MOOCs: MASSIVE OPEN ONLINE COURSES

Elite and Non Elite Models

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Massive Open Online Courses 2013

3 Min with Bill Gates

http://www.youtube.com/watch?v=CqsZK3UOSQ8

Bill Gates
Co-Chair, Bill & Melinda Gates Foundation
MOOCS NEWEST WAVE IN ONLINE EDUCATION

Promise:

- “free” & “global” access to higher education
- Scale: 1st MOOC in “artificial intelligence” drew more than 100,000 students worldwide

Barrier to MOOC diffusion:

- Classroom learning & face-to-face interaction still matters

Solution: MOOC replaces textbook and mimics classroom interactivity (Coursera model)

- Instructor curates MOOC content in a flipped classroom setting
- Learning community of students: peer-to-peer discussion, help, and assessment

Revolution Contingent on: (Bill Gates)

- Unbundling credentialing system from physical space and time
- Highest quality courses – winnowing out lower quality courses

Justification

- Increasing unaffordability of US higher education
- Expanding developing countries’ capacity to provide higher education
No MOOC business model yields yet adequate return on investment (ROI) to investors, nor break-even to universities offering their own MOOCs (e-Literate 8/2013)
ELITE MOOC MODEL (COURSERA)

Sign ups: > 5.4 million | Courses > 500 | US & global partner institutions: 107
MOOC course: 7 – 8 week modularized instruction by a top (elite university) professor

Purpose: extension of elite universities’ brand & global footprint

3 proposed (evolving) business models:

1. Licensed content to small college or university in the US and overseas.
   - Instructor: MOOC content curator (uses MOOC instead of textbook)
   - Prepares exercises & assessment for flipped classroom instruction

2. Co-branding: elite university consortia & MOOC platform offer:
   - Degree programs fully or partially MOOC’ed. (ACE endorsed)
   - Elite university-branded certificates

3. Employer filling skills gap:
   - Recruit from MOOC student databases + MOOC student analytics (instead of transcripts)
   - LinkedIn users can now show a link to MOOC providers certifying courses completed.

Increased competition for:
   enrollments (among universities)
**NON ELITE MODEL: MOOC2DEGREE**

**MOOC as bait to existing online degree program**

- Existing fully accredited online programs offered by state universities in partnership with a private online provider (Academic Partnerships - AP).
- The first course in the degree program is a free MOOC for credit toward the degree.
- Credit is contingent on successfully completing the MOOC.

**AP partners offering MOOC2Degrees:**

- UT Arlington, Cleveland State, Florida International, Lamar and Utah State Universities and the Universities of Arkansas, Cincinnati and West Florida.

*Endorsed by politicians (Jeb Bush and Jim Hunt) as a “radical shift into inclusivity and openness in these tough economic times”*
MOOCs @ UT-System

The University of Texas System BOR (2012)

Created the Institute for Transformational Learning (ITL) to:

- establish University of Texas institutions as world leaders in developing best-in-class resources for online learning
- expand access to educational programs that will improve learning and reduce costs
- promote a culture of educational innovation throughout the UT System.

ITL partnered with EdX (Harvard, MIT, Berkeley)

UTA-MCRP proposed an online program to ITL (1st round of RFPs)

- Mooc2Degree (next round of RFPs).
MOOCs – Some Thoughts

A lot of media hype

A lot of experimentation with:

- Blended pedagogy
- Revenue models ( > $ 66 million venture capital)
- Partnerships/Consortia (universities, platforms, employers)
- Silicon Valley start ups’ “value propositions” mining higher-ed big data (MOOC student analytics)

Future Revolution: debundling of higher education?

Cannot be ignored, planning education administrators need to become engaged to shape the direction of change . . .