

Who's Afraid of the Big, Bold MOOC?

Challenges and Opportunities of Massive Open Online
Courses for Business and Higher Education

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What is massive?

- 100?
- 1,000?
- 10,000?
- 100,000?

Open registration?

Local cohorts?

Self-paced?

Start/end dates?

College credits?

Badges?

Role of the instructor?

Learning community?

Scripted assessments and feedback?

Real-time interaction?

Affordable?

Free of charge?

Open content?

M

MASSIVE

O

OPEN

O

ONLINE

C

COURSE

X

**FOCUS ON
SCALABILITY**

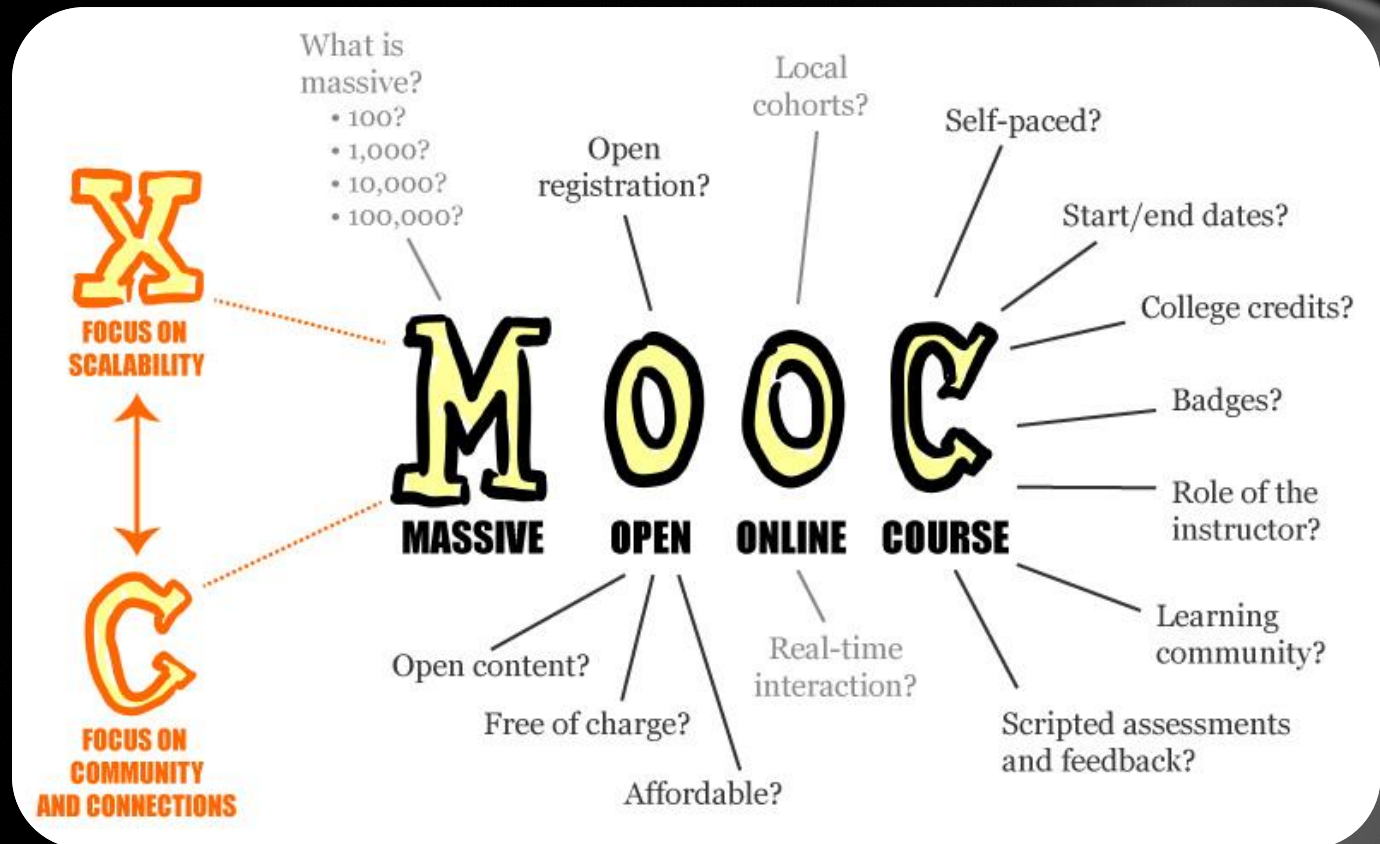
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**FOCUS ON
COMMUNITY
AND CONNECTIONS**

MOOC Definition

A massive open online course is an online course aimed at unlimited participation and open access via the web...

<http://en.wikipedia.org/wiki/MOOC>



http://commons.wikimedia.org/wiki/File%3AMOOC_poster_mathplourd e.jpg

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TRUE or FALSE? *(pretend to have a clicker!)*

1. MIT now includes space for students to list their MOOCs in admission applications. **TRUE**
2. Approximately 75% of undergraduate students are familiar with MOOCs. **FALSE**
3. Instructure and Blackboard are adding a MOOC platform to their LMSs. **TRUE**
4. Moody Investors Services designated MOOCs as a "credit positive" for prominent universities that offer MOOCs. **TRUE**
5. About 60% of university presidents strongly view MOOCs as having ""great potential to make a positive impact." **FALSE**

http://www.educause.edu/ero/article/compendium-mooc-perspectives-research-and-resources?utm_source=Informz&utm_medium=Email+marketing&utm_campaign=EDUCAUSE

ECAR's [Study of Undergraduate Students and Technology, 2013](#)³ EDUCAUSE Center for Applied Research (ECAR)

AGENDA

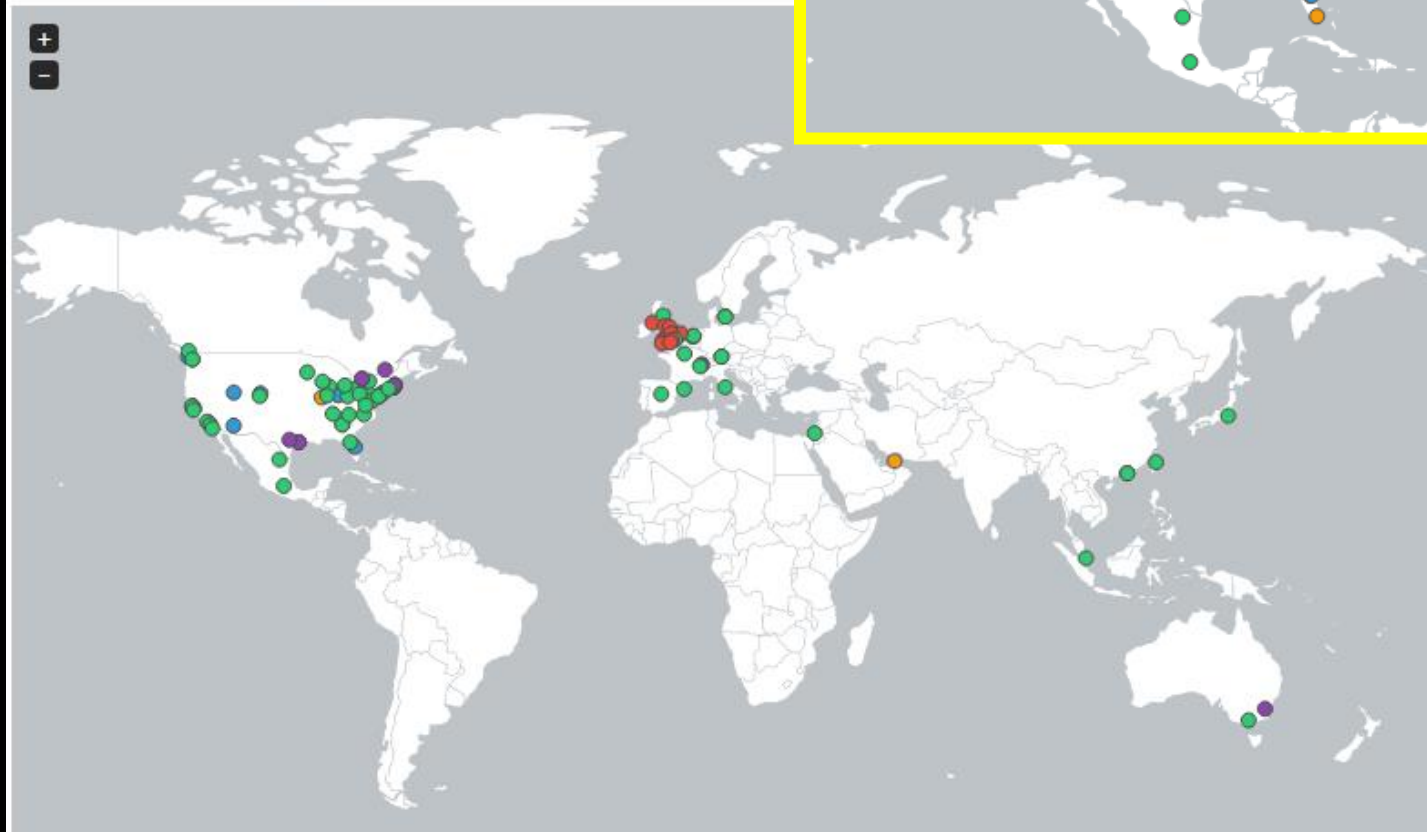
1. Big MOOC Numbers
2. Bold MOOC Opportunities & Challenges
3. Questions to Ask
4. Activity – Read & Share
5. Large Group Discussion



Growth of MOOCs

From April, 2012 to October, 2013

MOOC Map

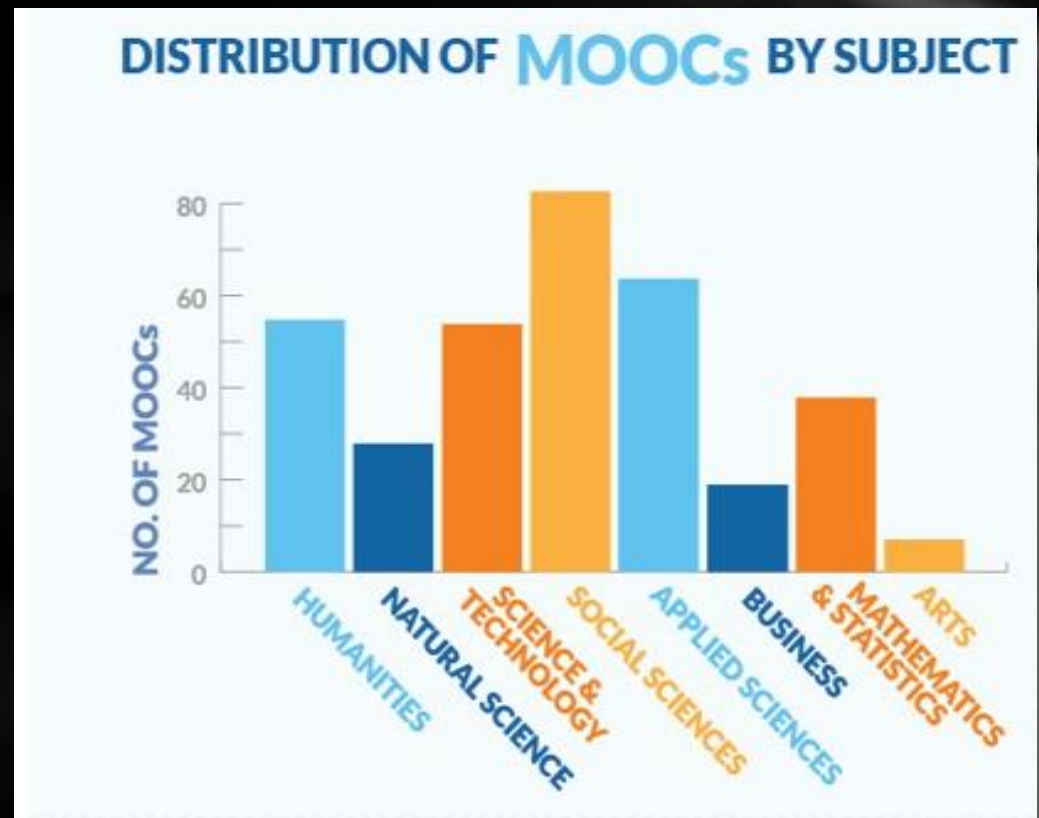


Number of MOOCs

As of January 10, 2014:

**1369 MOOCs
Conducted**

- More Courses
- More Students
- More Universities

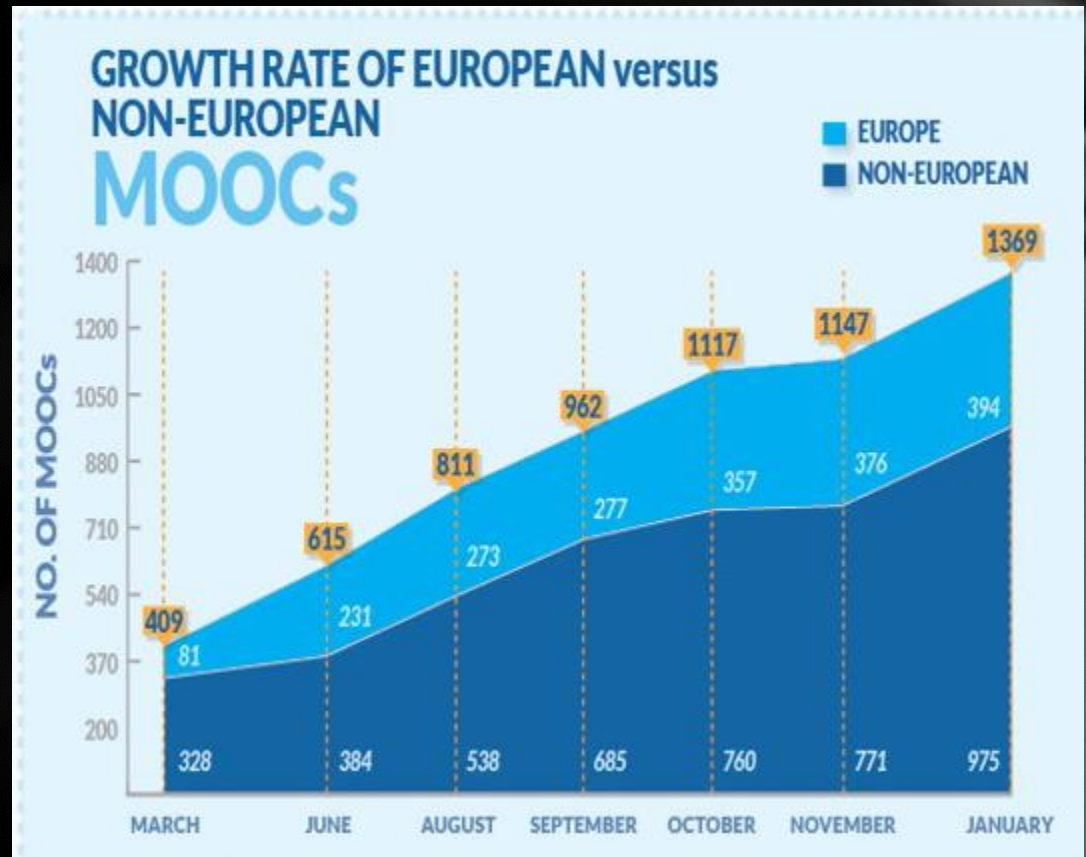


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Major Players

Have included faculty from many Universities world-wide.

However...




Participation has been primarily via invitation / partnership agreements only.

SEARCH for MOOCs Offered

<http://www.moocs.co/>

<http://www.mooc-list.com/>

NEW in 2013: [FutureLearn](#), [Open2Study](#), [iversity](#), [EduKart](#) and [France Université Numérique](#)

-  CanvasNet
-  Coursera
-  CourseSites
-  EdX
-  FutureLearn
-  Open2Study
-  OpenupEd

Getting into the Act

No Way to Host a MOOC of Your Own?

Don't worry, MOOC.ORG is on the Way!

<http://mooc.org/>

“mooc.org goes live in the first half of 2014.

mooc.org is an edX destination. We're working to help educational institutions, businesses and teachers easily build and host courses for the world to take.”

Educational Institutions

Businesses and Non Profits

Instructors and Course Authors

EdX *(non-profit)*

STARTED BY: Harvard and the Massachusetts Institute of Technology created

START DATE: May 2012

COURSES: physics, computer science, engineering, literature, ethics, law, medicine and economics

UNIVERSITIES in PARTNERSHIP: 29 including the University of California, Berkeley; the University of Texas, Austin; Georgetown; Cornell; the Berklee College of Music; the University of Toronto; and the University of Kyoto

WORKLOAD: Varies widely

- Global History of Architecture from M.I.T. -- 5 hours per week
- Introduction to Computer Science from Harvard: 8 problem sets @ 15-20 hrs each plus two quizzes and a final project

<http://www.nytimes.com/2013/09/26/technology/personaltech/a-surge-in-growth-for-a-new-kind-of-online-course.html>

Coursera *(for profit)*

STARTED BY: Two Stanford professors, Andrew Ng and Daphne Koller

START DATE: April 2012

COURSES: physics, computer science, engineering, literature, ethics, law, medicine and economics

400 free college-level courses offered to more than four million students from every country in the world

UNIVERSITIES in PARTNERSHIP: 84 Universities including Stanford, Princeton, University of Pennsylvania, University of Michigan, Yale, Duke, University of Chicago, University of Edinburgh

PATH FORWARD: Hope to earn money in other ways, such as linking corporations to skilled students

<http://www.nytimes.com/2013/09/26/technology/personaltech/a-surge-in-growth-for-a-new-kind-of-online-course.html>

Udacity *(for profit)*

STARTED BY: Sebastian Thrun, David Stavens, and Mike Sokolsky

START DATE: January 2012

COURSES: 30 – Focused on: Science, math and computer science

COURSE LENGTH: Entirely SELF-PACED with no enforced start/end dates

COURSE METHODS: Courses are built around hands-on projects that can be shown to employers as part of a portfolio

<http://www.nytimes.com/2013/09/26/technology/personaltech/a-surge-in-growth-for-a-new-kind-of-online-course.html>

MOOC Opportunities (+)

MOOC Opportunities

1. Free or Inexpensive
2. Accessible to Many
3. Courses from Well-Known Field Leaders
4. Can Document New Learning in Own Way

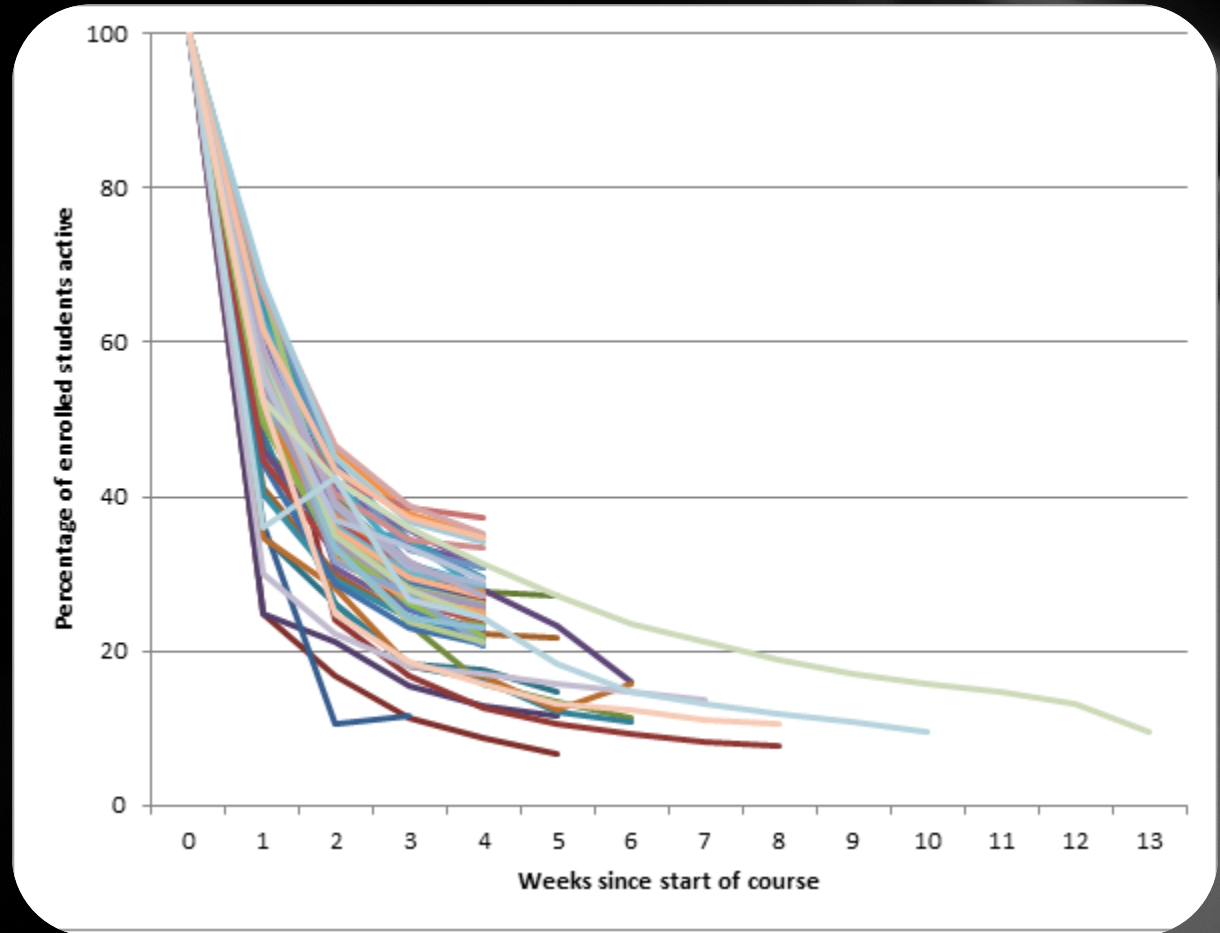
MOOC Challenges (–)

MOOC Challenges

1. Overly Prescriptive – is it a Form of Neocolonialism?
2. One-size-fits-all Approach
3. Primarily a Western Approach -- doesn't allow for alternative and non-Western perspectives
4. Encourages Passive Learning
5. Large Numbers Challenge Active Participation
6. Learners Learn Best from Other Humans -- MOOCs often don't Encourage or Provide Avenues
7. High Attrition Rates & Low Completion Rates
8. [Copyright Issues](#) - Acad. I.P. Rights & Student Data

MOOC Challenges: Attrition Rates

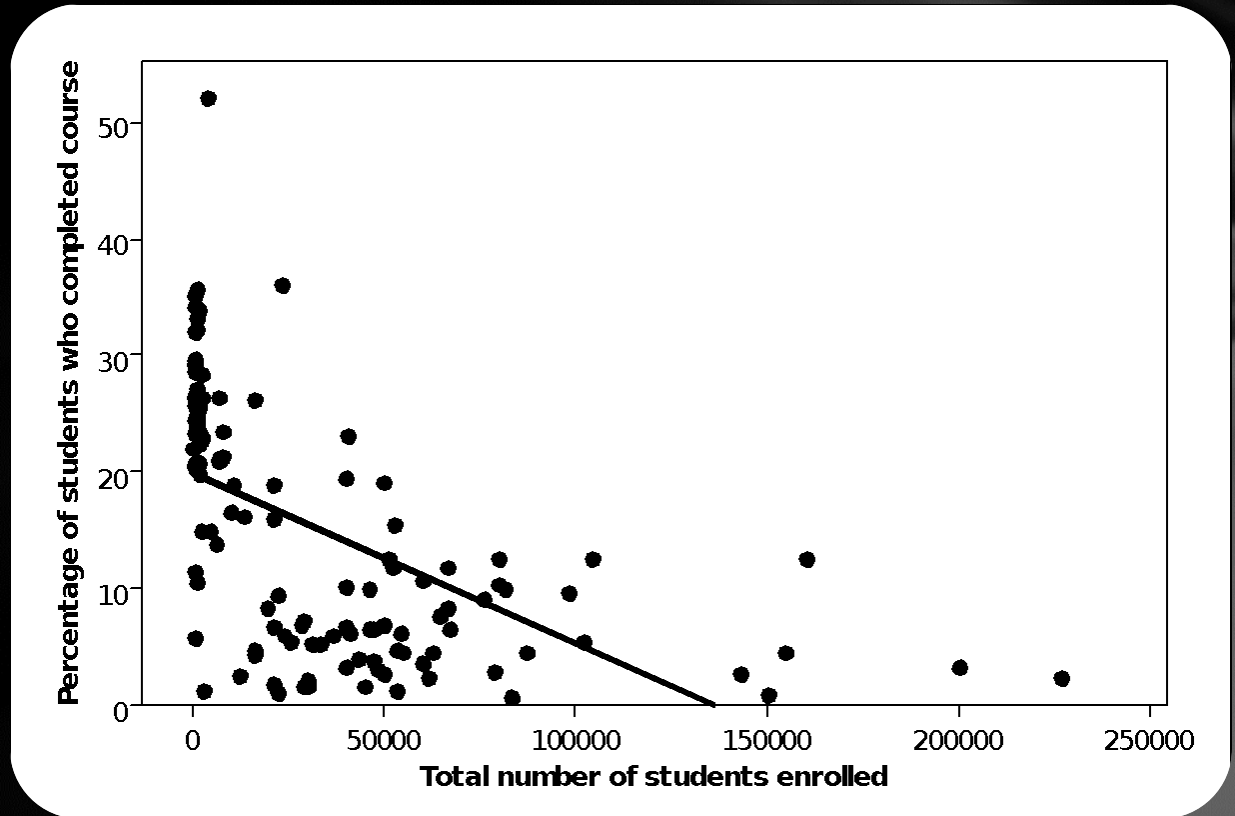
“Attrition rates of active users (those that come into the course and do something, not just those who complete assessments)”



MOOC Challenges: Completion Rates

This is preliminary data that is part of Gates funded research on MOOCs.

Martin Weller is looking at [learning design analysis](#), while [Katy Jordan](#) is looking at [factors influencing completion rates](#).



[Martin Weller](#): Professor of Educational Technology at the Open University in the UK
http://nogoodreason.typepad.co.uk/no_good_reason/2013/12/completion-data-for-moocs.html
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Research is Starting to Come In

More dedicated research findings are beginning to surface:

Harvard papers - [here](#), the MIT papers [here](#)



Image © 2014 Microsoft Corporation.

Research is Starting to Come In

- 841,687 people registered for the 17 MOOCs from Harvard and MIT.
- 5 percent of all registrants earned a certificate of completion.
- 35 percent never viewed any of the course materials.
- 54 percent of those who “explored” at least half of the course content earned a certificate of completion.
- 66 percent of all registrants already held a bachelor’s degree or higher.
- 74 percent of those who earned a certificate of completion held a bachelor’s degree or higher.
- 29 percent of all registrants were female.
- 3 percent of all registrants were from underdeveloped countries.

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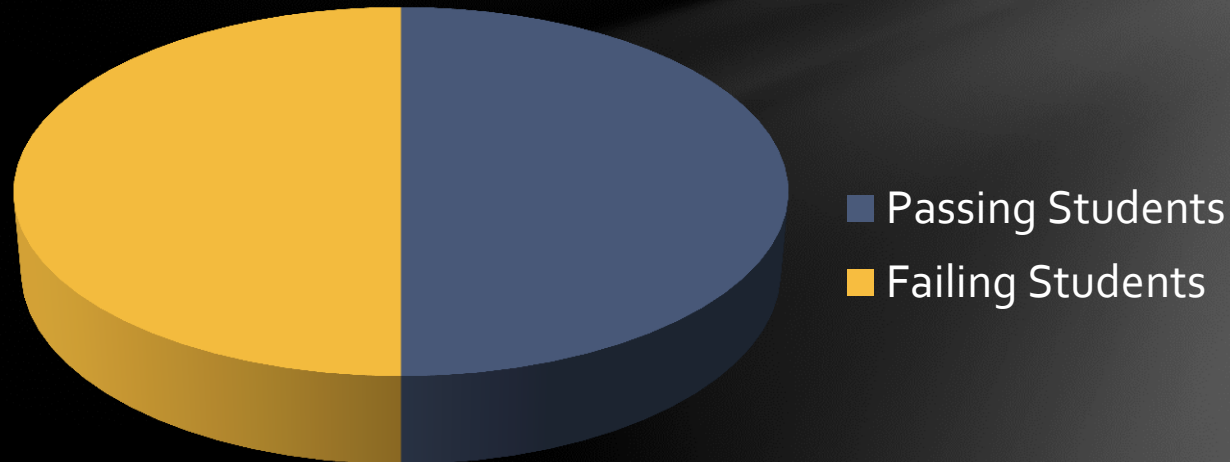
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Failure Precipitates MOOC Suspension

After finding half of the students failed their MOOCs , San Jose State University has recently suspended their MOOCs with Udacity. <http://allmoocs.wordpress.com/2013/07/19/the-sjsuudacity-mooc-hiatus-a-crisis-of-rhetoric/>

San Jose MOOC Pass/Fail Rates



Student Experience – Quality?

How do we determine what is best for the student?*

- Quality of instructional design
 - cMOOC vs. xMOOC
- Learning Strategies
- Learner performance
- Cost to the learner
- Accessibility
- Acquiring online collaboration methods & resources used in today's workplace

*List of factors compliments of Carole Bagley



Related Considerations

Competency-based Programs

2013 DOE Decision Opened the Door

[U.S. Department of Education's March 2013 endorsement of competency-based education,](#)

EXAMPLE: Western Governor's University

"...accelerate your program (and save money) you are able to complete your degree program as soon as you can successfully complete all of the necessary assessments. Since tuition is charged at a flat rate every six months—you pay for time, not per credit hour—if you're able to finish faster, you can save both time and money."

http://www.wgu.edu/why_WGU/competency_based_approach

Badges

Definition: Symbol or indicator of an accomplishment, skill, competency, or interest


Important Factors

- The issuer of the badge
- How the badge was earned and when
- Links back to artifacts, documents, or testimonials demonstrating the work that lead to earning the badge
- Authentication back to the issuer and relevant standards bodies






<http://www.openbadges.org/faq/>

FlexPath Scheduling

NEWLY Accredited with programs debuting in 2013 from Capella (BADM & MBA) and the University of Wisconsin (Six programs – Associate & Baccalaureate)



UW flexible option
UNIVERSITY OF WISCONSIN SYSTEM

-  EARN CREDIT FOR WHAT YOU KNOW
-  ADVANCE AT YOUR PACE
-  START AND STOP WHEN YOU WANT
-  TEST WHEN YOU ARE READY
-  GRADUATE WITH THE SKILLS EMPLOYERS VALUE



FLEXPATH

 VIDEO HOW FLEXPATH WORKS

<http://flex.wisconsin.edu/>

<http://search2.capella.edu/?q=Flexpathg>

**Effects – on Education &
Business Worlds ?????**

Sparkling Questions

From Educause's "7 THINGS YOU SHOULD KNOW ABOUT MOOCs"

June 11, 2013

Perhaps the MOOC's most important contribution to date has been to **raise important questions** and **spark essential conversations** ...

<http://www.educause.edu/library/resources/7-things-you-should-know-about-moocs-ii>

General MOOC Questions

1. Where do you think MOOCs will be in five years?
2. Are MOOCs of value in the arena in which you work?
3. If MOOCs were improved, could they hold more value?
4. How do you think they could be improved?
5. Where do MOOCs have a place in the constellation of knowledge and resources in your work environment?
6. How should learning be assessed, ideally?

Questions - Business

1. What constitutes a valid learning experience that can be accepted in the work place?
2. What kind of documentation is needed?
3. Should that documentation be expressed as a “grade” or “credit/hours” or “competencies”?
4. Would your workplace benefit from partnering with ??? to offer MOOCs as part of your employee professional development? Who would/could you partner with?

Questions – Education

1. Are MOOCs / Badges affecting your institution's enrollment or economic picture? How?
2. Are MOOCs / Badges a valid or ethical way to draw students into existing regular degree programs?
3. What constitutes a valid learning experience that should be offered by institutions or accepted for "credit?"
4. Should components from existing MOOCs be incorporated into your school's curriculum?

Activity

<http://padlet.com/wall/asm728eurp>

Choose Education or Business

-5 Minutes Reading

-5 Minutes Sharing – Small Groups

-Large Group Discussion

Changed Perceptions?