

## International Forum of Open and Online Education / Forum international d'éducation ouverte et en ligne

2nd and 3rd of October – 2 et 3 octobre 2014

University of Ottawa FSS4007

Thursday October 2, 2014

### SESSION I :

#### Round Table

<https://tlss.uottawa.ca/site/presentations>

<https://www.youtube.com/watch?v=Vcim01dCZHg&feature=youtu.be>

#### Transcription

0 :00

This is one of my favorite parts of one

0 :03

we did last year.

00 :04

I've asked each of the panelists to pretend that they were now in the audience and they were asking

0 :09

themselves some questions so they would have some really good questions

0 :11

for themselves

0 :14

but before I ask them to ask themselves and each other questions

0 :19

I'm wondering if there's anything that we can generate from the

0 :22

floor to start off.

0 :32

Really? Ok.

0 :35

David. I guess one of the first questions I would ask if I were attending a

0 :43

forum like this, is uh what's the message I would

0 :48

take back if I were going back to my institution. What would I have

0 :53

learned and what would I try to stimulate discussion amongst

0 :57

my colleagues about and I guess I'm

1 :00

wondering what you as an audience are taking back and

1 :06

what you are thinking of is the top priority for you in

1 :12

informing your colleagues of what you participated in today.

1 :18

That's a question to the audience so we can get them rolling. Come on someone,

1 :26

be brave. I mean one of the big issues often is you go to a conference and events such as this, you hear lots of input from a diverse set of speakers with interesting approaches and you are left wondering how does this apply in

1 :44

my context and how do I take it forward and who do I speak to first and what do I find important and I guess

1 :53

I'm always curious to find out how people deal with that processing and what happens when they go back so I'd be interested in hearing from some of you on that topic. Go ahead. Please go to the microphone. I'm doing Richard's job.

2 :18

So Bernadette Charlier it's provocative but we'll see. I have just a feeling of a sort of paradoxical situation, paradox en français.

2 :33

It seems that we have agreed to want educational resources and also courses if we speak of MOOCS, but I have the feeling that we will perhaps have a risk or encounter a risk and

2 :57

this risk is reduction of the source and variety of knowledge bases because of the success of some providers for the other one in

3 :13

different cultures and different language it will be more and more difficult to be heard. So it's a question.

One way today that some international conferences maintain the concept of system ability is to have something like a Facebook page where the participants continue the dialogue beyond the 2 days for this session and that would be very minimum in terms of investment would require no infrastructure or structure and it could continue forever.

4 :07

Moi je pense que c'est un risque qu'on peut rencontrer. C'est une situation paradoxal. C'est a dire que avec l'evolution de sources d'enseignement ouverte avec les MOOCS etc. on a l'impression qui a de plus en plus de source d'apprentissage qui sont offerte au apprenant mais aussi aux enseignant pour etre utiliser dans leur cours ou un peu partout dans le monde y'compris en Afrique. Hors je pense qu'il y a en meme temps un risque de dimunition des sources de connaissances ou peut etre d'uniformisation ou de survalorisation de certain savoir par rapport a d'autres parce que justement certaines institutions certains provider vont attirer beacoup plus de success c'est un peu comme les succès commerciaux ou avec certaines plateformes au niveau informatique. Il y a donc un risque d' appauvrissement de la diversité a la fois au niveau des culturels des sources de connaissances les types de connaissances et bien sur au niveau linguistique donc c'est une question. Je dis plus en français qu'en anglais, je m'excuse.

5 :34

I could just talk forever here so please someone jump in. For me today's speakers and the topics were quite interesting and they put together things that in my mind if they're closer or quite different, open resources and MOOCs. I'm not convinced that they're both come from the same spirit. One is a spirit of free access, open access, sharing and one the MOOCs come from a different place. They emerge from a place of vanity somewhat university. Positioning ones university above the other. Being part of the giants as university we've seen a number of university presidents raising their hands, I want one. Not necessarily to be sharing with the world the quality that we have but to be part of the land of the giant. Two different things, two different modality of going to creating resources that you open that we open to the mass. Now can we reconcile that? Can MOOCs become MOOCs become part of the open resource movement? If so, how do we do that David?

7 :14

Well I'm going to ask Samantha or Bakary or Catherine to take that on. So I have some experience having this kind of question directed at Harvard so I would be happy to give you my perspective. And I'm gonna to push this back in a somewhat deliberately provocative way which is to say that we can have both and still have something good come out of it. Certainly Harvard and other institutions have wanted to be at the forefront of conversations like this and you can attribute any number of motivations to that. But when and even if that is true, even in that case when you also have alongside that examples like the copyright. Spock for the new language some of you are hearing today. Have people from 11 very different locales around the world engage in an intellectually grounded and community spirit type of conversation around what those mean I think that's an example perhaps not of pure open resources but certainly communities of engagement and communities of practice. So the space that I live in and that many of us at Harvard live in is one of creative tension and trying to find the ways to acknowledge some of the more challenging aspects of the dynamic while also trying to make the best of what we have and what that allows us to accomplish.

8 :50

For me I will give 2 examples. I don't know if you're familiar with the Open Educational Consortium previously called OCWC. They are preparing to launch what they call open MOOCs. So to answer your question. They have teamed up with EDCast . A member of the board of directors of the Open Education Consortium. So we team up with EDCast and there will be 40 MOOCs. The Open Education Consortium has members in several countries about 300 universities in all continents and we'll be looking at different universities different countries using this opportunity to do what we call open MOOCs. At AVU we are looking at the concept of having a MOOC .The MOOC we are preparing for lets say 3 weeks or so and then instead of and open it up so anyone can go and look at it and know and learn from their own space. So this is another way of opening up the MOOC and not closing it. Because what I've found is that most of the MOOCs once you take MOOC and then you know its the end of the MOOC, the content is not there anymore so there is no possibility for you of going there and using your own space.

10 :31

I'd like to ask a related question with regard to MOOCs and its something that kind of dumbfounds me and it's around the rate of completion and I know you've probably heard this many many times but I don't know of any other industry or any other efforts that are made to continue to build the same thing even though the users don't use it as the way that you say it should be used overall. So I'm wondering if instead of studying why they don't use it why in the way that you intend would be to ask how do they use it and lets make that easier for them to use in a really open manner rather than trying to contain it in a box that we call a course. 13 weeks a logical kind of arguments made. People aren't using it that way. So why do we keep

doing that or keep wondering why instead of maybe we should do something else with this. I mean they're great resources, there's a lot of information but people don't use them in the way that they're intended and they continue to be. That intention continues to be replicated as that model and I'm just wondering am I crazy.

11 :40

Samantha spoke about that this morning so maybe you could pick up that thread. So I think we have certainly I think we have more to learn about why people are there, but it's obvious already that a significant proportion of learners don't either engage with the MOOC in the way that we thought or sustain their engagement with the MOOC. But it's interesting our research team has just published a paper looking at how learners engage with the MOOC and a couple of different deployment strategies. One is the sort of classic week by week and you get a little bit of content at a time. This was in the ancient Greek hero which was one of our first humanities MOOCs. So in the first version it was that very staged release. In the second version the subsequent year all the everything about the MOOC was made available immediately and the punch line here is that learners will take advantage of every bit of flexibility that you allow them. It didn't change the number of people who completed. It didn't actually decrease the engagement in the lifecycle of the MOOC but it was it seemed to meet the multiple needs better and allow people to go in and engage with just what they wanted. So we're we having just been apprised of this finding that's going to have some influence on how we roll these out in the future.

13 :06

In that response I would just problematize the notion of the learner because maybe they're not the learners in the traditional type of learners taking a course but simply looking for pieces of information absolutely that are pertinent to them and what they're doing or what they need to do. So learners I'd think maybe tilting the study in a way that maybe isn't that isn't going on either.

13 :27

So we've documented 5 types that we're still calling them learners maybe you call them participants right. 5 types and really only one of them is there in the traditional sense that we think of when we think about university programs of study, which have courses and semesters or quarters.

13 :46

I really think that when we look at what the learners do they do very different things. We have noticed that some learners will just look at the videos and not go to the quiz. They are not interested. Some of them will not just look at the video at all and they will go to the quiz. Some of them want to look at the quizzes look at the video at fast speed then regular speed. I mean you know we build those MOOCs thinking that we were delivering courses but the audience are not students most of the time and so they come for their personal reasons and if you look at what they are saying on the forum , what they are saying when you ask them more questions that are more qualified question they are just very happy and they this is just because there is this big mistake that a MOOC is a course intended for student. This is something different and we still have to learn about that and I also believe that. You know this is something extremely new and because it's new people want to come and look at it. The way you would look at so many things and I think we should wait for a couple of months to see what happens when a MOOC is played the second time. I don't know why, someone touched at something this morning with the course that had a huge number of students and that even has a larger number of students for the second time. And from these MOOCs that are running for the second time they also have as many students as the first time. I would really wait for a couple of months to

compare what happens on the first session of the MOOC and the second session of the MOOC and I'm not sure at all that the rotation rate and the drop out rate will be the same because if people come again there must be something there that we should analyze and I think this is just so new and so experimental, let's do it, let's see what happens. Let's analyze what happens and decide what should be done.

15 :58

Most of the data that's been collected from MOOCS to date is quantitative data and very little qualitative data either phenomenological or ethnic graphic kinds of studies have been done and it seems like that is a real open field for people to find out more by actually being a participant and to talking about themselves from a lived experience perspective and giving people outlets to do that. I have a grad student writing now who's doing that in multiple MOOCS and that's her approach. It's a phenomenological approach to find out what was happening, why was it done this way, how did I experience it, what that might mean for others. I think we need more of that kind of research.

16 :44

We're certainly interested in that. One of our researchers, Justin Reich has called what we did in our first year as Fishing in the Exhaust. Really just seeing what was left over and what we can learn about people based on the exhaust and so we really need to have much richer areas of research.

May I ask my question? So there's a theme that has that we've spent a lot of time thinking about and trying to get our heads around and that was alluded to in many of the conversations today and that's the concept of modularization and I think it's related to your question, it's related to how we find the appropriate match between what different kinds of learners want and what we're able to do and how they can mediate that themselves without sort of a top down frame. So I'm curious to what degree you're thinking about modularization and what that might mean on the spectrum from a traditional university course that happens to be online and to a discrete learning objects. Are you having conversations about what that means informed by what were seeing with MOOCS.

18 :02

I can answer that briefly not personally but I know the Ontario Online Initiative had a pocket of resources available for those special research projects and there was a study that was done with an amalgamation of some of the Universities of Ontario to study the value of modules. I didn't read the report, I did see it. So the minute and I think Julie alluded to that as well that in this call, modules would be considered as part of the submissions to the ministry for resources to develop at our universities to share. So it is coming in in that regard and I think like she indicated the value of that kind of breaks away from strict courses and strict content to a more flexible sharing of resources within and so I know that some people think that's a great thing and others that I've spoke to said well people don't use them. Like you build them but they're maybe not really used and we really don't know, the jury is still out as to the value of how often they're used and if it's worth the effort. So that's kind of the narrative I'm aware of right now in Ontario.

19 :14

Was there another question? Yes, Pierre Lafleur from Polytechnique in Montreal, Engineering School. David you said how do we feel when we get out of a colloquium like this one. I probably been to 6 or 7 this year. When I go back I feel a sentiment of urgency. That's the way I feel. But when I talk to my colleagues that disappear ok. So I go to a new colloquium and I feel urgency again and then it disappears. So maybe FUN is probably a top down initiative I believe. Usually with university we're more bottom up and I feel that this time there might be something there

that should be maybe top down or a it's difficult to put our colleagues into the loop and to they don't feel the same kind of urgency that we do actually to get into that online process. They're very good in their old way of teaching and old way of doing things and doing research and not putting much energy in their teaching in and so I don't know. What is your opinion on that?

20 :29

I don't think FUN is just a top down initiative. Of course there is a strong part of top down because we decided to do it and we then the minister said let's do it and we did it. But I mean if the bottom up initiative wouldn't have worked at the same time with academic in some universities that said lets do it with presidents saying we put the money we put the people to help you to do it then you know that would be just an empty platform, a useless thing. So I really think that what did work in our French initiative but that we had at the same time a top down initiative but to also so many bottom up initiative in the institution, and if you look closely at those institution they share 2 things. First the president told the director of the university of the school was really willing to do it and then he was able to find out in his university or school some academic who are willing to play the game. And of course today I think that the academic who are doing MOOCS are still the early adopters are still the innovators. And what has to be done now is to make sure that this circle of professors telling other professors what they've been doing and students saying that this is a good initiative and all this would put more and more academic more and more professors in this loop of creating things. But I don't think that a top down initiative is sufficient to make it work . Except if you have so much money that the money will drive but do you have money to, no you have to start with early adopters I believe.

22 :38

Well I think it's a very interesting question. I feel like there is a bit of a disconnect between the universities and the population they are serving. Especially the young people coming into universities. I'm thinking about the example of my son. He cannot do one thing at a time for research and I know that he will be bored just to sit for 10 minutes someone talking to him. He has to do different things at the same time.

23 :08

But as professors do we still design our courses just like we have these very polite young people sitting and listening to you. I think there is a sense of disconnect and we don't feel the audience change until something big happen like a crisis or something like that and I think that online learning is changing this a bit because once you put your course online its different. You don't teach like in the classroom and there are values in teaching online and using computers and email and things that we share mostly with the youth but I think your right. We as universities the ivory tower is still there, we are sometimes disconnected and that may explain the drop out rate in MOOCS because we still think in our mind that we still have these people who come and sit and take your courses as you're designing them. I don't know what the solution is but I share your vision of the disconnect between academia and people we are trying to service.

24 :24

We had this discussion at the break, Catherine, Rory and myself about the star and Christian about the stars aligning sometimes. You get a policy decision made about money being available. You get a strategic direction set. A technical platform in Catherine's case was available and ready and some strategies for engaging people who are willing to participate came together all at the same time and those kinds of alignments happen 1 or 2 times in your career I would think, and the same thing happened in British Columbia. We had a willing minister, a young woman who really got it and wanted to move forward talk to all of the ministers at the CMAC conference came back and made their commitment of funding. Gave us the direction but didn't tell us how to do it simply said do it.

25:19

So those kinds of alignments happen. Seems like in Ontario right now you've got a 42 million dollar opportunity that could be aligned and I think it would be really cool if the alignment there fit some of the things we were talking about today.

25 :41

Emmanuel, Emmanuel Duplat

25:43

alors je vais essayer

25:46

de parler pour les étudiants parce

25:49

que le problème des étudiants

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surtout en Amérique du nord c'est la

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dette étudiante on a une dette qui

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s'envolent qui s'envole et de vos

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expériences on a parlé un peu d'argent

25:58

aujourd'hui sur certains c'est vrai

26:00

que c'est toujours un petit peu

26:01

expérimentale mais sur de plus longues

26:04

échelle et de vos expériences est ce

26:06

que vous pensez que vos systèmes chacun

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que ce soit les ressources ou les

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MOOC puisse contribuer à baisser la

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dette étudiante et les frais de

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scolarité tout le tout ce qu'on

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pourrait attendre de systèmes de

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recyclage et d'ingénierie est tout voila

26:35

moi je pense que la question est tres importante beacoup plus dans cette partie du monde

26:37

qu'en Afrique et mais je crois que c'était

26:42

l'objet de ma question  
26:43  
la dame qui a présenté le projet en  
26:45  
Ontario  
26:46  
je crois que les rôles y a bien les  
26:51  
ressources éducatives peuvent vraiment  
26:54  
aider à baisser le coût de  
26:56  
l'éducation et je pense que les  
26:57  
gouvernements doivent prendre ça très  
26:59  
sérieusement je vois pas pourquoi un  
27:02  
gouvernement doit donner de l'argent  
27:06  
public et contribuables pour  
27:08  
développer des cours que c'est cours la soit  
27:10  
gardé parce que son projet de  
27:16  
open text book son des projets je pense  
27:18  
qu'on doit vraiment essayé de le  
27:23  
promouvoir c'est comment mieux utiliser  
27:26  
l'argent du contribuable pour que  
27:30  
baisser les coûts en éducation et je  
27:34  
crois que les OER et les MOOCS pour en partie  
27:37  
répondre à cela mais ça demande une  
27:41  
volonté politique très forte au niveau  
27:45  
du gouvernement et au niveau des  
27:48  
établissements pour que cela  
27:49  
puisse arriver bien peut-être  
27:52  
lobbying de la part des  
27:53  
étudiants mais je crois que les cours



27:56

en ligne en France en général et le

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mouvement de l'éducation ouverte pourrai

28:01

aider à baisser les coûts

28 :17

Rory McGrail from Alberta and the one thing I'm taking home David and others is a profound disappointment. I came here to Ontario thinking wow, they're starting to think about OER and do something. We've been at it in the West for at least what 4 or 5 years now pushing for this. We finally got a major initiative a memorandum of understanding with 3 western provinces. We've got initiatives going, led first by British Columbia our province is in it now and I thought wow, you know, maybe Ontario will start participating and get this right across Canada and share resources and I heard today this huge initiative and it's not going anywhere. Its putting Ontario spending money to step backwards 2 steps instead of going forward and this is profoundly disturbing for me.

29 :24

They have a huge opportunity to participate with us and with progressives in the United States and Europe and they're going backwards. And it really is backward because David and I were in these Learning Object days 15 years ago when they setup the Cohere Network in Ontario from University of Waterloo led it with about 15 universities and because of the licensing they never really shared anything because you can't share anything if there's all these separate licences they're so complex you cannot share and we find that with the EduSource The National Network financed by Canarie in the early 2000's and we beat around the bush on the intellectual property rights and who owns this and who owns that. But after discussing it to death we finally realized all of us that it just doesn't work all this sharing unless you have an open license because the lawyers would get all the money in the University. If you have 2 universities sharing and there's intellectual property that's 4 problems. If a 3<sup>rd</sup> university comes in that's not 4 more that's 4 times the 4 problems. That's 16. Another one comes in its 4 times I mean its exponential. So it's a huge error you're making in Ontario. I'm really disappointed and I wish there was something somebody here could do about it and let the Government know and the other people because it's a waste of your money and its really wasting Canada's talent and it's ability to go forward. Sorry I had to do my harangue for the day.

31 :19

I had to keep him away from the plastic knives during the break. It looked like he might want to cut his wrists.

31 :28

Its at the Paris OER summit in 2012 the councillor Minister's of Education was actually a bit of a naysayer with respect to the OER declaration that came out of Paris and it was only through a lot of pressure from countries in Europe, Africa and the United States that Canada actually signed onto the declaration and currently that declaration sits with the ministries across Canada because as you know education is a provincial responsibility in Canada and each ministry is signing off on whether they will support that policy which essentially says if targeted curricular resources paid for with public funds it should be open. The 3 Western provinces have taken the approach that they will support that initiative and so with targeted funds they will require an open licence for anyone to receive the funds. I guess in my view and Rory's view this is simply a policy decision it is, here is the money if you want to avail yourselves of it to build a resource retain the copyright for any use you want to do but return an open licence for the funding it seems fairly risk free actually and most of the issue around open resources tends to stem from a misunderstanding of the role of copyright in intellectual property. A creator always retains copyright but they can provide an open licence for others to use and that simple fact is often the block point of blockage

that creates a lot of difficulty. The University of Ottawa's law school is one of the leading proponents in Creative Commons Canada. It's housed here in the Center for Internet policy and Public Information [cipc.ca](http://cipc.ca). It's a surprise that we don't have more discussion about the opportunities around open and open licensing in Ontario and I guess I simply advocate for you to inform yourselves and your colleagues about the potential benefits to them. End of sermon.

33:53

Back home I think I will bring back a shark as an image. je

34:05

vais continuer ma question en français

34:09

but I can try to clarify it if needed. En août 2012

34:15

j'ai reçu je viens de retrouver parce

34:17

que le téléphone aujourd'hui à une

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mémoire extraordinaire

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j'ai reçu un SMS du directeur de

34:24

l'Institut d'Informatique du CNRS je

34:26

suis au CNRS et pas dans universite et

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il me dit Nicolas est ce qu'on peut se

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téléphoner est-ce que tu connais

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l'initiative est Edex

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je lui répondu on s'appelle ce soir moi

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j'étais à la plage ou mois d'août à

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le CNRS en fait réagissait à la suite

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d'une communication ou d'un d'une

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interaction entre Madame Fioraso et le

34:52

directeur général de CNRS souvenirs

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nous que 2012

34:55

c'était le moment du nouveau

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gouvernement le, c'est pour souligner que

35:00

le mouvement

35:03

pour ce qui nous concerne mais je pense

35:05  
que ce n'est pas seulement le cas de la  
35:07  
France  
35:07  
le mouvement est assez significativement  
35:09  
top down avec une réponse du down  
35:13  
c'est vrai mais il est assez  
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significativement top down  
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le sentiment d'urgence qui était  
35:19  
souligné il y a un instant on l'a eu à  
35:23  
l'époque  
35:23  
moi je dois avouer que comme quelques  
35:25  
collègues pourtant dans le domaine les  
35:27  
MOOC nous avais pas  
35:28  
particulièrement suscité notre  
35:32  
inquiétude ou quoi que ce soit  
35:33  
on avait Jean Simmons dans la  
35:36  
cible on n'avait pas lu  
35:37  
audacity et la création d'une société  
35:41  
et le fait que ce qui est relativement  
35:44  
rare en tous les cas vu depuis l'Europe  
35:46  
où la France des capitaux risqueurs  
35:48  
mettez de l'argent sur la création  
35:50  
d'une société pour sur le distance learning  
35:52  
donc ce que cela me suggère  
35:56  
nous nous parlons entre nous avec entre  
36:00  
universitaires avec l'idée qu'il y à  
36:03

là derrière peut être des formes de  
36:05  
compétition  
36:06  
des formes de fragilisation des  
36:07  
corporations universitaire et mais  
36:11  
peut-être y at-il dans le sentiment  
36:13  
d'urgence initiale qui a conduit des  
36:15  
ministères des décideurs politiques à  
36:18  
nous appeler à une réaction et à  
36:21  
avoir une réponse sur le terrain des  
36:23  
MOOCS je pense à ce que le PFL par  
36:25  
exemple dans d'une façon un peu  
36:27  
différente avec le même sentiment  
36:29  
d'urgence a rejoint le mouvement Edex  
36:31  
s'il y a eu ce mouvement très rapide un  
36:34  
peu partout dans le monde c'est que il y  
36:38  
avait dans l'imaginaire ou dans la  
36:40  
réalité le sentiment de quelque chose  
36:42  
qui allait changer et que ce qui allait  
36:45  
changer se trouvait peut-être à la  
36:47  
périphérie de l'université et pas  
36:49  
dans l'université  
36:50  
nous pouvons avoir peur du MIT et de  
36:53  
Harvard ou de Bristol moi je suis  
36:55  
maintenant assez tranquile il faut se dire  
36:57  
après tout ce que j'ai entendu on va  
36:59  
savoir trouver les alliances les

37:01  
positions qui étaient gagnés ou  
37:03  
quelques positions qui vont être  
37:04  
acquise en revanche dans ce monde ouvert  
37:07  
il y a peut-être quelques requins qu'est  
37:11  
ce qui est en train de changer  
37:12  
est-ce que ce qui est en train de  
37:13  
changer c'est ce dont nous avons parlé  
37:15  
cet après midi ou est-ce que ce qui est  
37:18  
en train de changer  
37:19  
est autre chose que nous percevons  
37:21  
peut-être de façon difficile à  
37:23  
exprimer  
37:24  
mais qui représente pour les  
37:26  
universités pour le l'enseignement  
37:29  
supérieur c'est un peu différent de  
37:30  
l'université l'enseignement supérieur  
37:32  
c'est beaucoup plus large pour  
37:33  
l'université pour l'enseignement  
37:34  
supérieur est-ce que ce qui est en  
37:36  
train de changer  
37:37  
conduirait à une remise en question ou  
37:39  
à des modifications plus profondes et  
37:41  
en fait nous partageons le sentiment  
37:44  
d'un risque une forme d'inquiétude sur  
37:47  
des sharks sur des requins qui  
37:50

s'aperçoivent quelque part dans le  
37:52  
monde très ouvert dans lequel nous  
37:54  
sommes  
38:00  
en tout ce que vous dites et je pense  
38:03  
qu'il y a vraiment des questions à se  
38:04  
poser si je prends l'initiative en  
38:06  
France depuis trois quatre ans dans le  
38:12  
domaine de l'informatique  
38:14  
il existe en France des structures qui  
38:17  
ne sont pas des structures  
38:18  
d'enseignement supérieur qui sont des  
38:21  
écoles nouvelles qui sont des écoles  
38:23  
qui sont faites par des start-upper  
38:25  
qu'ils se positionnent sur le champ de  
38:29  
je vais former des ingénieurs  
38:30  
compétents dans le domaine de  
38:32  
l'informatique et l'école 42 si vous la  
38:35  
connaissez l'école simplon des  
38:36  
initiatives comme ça il y en a et donc  
38:38  
ce risque qui vient de l'extérieur il a  
38:40  
effectivement là dans le domaine de  
38:43  
l'informatique en tout cas en France  
38:44  
c'est déjà le cas il existe des  
38:46  
structures qui accompagnent à  
38:49  
l'acquisition de compétences pour  
38:52  
acquérir des compétences du niveau

38:55  
ingénieur en informatique ou ou  
38:57  
développeur en informatique des jeunes  
39:01  
qui pour d'ailleurs pour certains  
39:03  
étaient complètement exclues du  
39:05  
système universitaire exclus du  
39:07  
système éducatif standard qui trouvent  
39:09  
dans ces écoles là une une comment  
39:12  
dirais-je une renaissance et essai et  
39:15  
ces jeunes qui sortent de ces filières  
39:17  
là n'ont pas de diplôme au sens  
39:20  
académique du terme ils ont acquis un  
39:22  
ensemble de compétences qu'ils font  
39:24  
qu'ils sont complètement employables  
39:26  
qu'ils trouvent du travail et donc il y a  
39:28  
là effectivement une forme de  
39:30  
concurrence au système éducatif dans  
39:32  
l'enseignement supérieur qui est clair  
39:33  
il me semble que la question c'est  
39:36  
est-ce que ça s'est développé parce  
39:38  
que c'est un secteur un peu particulier  
39:40  
dans lequel il y a toute une agilité  
39:43  
dans le monde des start up qui fait que  
39:46  
des start upper un peu visionnaire ont  
39:50  
décidé de se lancer dans ce type  
39:51  
d'initiative ou est-ce que ce type  
39:53

d'initiative peut se faire jour demain  
39:55  
dans le domaine du droit dans le domaine  
39:58  
de la santé dans le domaine du  
40:00  
management et de l'économie et c'est  
40:02  
une vraie question et je pense qu'il  
40:04  
faut qu'on se la pose de manière tout  
40:05  
à fait légitime je suis assez d'accord  
40:06  
avec vous  
40:14  
phénomène des cours en ligne donc des  
40:21  
nouvelles technologies en enseignement  
40:24  
amène un ensemble de changements  
40:26  
c'est très complexe un ensemble de  
40:30  
changements au niveau de l'acquisition  
40:33  
des connaissances  
40:34  
on parle même plus de l'acquisition de  
40:36  
connaissances on parle d'apprentissage  
40:37  
par exemple au niveau social à  
40:41  
l'intérieur de l'université on a  
40:44  
parlé des problèmes de motivation le  
40:45  
changement la résistance au changement  
40:49  
au niveau des habilités parce  
40:57  
que les enseignants doivent apprendre des  
40:59  
nouvelles habilités de donc  
41:03  
c'est un ensemble de changements qui  
41:05  
arrive en même temps et de façon très  
41:07  
complexe et je pense que les Etats



41:09  
auront un rôle à jouer là-dedans en  
41:13  
accompagnant les universités j'aime  
41:15  
bien les législatives de votre  
41:17  
ministère  
41:18  
parce que ça crée ce qu'on appelle en anglais  
41:21  
enabling empowerment. Donc ça crée un  
41:25  
environnement propice pour les  
41:27  
universités qu'il teste les MOOCS qu'ils  
41:30  
ces chose la. C'est très très  
41:31  
important et dans le cadre de ces  
41:34  
changements aussi complexes et profonds  
41:36  
souvent l'approche peut paraître top  
41:40  
down mais il faut faire quelque chose  
41:41  
de début et ensuite laisser les  
41:43  
universités continuer donc. Moi j'aime  
41:45  
bien cette initiative  
41:47  
je ne la connaissais pas très bien en  
41:49  
fait j'avais lu par rapport à ça mais  
41:51  
aujourd'hui je pense que c'est quelque  
41:53  
chose de très important est peut-être  
41:55  
c'est un modèle complet c'est essayer  
41:57  
de voir si ça pourrait être exporté  
42:00  
ailleurs. Perhaps I need to ask a question. Go ahead  
42 :11  
and ask your question. yes  
42:12  
So my question is related to his comment on the future of universities  
42:21

I have few points here with online learning the open education resources MOOCS

42:22

social media and all the things we see that actually

42:27

learning is taking place outside of universities

42:31

people go online and learn all kind of

42:40

things and my question is since universities and schools are not

42:45

anymore they don't own education

43:04

what is their future what needs to be done

43:06

so that's my question to the audience. j'suis un peu tétu

43:08

mais on n'a pas répondu à ma question tout à l'heure

43:09

en fait elle a un lien avec ce que vous venez de demander parce

43:13

que dans tout le débat qu'on vient

43:15

d'entendre à peu près j'ai

43:17

l'impression qu'on confond connaissances

43:20

compétences et informations même à

43:24

propos de la modularisation a n'a parlé

43:26

tout à l'heure en fait effectivement si

43:28

bien sûr on peut pas bien sûr on n'a

43:31

pas pu analyser toutes les contenus des

43:34

MOOC mais en général avec ces cours

43:37

modulariser sur 14 semaines

43:40

à part quelques exceptions remarquable

43:43

on est quand même dans la transmission

43:47

d'informations et à quel endroit est ce

43:50

que les étudiants peuvent faire

43:53

des liens qui connaissent déjà créer

43:55

produire effectivement des rapports ou

43:59  
des projets alors c'est vrai dans le cas  
44:01  
de certains MOOC que je dirais plus  
44:03  
participatif au collectivisme  
44:05  
mais dans les présentations remarquable  
44:09  
qu'on a entendu c'est pas exactement ça  
44:13  
en plus vous avez appelé pour les MOOC  
44:16  
programmé MOOCS intéressant  
44:18  
mais en fait quand on fait un  
44:21  
programme de formation qu'est ce qu'il  
44:23  
fait l'université s'est pas seulement  
44:26  
l'offre des plus beaux médias c'est  
44:29  
l'interaction entre les étudiants ou  
44:32  
entre les étudiants et les enseignants  
44:35  
alors ça fait ça peut se faire  
44:37  
totalement à distance aucun souci  
44:40  
là-dessus mais le design on en parlera  
44:42  
demain  
44:43  
avec d'autres interventions les design  
44:46  
pédagogique qu'on a dont on a pu  
44:49  
évoquer aujourd'hui ne permet pas  
44:53  
vraiment ce type de travail  
44:54  
or c'est ça qui fait la construction  
44:56  
des connaissances pour moi donc le  
45:00  
risque donc j'ai parlé tout à l'heure  
45:02  
de réduction des sources à la fois des  
45:06

sources de connaissances mais aussi du  
45:08  
type de connaissances valoriser pour moi  
45:11  
c'est un vrai risque parce que on  
45:13  
valorise un certain format assez on va  
45:18  
dire assez simple de cours alors que à  
45:23  
distance  
45:23  
on peut faire beaucoup plus et beaucoup  
45:26  
mieux  
45:26  
donc je pense qu'il y a je sais pas si je  
45:29  
réponds vraiment mais pour moi  
45:30  
effectivement l'enseignement  
45:32  
universitaire ça va au delà de  
45:35  
simplement diffuser des cours en ligne  
45:39  
il faut que ces cours soit accompagnées  
45:41  
d'un environnement et d'un dispositif  
45:45  
je laisse la place à Eric  
45:46  
il va continuer alors  
45 :51  
j'mexcuse I will do that in French  
45:55  
because its easier for me in French je vais  
45:58  
vais continuer mais pas de la même façon il semble que  
46:02  
en fait le modèle de l'université il a déjà disparu depuis  
46:06  
quelques années le modèle traditionnel  
46:07  
de l'université de type Bold les formes  
46:11  
de rapport au savoir qu'on avait avec  
46:12  
l'université traditionnels  
46:14  
je pense qu'ils sont perdus depuis un

46:16  
certain nombre d'années et  
46:18  
l'université est forcé de changer son  
46:22  
forme d'esprit millénaire avec des  
46:26  
pressions qui sont externe mais c'est  
46:28  
ça qui est compliqué et on ne sait  
46:30  
plus quel est le modèle obtenir avec  
46:32  
cette nouvelle université où  
46:34  
effectivement il faut qu'elle prépare  
46:36  
à des emplois directement elle a de la  
46:38  
concurrence là dessus alors qu'avant en  
46:41  
fait on pouvait acquérir disons un  
46:43  
savoir assez large et on s'ajuste un  
46:46  
métier après l'université puisque on  
46:48  
possédait suffisamment de choses pour  
46:50  
s'adapter  
46:50  
maintenant on n'a plus le temps de faire  
46:51  
ça et à il y'a une pression pour qu'une liste  
46:54  
fasse autre chose  
46:54  
et dans ces cas là on a des  
46:56  
manifestations  
46:57  
qui correspondent vraiment à des formes  
47:01  
de pression vis-à-vis de l'université  
47:03  
car si on prend de l'autre côté c'est  
47:06  
des formes aussi d'industrialisation de  
47:08  
l'enseignement qui sont aussi derrière  
47:11

tout ça crée plein de paradoxes  
47:13  
c'est jamais aussi simple que ça on  
47:16  
voit dans le secondaire les phénomènes  
47:18  
de prolétarisation un enseignement le  
47:20  
risque c'est ça et par moment les  
47:23  
ressources peuvent être justement un  
47:24  
phénomène de prolétarisation si la  
47:26  
profession qui comprend un enseignant  
47:28  
comme une profession si la profession  
47:30  
enseignante n'a pas la maîtrise  
47:32  
collective de l'ensemble de ses  
47:33  
ressources  
47:33  
si elle vient d'ailleurs c'est  
47:35  
extrêmement extrêmement risquée les  
47:38  
phénomènes d'enseignement à distance  
47:39  
pouvait aussi renforcer un modèle plus  
47:42  
industrielle faisant disparaître une  
47:44  
certaine autonomie de l'enseignement  
47:45  
aussi de l'enseignant il y avait un  
47:47  
certain danger  
47:48  
et justement les MOOC qu'on ce paradoxe  
47:51  
à la fois c'est très industrielle ou  
47:52  
ca investi pas mal de capitaux en même  
47:54  
temps c'est totalement artisanale pour  
47:56  
le moment mais on ne sait pas comment  
47:58  
ça va se transformer il peut y avoir un

47:59  
retour dans certains MOOC de la place  
48:01  
justement de l'enseignant mais  
48:03  
peut-être qu'il va disparaître pour  
48:04  
ça qu'il y a plein de phénomènes qui  
48:06  
se déroulent en même temps et qui sont  
48:08  
complexes à analyser mais je pense que  
48:10  
le modèle d'université malheureusement  
48:12  
il a déjà changé pour rien y faire le  
48:27  
danger que vous avez évoquées on le  
48:29  
voit déjà au niveau de l'école  
48:31  
primaire et secondaire aux Etats Unis  
48:32  
où l'école privée reçoit de plus en  
48:36  
plus de ressources et l'école publique  
48:39  
et est en train de disparaître au  
48:42  
niveau de la qualité alors que ça  
48:44  
n'existe ni en France ni au Canada et  
48:47  
autant qu'il y a des opportunités  
48:50  
parce que les opportunités  
48:52  
l'innovation n'est pas uniquement dans  
48:55  
les universités  
48:56  
tant qu'il y a de la place pour le privé  
48:57  
autant il y a un danger et l'idée c'est  
49:00  
de savoir comment gérer ce risque pour  
49:02  
que ça prend un corridor de  
49:04  
navigation que le législateur ou  
49:08

l'État puisse concevoir pour éviter

49:14

les déboires

49:19

je vous propose de continuer demain sur la pédagogie

49:22

unintelligible

49:24

unintelligible

49:25

unintelligible ou de continuer à l'ambassade

49:29

tout à l'heure alors

49:30

ceux qui ont des taxis ça va être en face ça

49:34

commence à arriver thank you for coming