



MOOCs4D: Potential at the Bottom of the Pyramid



April 10-11, 2014

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MOOCs for Development – reflections on business models

MOOCs for Development conference
University of Pennsylvania, Philadelphia
April, 10-11 -2014

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OECD AND DEVELOPMENT



OECD and Development

OECD's ambition to become a “Global Inclusive Policy Network”

Long standing commitment in aid assistance

OECD Strategy for Development - focus on inclusive growth



Education and Development

OECD's contribution to the post-2015 agenda

- Establishing small set of global goals
- Translating goals in country-specific targets and indicators

PISA for Development

- Developing a Universal method for measuring educational success



Innovation and Development

OECD's work on Knowledge for Inclusive Innovation and Development

- Provide evidence on the impacts of innovation and related policies on inclusive development focusing on industrial, social and territorial inequalities; and
- Understand how innovation can be targeted to the Bottom of the Pyramid, including options for scaling up “inclusive innovations” in education.



OECD-CERI WORK ON OPEN EDUCATION



CERI's past, current and future research

On-going research project on the Evidence Base of OER

- Building on previous CERI work: “Giving Knowledge for Free” publication, and OECD country questionnaire in 2011-12
- The project seeks to strengthen the evidence base on the economic, educational social and innovational benefits of OER and public policies aiming to support OER

Future work on Open Higher Education (OER and MOOCs)



OER and MOOCs - similarities and differences

Open Educational Resources (OER):

“OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge” (Hewlett Foundation)

Massive Open Online Courses (MOOCs):

Term coined in 2008, designates large-scale online courses usually free of charge for students

Some similarities and many differences...



OER and MOOCs- differences

OER

Open licensing regime

From learning units to full courses

Mainly for teachers

High flexibility and adaptability

MOOCs

Usually copyrighted resources

full courses

Mainly for students

Low flexibility and adaptability

...But high initial development costs in both instances



BUSINESS MODELS FOR OER AND MOOCS



Business Models - Donations

Private and public funding to start-up platforms and repositories (either OER or MOOCs)

- OER have received private funding from foundations (Hewlett, Lumen, Shuttleworth) and public bodies (i.e. US, Dutch Governments grants)
- MOOCs have received public funding (France Université Numérique) and private ones as well as seed capital from VCs (Coursera, Udacity)

Could it work in developing countries?



Business Models – Institutional enlargement

Existing Higher Education Institutions (HEI) enlarge their service offering by providing online materials

- MIT to benefit from the reputation of the OpenCourseWare consortium in generating additional enrolments
- Harvard and MIT setting up edX and other HEI racing to participate in MOOCs platforms

Could it work in developing countries?



Business Models – Freemium

Giving the content for free and charging market prices for premium services

- OER granularity allows for several bundling combinations (free online, pay for the print/additional materials, tests and accreditations)
- MOOCs platforms (e.g. Coursera) charge accreditation and identity verification fees, testing fees etc.

Could it work in developing countries?



Business Models – Advertising

OER and MOOCs platforms to host targeted advertising

- Large OER platforms may potentially to host subject-related ads from commercial publishers
- MOOCs platforms to exploit the massive amount of data to generate user targeted ads or monetise from personal data

Could it work in developing countries?



Business Models – Professional training

Online courses to be licensed to organisations for their training needs

- OER provision of the right to reuse remix and repurpose may not facilitate this type of commercial exploitation
- MOOCs, on the other hand, could be easily licensed to third parties - companies or other organisations (e.g. Udacity)

Could it work in developing countries?



Thank you!
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