MOOCs in the Arts and Humanities: Opportunities, Challenges and Implications Across UK Higher Education

Stamenka Uvalič-Trumbić & Sir John Daniel

MOOCs in the Arts and Humanities: What are the issues?
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MOOCs in the Arts and Humanities: What are the issues?
Visual Arts Education and New Technologies: Sharing cultures at the DeTao Masters Academy

SIVA
14 March
2012

Vincent Van Gogh
(paint)

David Hockney
(iPhone)
PLAN

• Post-Traditional Higher Education: the trend to greater openness
PLAN

• Post-Traditional Higher Education: the trend to greater openness

• MOOCS: myths, paradoxes, possibilities
PLAN

• Post-Traditional Higher Education: the trend to greater openness

• MOOCS: myths, paradoxes, possibilities

• MOOCs in the Arts and Humanities
The Mind is Flat: the Shocking Shallowness of Human Psychology.
DISTRIBUTION OF MOOCs BY SUBJECT

- Science & Technology: 90
- Social Sciences: 80
- Applied Sciences: 70
- Business & Mathematics & Statistics: 60
- Humanities: 50
- Natural Sciences: 40
- Arts: 20

(Europe)
Arts and Humanities: < 20% of offerings
“If you want to take a MOOC in French History your only option is a MOOC from Princeton University”
Much of a muchness?
POST-TRADITIONAL HIGHER EDUCATION

Open Educational Resources, Open Badges, MOOCs, etc.
Open as to:

- People
- Places
- Methods
- Ideas
Generation jobless

The global rise of youth unemployment
Driving Principles:

- Education as a human right
- Emancipation: Education for All
- Disruption of HE business models

a new paradigm: openness
Examples of openness:

- Open source software
- Open data
- Open access to research results
- Open content
- Open Educational Resources

(= transparency + easy access)
“leveraging the Internet, digital content, open licensing, and social networking to create new forms of education”
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
2012 World Open Educational Resources Congress
UNESCO Headquarters
Paris, France

20-22 June
World Congress on Open Educational Resources
Paris – June 20-22 – 2012

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.
new wine

new bottles
old wine

new bottles
what are OPEN BADGES?

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.
DeTao Masters Academy
Chairman George Lee

Unique Pool of Global Talent
One Hundred Masters from the Whole World
What is a MOOC?

Massive Open Online Course
...sliding down from 2013 enthusiasm
Making Sense of MOOCs: Musings in a Maze of Myth, Paradox and Possibility
GROWTH RATE OF EUROPEAN versus NON-EUROPEAN MOOCs

<table>
<thead>
<tr>
<th>MONTH</th>
<th>EUROPE</th>
<th>NON-EUROPEAN</th>
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</thead>
<tbody>
<tr>
<td>AUGUST</td>
<td>538</td>
<td>273</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>685</td>
<td>277</td>
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<tr>
<td>OCTOBER</td>
<td>760</td>
<td>357</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>771</td>
<td>376</td>
</tr>
<tr>
<td>JANUARY</td>
<td>975</td>
<td>394</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>1533</td>
<td>434</td>
</tr>
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</table>
MOOC – Every letter is now negotiable!
The MOOC Maze

Myth

Possibility

Paradox
MOOCs began in Canada

University of Manitoba

George Siemens  Stephen Downes
MOOCs began in Canada

University of Manitoba

Connectivism & Connective Knowledge

25 students on campus

2,300 public - free
Deschooling Society

'Good radical stuff' Observer
‘provide all who want to learn with access to available resources at any time in their lives; empower all who want to share what they know to find those who want to learn it from them; and, finally furnish all who want to present an issue to the public with the opportunity to make their challenge known’
MOOCs began in Canada

*Connectivism & Connective Knowledge*

‘all the course content was available through RSS feeds, and learners could participate with their choice of tools: threaded discussions in Moodle, blog posts, Second Life and synchronous online meetings’
MOOCs began in Canada

University of Manitoba

Connectivism & Connective Knowledge

cMOOC
‘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’
Course x6002 Circuits and Electronics

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%
Exam = ‘very hard’
Attrition high but “if you look at the number in absolute terms, it’s as many as might take the course in 40 years at MIT”
Battle of Passchendaele – World War I
“The great paradox of xMOOCs was that universities with scarcity at the heart of their business model suddenly embraced openness”
Tony Bates

‘getting credit for a MOOC depends on satisfying the campus admission requirements, not on succeeding in the course’
Good little piggies in make good bacon out!

Dan Coldeway
The herd instinct to Mooc!
If Harvard is going online it must be OK!
United States

‘over 80% of US students are expected to be taking courses online in 2014, up from 44% in 2009.’
GROWTH RATE OF EUROPEAN versus NON-EUROPEAN MOOCs

NO. OF MOOCs

<table>
<thead>
<tr>
<th>Month</th>
<th>Europe</th>
<th>Non-Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
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<td>January</td>
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</table>
MOOCs ventures outside North America
MOOC – Every letter is now negotiable!
MOOCs: Paradox 1

• Universities: no revenue
The Business of Free Learning

Andrew Law
Director of Open Media,
The Open University, UK
The objects of the University shall be the advancement and dissemination of learning and knowledge by teaching and research by a diversity of means such as broadcasting and technological devices appropriate to higher education, by correspondence tuition, residential courses and seminars and in other relevant ways, and shall be to provide education of University and professional standards for its students and to promote the educational well-being of the community generally.
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Reach new learners

Reflection: Can you use 3rd party channels to improve reach?
Channels 2014-15

Reflection: How does each channel type add value?
## Benefits – do they balance?

<table>
<thead>
<tr>
<th>Benefit</th>
<th>% of all costs</th>
<th>% if only online (costs and benefits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach</td>
<td>44%</td>
<td>7%</td>
</tr>
<tr>
<td>Registration</td>
<td>19%</td>
<td>55%</td>
</tr>
<tr>
<td>Asset</td>
<td>38%</td>
<td>22%</td>
</tr>
<tr>
<td>Income</td>
<td>6%</td>
<td>26%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>108%</strong></td>
<td><strong>109%</strong></td>
</tr>
</tbody>
</table>

**Reflection:** Can benefits offset costs?
What is higher education?
Uclan to offer credit for Moocs

12 OCTOBER 2013 | BY CHRIS PARR

The University of Central Lancashire is to begin offering academic credit for courses that students complete for free online.
We want to harness the power of MOOCs to help our students study more flexibly and achieve their professional goals whilst earning credit towards a qualification.”

Beverly Leeds
UCLAN
The unbundling of higher education
A partnership of like-minded institutions committed to creating pathways for OER learners to gain academic credit through the formal education system.
Founding anchor partners

Athabasca University  BAOU (Gujarat's open university)
Empire State College (SUNY)
Nelson Marlborough Institute of Technology
NorthTec  Open Polytechnic
Otago Polytechnic  Southern New Hampshire University
Thompson Rivers University  University of Canterbury
University of South Africa
University of Southern Queensland
University of Wollongong
OER Foundation (non-teaching)
BCcampus (non-teaching)
Anchor partners

- Excelsior College
- Kwantlen Polytechnic University
- Open University of Catalonia
- Thomas Edison State College
- Unitec Institute of Technology
- University of Glamorgan
- University of the South Pacific
- Wintec
- Institute of Technology Sligo
- S.N.D.T. Women's University
- Ako Aotearoa

Sponsors

- Commonwealth of Learning
- UNESCO, Pacific States
MOOCs: Key issues

- Universities: no revenue
- Learners: no credit
MOOCs: The solution

• Universities: charge fees

• Students: get credit

Offer regular programmes online
The MOOCs Phase

...offer regular programmes online
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
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MOOCs in the Arts and Humanities: What are the issues?
Larry Lessig

“A technology has given us a new freedom”
‘The Internet has unleashed an extraordinary possibility for many to participate in the process of building and cultivating a culture that reaches far beyond local boundaries’.
The Arts and Humanities lend themselves even more readily to online study than the STEM and business subjects that are all the rage. There is a tremendous pool of imagery, video and audio material to draw on in interesting ways.
Technology in teaching art appreciation

Visual artists using technology
David Hockney
“David Hockney illuminates Paris”
DAVID HOCKNEY
Fleurs fraîches

Drawings on iPhone and iPad
Curated by Charlie Scheips - Designed by Ali Tayar

EXHIBITION ON VIEW
FROM THE 20TH OF OCTOBER 2010
TO THE 30TH OF JANUARY 2011

Fondation
PIERRE BERGÉ
YVES SAINT LAURENT

5, avenue Marceau 75116 Paris Tel 01 44 31 64 31
Open everyday except Monday from 11 a.m. to 6 p.m. www.fondationpbysl.net
London
Winter Season
Royal Academy of Arts
2012
Video: 18 screens
9 cameras
Visual artists using technology

Technology in teaching art appreciation
Art Explorer

• Begin with learner needs, not technology

• Get teachers & students on same wavelength
  = share same conceptual & perceptual frameworks

“If students do not ‘see’ what experts see they cannot understand the experts’ arguments”
Art Explorer

an analogy with dreams

4 Episodes

“different experiences that encourage students to look closely at paintings and to reflect on their discoveries”
'Episode 1' asks users to express their own ideas and sort paintings according to categories that they choose. This student has chosen the category 'Modern'.
Art Explorer then challenged students to re-examine the paintings and refine their own concepts. They were shown an analysis of how they had categorised them.
‘Episode 2: The paintings in this section were 'live'; parts within them could be moved or changed in various ways by the student.
'Episode 3: Students were allowed to manipulate elements. In this example, they were asked to rearrange increasingly complex sets of flat blue pieces to create three-dimensional cube textures.
Episode 4: Students are given various ingredients (flowers, people, some background and so on) and invited to build these into a design for their own painting. The painting they construct has to serve a function.
“Pride comes before a fall”

*English proverb*
As MOOCs give way to greater use of online learning in regular programmes we have a chance to put the learners’ needs at centre stage and design courses to meet them.
Arts and Humanities Online

• MOOCs
  To stimulate interest and a taste for academic study

• Online courses/programmes
  To delve more deeply
THANK YOU

Stamenka Uvalić-Trumbić & Sir John Daniel

MOOCs in the Arts and Humanities: What are the issues?

Text & Slides at: www.sirjohn.ca