



Potsdam Transfer
Innovative Hochschule Potsdam

ZDT - JAHRESTAGUNG 2022

Der Massive Open Online Course (MOOC) „The Concept of Openness in Science and Innovation“

Dr. Sophia Rost



Konzeptwissen
Know-How
Kollaboration
OER-Material



MOOC ab 01/23 auf FutureLearn
Fachübergreifend
8 Wochen à 3 h
90 Min Lehr-Lernzeit/ Thema



Bachelor im 5./6. Semester
Masterstudierende
Wissenschaftler:innen
Interessierte



Open Science
Open Innovation
Gesell. Entwicklungen
Kollaboration & Dissemination

0 1 INTRODUCTION TO THE COURSE

- 1.1. Meet the experts
- 1.2. Meet your fellow learners
- 1.3. Your experience with Open Science
- 1.4. The Transformation of Higher Education (HE)**

0 2 WHAT IS OPEN SCIENCE?

- 2.1. Introduction to Open Science
- 2.2. Background
- 2.3. Concepts of Open Science
- 2.4. Different Aspects of Open Science
- 2.5. Drivers of Open Science
- 2.6. Critique and Debates about Open Science

0 3 THE OPEN SCIENCE POLICY OF THE EUROPEAN UNION

- 3.1. The Goals of the European Open Science Policy
- 3.2. Deeper Reasons for Open Science: Open Science is better Science
- 3.3. Deeper Reasons for Open Science: Higher Connectivity
- 3.4. Why Multistakeholder, why new Actors in the Research Process
- 3.5. Open Innovation: Getting more Research Results to the Market
- 3.6. What is wrong with Publish-or-Perish Culture?
- 3.7. Towards a Culture of Collaboration: New Rules for Research Assessment
- 3.8. Horizon Europe

0 4 OPENNESS IN (SOCIAL) INNOVATION

- 4.1. What is Open Innovation?**
- 4.1.1. Welcome to the Concepts of Openness
- 4.1.2. Evolution of the Concept of Open Innovation
- 4.1.3. Three Selected Open Innovation Methods
- 4.1.4. Generating Impact on Varying Levels
- 4.1.5. Two Case Studies: Implementing Open Innovation in Organisations
- 4.2. What is Open Social Innovation?**
- 4.2.1. Introduction to Open Social Innovation
- 4.2.2. Theoretical Implication of Open Social Innovation
- 4.2.3. Open Social Innovation in Action
- 4.2.4. Examples of Initiatives and Alliances from the Farm-Food-Climate Challenge
- 4.2.5. The Open Social Innovation Process
- 4.2.6. Potential and Challenges of Open Social Innovation

**0
5**

LET'S TALK ABOUT DATA

**0
6**

COLLABORATION IN SCIENCE AND SOCIETY

- | | | | |
|---|--|---|--|
| <p>5.1. Research Data Management</p> <ul style="list-style-type: none">5.1.1. Digital Research Data5.1.2. Research Data Management5.1.3. Order and Structure5.1.4. Documentation and Metadata <p>5.2. Open Reproducibility Research (ORR)</p> <ul style="list-style-type: none">5.2.1. ORR and related Concepts5.2.2. The Reproducibility Crisis5.2.3. Technical Obstacles Concerning Data and Code <p>5.3. Open Data</p> <ul style="list-style-type: none">5.3.1. What is Research Data?5.3.2 What is Open Data?5.3.3. What are the Benefits of Open Data for Researchers?5.3.4. Cultural Barriers to Open Data | <p>5.1.5. Storage and Backup/ Long-Term Archiving</p> <p>5.1.6. Your Data Management Plan</p> <p>5.1.7. Research Data Policies</p> <p>5.1.8. Where to Find More Information</p> <p>5.2.4. How to Become an Open Researcher?</p> <p>5.2.5. Research Principles and Best Practices</p> <p>5.2.6. How to Secure the Verifiability of your Research?</p> <p>5.3.5. FAIR Data to overcome Technical Barriers</p> <p>5.3.6. Make Open Data Findable</p> <p>5.3.7. How Can We Make Open Data Accessible?</p> <p>5.3.8. The Interoperability of Your Data</p> <p>5.3.9. Open Licenses</p> <p>5.3.10. Common Misconceptions Around Open and FAIR Data</p> | <p>6.1. The Role of Universities in Innovation Ecosystems</p> <ul style="list-style-type: none">6.1.1. Drivers of Transformation for University-Stakeholder Interaction in regional Networks6.1.2. Emerging new Roles of State, Business, University Actors in a Triple Helix Cooperation6.1.3. University Transformation, Transformative University | <p>6.2. Collaborative Science</p> <ul style="list-style-type: none">6.2.1. Background: Collaboration characteristics in Academia6.2.2. Challenges of Scholarly Collaborations6.2.3. A Digital Collaborative Revolution? Digital Tools and Practices of Collaboration6.2.4. Collaborative Forms of Knowledge Production6.2.5. Use of Digital Tools and Infrastructure Across the Research Cycle6.2.6. Digital Support for Collaboration |
|---|--|---|--|

0 7

OPEN ACCESS PUBLICATION

- 7.1. Open Access: No Barriers for Scholarly Publications**
 - 7.1.1. What is Open Access?
 - 7.1.2. Why Do We Need Open Access?
 - 7.1.3. A Brief History of the Open Access Movement
 - 7.1.4. What Prejudices Against Open Access exist?

- 7.4. Transforming the Scholarly Publishing System**

0 8

COMMUNICATION, DISSEMINATION OF RESEARCH AND NEW INNOVATION INDICATORS

- 8.1. Science Communication**
 - 8.1.1. Science Communication: Theory
 - 8.1.2. Science Communication: Empirics
 - 8.1.3. Science Communication: Practice
- 8.2. Make Open Science with an Impact**
 - 8.2.1. The Logic Model
 - 8.2.2. Stakeholder Analysis
 - 8.2.3. Dissemination Strategy

- 8.3. Innovation Indicators**
 - 8.3.1. Background: A Classification and Typology of Innovative and Inventive Activity
 - 8.3.2. Understanding Innovation
 - 8.3.3. Typology of Innovation Indicators
 - 8.3.4. Open Science and Open Innovation Perspectives Towards Research and Innovation Indicators
 - ...

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CIPD



Raspberry Pi

KING'S
College
LONDON



UCL



University
of Glasgow

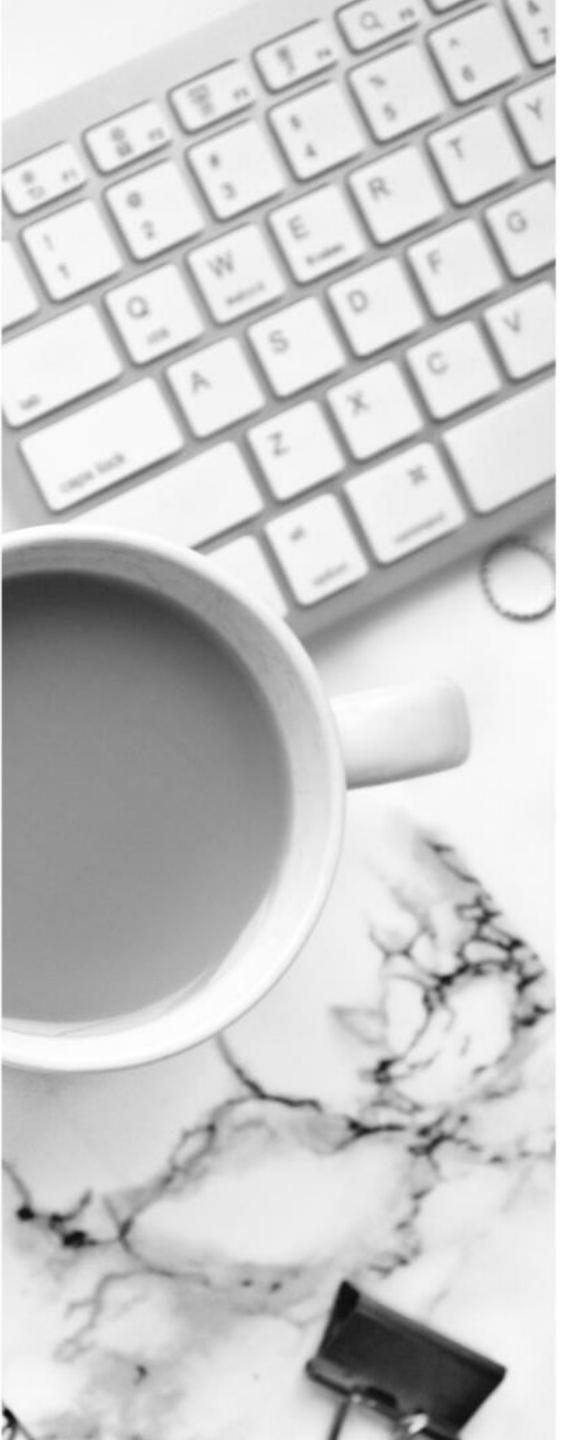
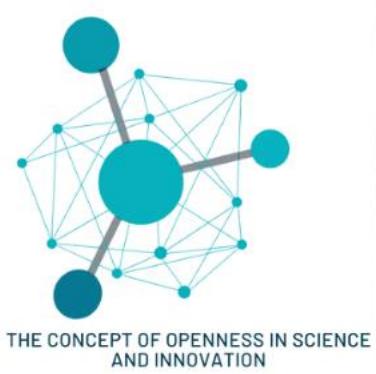


coursera

iMooX



AI Campus
The Learning Platform
for Artificial Intelligence



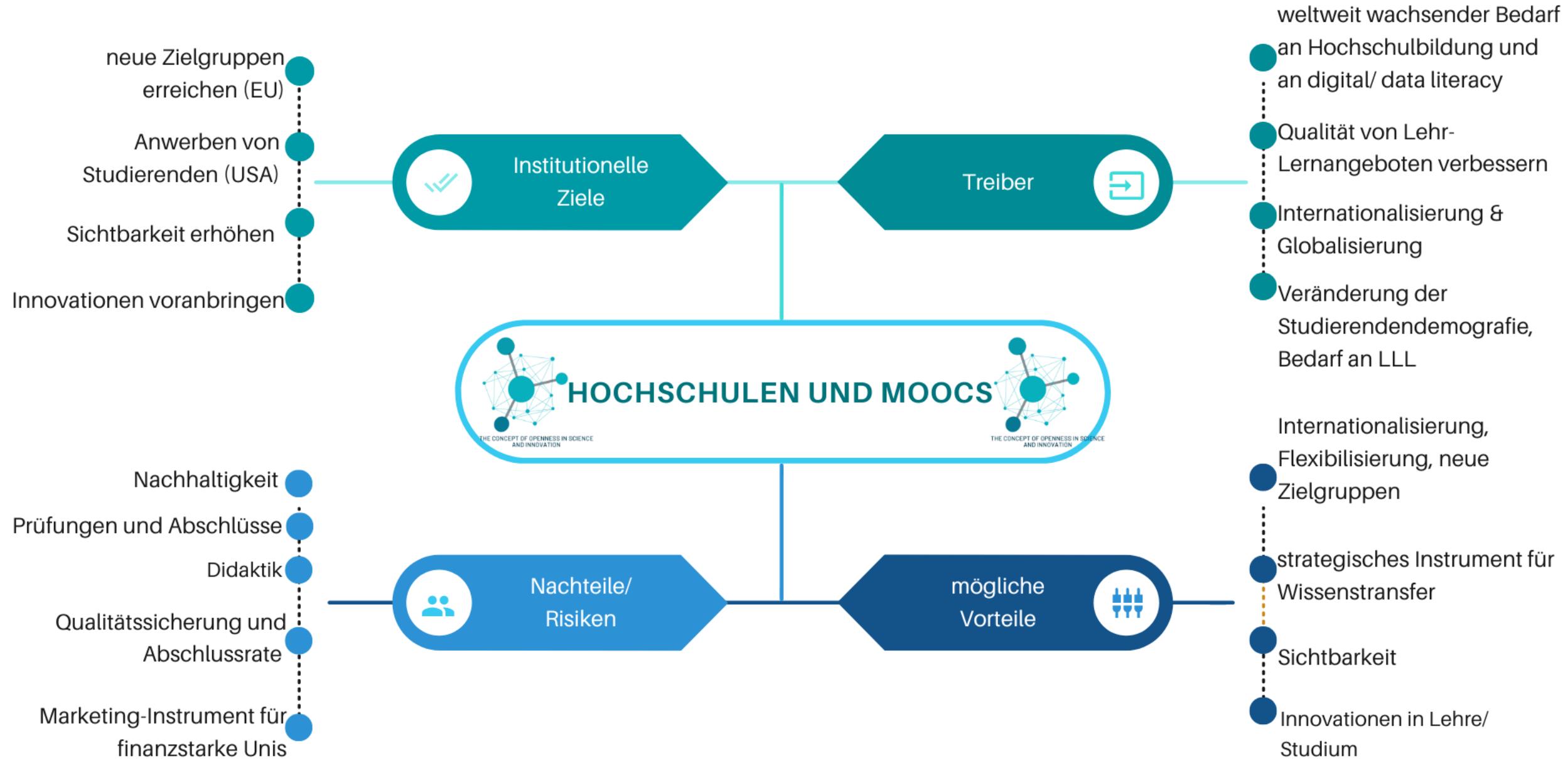
Massive Open Online Course (MOOC)

MOOCs sind Online-Kurse,

- die für eine große Anzahl von Teilnehmern konzipiert sind,
- die von allen an jedem Ort besucht werden können, solange eine Internetverbindung vorhanden ist,
- die ohne Zugangsvoraussetzungen zugänglich sind und
- ein vollständiges Online-Kurserlebnis kostenlos anbieten.

(Jansen, Schuwer 2015)





FAZIT



Aufwand und Zusammenarbeit

Hoher Aufwand und hohe Kosten erfordern Zusammenarbeit zwischen HEI (regional und international).



Mission/ Policy

Institutionelle und regionale Policies wichtig, um MOOCs in Modernisierung von Lehre, Studium, Forschung und Transfer aufzunehmen.



Forschung

Für evidenzbasierte Entscheidungen sind mehr Untersuchungen und Erfahrungen zu MOOCs notwendig.

MOOCs als Innovationsmotoren

Erprobung neuer Lehr-Lernformate in Didaktik, Anerkennung der Abschlüsse (Microcredentials), Zusammenarbeit regional in Brandenburg (Digital Health) und International (EDUC), OER-Entwicklung, Umgang mit hohen Studierendenzahlen, flexible und nachfragerorientierte Lernangebote,



THE CONCEPT OF OPENNESS IN SCIENCE
AND INNOVATION

Thank
you!

Gaebel, M., (2014). *MOOCs: Massive open online courses* (Vol. 11). Geneva: EUA.

Jansen, D., & Schuwer, R (2015). Institutional MOOC strategies in Europe. [11]Status report based on a mapping survey conducted in October - December 2014EADTU,ISBN 978-90 -79730-15 -5. Retrieved from:
http://eadtu.eu/documents/Publications/OEenM/Institutional_MOOC_strategies_in_Europe.pdf

Yuan, L. and Powell, S. (2013). MOOCs and open education: Implications for higher education. Cetis White Paper. Retrieved from: <https://www.oerknowledgecloud.org/sites/oerknowledgecloud.org/files/MOOCs-and-Open-Education.pdf>