MOOCs
(Massive Open Online Courses)
Turbulent times in Higher Education
Penn State is MOOCing!

Introduction to Art: Concepts & Techniques
Pennsylvania State University, May 28th
MOOCs
(Massive Open Online Courses)
Where are MOOCs taking Higher Education?
OXFORD

PARIS

Undergraduate

Doctorate
By 1965 dimes (10c) and quarters (25c) were worth more than their face value when melted down.

Change to a copper-cupronickel sandwich that had the same electrical properties for slot machines.
Doctor of Science
University of Paris
1969
Moon Landing – 20 July 1969

“That’s one small step for a man; one giant leap for mankind”

Neil Armstrong

Open University – 23 July 1969

“Open as to people
- Open as to places
- Open as to methods
- Open as to ideas”

Geoffrey Crowther
Université de Montréal

Photo by: G. Bukacek
MA in Educational Technology
3-month internship 1972

The Open University – United Kingdom
MA in Educational Technology (25 years)
Vice-Chancellor 1990-2001

The Open University – Walton Hall
Mega-Universities and Knowledge Media: Technology Strategies for Higher Education

John S Daniel
Making Sense of MOOCs:
Musings in a Maze of Myth, Paradox & Possibility

Myth

Paradox

Possibility
BIG IS GOOD!

Making Sense of MOOCs
Musings in a Maze of Myth, Paradox and Possibility

“What is new is not true, and what is true is not new.”
– Hans Eysenck on Freudianism
ACCESS
to
SUCCESS
Leading learners up the garden path?
The Iron Triangle

ACCESS

QUALITY

COST
“Sometimes the constraints of a traditional classroom structure can limit what we can accomplish and how many students we can educate. MOOCs bring in a whole new group of students that have as much ability to re-create this world as anyone, and we’re thrilled to be part of that.”
Making Sense of MOOCs: Musings in a Maze of Myth, Paradox & Possibility
Plan

• Technology cycles

• The MOOCs boom

• Myths, paradoxes, revisited
Moore’s Technology Adoption Life Cycle
The Gartner Technology Hype Cycle
The Gartner Technology Hype Cycle
The Gartner Technology Hype Cycle
Visibility

Tech. Trigger

Peak of Inflated Expectations

Trough of Disillusionment

Slope of Enlightenment

Plateau of Productivity

Time

Innovators

Early Adopters

Chasm

Early Majority

Late Majority

Laggards

Joe Betts-LaCroix
joe@foundersresearch.com
2010-04-07
The Gartner Technology Hype Cycle
The Plateau of Productivity

“a hybrid model that combines significant online learning with opportunities for face-to-face teaching and support”
Will offering MOOCs help the climb?
Plan

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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
IVAN ILlich
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
“xMOOCs will return to aspects of the cMOOCs philosophy and approach...”

George Siemens    Stephen Downes
“Unlike a traditional class setting, the students will have to be self-directed and learn to rely on each other for feedback instead of continual guidance from an instructor. They will have the opportunity to share their creative process and receive suggestions from others. The discussion will demonstrate all the unique and diverse perspectives of the people enrolled.”
Anna Divinsky

“I am a big proponent of free and open education. Even though I won't be able to personally appraise each student’s work, as I might in a typical class, I’m thrilled so many students can be exposed to art and share their creative energy on a global level.”
“The real revolution of MOOCs is that universities with scarcity at the heart of their business model are suddenly embracing openness”
University of Edinburgh

Coursera platform:
“conservative in terms of online pedagogical practice”
M O O C – Every letter is negotiable!
MOOC Initiatives

• Futurelearn (UK)

• IITs (India)

• OpenupEd (Europe)
Enseignement à distance: l'incroyable fiasco du CNED

Le Cned ou le scandale de l'enseignement à distance en France

La Cour des comptes dresse un bilan absolument accablant du Cned, et envisage sa suppression.

Avis sur «La Cour des comptes juge le Cned inadapté à la formation en ligne»
The early bird might get the worm, but the second mouse gets the cheese.
Futurelearn will bring together a range of free, open, online courses from leading universities, in the same place and under the same brand.
Status:
Independent company, UK Open University sole shareholder

Partners:
BBC, British Library, British Council, British Museum and ~16 ‘top’ universities

Launch of courses:
September 2013
Simon Nelson CEO
Formerly 14 years with the BBC and a key architect of BBC Online

Martin Bean, Chairman
Vice-Chancellor UKOU
Formerly General Manager, Worldwide Education Products, Microsoft
“The role that entertainment plays in learning is often overlooked. Take a glance at massive open online courses (MOOCs). They’re often very conventional, based on lectures broadcast “at” students, rather than engaging with them. The language can be rarefied and niche [ask most people the meaning of “MOOC” or “pedagogy” and they wouldn’t have a clue]. Perhaps this partly explains the enormous drop-out rates and why many of those completing MOOCs are practicing academics who are familiar with the culture and semantics.”
Key statements (Nelson):

“Our product will be designed 100% for students”

“Drawing on 40 years’ Open University expertise in teaching and learning at a distance, we have an opportunity to offer something very different”

“We have access to vast amounts of data gathered through the University’s own OpenLearn platform and iTunesU. We’ll use this information to engineer-in features that will make the experience of studying (and staying) with Futurelearn highly rewarding and yes, entertaining”
Key statements (Bean):

“I can sum it up in three words: quality, not quantity. Futurelearn might not be the biggest but I’m determined that it will always be the best”

“Many think there is only value in formal qualifications and that informal learning is a waste of time. The experience of the OU shows that there is a vast amount of traffic between informal and formal learning tracks. For example, 100k OU-registered students also study with OpenLearn, which is free and open to all”
ACCESS to SUCCESS
We’re going to offer a best-in-class educational experience that will delight students, and instead of measuring drop outs, we’ll be rewarding success.

**Futurelearn will celebrate everyone’s achievements, no matter where or how far their learning journey takes them**

Martin Bean
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Live Online Courses beginning Jan 2013

NPTEL provides E-learning through online Web and Video courses in Engineering, Science and humanities streams. The mission of NPTEL is to enhance the quality of Engineering education in the country by providing free online courseware.

A Joint Initiative of the IITs and IISc

New Courses

- Services Operations Management - Web (14 May 2013)
- Contemporary Issues in Philosophy of Mind & Cognition - Web (13 May 2013)
- Introduction to Film Studies - Video (10 May 2013)
- Radiation Heat Transfer - Video (08 May 2013)
- Complex Analysis - Video (06 May 2013)
- Coastal Engineering - Video (03 May 2013)
- Discrete Mathematics - Web (02 May 2013)
- Experimental Gas/Aerodynamics - Web (01 May 2013)
- Advanced Engineering Mathematics - Video (30 Apr 2013)
Live Online Courses beginning Jan 2013

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Give Feedback on NPTEL Courses

A Joint Initiative of the IITs and IISc

Accessing NPTEL: Institutions, Individuals

PHASE 1
260 courses available

PHASE 2
1000+ courses proposed
MOOCs Model

- Free course material
- $10 fee for certification (exams offered nationwide on weekends)
- Google Course Builder
- Use of NPTEL OERs
- Industry mentors
- Technology-based proctoring/authentication
- Job recruitment opportunities
MOOC Initiatives

- Futurelearn (UK)
- IITs (India)
- OpenupEd (Europe)
• Partners in 11 countries from the UK to Israel and Turkey

• Some 60 courses in 12 languages (including Gaelic)
M O O C – Every letter is negotiable!
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Making Sense of

MOOCs

Musings in a Maze of Myth, Paradox and Possibility

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MOOCs Myths

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• A ‘quality’ course can have 95% drop-out
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• A ‘quality’ course can have 95% drop-out

• This is a new pedagogy
Tony Bates

‘a very old and outdated behaviorist pedagogy, relying primarily on information transmission, computer-marked assignments and peer assessment’
MOOCs Myths

• University brand is a surrogate for teaching quality

• A ‘quality’ course can have 95% drop-out

• This is a new pedagogy

• This is the answer to HE expansion in developing countries
Stampede at the University of Johannesburg
MOOCs Paradoxes

• Passing the same course gets you credit on campus and a certificate off campus.

• The admissions process, not performance, determines whether you can get a degree.
Good little piggies in make good bacon out!

Dan Coldeway
MOOCs Possibilities

• A new emphasis on teaching quality in universities where it was not a priority

• Transparency is healthy – what was closed is now open

• Institutions may clarify their missions

• Cut the outsize costs of higher education!
The MOOC Maze

Myth

Paradox

Possibility
A Guide to Quality In Online Learning

Authors:
Neil Butcher & Merridy Wilson-Strydom

Editors:
Stamenka Uvalić-Trumbić & Sir John Daniel
You will likely need a partner!
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
Randy Best

- Access
- Quality
- Scale
- Lower cost to students
- Good success rates
- Low dropout rates
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”.
Possible Services

• Course conversion
• Technology platform
• Student recruitment
• Organisation of student support
Where are MOOCs taking Higher Education?
The Gartner Technology Hype Cycle
THANK YOU

For text and slides:
www.sirjohn.ca