs</i>			X	X	X
<i>Alternative certification labels (e.g. For Companies)</i>	X	X			
<i>Certification services</i>	X	X	X		
<i>Authentication services</i>	X	X	X	X	X
<i>One portfolio for participants across MOOC providers and platforms</i>			X	X	X
<i>Learning analytics tools</i>	X	X	X	X	X
<i>Translation services (like traMOOC and EMMA are developing)</i>	X	X	X	X	X
<i>Training how to design/develop MOOCs</i>	X	X	X		
<i>Personal MOOC space for teachers to create MOOCs</i>	X	X	X	X	X
<i>Consultancy on business models for institutions</i>			X	X	X
<i>Innovative collaboration between partners</i>				X	X
<i>Collective fund raising</i>				X	X
<i>MOOCs to reduce costs of HE at state level</i>	X			X	X
<i>MOOCs for equality, equity at society level / social mobility</i>	X	X		X	X
<i>Reducing costs for access to higher education</i>	X	X		X	X
<i>Increase access opportunities</i>	X	X		X	X
<i>MOOCs as additional provision for skills and jobs</i>	X	X	X	X	X
<i>Train the unemployed (like France now does with open classroom)</i>	X	X	X	X	X
<i>Professional development of teachers (like ECO project)</i>	X	X	X	X	X

## Progress markers for regional support centres

(stakeholder/key actors-focused expectations for the SCORE2020 partners)

Below, we show a comprehensive progress marker table. This table is developed on a general, based on the inputs of the work packages and discussions in the partnership, using the Roma-approach (Young, 2014). It entails actors/stakeholder-focused outcomes for main actors/stakeholders: learners, teaching staff, educational and technological support services, universities, national/regional social and cultural organisations, national governments incl. regional authorities, EU non-governmental university organizations (incl. EUA, EURASHE,...), and the EU institutions level.

For every stakeholder group, outcomes are defined: innovations we have seen initially and in the course of the project; innovations we like to see as next steps after the project; and longer-term changes we love to see in the future, stimulated by the project. All innovations are strengthening MOOC provisions by cooperation between stakeholders.

Partners have changed, updated, completed and adapted outcomes during the course of the project. In the future, outcomes will be influenced by new developments in the field, foreseen or unforeseen.

Because of the complexity of the development and implementation of MOOCs and online continuing education provisions in general, change paths are uncertain. Policy is made in multiple interconnected spaces within institutions and is influenced by governmental policies and by Europe. Therefore, the further planning of change should be flexible and responsive. It should be monitored, learning from experience. The progress markers table can help with this.

Supporting measures/interventions by institutional cooperation, the government and social and cultural organizations will facilitate change paths.

The influence of the following stakeholders on change paths are listed in column Actors

- 1= Interest of key stakeholders, getting issues on the agenda, awareness raising
- 2= Public opinion, stimulating the demand
- 3= Capacity and engagement of other actors
- 4= Change in discourse among stakeholders, policy actors and commentators
- 5= Improvement in policy-making procedures/processes
- 6= Change (or no change) in policy content
- 7= Behavior change for effective implementation
- 8= Networks and systems for supporting development, delivery and uptake
- 9= Relationships between actors, bonds of trust, alliances

Columns 2 to 4 state

- *Expect to see: initial engagement*
- *Like to see: message are taken on board proactively changing*
- *Love to see: deeply internalized change, sustainable in the long term*

<b>ACTORS</b>	<b>PLAY-OF-THE ART (EXPECT TO SEE)</b>	<b>NEXT STEPS (LIKE TO SEE)</b>	<b>SUSTAINABLE CHANGE (LOVE TO SEE)</b>
<b>Learners</b> <b>Priority</b> <b>outcomes</b> <b>1</b> <b>9</b>	Potential learners are not enough aware and informed on MOOCs and online training opportunities in general, Hence relatively low participation rates for MOOCs and online learning (compared with the needs and the potential)	Potential learners are informed on learning opportunities by MOOCs and online education and training by media actions,  Participation rates for online courses increase	Learners register whenever they need flexible training and add achievements in their portfolio (credits, awards, certificates, diplomas, degrees). Learners engage in a personal LLL plan.
<b>Universities - Teaching staff</b> <b>1</b> <b>2</b> <b>5</b> <b>7</b> <b>8</b> <b>9</b>	A small number of individual teaching staff develop MOOCs with support of educational and technological services of universities and related to templates and requirements of the respective MOOC platforms.  Online/blended teaching and learning is slowly developed, dispersed, individual initiatives, incremental change, sometimes with project money or other institutional incentives	Faculties plan the development and delivery of MOOCs and online CE/CPD   Faculties develop policies for innovation and online/blended modes of teaching and learning and MOOCs	Teaching staff is broadly involved in the development of all areas of institutional provisions: degree education, CE/CPD and MOOCs.   Teaching staff adopts blended and online education and training as a standard format

ACTORS	PLAY-OF-THE ART (EXPECT TO SEE)	NEXT STEPS (LIKE TO SEE)	SUSTAINABLE CHANGE (LOVE TO SEE)
<b>Universities – Support staff</b> <b>1</b> <b>5</b> <b>6</b> <b>7</b> <b>8</b> <b>9</b>	<p>Institutional services support course design for MOOCs and online/blended courses</p> <p>Institutional services organize CPD for staff on the development/delivery of MOOCs and online/blended teaching and learning (pedagogies, technologies)</p> <p>Institutional services and departments of education organize institutional evaluation and research</p>	<p>Institutional support services collaborate with other universities and with MOOC platforms on new pedagogies, technologies, delivery, organizational and business models</p> <p>Institutional support services collaborate with other universities and MOOC platforms on CPD for teaching staff</p> <p>Institutional services collaborate in institutional evaluation and research</p>	<p>Institutional support services share services on MOOCs and online education and training at the regional or national level</p> <p>Institutional support services organize CPD for teaching staff on MOOCs and online teaching and learning at the regional/national level</p> <p>University support services collaborate with OpenupEd and European MOOC platforms, collaborating in a European MOOC Consortium (EMC) to exchange expertise and course material all over Europe. They feed also CPD at the national and local level.</p> <p>Institutional services collaborate in institutional evaluation and research at the regional/national level and in the EMC</p>

ACTORS	PLAY-OF-THE ART (EXPECT TO SEE)	NEXT STEPS (LIKE TO SEE)	SUSTAINABLE CHANGE (LOVE TO SEE)
<b>Universities - Leadership</b> <b>Priority outcomes</b> <b>6</b> <b>7</b> <b>8</b> <b>9</b>	<p>Some universities develop policies, strategies, frameworks for MOOCs, online/blended education and CE/CPD, but many universities don't have an innovation strategy on MOOCs and new modes of teaching and learning</p> <p>Many HEIs lack adequate pedagogies, technologies, organizational and business models for MOOCs and online education and training</p> <p>Three complementary areas of provision are emerging at scale in Western universities: degree education, continuous education/CPD, open education.</p> <p>Many universities seek collaboration/support with large European and US-MOOCs platforms, but don't have always access to them.</p> <p>Universities explore business models for MOOCs and online CE/CPD</p> <p>Universities link distributed capacities within the institution to organize more effective support to teaching staff for the development of MOOCs and online education and training</p> <p>HEIs' CE/CPD initiatives to small, not scalable enough. Much attention for knowledge transfer, less for knowledge networks/flow and training</p>	<p>Universities develop projects for MOOCs and continuous education/CPD (incremental developments)</p> <p>Universities develop business models for MOOCs in coherence with the development of other areas of provision (degree education, CE/CPD) – holistic approach</p>	<p>Universities develop large-scale development and delivery plans for online/blended degree education, CE/CPD and MOOCs</p> <p>Universities create divisions for large-scale continuing education/CPD and MOOCs to develop and deliver online education and training</p> <p>Universities develop communication strategies on MOOCs and online CE/CPD in collaboration with social partners and social and cultural organisations to facilitate delivery and to promote uptake</p>

ACTORS	PLAY-OF-THE ART (EXPECT TO SEE)	NEXT STEPS (LIKE TO SEE)	SUSTAINABLE CHANGE (LOVE TO SEE)
<b>Social partners</b> 1 2 3 4 5 8 9	<p>Social partners are not enough aware/informed on MOOCs, and the potential of online/blended CE/CPD.</p> <p>No systematic view on sector needs, except possibly EIT KIC areas</p> <p>Some universities create a bond of trust with social partners.</p> <p>Sectoral funds are not familiar with regard to the needs of enterprises and the potential role of MOOCs and online CE/CPD.</p>	<p>Social partners are involved in institutional policies and strategies on MOOCs and CE, CPD</p> <p>Social partners are involved in inter-institutional collaboration on MOOCs and CE/CPD</p> <p>Social partners are involved in communication strategies of universities and regions, cities</p> <p>Sectoral funds get aware of the need of a coherent policy for CE/CPD for SME's and the role of MOOCs</p>	<p>Social partners are involved in university divisions for continuing education/CPD and MOOCs</p> <p>Social partners collaborate with universities in developing communication strategies to learners and enterprises</p> <p>Social partners take CE/CPD on board in collective agreements and agreements with companies.</p> <p>Sectoral funds develop strategies and policies for CE/CPD and online training in cooperation with providers (HEIs and public employment services)</p>
<b>National/regional social and cultural organisations</b> 1 2 3 4 5 8 9	<p>National/regional social and cultural organisations are not enough aware/informed on MOOCs and online/blended CE/CPD and their role in social, cultural and personal development of citizens.</p>	<p>Social and cultural organisations are involved in institutional policies and strategies on MOOCs and CE, CPD</p> <p>Social partners are involved in inter-institutional collaboration on MOOCs and CE/CPD</p> <p>Social partners are involved in communication strategies of universities and regions, cities</p>	<p>Social and cultural organisations collaborate with universities in developing communication strategies to learners and society at large</p> <p>Social and cultural organisations use MOOCs and online education and training for fulfilling their own missions</p>

ACTORS	PLAY-OF-THE ART (EXPECT TO SEE)	NEXT STEPS (LIKE TO SEE)	SUSTAINABLE CHANGE (LOVE TO SEE)
<b>Enterprises</b> 1 4 6 7 8	<p>Employers and employees don't participate enough in knowledge networks/flows and in knowledge and skills development for innovation and entrepreneurship</p> <p>Innovative enterprises need trained workforce, but are not connected with university provisions,</p> <p>Low level of awareness of enterprises with regard to the potential of MOOCs and online education, hence the uptake is too slow</p> <p>Most SME's have weak HRD policies, training frameworks, weak training culture; SMEs lack funds for training</p>	<p>SME's and large enterprises participate in MOOCs and flexible online training according to their needs, incremental changes</p> <p>Distributed online and flexible course delivery supports HRD policies</p>	<p>Enterprises have policies and strategies and a long-term HRD plan for education and training in which MOOCs and online training play a role.</p> <p>Enterprises create a training environment connected to HEI's and public employment services, involving MOOCs and online education and training.</p>
<b>Regions, cities</b> 1 2 3 4 5 8 9	<p>MOOCs and online education and training are not yet integrated in educational CE/CPD in regions and cities</p> <p>Policies and strategies already in place in innovative regions (eg. smart specialization) Other regions are not innovative or even deteriorating (eg brain drain)</p> <p>National/regional employment agencies map employment needs and are familiar with online training</p> <p>National/regional agencies for vocational training much oriented on unemployed and large companies, less on needs of SMEs</p>	<p>Regions and cities support projects, taking up CE/CPD and MOOCs, in collaboration with universities and public employment services</p>	<p>Regions integrate online CE/CPD and MOOCs in long-term regional development plans, involving universities and employment services</p>

ACTORS	PLAY-OF-THE ART (EXPECT TO SEE)	NEXT STEPS (LIKE TO SEE)	SUSTAINABLE CHANGE (LOVE TO SEE)
<b>Governments</b> <b>Priority</b> <b>outcomes</b> <b>1</b> <b>7</b> <b>8</b> <b>9</b>	<p>Openness and awareness of ministries to MOOCs and CE/CPD.</p> <p>Governmental policies stimulate SMEs, employment, education and training, economic and industrial policy in many countries</p> <p>Many differences between countries, disparity in funding schemes</p>	<p>Governments change discourse CE, CPD and online training.</p> <p>Governments start an awareness raising campaign and stimulate the development of MOOCs at least at the project level (project funding).</p> <p>Governments create an advisory group for MOOCs and CE/CPD.</p> <p>Cooperation between ministries and with HEIs and employment services is sought to develop a national strategy.</p>	<p>Governments develop explicit policies, strategies, programs for MOOCs, CE/CPD in collaboration with universities.</p> <p>Governments adopt frameworks for online CE/CPD and MOOCs in HE systems, changing regulations, standards, resources.</p> <p>Governments create/support national support agencies and/or platforms for MOOCs and online CE/CPD</p>
<b>European policy</b> <b>Priority</b> <b>outcomes</b> <b>1</b> <b>4</b> <b>8</b> <b>9</b>	<p>Openness and awareness of EC, EP and Council on MOOCs, CE/CPD and online education and training.</p> <p>The modernization agenda.</p> <p>EUA, EURASHE are open and aware on MOOCs, online CE/CPD and blended education.</p> <p>EU policy for growth, employment, education and training</p> <p>Bonds of trust between partnership and European Commission with regard to CE/CPD</p>	<p>Change of discourse of EC, EP, Council regarding online learning provisions</p> <p>Trends report comprise innovation and new modes of teaching and learning, MOOCs, CE/CPD</p> <p>BFUG embraces role of blended learning, online CE/CPD and MOOCs in Bologna agenda.</p> <p>EUA, EURASHE collaborate with European Commission and BFUG on CE/CPD and MOOCs</p> <p>CE/CPD and MOOCs are on the agenda of the Council of Ministers.</p>	<p>European policy makers promote CE/CPD in national higher education systems as a large-scale provision for employment and personal and cultural development</p>

### Strategies for change (examples)

Change objective:	Interventions might be:
<b>Development</b>	<ul style="list-style-type: none"> <li>- Governments start an awareness raising campaign and stimulate the development of MOOCs at least at the project level (project funding).</li> <li>- The government develops a strategy for the development and delivery of MOOCs and short online courses in collaboration with universities and involving social partners and social and cultural organisations</li> <li>- Universities organise CPD for teaching staff for the development of MOOCs and online short learning programmes</li> <li>- Universities teaching and learning services exchange expertise on new pedagogies, technologies and organisational models for the development of MOOCs</li> <li>- Governments create/support national support agencies and/or platforms for MOOCs and online CE/CPD</li> <li>- BFUG embraces role of blended learning, online CE/CPD and MOOCs in Bologna agenda.</li> <li>- European policy makers promote MOOCs and online CE/CPD in national higher education systems as a large-scale provision for employment and personal and cultural development</li> </ul>
<b>delivery</b>	<ul style="list-style-type: none"> <li>- Universities collaborate for delivering MOOCs in the region through a joint portal or platform</li> <li>- Large enterprise are connected with universities for the delivery of MOOCs and short learning programmes</li> <li>- Universities collaborate with public employment services for mapping needs and delivering MOOCs for employment and business</li> <li>- Distributed online and flexible course delivery supports HRD policies</li> </ul>
<b>Uptake</b>	<ul style="list-style-type: none"> <li>- National/regional employment agencies map employment needs and are familiar with online training</li> <li>- A collaboration between universities, social partners and social and cultural organisations develops a communication strategy for MOOCs and joint online learning courses</li> <li>- Ministry of employment provides project funding for the uptake of MOOCs in SMEs</li> <li>- Regions integrate online CE/CPD and MOOCs in long-term regional development plans, involving universities and employment services</li> </ul>

Different strategies for regional support centres are described in Output 12 Business models for regional support centres



## Scenarios of (future) support services in France

### Current support structures and services in France

#### The Research and HE environment in France (ESR)

One of the particular features of the HE system in France is the co-existence of two study pathways: universities and *Grandes Ecoles*<sup>1</sup>. Previously, the former were research-orientated, whilst the latter provided a more vocational approach. The development of vocational master's degrees and the opening up of pathways leading to engineering degrees by universities has attenuated this distinction, even if, in the mind of the public, the *Grandes Ecoles* retain a more vocationalised and high-quality image and enjoy, in the eyes of some, a certain prestige, means, and selective access to study which universities do not possess. For example, enrolment rates to universities and to *Grandes Ecoles* are not subject to the same rules. They are decided annually by ministerial approval for universities, whereas they are decided by the *Grandes Ecoles* themselves.

The majority of HE establishments are public sector establishments, accountable to the Ministry for Higher Education and Research. Other ministries have however developed their own HE pathways along the lines of the Ministry of Defence and the *Ecole Polytechnique* or the Ministry for Industry with the *ParisTech* Mines. France also has a number of private institutions. Whether they are public or private sector, higher education establishments are subject to accreditation, which is regularly reviewed to guarantee the standard of teaching and which, for private institutions, is a condition of recognition by the state.

Another particular French feature is the monopoly of universities in the collation of university qualifications. The first of these is that the sole condition for university entry is the Baccalauréat. The Bachelor's, Master's and Doctoral degrees, which are the three other qualifications, can only be awarded by universities or establishments that have agreements with a university. The general rule which prevails is the absence of selective entry to a degree course. However, there are exceptions to this rule and it is subject to debate.

Besides these traditional courses, short courses (2 years) have been developed, oriented towards vocational ends: technology university diplomas (DUT), under the supervision of universities and certificates for higher technicians (BTS) delivered by secondary schools (or *lycées* ≈ high school). Access to these courses is normally by scholastic record.

Access to the *Grandes Ecoles* is subject, in the main, to competitive entry for each specific strand for which preparative classes, known as CPGE, are undertaken. Their number has hugely increased in recent years. France now numbers more than 450<sup>2</sup> of them. In parallel, access by qualification is developing for university graduates.

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<sup>1</sup> The *Grandes Ecoles* are France's Oxbridge or Ivy League establishments.

<sup>2</sup> Source StraNES

### Open Education in Higher Education.

For a long time, universities have been paying particular attention to open access to knowledge and the future of graduates. However, the social responsibility of universities, their involvement in entry to the labour market and lifelong learning were only officially recognised in law in 2007 with the Law of the Responsibilities of Universities (LRU), which in giving universities new responsibilities, set out the framework for the autonomy of universities. But this autonomy, and new missions were not accompanied by any specific new funding, so that especially with open education and lifelong learning playing an important role, universities have had to develop their own resourcing. (cf. The Germinet report).

The problem of university open educational resources has had the attention of public authorities for a long time and since the 2000s, the ministry for higher education has supported the development of structures specifically dedicated to the institution and transmission of open educational resources, the thematic digital universities (UNT), of which we will speak again later. On the other hand, the development of Open-Access in higher education has not been until recently, nationally pooled. It was actually only in 2013 that the vogue for MOOCs lead to the creation of a national structure, initially FUN-MOOC, under the impetus of the ministry of higher education, by means of the availability of a broadcast platform, and then the creation of a public interest consortium (GIP).

As in many other subjects, the procedure consists of favouring the logic of networks rather than centralised steering. This logic largely explains the configuration of support structures, as we shall see now. The result is that there is no national development strategy and that open-access courses depend on establishment support and their own policies. This development is, despite everything, part of a national policy of digitised development in university teaching bringing into play a number of stakeholders covering distinct but complementary sectors. These sectors pool expertise and the dissemination of university teaching availability, the production and pooling of teaching resources as well as the pooling of infrastructure. Each establishment can choose whether or not to adhere to these pooling structures depending on their policies and their perception of the services offered. There is no coordination between networks, but many of them collaborate on common projects.

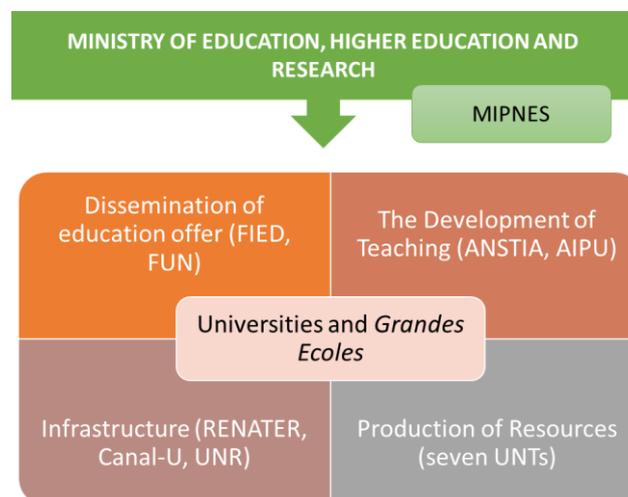


Figure 1 : General Organisation of Pooling and Support Structures Given to Establishments (MIPNES:

### *Mission for digital pedagogy in HE)*

#### **Pooling of Expertise and Supply of Open and Distance Learning**

The problem of access to higher education for targeted groups is an old preoccupation for HE institutions. Since the end of the 1980s, numerous universities have developed distance learning for this. Desirous of facilitating the pooling of expertise and the sharing of practice, the Ministry supported the creation of the Interuniversity Distance Learning Federation (FIED) in 1987. This federation currently regroups 32 universities offering 520 degree-building combinations at initial or continuing level, as well as 160 modules to more than 45,000 students. The federation is organised according to the associative model.

The second stakeholder in the dissemination of the educational supply is FUN-MOOC., orientated, as its name suggests, towards open courses, which are therefore independent of university enrolment. Currently, this structure is organised in the form of a public interest consortium and combines establishments. It offers MOOCs (Massive Open Online Courses) and SPOCs as well as the supply of educational services designed for member institutions, such as, for example, the use of a blank broadcast platform, i.e. having the possibility of being personalised with the logos and graphic charts of the institution.

#### **The Development of University Pedagogy: The Stakeholder Networks**

There is no national support structure or development for university teaching. This depends on the policy of each institution. Neither is there a network of establishments in this regard. We must however, point out the significant role played by two associations in networking.

The first is the International Association of University Pedagogy (AIPU) whose French section was created in 2013. This association is a network of practitioners and researchers in HE teaching. Its aim is to promote the development of teaching in the university sector using the sharing of expertise and practice.

The second network is the National Association of TICE and Audiovisual Services in higher education (ANSTIA) which gathers together TICE (Information/Communication Technology in Teaching) engineers and audiovisual technicians from the institutions and positions itself as a space for reflection and the sharing of knowledge and skills between professionals, in order to promote the use of TICE in HE institutions.

#### **UNTs for the Development of Open Educational Resources (REs)**

The development of Open educational resources is supported in France by UNTs (The Thematic Online Universities). These are networks of institutions whose role is accompany universities in the production and dissemination of pedagogical resources. There are seven of them and cover the main disciplinary fields of university education. The resources are then made freely available. UNTs have accumulated more than 35,000 open educational resources.



[www.univ-numerique.fr](http://www.univ-numerique.fr)

[contact@univ-numerique.fr](mailto:contact@univ-numerique.fr)

Figure 2. The Thematic Digital Universities

### Technical Infrastructure

Many organisations have lent their support the institutions on a technical level. Renater is responsible for the setting up of the IT network infrastructure. Constituted as a public interest consortium, (GIP) it is organised around a committee of users and a technically-orientated committee.

Launched in 2000 under the supervision of MiPNES (The Pedagogical and Online Mission for HE), Canal-U is an organisation which offers institutions the necessary infrastructure to broadcast and archive videos. It offers several thousand freely-available video resources produced by French higher education institutions.

17 Regional Digital Universities (UNRs) have also lent their support to the establishments. Their activities, varying by region, are rather more centred on the problems posed by pooling infrastructure. Conceived at the outset promote pooling by institutions concerning the deployment of IT in the higher education sector, their position has been called into question by the collection of establishments at the heart of the COMUE's (University and Institutions Communities) members.

### Webographie of Different Support Organisations and Structures

Interuniversity Distance Learning Federation - Fédération interuniversitaire d'enseignement à distance): <http://www.fied.fr/fr/index.html>

FUN-MOOC: <https://www.fun-mooc.fr/>

International Association of University Pedagogy - Association internationale de pédagogie universitaire (AIPU) Section France:

[http://www.aipu-international.org/index.php?dossier\\_nav=886](http://www.aipu-international.org/index.php?dossier_nav=886)

National Association of HE TICE (IT) and Audiovisual Services - Association Nationale des Services TICE et Audiovisuels de l'enseignement supérieur), (ANSTIA): <http://www.anstia.fr/>

#### Digital Universities by Subject:

- The Digital University of Sciences - Université des sciences en ligne (Unisciel): <http://www.unisciel.fr/>
- The Digital Francophone University of Law - Université Numérique Juridique Francophone (UNJF): [www.unjf.fr](http://www.unjf.fr)
- The Digital Francophone University of Health and Sport Sciences - Université Numérique Francophone des Sciences de la Santé et du Sport (UNF3S): <http://www.unf3s.org/>
- The Virtual University of The Environment and Sustainable Development - Université Virtuelle Environnement et Développement durable (UVED): <http://www.uved.fr/>
- The Association of Universities for the Digital Teaching of Economics and Management - Association des Universités pour l'enseignement Numérique en Économie-Gestion (AUNEGE): [www.aunege.org/](http://www.aunege.org/)
- The Open University of the Humanities - Université Ouverte des Humanités (UOH): [www.uoh.fr](http://www.uoh.fr)
- The Digital University of Engineering and Technology - Université Numérique Ingénierie et Technologie (UNIT): [www.unit.eu/](http://www.unit.eu/)
- IUT – The Institute for Technology: <http://www.iutenligne.net/>

RENATER -The National Network of Communication for Technology: <https://www.renater.fr/>

Canal-U (Educational television): <https://www.canal-u.tv/>

#### Online Universities by Region:

- UNR Paris / Ile de France : <https://www.unpidf.fr/>
- UNR Nord Pas de Calais : <https://www.unr-npdc.org/>
- UNR Central : <http://www.univ-tours.fr/formations/l-universite-numerique-en-region-centre-unrc--23901.kjsp>
- UNR Aquitaine : <http://www.una-univ-bordeaux.fr/>
- UNR Picardie : <http://unr.picardie.fr/>
- UNR Poitou-Charentes Limousin: <http://www.unrpcl.fr/>
- Université numérique interrégionale de l'Est (Eastern France Digital Interregional University) : <https://www.unr-unire.fr/>
- UNR Alsace : <http://www.unera.fr/index.php?id=6166>
- UNR Pays de Loire : [http://web.emn.fr/xinfo/colin/Missions/Entrees/2008/10/17\\_Universite\\_Numerique\\_en\\_Region\\_Pays\\_de\\_la\\_Loire.html](http://web.emn.fr/xinfo/colin/Missions/Entrees/2008/10/17_Universite_Numerique_en_Region_Pays_de_la_Loire.html)
- Université Numérique (Digital University) in the Region Rhône-Alpes (SW France) : <https://unrra.fr/index.php/>

## Future support scenarios in France

Several studies, presented within reports, allow us to envisage some scenarios for the development of digital online teaching. Amongst the main and most recent ones, we can cite:

- The report<sup>3</sup> (September 2015) from the StraNES<sup>4</sup> committee, which, as its name indicates, has been tasked with coming up with a **national strategy for higher education**.
- An ‘advisory’ document from the National Digital Council (May 2016)<sup>5</sup> ‘**Digital University: from the time of the explorers to that of transformation**’<sup>6</sup>.
- The annual colloquium (March 2015) of the university leaders: University 3.0: new stakes, new ladders to the digital era<sup>7</sup>, whose workshop ‘Digital culture, citizenship and educative policy’ was included and expanded during the colloquium: ‘Becoming a citizen in the digital era: scientific and educational stakes’ at the University of Caen, (November 2016).
- The report from IGNAER (General Inspection of State Education and Research Administration - Inspection générale de l'administration de l'éducation nationale et de la recherche) on **thematic digital universities**.<sup>8</sup>

We will introduce these and be more specific later on, but it must be noted that these will be adjustments rather than large new measures, taking into account the **government decisions** already taken and the **action plans** already committed to facilitate the easy and massive creation of MOOCs and the development of online teaching.

- The **FUN France Digital University** (November 2013)<sup>9</sup> of which the most recognised feature is the creation of the **FUN-MOOC** platform<sup>10</sup>, which allows the creation and hosting of French or Francophone MOOCs.
- The **Law** (7<sup>th</sup> October 2016) **towards a digital Republic**<sup>11</sup> on the circulation of data and knowledge, the protection of rights and knowledge in the digital society and access to IT. It stipulates that: ‘Teaching materials made available in digital form by institutions have the same status as teaching materials delivered in the presence of students’.

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<sup>3</sup> [https://cache.media.enseignementsup-recherche.gouv.fr/file/STRANES/12/2/STRANES\\_entier\\_bd\\_461122.pdf](https://cache.media.enseignementsup-recherche.gouv.fr/file/STRANES/12/2/STRANES_entier_bd_461122.pdf)

<sup>4</sup> A presentation of this can be found at : <http://www.enseignementsup-recherche.gouv.fr/pid30540/strategie-nationale-de-l-enseignement-superieur-stranes.html>

<sup>5</sup> <https://cnnumerique.fr/>

<sup>6</sup> <https://cnnumerique.fr/wp-content/uploads/2016/09/CNNum-Universit%C3%A9-num%C3%A9rique-du-temps-des-explorateurs-%C3%A0-la-transformation.pdf>

<sup>7</sup> <http://www.cpu.fr/actualite/colloque-annuel-de-la-cpu-universite-3-0-nouveaux-enjeux-nouvelles-echelles-a-lere-numerique/>

<sup>8</sup> [https://cache.media.enseignementsup-recherche.gouv.fr/file/2016/59/4/2016-032\\_Universites\\_numeriques\\_thematiques\\_603594.pdf](https://cache.media.enseignementsup-recherche.gouv.fr/file/2016/59/4/2016-032_Universites_numeriques_thematiques_603594.pdf)

<sup>9</sup> <http://www.enseignementsup-recherche.gouv.fr/cid74719/ouverture-de-la-plateforme-france-universite-numerique-mooc.html>

Press Dossier [http://cache.media.enseignementsup-recherche.gouv.fr/file/France\\_universite\\_numerique/83/6/DPGF\\_SC1\\_BAT\\_272836.pdf](http://cache.media.enseignementsup-recherche.gouv.fr/file/France_universite_numerique/83/6/DPGF_SC1_BAT_272836.pdf)

<sup>10</sup> <https://www.fun-mooc.fr/>

<sup>11</sup> Law n° 2016-1321 of 7th October 2016 *Towards a Digital Republic*, published in the Official Journal of the French Republic - N° 235 of 8th October 2016

<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000033202746&categorieLien=id>

- And more **ad-hoc**<sup>12</sup> but **important measures** such as the recognition of online (non-classroom-based) teaching in lifelong learning and the possibility of factoring in teaching delivered online rather than face to face into teaching services.

We will above all be speaking about the area we know best: universities and higher education establishments.

The context is not uncharted nor without history. For a long time (since it has been possible) distance teaching has sought to develop the use of digital and online means to improve its offer of service and training. Let us recall FIED's launch of TELESUP, which in 1992 offered services in real time via the Minitel system, before the internet took off.

Then at the turn of the Millennium it was digital campuses followed by the creation of two types of digital university: the UNTs for content, Thematic Digital universities, aiming at the creation and sharing of digital resource, largely open-access, whose vocation was to assist higher education institutions to take on the digital shift and in parallel, for the 'feeders', the UNRs (Regional Digital Universities - universités numériques en région) which allowed for the development of shared servers and digital workspaces, and also allowed the large-scale use of Wi-Fi.

The national RENATER network allows stakeholders rapid and effective access to the network and consolidates identities (via Shibboleth) allowing a student or learner access wherever they may be to the resources they need (the development of open resources is being pushed for but targeted access is necessary to control costs, for example for subscriptions to journals).

One of the steering principles of the Ministry is the discussion of five-yearly contracts, in which the pedagogical use of digital means is one of the subjects under evaluation.

Collaboration with organisations such as the AUF<sup>13</sup> (University Agency for Francophone Studies - Agence universitaire de la francophonie) allows for support to digital campuses in many francophone countries – often in Africa. As a pioneer in this field with thematic digital universities, French higher education is supported by UNESCO in promoting open educational resources (OER/REL).

The associations mentioned elsewhere who are working on the promotion of TICE such as the FIED and ANSTIA are providing assistance.

The movement is long-standing, and it is a question of a basic tendency but it is also necessary to update it: for example, the grouping of universities into regional centres renders Regional Digital Universities less relevant, and their role will be taken on by the 'big' universities. We wonder about their future.

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<sup>12</sup> Bill of 31st July 2009 approving the national workload allocation model and notably allowing the factoring in of distance teaching in the statutory services:

<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000020974583&categorieLien=id>

Bill of 22nd January 2014 fixing the national framework for education leading to degree, vocational degree and Master's. Organisations and reports :

<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000028543525&categorieLien=id>

<sup>13</sup> <https://www.auf.org/>

One important characteristic is that there is no ‘top-down’ flow. Numerous local initiatives (on the level of one university or region) develop, and if they are successful, they are taken up at national level. This is the case with learning labs and learning centres, for example.

This is the case of the ‘Sand Pit’ of the University of Bourgogne, put in place to encourage the use of digital means and its integration into university teaching. This ‘Sand Pit’ is a physical and virtual space where teachers, students and course designers can meet up to discover, experiment and develop new teaching modalities around new emerging technologies. It’s a space for sharing and exchanges, and an incubation space for new initiatives. Linked to a system of recognition (integration into a framework and an annual prize for pedagogical innovation) the ‘sand pit’ supports the emergence of new practice, with the aim of spreading the most relevant amongst the community as a whole.

To support the creation of MOOCs and other measures for online training, a call for projects, ‘IDEFIN<sup>14</sup>’, has been put out. Its twin aims are to reinforce the international attractiveness of universities and to encourage the setting up of innovative pedagogic methods by digital means. Digital means must also serve to develop **lifelong university learning**.

AMIs (Calls for expression of interest - appels à manifestation d’intérêt) allow for support on a national level and the deployment of local initiatives<sup>15</sup>.

MENESR (The Ministry for State Education, Higher Education and Research - Ministère de l’Éducation Nationale de l’Enseignement Supérieur et de la Recherche) has set up a gateway<sup>16</sup>: ‘sup-numérique ‘



It is not about developing digital means for their own sake, but for what they can bring to university or vocational education, initial or lifelong learning, cf. for example the report<sup>17</sup> by François Germinet, the president of the training and jobstart commission of the CPU (Conference of University Leaders - Conférence des Présidents d’Université) and of the digital committee of the CPU: ‘Developing continuing vocational training in HE’.

<sup>14</sup> <http://www.sup-numerique.gouv.fr/cid95554/initiatives-d-excellence-en-formations-innovantes-numeriques-12-projets-labellises-et-finances.html>

<sup>15</sup> The most recent related to digital means is : <http://www.sup-numerique.gouv.fr/cid103371/appel-a-manifestation-d-interet-2016-transformation-pedagogique-et-numerique.html>

<sup>16</sup> <http://www.sup-numerique.gouv.fr/>

<sup>17</sup> <http://www.education.gouv.fr/cid95121/rapport-germinet-developper-la-formation-professionnelle-continue-dans-le-superieur.html>

## Scenarios of (future) support services in Norway

The national support centre (NSC) will primarily be a one-stop shop where all necessary support is available to all target groups – directly or by reference to partner agencies and institutions.

More specifically, the support to the different target groups is addressed below. The target groups are divided into macro, meso and micro levels.

### Macro

The Ministry of Education and Research is one of our main target groups. They need quality information so they can choose the right (political) measures for stimulating the development of MOOCs and other open educational resources. The NSC's support in this regard will be publishing papers and reports based on key indicators to assess status and progress within the field. The NSC will accumulate and aggregate knowledge developed within the field and feed it to the Ministry when needed in relevant political processes and documents.

### Meso

The NSC's most important customers will be at meso level. Especially central support units at HEIs, as they would act as our intermediaries to leaders and developers, providing advice based on their institutional knowledge supplied with knowledge provided by the NSCs. With the NSCs help, we hope these units can offer high quality continuous professional development for their academic and administrative staff, in collaboration with government organizations and businesses. The NSC will also maintain a network containing selected departments and faculty members at the HEIs with an especially high focus on MOOCs and open learning resources for best practice purposes.

The central support units of the HEIs will be interested in the NSC's gathering and disseminating of best practice, and the NSC's "one-stop shop" will help them getting an easy overview of MOOCs on offer, and a common platform for MOOCs (through the NSC's partners). If such a national platform is created, some advice specifically on how to use that platform should also be provided by the NSC.

Another target group at meso level are leaders at different levels. The centre can contribute policy advice and analysis as well as knowledge of and access to the services of the NSC's partners.

The NSC would also publish news about the MOOC movement and developments in MOOC technology and policy for this target audience to motivate and support HEIs in exploring new technologies and pedagogies for higher quality education.

### Micro

The NSC will not particularly focus the micro level. It will primarily support them indirectly through the target groups at meso level. However, at micro level the programs or faculty members wishing to develop MOOCs or open online learning can get funding and follow-up. This depends on the continuation of the project funding done by the Norwegian Agency for Digital Learning in Higher Education. Best practice guides and other information given to the target groups at meso level can of course also help the developers of MOOCs and other open online resources even though the NSC do not target this group specifically.

## Status for Setup of Support Centre in Norway

The Norwegian Agency for Digital Learning in Higher Education (ADLHE) is a permanent policy initiative directly under the Ministry of Education and Research with a mission to stimulate the use of digital technology in the higher education sector to promote quality in teaching and learning. The national support centre (NSC) for MOOCs and open learning will be constituted by a number of services offered or coordinated by the ADLHE in collaboration with a network of partners. However, the Ministry of Education and Research are currently finalizing a major reorganization of all its agencies. The resulting structure is not clear at present, but it is certain that the ADLHE will no longer be a separate agency. Instead, the tasks of the agency, including the NSC, will be included in a larger agency, possibly as part of a department dedicated to quality of education. The information gathered through participation in SCORE2020 – the needs analysis, policy arguments, SWOT analysis and business model – is being used as input by the ADLHE in the process of restructuring. Because of the uncertainties entailed in the restructuring, the following setup of the support centre is kept simple.

### An Outline of the Support Centre

The NSC will be a network of partners coordinated by the agency of which ADLHE will be part of, and fronted through a web site providing access to the services provided by the NSC or the partners. The services offered by the NSC are for the most part services already offered by the agency itself or one of its strategic partners, some of which are likely to be included in the new larger agency along with the ADLHE. This will strengthen the possibilities that the NSC is realized within the new agency. The partners are:

- UNINETT, a company fully owned by the Ministry of Education and Research that offers services in the fields of identity management, purchasing co-operation, mobility, network management and security
- BIBSYS, an administrative agency under the Ministry of Education and Research that delivers products and services for exchange, storage and retrieval of data to the Norwegian higher education and research sector
- NOKUT, the Norwegian Agency for Quality Assurance in Education
- SLATE, Centre for the Science of Learning and Technology, currently assessing the possibilities for learning analytics in Norwegian higher education
- The Norwegian higher education institutions that excel in this field, especially their central support units for educational technology

The relevant services of the ADLHE are currently being expanded based on 1) the need analysis done in O1 in this project along with local, relevant actions and 2) deficiencies in the support material available as revealed by the overview of existing training and awareness materials done in O2. The need analysis is being augmented with data from a national conference about experiences with developing and offering MOOCs in Norway, as well as an anthology of papers to be published in the spring of 2017, sharing advice based on experiences from MOOC projects funded and supported by the ADLHE as well as output from SCORE2020.

### The Support to be Offered

The support centre will be a one-stop shop where all necessary support is available – directly or by reference to partner agencies and institutions.

The target groups are:

- Macro:
  - The Ministry of Education and Research
  - Other, relevant government institutions

- Meso
  - Leaders at all levels of the HEIs
  - HEI support centres for educational technology
  - Relevant (local) government organizations
  - Businesses in need of MOOC partners from HEIs
- Micro
  - Programmes or faculty members wishing to make MOOCs or open online learning

The support offered is described in a separate document, but in short it will consist of:

**Macro level:** Policy advice and analysis

**Meso level:** Policy advice and analysis as well as knowledge of and access to the services of the partner institutions and to a network of departments and faculty members who offer high quality continuous professional development in collaboration with government organizations and businesses.

**Micro level:** Funding and follow-up for developing MOOCs and open online learning as well as guides to and advice for developing high quality courses.

It is likely that the new, larger agency resulting from the present restructuring will offer funds for improved quality of education through digitization. In that case, the NSC might also offer funds for development of MOOCs.

## Support services to UNINETTUNO's MOOCs

Once enrolled at UNINETTUNO MOOCs Platform students can have free access to all the MOOC courses presented in the platform and choosing among them the course they want to follow.

Once the registration is completed, students are provided with personal logins for accessing the platform and starting their study; once logged in they can access to support services like

- online library,
- access to data and statistics for the evaluation of their learning performances,
- download of the didactic material, slides, texts, exercises as well as Virtual laboratory.
- Register for exams

MOOCs students who decide to pay for earning Credits will access to the full UNINETTUNO course experience. The switch from UNINETTUNO MOOC model to UNINETTUNO "University Course" model implies that:

- 1) the student will have to fulfil the requirements set in the "Exam Guide" of each course he/she selected in order to be admitted to the final exam; typically, admission criteria consist of
  - a) tracking of videolectures' usage (automatically reported by UNINETTUNO learning analytics system);
  - b) participation in online tutoring activities (forum discussion, live Interactive Class sessions), certified by the Professor and or the Tutor supervising each session;
  - c) delivering of the exercises marked as mandatory by the Professor
- 2) access to the final exam session, in a physical classroom both in UNINETTUNO headquarter or in one of the UNINETTUNO Technological Poles, a network of study centers distributed both in Italy and abroad in order to guarantee to enrolled students the availability of a support and exam centers closest as possible to their home.

They can get the final exam almost everywhere in the world at UNINETTUNO's worldwide technological poles or through UNINETTUNO's partner institution like Italian Embassies around the globe.

Once passed the exam students will receive the regular document attesting their Credits and Qualification issued by Università telematica Internazionale UNINETTUNO according with the Ministerial rules on issue of academic study titles.

MOOCs Students at UNINETTUNO have the right to register at the UNINETTUNO students online community and to participate to regular students and events activities.

## Development of a Regional Support Centre in Slovenia

University of Ljubljana (UL) is a traditional on Campus University, composed of 26 members, covering virtually all study fields (ranging from arts to natural, technical as well as social sciences). With more than 3000 teaching staff and 40000 students it is the largest university in Slovenia.

In recent years, modern ICT technologies impacted the ways innovative pedagogies were being used in academic environments. Changes affected smaller and younger universities faster than traditional ones.

In the case of UL, apart from tradition, there are also other specific reasons that prevent more extensive introduction of ICT supported education into the pedagogical process. Slovenia is a small country. Therefore, using ICT to overcome distance challenges is not the most important issue. Large autonomy of UL members means that each of them provides its own ICT support that depends on the financial and human resources available. Additionally, due to the fact that university education in Slovenia is free of charge, attracting more students is not the first priority for most UL members.

On the other hand, the awareness that ICT supported innovative pedagogies can increase quality and can provide additional positive impacts, is present among all UL members. There was a common understanding that there is a need to empower them and provide systematic support.

Areas, in which we were most interested in, were acquisition and exchange of competencies in organizational and business aspects of such systematic ICT support. We wanted to establish closer cooperation with similar or more advanced academic environments, to perform knowledge and best practices exchange and to identify aspects that would enable us to establish long term, sustainable systematic ICT support for innovative pedagogies to all UL members.

- knowledge about possible business models supporting sustainable operation of support centre for online and open education as well as MOOCs with the open possibility to evolve into regional support centre. Specific business model was identified for UL support centre, covering selected services and products to be delivered to its members.

- Best European practices identified and discussed during the project performance enabled us to incorporate them into the operation of the future institutional support centre.

- Online content design approaches and skills that were transferred during the project also provided us with the skills, necessary prerequisites and requirements of the services that will be provide within the support centre.

- Focus on various aspects of MOOCs gave UL in depth insight into their potential, possible reasons to develop them and especially good and bad practices in this field.

- In this respect, **main impact at UL was the positive change in the climate across the institution, but more importantly, the SCORE2020 project empowered us to successfully communicate with the Ministry of Education, Science and Sports to prepare a national tender for public universities in Slovenia to finance systematic introduction of ICT supported innovative pedagogies across Slovenian public universities. The tender was released in March 2017 and the project with the very concrete aim to establish institutional support centres across all three Slovenian universities will start in 2017.**

Long term aim of the tender is also to connect all three support centres into regional support centre that would provide services, innovation and research in this field for Slovenian academic environment as a whole.

- The SCORE2020 project fostered knowledge transfer and exchange in UL, since we were able to perform 40 hours one week intensive training related to various aspects of online and open education with the focus on concrete topics, such as workshops on learning design and educational video, delivered by the eminent experienced speakers, with the potential of future cooperation.
- The project partnership, events and support from the project coordinator also gave us insight into the possible approaches to derive strategic documents on the institutional level (university, as well as its members). This way, within the forthcoming national project, we will be able to address the ICT supported innovative pedagogies field from both perspectives – bottom-up, as well as top-down.
- Finally, the aspects of quality monitoring and assurance, covering individual, subject matter, institutional as well as cross institutional fields were sufficiently tackled within the project to enable UL to follow different quantitative and qualitative guidelines as well as indicators in the forthcoming period.

## Development of a Regional Support Centre in the Netherlands

### Introduction

SCORE2020 is a project under strategic partnership and is working on a partnership between regional support centers on MOOCs and open education at European level. NUFFIC, the national agency coordinating these KA2 projects, requested to demonstrate the setup, development and impact of each of these support center.

The follows from the specific aims of the SCORE2020 project to:

- 1. The regional expertise centres will promote, stimulate and activate the development and the delivery of MOOCs and other modes of open education as well as use of MOOCs in their region.*
- 2. The regional expertise centres constitute together a European strategic partnership, which is supported by the European OpenUpEd MOOCs platform. This will valorise the MOOCs developed in different regions in a broader European and global context. It also will strengthen each of the regional centres by sharing and developing transnational expertise of which each can benefit.*

### Potential Regional Support Centres in the Netherlands

In the Netherlands, there is no institute which has formal plans with respect to developing a Regional Support Centre for MOOCs and Open Education. Yet, based on the SWOT-analyses, there are defined three potential candidates. Yet, there are different universities and other HEI's offer free courses. In general, MOOCs are seen as marketing instruments to show the (student) world what kind of education is delivered. University of Delft has the most MOOCs, working with EdX. According to <https://www.mooc-list.com/countries/netherlands> there are 87 courses, provided through Coursera, EdX, FutureLearn, Canvas Network Iversity and other platforms (EMMA). In OpenUpEd are another 9 courses available.

**The Open University of the Netherlands** offers academic online distance teaching. It also offers free short courses and several MOOCs. Both within the three faculties as in the Welten Institute, distance teaching is object of practical and academic research. So, the OU has both practical and academic knowledge on the development and exploitation of online education and MOOCs.

**LDE-CEL**, the Leiden-Delft-Erasmus Centre for Education and Learning is an interuniversity and interdisciplinary research centre as well as an innovation and training platform that aims to discover what makes university learning and teaching work and how it can be innovated and improved. The three universities are the testing ground for continuous innovation and improvement of university learning and teaching.

**SURF** is the collaborative ICT organisation for Dutch education and research. SURF offers students, lecturers and scientists in the Netherlands access to the best possible internet and ICT facilities. As part of this role, Surf organizes workshops and research in exchanging good practice, evaluation on MOOCs ect.

### Strengths, Weakness, Opportunities and Threats (SWOT)

On a national level: The Netherlands hasn't a national vision nor a policy on open education. There is a national research program, but the supply of open courses is organized decentral, and subject to the organizational mission on open education.

A national strength is the pro-open attitude of the Netherlands HEI's (for example, there is a explicit policy on Open Access); yet the lack of funding and coordination is a threat to the national development of open education.

### Strength, Weaknesses, Opportunities and Threats

	<i>Open University of the Netherlands</i>	<i>LDE-CEL</i>	<i>Surfnet</i>
Strength	Knowledge of distance education	Vision on MOOCS	Independency, network/collaboration
Weakness	No strategic vision with respect to Open Education	Less knowledge of open learning, distance and e-learning, research	Knowledge of distance education
Opportunities	Network, research and capabilities; acceptance by other HEI's as expert.	Network, strong position as f2f university.	Position as independent expert organisation for the government,
Threats	Isolated position	Mainly a f2f university, so acceptance by third parties.	No own educational task.

## Scenarios of (future) support services in Ireland

The National Institute for Digital Learning (NIDL), in Dublin City University, commits to being at the heart of a National Support Centre (NSC) for MOOCs and open education for Ireland.

The follows from the specific aims of the SCORE2020 project to:

3. *The regional expertise centres will promote, stimulate and activate the development and the delivery of MOOCs and other modes of open education as well as use of MOOCs in their region.*
4. *The regional expertise centres constitute together a European strategic partnership, which is supported by the European OpenupEd MOOCs platform. This will valorise the MOOCs developed in different regions in a broader European and global context. It also will strengthen each of the regional centres by sharing and developing transnational expertise of which each can benefit.*

### **An Outline of the Support Centre**

The support centre for Ireland is one that will have an inclusive national remit. It will build on a range of existing activities that have provided leadership and support in this area since the establishment of the National Institute for Digital Learning (NIDL) hosted by Dublin City University. It will be coordinated by the NIDL and its associated partners and networks including its international advisory panel. In the absence of national or regional policy specifically for MOOCs from Governmental agencies in Ireland NIDL aims to play a key role in helping organizations to strategically plan, develop and enact contemporary models of open online and flexible learning.

The NIDL host regular series of events that are open to the sector such as its visiting scholar series. Details of can be found on the NIDL website of [previous speakers and topics](#). Of specific relevance is In May 2015, the National Institute for Digital Learning (NIDL) at Dublin City University hosted a National MOOC Symposium to promote greater debate and awareness of the challenges and opportunities within the Irish context. Also to promote wider discussion and strategic foresight in May 2015 the NIDL in partnership with the Irish Learning Technology Association (ILTA), and the US based New Media Consortium, launched Ireland's first Horizon Report for higher education (Johnson, Adams Becker, Cummins, Estrada & Freeman, 2015). The NIDL hosted Ireland's inaugural [Next Generation Research Symposium in Digital Learning](#) in November 2016 in co-operation with ILTA and the Educational Studies Association of Ireland (ESAI). Whilst not limited to MOOCs or Open Education specifically this event was aimed at building capacity in the sector in Ireland to stimulate and support research-informed practice in digital learning.

NIDL was a core-group member of the recently completed [HOME project](#) (Higher Educational Online The European Way) which was a successful EU -funded 23 partner European project led by the EADTU. Within Ireland the NIDL led a nationally funded project whose main output was the [Headstart Online MOOC](#) which was designed to help transition flexible learners into Higher Education. Outside of Europe NIDL has partnered with Beijing Normal University on the [BigEdData](#) project investigating the role of social media in both the portrayal of, and support for, MOOCs.

Outputs of the SCORE202 project will be disseminated and shared at NIDL events and activities and also related projects such. The information gathered through its participation in the SCORE2020

project -- needs analyses, policy arguments, SWOT analyses and business models etc. – will be disseminated and mediated to stakeholders by the centre.

The NSC will be a network of partners coordinated by the NIDL and fronted through a web site providing access to the services provided by the NSC or the partners. The services offered by the NSC will harness the expertise of both full-time staff members of the NIDL such as researchers, learning designers, learning technologists and academics; by its associated NextGen digital learning research network of which there are over 200 members; and its expert partners including its international advisory panel. As one example, NIDL has certified eXcellence and Open Up Ed label quality reviewers so has particular expertise in quality labels and mechanisms for MOOCs and Open Online Learning. Members of NIDL play lead roles in the main professional bodies and organizations in Ireland which can provide support to individuals in helping them build their capacity to engage with open learning and MOOCs. Such organizations include:

In Ireland

- Irish Learning Technology Association
- Educational Studies Association of Ireland
- Computers in Education Society of Ireland
- HEANet
- National Universities of Ireland (NUI)
- SOLAS
- The National Forum for the Enhancement of Teaching and Learning in Higher Education

And in Europe

- European Distance and Elearning Network (EDEN)
- European Consortium of Innovative Universities

The relevant services the NIDL offer are currently being expanded based on 1) the needs analyses undertaken in O1 in this project along with local, relevant actions and 2) deficiencies in the support material available as revealed by the overview of existing training and awareness materials undertaken in O2. The results of the analysis is being augmented with data from a national symposium in digital learning research, as well as a wide range of scholarly outputs which are the result of research in open and online learning a list of which is shared on the [NIDL website](#).

### **The Support to be Offered**

The centre will offer support in the form of consultancy, training and by hosting open events for raising awareness of, and providing professional development in, relevant topics. All practices advocated will be informed by current research but also have a strong practical focus. To this end, for example the NIDL, maintains and curates on its website [a database of fully open access journals](#) in the fields of educational technology and open and online education.

The target groups for support are:

- Macro:
  - The Department of Education and Skills
  - Other, relevant government institutions and stakeholders

- Meso
  - Leaders at all levels of the HEIs (Universities, IoTs and private Colleges)
  - HEI support units for educational technology and learning enhancement
  - Further Education and Training (FET) sector policy makers
  - Relevant (local) government organizations
  - Businesses and Industry members requiring MOOC partners and expertise
- Micro
  - Programme teams or faculty members wishing to develop MOOCs or open online learning
  - Primary and Post-Primary Schools e.g. requiring expertise in online teacher-education

The support offered is described separately but will comprise:

**Macro level:** Policy advice and analysis. Help developing strategies. Advice on research and pedagogical design.

**Meso level:** Policy advice and analysis as well as knowledge of and access to the services of the partner institutions and to a network of departments and faculty members who offer high quality continuous professional development in collaboration with government organizations and businesses.

**Micro level:** Funding and follow-up for developing MOOCs and open online learning as well as guides to and advice for developing high quality courses.

## Conclusions about scenarios and progress to be made

The scenarios for the support centers as described clearly differ in ambition, organization, outreach and governmental involvement. Since the influence of stakeholders at the regional or national level differ from case to case, outcomes are beyond the influence of the project, sometimes negative, sometimes positive. In the case of Norway, the new government initially didn't give the expected priority to the report of the National MOOC Commission, but now they are extending the national structure (personal communication). In France, the Ministry is supporting MOOCs very strongly by the FUN initiative. Also, it is shown that the MOOC movement in Europe is stronger than in the US and that more universities develop MOOCs or intend to develop MOOCs.

These support structures in different countries of the partnership are under development and the degree of progress towards fully fledged national support centers is highly dependent on governmental and institutional policies. SCORE2020 has worked to maximize the impact / development of such support centers. The results of SCORE2020 and partnership can be used to promote the development of such centers. Of course, also in the future support centers will differ from each other in all these aspects.

The progress markers and change strategies developed above are benchmarking outcomes to continue developments and to set up national change processes both in and outside of the partnership, where developments are already influenced by SCORE2020.

Based on these outcomes, different levels of development of each support structure can be described, according to the following classification:

- level 1 : institutional support open to others (e.g. Open University of the Netherlands)
- level 2 : regional / inter-institutional support structure open to participating organisations (e.g. FIED initiatives in France)
- level 3 : national support center most likely with governmental support (e.g. FUN in France, the Norwegian MOOC Commission, the Slovenian initiative)

To benchmark developments and to develop change strategies, the progress marker table can be used. Change strategies should be flexible, as policies can be uncertain foreseen and unforeseen.



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