M1.1993 MOOCS: A YEAR IN REVIEW AND WHERE WE GO FROM HERE

Mark McConahay, Indiana University – Bloomington
Thomas Black, Stanford University
“In 50 years there will be only ten universities left in the world.”

-Sebastian Thrun
"It's the beginning of higher education for everybody."
- Sebastian Thrun 2012

"Thrun has provided a level of diversity, opportunity and academic rigor not seen before. People from any country, any background and any income level can receive an elite education at virtually no cost."
- William J. Bennett 2012

"Imagine," an investor in the Professor's company says, "you can hand a kid in Africa a tablet and give him Harvard on a piece of glass!"
- Max Chafkin (fastcompany.com)
“Education hasn't changed for 1,000 years.” “Udacity just seemed like a fundamentally new way to change how communities of people are educated.”

-Peter Levine, a partner with Andreessen Horowitz and a Udacity board member

Year of the MOOC

-New York Times, November 2, 2012
YES!

Harvard University

Udacity

Coursera

edX

Google
WELL????

Intellectual Property

Branding

Curricular Integration
OMG!

What's Sa Matta U
WHAT DO WE DO?

Morph your business model
Adopt a whole new model
Go out of business
“MOOC experiments are central to democratizing education.”
“We've got to invest in learning, in teaching, in education.”
“And we do that not by just the way we did it 100 years ago. We keep changing.”

-Edmund G. Brown, Jr., Governor of California 2012
POLITICIANS WEIGH IN

State Legislative Interest

- Reduced Subsidies
- Performance Based Funding
- Curricular Issues
  - Program Credit Hour Caps
  - Course Standardization
    - Interoperability
  - General Education Core/Course
- Competency Based Credits
- 4 Year Degree Mapping (or its free)
- Reverse Transfer
POLITICIANS WEIGH IN CREDENTIALS

Mastering Material and Demonstrating Competency

- Certificates
- Badges
- Portfolios
- Labor Market Certifications
MOOCS FOR CREDIT?
POLITICIANS WEIGH IN INSTITUTIONAL FEAR!

Program Credit Hour Caps
Course Standardization
General Education Core/Course

4 Year Degree Mapping (or its free)
Mandated AP Test Score Acceptance
Competency Based Credits

MOOCs
"I'd aspired to give people a profound education--to teach them something substantial.” "But the data was at odds with this idea."

-Sebastian Thrun 2013

"We were on the front pages of newspapers and magazines, and at the same time, I was realizing, we don't educate people as others wished, or as I wished. We have a lousy product,” "Turns out he doesn't even like the term MOOC."

-Max Chaflin (fastcompany.com)
Udacity Project on 'Pause'

After Setbacks, Online Courses Are Rethought

Scaling Back in San Jose

Are MOOCs Really A Failure?

The King of MOOCs Abdicates the Throne

The Online Education Revolution Drifts Off Course
University of Pennsylvania study found:

- 80% of MOOC users around the world already have an advanced degree, casting some doubt on the democratizing notion.
- Only about half of the people who register for MOOCs even look at a single lecture, and an average of just 4% of enrollees complete the courses. In some classes, just 2% of students finish.
- It was the economic elite who were taking MOOCs. In Brazil, Russia, India, China and South Africa, 80% of MOOC students came from the richest 6% of the population.

Another study revealed:

- 7% of students in this type of class actually make it to the end. (This is even worse than for-profit colleges such as the University of Phoenix, which graduates 17% of its full-time online students, according to the Department of Education.)
“The sort of simplistic suggestion that MOOCs are going to disrupt the entire education system is very premature.”

-Andrew Kelly, the director of the Center on Higher Education Reform at the American Enterprise Institute
“It will be”, Thrun admits, “the biggest shift in the history of the company,” a pivot that involves charging money for classes and abandoning academic disciplines in favor of more vocational-focused learning

-Max Chaflin

Learn from the best

Our online courses are built in partnership with technology leaders and are relevant to industry needs. Upon completing a Udacity course, you'll receive a verified completion certificate recognized by industry leaders.

-Udacity’s website
DISTRIBUTION OF MOOCs BY SUBJECT

GROWTH RATE OF EUROPEAN versus NON-EUROPEAN MOOCs

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NOT GOING AWAY
• Popularize learning, make learning cool!

• Learning from “rockstar” professors, the ones that actually did the research

• Better model for lifelong learning, supplemental to bricks and mortar ed

• Vocational training or job-related instruction

• Affect change in higher education education
  • Inspire experimentation
  • Provide for research on learners: Daphne Koller: “MOOCs have become a data mine that offers a new way to study learning.”
  • Change the currency of learning
“The resistance now is from professors, not students.”

-Peter Bol, Vice Provost, Harvard

“We’ve not lacked innovation in education. We’ve lacked learning from innovation.”

-Tom Kane, Professor, Harvard

Before they will become big users of educational technologies, professors need to understand how, why, and when to use them. The lack of good outreach and understanding has likely been one of the obstacles MOOCs have faced in higher education.

-David Blake, moocs.com
• 10 million people have taken MOOCs

• American Council on Education has recommended 10 MOOCs for credit

• Georgia Tech has started a MOOC computer science master’s degree ( $6,600)

• MOOCs being seen as learning resources in a blended model of education

• Adaptive education is advanced
Further emphasis towards competency based education

Direct assessment wins over credit as the new currency of learning

Certifications, badges, awards, notations will underwrite the transcript

More and more emphasis on employable attributes
Identity Management Issues

Assessment Issues

Course Logistics

Registration, class offerings, intermediate awards, performance indicators, course credential(s), etc.

Record guardianship
• Re-definition of the student record

• Academic History, Definition/Validation of Intermediate Learning Attributes

• Awarding Competency Credentials

• Enabling access to other validated descriptive artifacts of the student experience

• Establish common protocol/standard for the new learning artifacts – insure interoperability between institutions
• Re-examine Credit hour as standard learning unit

• Define new “official” transcription document(s) summarizing student experience:
  • Academic history and degrees awarded, Credentials awarded, Competency history and mastery, other?
  • A document featuring all histories
  • History “plus” – documents includes links to appropriate learning artifacts
  • Executive summary.
QUESTIONS?

tblack@stanford
mcconaha@indiana.edu