It’s good to be back at OUJ!
MOOCs: What will be their Legacy?
Legacy:

‘a material or immaterial thing handed down by a predecessor’
LOOK

Backwards

Forwards

‘material or immaterial things handed down’
The Gartner Technology Hype Cycle
The Gartner Technology Hype Cycle
...sliding down from 2013 enthusiasm
...leading up to the legacy
Moore’s Technology Adoption Life Cycle
Online teaching & learning: Have MOOCs bridged the chasm?
If Harvard is going online it must be OK!
The herd instinct to Mooc!
MOOCs shake-out in 2014 - online learning came of age in 2013
…offer regular programmes online
MOOCs – bridging the chasm for online learning
- 15% of postsecondary programmes online
- 20,000 courses
- 500,000 student registrations
Ontario Online
(announced 13 January 2014)

‘will give students across the province one window of access to high-quality, transferable online courses while reducing course duplication’
More students taking regular course online than taking MOOCs
MOOCs – bridging the chasm for online learning
LOOK

Backwards

Forwards

‘material or immaterial things handed down’
Lord Geoffrey Crowther
Inauguration of the Open University
1969
“The world is caught in a communications revolution, the effects of which will go beyond those of the industrial revolution of two centuries ago.

Then the great advance was the invention of machines to multiply the potency of men's muscles.

Now the great new advance is the invention of machines to multiply the potency of men's minds. As the steam engine was to the first revolution, so the computer is to the second.”

*Lord Geoffrey Crowther, 1969*
- 250,000+ students
BRITAIN’S TOP NINE UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2004

*(Sunday Times University Guide 2004)*

<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>CAMBRIDGE</td>
<td>96%</td>
</tr>
<tr>
<td>2</td>
<td>LOUGHBOROUGH</td>
<td>95%</td>
</tr>
<tr>
<td>3=</td>
<td>LONDON SCHOOL OF ECONOMICS</td>
<td>88%</td>
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<tr>
<td>3=</td>
<td>YORK</td>
<td>88%</td>
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<tr>
<td>5</td>
<td>THE OPEN UNIVERSITY</td>
<td>87%</td>
</tr>
<tr>
<td>6</td>
<td>OXFORD</td>
<td>86%</td>
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<tr>
<td>7</td>
<td>IMPERIAL COLLEGE</td>
<td>82%</td>
</tr>
<tr>
<td>8</td>
<td>UNIVERSITY COLLEGE LONDON</td>
<td>77%</td>
</tr>
<tr>
<td>9</td>
<td>ESSEX</td>
<td>77%</td>
</tr>
</tbody>
</table>

…and OU top for student satisfaction
OUR MISSION

1970s

People

Places

Methods

Ideas

2010s
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared
THE TREND TOWARDS OPENNESS

- Open Source Software

- Open Access to Research

- Open Educational Resources
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries

OPEN EDUCATIONAL RESOURCES
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared
The Paris Declaration
10. Encourage open licensing of educational material produced with public funds.
VANCOUVER - British Columbia is set to become the first province in Canada to offer students free online, open textbooks for the 40 most popular post-secondary courses.
OER

MOOCs
What is a MOOC?

Massive Open Online Course
MOOCs began in Canada

University of Manitoba

Connectivism & Connective Knowledge

25 students on campus
2,300 public - free
Course x6002 *Circuits and Electronics*

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%
Course x6002 Circuits and Electronics

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%
What is higher education?
Making Sense of MOOCs: Musings in a Maze of Myth, Paradox and Possibility
BUT:
The universities have no business model for MOOCs!

Expenditure: $ 50,000 and up
Revenue: $ 0
The content of many MOOCs is NOT an Open Educational Resource
Course x6002 Circuits and Electronics

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%
Offering MOOCs:
less need for big expensive systems
'it seems pretty obvious that no one who had any working knowledge of research in pedagogy was deeply involved in the creation of the course'
MOOCs ventures outside North America
M O O C – Every letter is negotiable!
MOOC on Mobiles for Development

Starts October 2, 2013 | Six-week Course

Drawing on our experience with offering online courses on large scale, and our interest in fostering new perspectives on MOOCs in the context of learning for development, COL will collaborate with the Indian Institute of Technology Kanpur (IITK) to offer a six-week MOOC starting 2 October 2013.

Dr. Venkataraman Balaji
“At the time of launch we had 2282 registrants from 116 countries. The top five are: India, Nepal, Mauritius, Grenada and South Africa. The large presence of registrants from two small countries (totaling 187) was not expected. We have about 500 registrants in all from SSA countries and the Caribbean. From the Pacific, Solomon Islands has a noticeable presence.”
“At the time of launch we had 2,282 registrants from 116 countries. The top five are: India, Nepal, Mauritius, Grenada and South Africa. The large presence of registrants from two small countries (totaling 187) was not expected. We have about 500 registrants in all from SSA countries and the Caribbean. From the Pacific, Solomon Islands has a noticeable presence.”

V. Balaji

“Our original intention was not to have quizzes. There is a constant demand for that kind of assessment of progress and so we have offered a quiz (MCQ).”
What is higher education?
MOOCs

supply driven
or
demand led
?
10,000 learners; 60 countries

- 89% women
- 70% over 40 years old
- < 17% more than bachelor’s
- 39% completion rate
MOOCs

Needed:

• Employment-related topics

• Credible recognition
The unbundling of higher education
MOOCs

Accelerating four trends:

• More online learning
• Shorter courses
• New types of awards
• Partnerships
MOOCs

Accelerating four trends:

• More online learning
If Harvard is going online it must be OK!
Online teaching and learning is now part of the future of universities.
Professor Tony Bates
“2013: online learning comes of age”
(www.contactnorth.ca)
How can MOOCs stimulate the transition to open and online learning?
“universities must stop focusing on MOOCs and develop policies for teaching more and more of their regular programmes online”
MOOCs

Accelerating four trends:

• Shorter courses
MOOCs

Accelerating four trends:

• New types of awards
old wine

new bottles
Learning today happens everywhere. But it’s often difficult to get recognition for skills and achievements that happen online or out of school. Mozilla Open Badges helps solve that problem, making it easy for any organization to issue, manage and display digital badges across the web.
MOOCs

Accelerating four trends:

• Partnerships
For profit

UDACITY

Not for profit
Academic Partnerships

We assist leading universities around the world in the development and marketing of their online degree programs.

Transforming Higher Education for the 21st Century
THE AIM
“to lead students into online award-bearing programmes and have them graduate at rates at least as good as those of their fellow students on campus”.
Specialisations

one-year online, ready-made programmes on advanced employment related topics. Each is made up of three certificates and has been developed by a well-known university for offering by other universities.
A Guide to Quality
In Online Learning

Authors:
Neil Butcher & Merridy Wilson-Strydom

Editors:
Stamenka Uvalić-Trumbić & Sir John Daniel
A Guide to Quality in Online Learning
Guide to Quality in Post-traditional Online Learning

March 2014
MOOCs
What will be their legacy?

Sir John Daniel
MOOCs have shaken the complacency of Higher Education
old wine

new bottles
The unbundling of higher education
THANK YOU

Sir John Daniel

For text and slides:
www.sirjohn.ca