

Potentials and Pitfalls of MOOC's: Experiencing Massive Open Online Courses (MOOC's) from the Instructor-as-Student Perspective

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Emerging Technologies for Learning ~ Open and Global Learning ~



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Presentation Objectives

- * Review the definition of MOOC's.
- * Examine the different perspectives of MOOC's.
- * Share experiences with MOOC's.
- * Explore some of the potentials and pitfalls of MOOC's focusing on the student perspective.
- * Continue to brainstorm on how MOOC's may be redefining the online education experience for both students and instructors.

Presentation Description

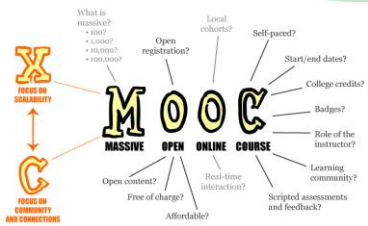
- * In the past few years many universities and colleges have begun offering Massive Open Online Courses, also known as MOOC's.
- * These enormous online courses, with unlimited student enrollment, have been touted as a way of bring education economically to the masses.
- * The President's Council of Advisors on Science and Technology (PCAST) is looking at MOOC's as one of the ways to expand access to higher education opportunities in the United States.
- * Some regard these MOOC's as ways to improve student learning outcomes and a natural extension of distance education.
- * Others view them as disastrous for students and instructors.

What is a MOOC? (Basic)

MOOC

Massive Open Online Course

What is a MOOC? (Details)



What is massive?
• 100?
• 1,000?
• 10,000?
• 100,000?

Local cohorts?
Open registration?
Self-paced?
Start/end dates?
College credits?
Badges?
Role of the instructor?
Learning community?
Scripted assessments and feedback?

Open content?
Free of charge?
Affordable?
Real-time interaction?

MOOC
MASSIVE OPEN ONLINE COURSE

FOCUS ON COLLABORATION
FOCUS ON COMMUNITY AND CONNECTIONS

MOOC Poster by Mathieu Bourde: http://en.wikipedia.org/wiki/File:MOOC_poster_mathbourde.jpg

cMOOC's

- * **cMOOCs** are not typically sponsored or funded by higher education institutions but are organized by individuals with a passion for a specific content area.
- * Organizers commit their time to create a framework for learning where participants from all over the world can connect share, contribute, collaborate to learn and expand their network professionally and personally.
- * The "c" stands for Connectivist.
- * Focus is on Community and Connection.

Morrison D. April 22, 2013. The Ultimate Student Guide to xMOOCs and cMOOCs. Available at: <http://moocnewsandreviews.com/ultimate-guide-to-xmoocs-and-cmoocs/>

xMOOC's

- * **xMOOCs** offered on university-based platforms are modeled on traditional course materials, learning theories and higher education teaching methods.
- * They usually are organized around lectures and quiz-type assessment methods.
- * Focus is on Scalability.

Morrison D. April 22, 2013. The Ultimate Student Guide to xMOOCs and cMOOCs. Available at: <http://moocnewsandreviews.com/ultimate-guide-to-xmoocs-and-cmoocs/>

xMOOC's vs. cMOOC's

xMOOC's	cMOOC's
FOCUS: Scalability (how big)	FOCUS: Community & Connections
Scalability of provision	Community and connections
Open access, Restricted license	Open access, Open license
Individual learning in a single platform	Networked learning across multiple platforms and services
Acquire a curriculum of knowledge and skills	Develop shared practices, knowledge and understanding

Yuan L, Powell S, Olivier B. January 2014. Beyond MOOCs: Sustainable Online Learning in Institutions. Centre for Educational Technology & Interoperability Standards (Cetis) At: <http://publications.cetis.ac.uk/2014/898>

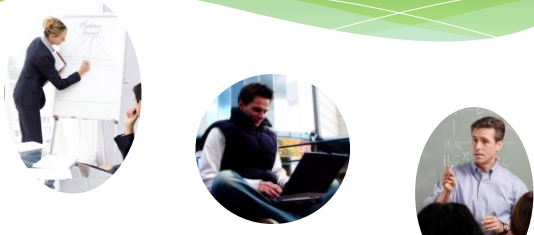
Several of the Current MOOC's

MOOC	Status
Coursera Open Learning Udacity Udemy	For Profit/Commercial
edX Academic Earth Khan Academy Peer to Peer University (P2PU)	Non Profit

Poll 1

- * Do you think MOOC's will transform online education or are just a passing novelty?
 - * A. Yes, Transforming a new course style
 - * B. No, a Passing Novelty
 - * C. Not sure

Perspectives on Viewing MOOC's



Administrator ~ Student ~ Educator

Administrative Perspective

- * A potential solution to overcrowding in classrooms.
- * Allows Ivy League schooling for the masses.
- * Addresses rising tuition costs and the need for more flexible modes of education.
- * Provides online certificates and degrees.



Educators Perspective

- * Exciting and inspiring new method of teaching.
- * Reach more students.
- * Courses taught by well-known, super professor.
- * Opportunity to become a higher education "Rock star" instructor.



Reaching 100,000's of Students

I put one of my courses online and it reached an audience of 100,000 students.

To put that number into context, I used to teach 400 students a year at Stanford, that means that to reach a comparable sized audience I would have had to teach at Stanford for 250 years.



Prof Andrew Ng
Stanford University

Grossman D. 2013. Massive open online courses- threat or opportunity? <http://www.bbc.com/news/education-23069542>

MOOC's Inspire Teachers

The joyful and exciting experience of teaching thousands of students from all over the world grabs the imagination of the teachers.

Pat James Hanz
Dean of Instruction: Library and Technology
(and Distance Education, too!)

James P. 2013. Crafting an Effective MOOC: One Community College's Experience. WCET Blog. At: <http://wvetblog.wordpress.com/2013/08/06/crafting-an-effective-mooc/>

Students Perspective

- * An alternative to a traditional four-year model of college.
- * Easier to take since online.
- * Courses fit into busy work/life schedule.
- * Low to no cost education.
- * Can earn certificates from prestigious universities.



Guy on laptop by frencens: <https://www.freemove.com/photos/42091>

MOOC's -Well-Educated Students

80 percent of MOOC students come from the wealthiest and most well-educated 6 percent of the population.



Steve Kolowich
The Chronicle of Higher Education

Kolowich S. November 20, 2013. MOOCs Are Largely Reaching Privileged Learners, Survey Finds. The Chronicle of Higher Education. <http://chronicle.com/blog/wiredcampus/moocs-are-reaching-only-privileged-learners-survey-finds/45367>

Poll 2

- * Have you taken any MOOC Course?
 - * A. Yes
 - * B. No
 - * C. I've enrolled.
 - * D. I'm thinking about it.

Reasons for Taking MOOC's

My Reasons for taking MOOC courses:

- * Brushing up on existing subject matter.
- * Studying new fields.
- * Gaining inside student knowledge from taking massive open online courses.
- * Observing teaching styles utilized in a MOOC.
- * Explore the potential for teaching MOOC's

Completed Coursera Courses

 <p>Nutrition for Health Promotion and Disease Prevention - Signature Track + CME's University of California, San Francisco</p>	 <p>Nutrition, Health, and Lifestyle: Issues and Insights - Signature Track Vanderbilt University</p>
 <p>Child Nutrition and Cooking 2.0 Stanford University</p>	 <p>The New Nordic Diet - from Gastronomy to Health University of Copenhagen</p>

Most Recent Coursera Courses

 <p>Creative, Serious and Playful Science of Android Apps University of Illinois at Urbana-Champaign</p>	 <p>Science of Gastronomy The Hong Kong University of Science and Technology</p>
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Enrolled & Dropped MOOC Courses

- * **June 2013:** "Statistics in Medicine" - Stanford
- * **September 2013:** "Health for All Through Primary Health Care" - John Hopkins
- * **January 2014:** "Programming Mobile Applications for Android Handheld Systems" - University of Maryland
- * Two others - "Sustainability of Food Systems: A Global Life Cycle Perspective" and "Generation Rx: The Science Behind Prescription Drug Abuse" Never started.

Share Reasons for Taking a MOOC

- * If you have taken a MOOC course, what was the main reason that you took the course?

MOOC's and Pedagogy

MOOC Characteristics	Pedagogical Benefits
Online mode of delivery	Efficacy of online learning
Online quizzes and assessments	Retrieval learning
Short videos and quizzes	Mastery learning
Peer and self-assessments	Enhanced learning through assessment
Short video	Enhanced attention and focus
Online forums	Peer assistance, out-of-band learning

Glance D, Forsey M, Riley M. May 2013. The Pedagogical Foundations of Massive Open Online Courses. First Monday. <http://firstmonday.org/35/5/index.php/fm/article/view/6560/673>

Is Teaching Possible with MOOC's?

*How do you teach tens of thousands of people anything at once?
You don't.
What you can do over the Internet this way is deliver information,
but that's not education.*

Jonathan Rees
History Professor @
Colorado State University

Rees J. July 25, 2013. The MOOC Racket: Widespread online-only higher ed will be disastrous for students—and most professors. http://www.date.com/articles/technology/future_tense/2013/07/moocs_could_be_disastrous_for_students_and_professors.html

Poll 3

* Did you complete the MOOC course(s) that you took?

- * A. Yes
- * B. No
- * C. I haven't taken a MOOC

Crafting an Effective Writer MOOC

- * 40,000 enrollees (30,000 active course users)
- * > 3,500 completed the final peer assignment (required to pass)
- * ~ 2,700 received a certificate for the course (9 % of active course users)

Pat James Hanz
Dean of Instruction: Library and Technology
(and Distance Education, too!)

James P. 2013. Crafting an Effective MOOC: One Community College's Experience. WCET Blog. <http://www.wcetblog.com/wordpress.com/2013/08/06/crafting-an-effective-mooc/>

MOOC's Low Completion Rate

Although millions of students have registered for courses through Coursera, the company and its university partners have awarded only 280,000 certificates of completion.

In general, the rate of completion in MOOCs is believed to be around 10 percent.

Some estimates are even as low as 7 percent for students completing MOOC courses.

Parr C. May 10, 2013. Not Staying the Course. Inside Higher Ed. <http://www.insidehighered.com/news/2013/05/10/new-study-low-mooc-completion-rates>
Kolowich S. April 8, 2013. Coursera Takes a Nuanced View of MOOC Dropout Rates. Chronicle of Higher Education. <http://chronicle.com/blog/vm/edcampus/coursera-takes-a-nuanced-view-of-mooc-dropout-rates/43341>

MOOC's - Survival of the Fittest

*Make no mistake about it,
MOOC education is survival of the fittest.
Every student is just one insignificant data point while the course is running.
Do well, do poorly, struggle, drop out –
No one notices.*

Keith Delvin
Senior Math Researcher @ Stanford

Delvin K. December 2012. The Darwinization of Higher Education. <http://delvincange.blogspot.com/2012/12/the-darwinization-of-higher-education.html>

Open Letter - Concerns about MOOC's

*[We] fear that two classes of universities will be created:
One, well-funded colleges and universities in which privileged students get their own real professor;*

The other, financially stressed private and public universities in which students watch a bunch of video-taped lectures and interact, if indeed any interaction is available on their home campuses, with a professor that this model of education has turned into a glorified teaching assistant.

The Philosophy Department @
San Jose State University


May 2013, 'An Open Letter to Professor Michael Sandel From the Philosophy Department at San Jose State U.' The Chronicle of Higher Education. <http://chronicle.com/article/The-Document-an-Open-Letter/135937>

Share Thoughts on the Future of MOOC's

- * What do you think the future holds for MOOC's?

Evolution of MOOC's?

Private companies, university administrators, and/or politicians are already planning an all-MOOC future for most of tomorrow's college students. Unlike today's MOOC participants, these future students will have to pay for access to them. Only the most privileged students will still have in-person access to highly qualified professors.



Jonathan Rees

Rees J. July 25, 2013. 'Widespread online-only higher ed will be disastrous for students—and most professors.' Future Tense. At: http://www.slate.com/articles/technology/future_tense/2013/07/moocs_will_be_disastrous_for_students_and_professors.html

MOOC's: Potentials and Pitfalls

MOOC Potentials	MOOC Pitfalls
Able to Reach 100,000's of students all over the world.	Difficult to contact teachers. Low teacher-to-student interaction.
Free Online Education.	Teaching the most educated.
No ground classroom overhead.	Low student retention rates.
Exploring new fields, areas of study.	Requires good Internet access.
Alternative to 4 year institution.	Inability to authenticate students.
Earn Certificate from University.	Lack of financial sustainability.
One instructor needed to help in designing initial course.	MOOC Instructors may not have online teaching experience.

Instructional Technology Council April 2014. Trends in eLearning: Tracking the Impact of eLearning at Community Colleges. 143 <http://www.itcnetwork.org/membership/itc-distance-education-survey-results.html>

Poll 1 - Again

- * Do you think MOOC's will transform online education or are just a passing novelty?
 - * A. Yes, Transforming
 - * B. No, a Passing Novelty
 - * C. Not sure

The Rise and Decline of MOOC's in 2013

- * Most community college distance education administrators and faculty remain skeptical of massive open online courses (MOOCs).
- * A few community colleges have received grant funding from private foundations to develop MOOCs that offer self-paced online orientations and remedial help.
- * Few community colleges have created a financially-sustainable model for creating MOOCs for their students.

Instructional Technology Council April 2014. Trends in eLearning: Tracking the Impact of eLearning at Community Colleges. 143 <http://www.itcnetwork.org/membership/itc-distance-education-survey-results.html>

MOOC's – Too Soon to Tell...

Massive open online courses (MOOCs) have commanded considerable public attention due to their sudden rise and disruptive potential.

But there are no robust, published data that describe who is taking these courses and why they are doing so.

As such, **we do not yet know how transformative the MOOC phenomenon can or will be.**

Christensen, Gayle and Steinmetz, et. al.

Christensen, Gayle and Steinmetz, et. al. November 6, 2013. The MOOC Phenomenon: Who Takes Massive Open Online Courses and Why? Available at SSRN: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2350964

Future MOOC course - edX



GG101x The Science of Happiness
BerkeleyX - edX.org

- * The Science of Happiness is a free, eight-week online course that explores the roots of a happy and meaningful life.
- * Starts September 9, 2014
- * <https://www.edx.org/course/uc-berkeleyx-gg101x-science-happiness-1497>

Future MOOC course - Coursera



Buddhist Meditation and the Modern World
University of Virginia

- * Students are introduced to the history of Buddhist contemplative traditions in India and Tibet e.g. yoga, meditation, mindfulness and visualization.
- * Starts January 19, 2015
- * <https://www.coursera.org/course/meditation>

MOOC's for Life-Long Learning



- * MOOC's may be the answer for creating courses for lifelong learners.
- * These adults are interested in learning for learning sake and not so concerned about a grade in the course.
- * It's a win-win situation for students and instructors with no papers to grade, or papers graded automatically.

Learning at home by nosheep: <http://www.freeimages.com/photo/19620>

Thank You for Participating



Aloha

Hawaiian Nani (Gardenia) by Kimbert: <http://www.flickr.com/photos/treerillage/550439139/>

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