

Understanding MOOCs...

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A little bit of context

Once upon a time (a decade ago already) ...

OpenCourseWare / OCW (2001: MIT)

Open Educational Resources / OER (2002: UNESCO)

Open Education / OE (2008: Cape Town Declaration)

Opening up Education / OuE (2012: EU)

... and much longer even (four decades +) ...

Open Learning (1971: OU UK; other OUs)

... and then ... came the ...

Massive Open Online Courses / MOOCs



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“Education is an imprecise process, a dance, and a collaborative experience.”

~ Siva Vaidhyanathan

MOOC MOOC

Nothing Will Stop the Incessant March



<http://www.onlineuniversities.com/blogs/2012/09/hybrid-pedagogy-s-mooc-mooc-a-mooc-learn-about-moocs/>

Source of illustrations:
Nicolai van der Woert (2013),
SURF Trendrapport OER 2013,
OE Week NL



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MOOCs in variety ...

Massive Open Online Courses

initiated by **Stanford University / Norvig & Thrun**
Autumn 2011 on **'Artificial Intelligence'** (+ 2 other courses)
with > **160.000 participants** (23.000 'completed'),
followed by more Ivy League and other Universities

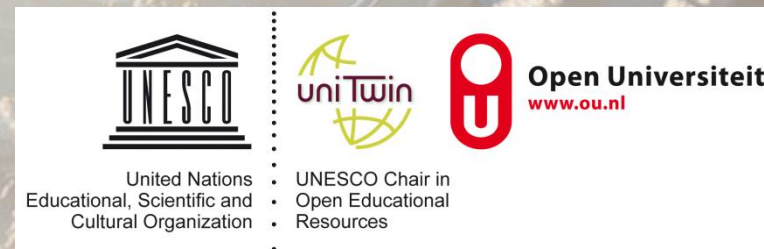
But: first MOOC was launched earlier ...

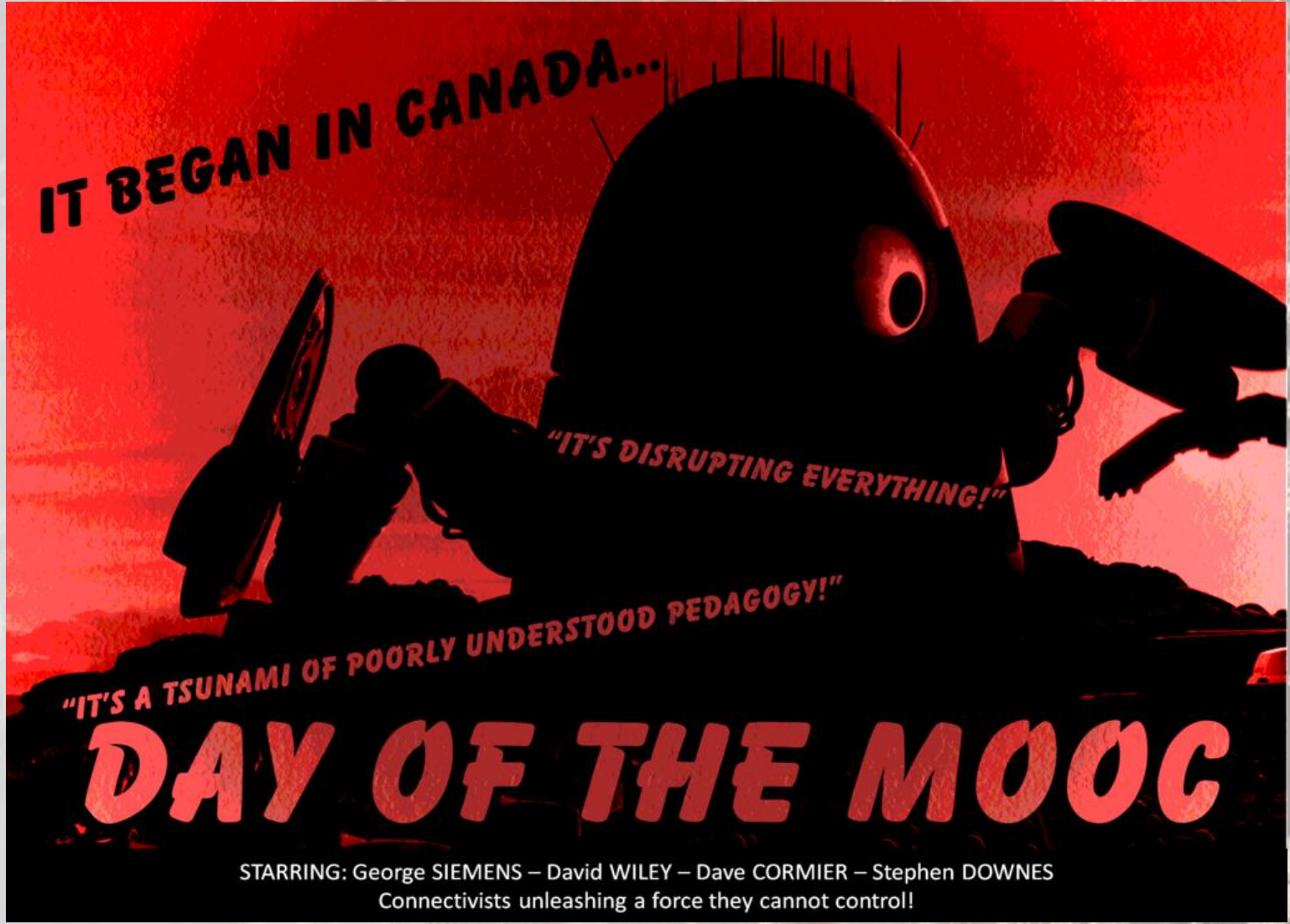
at University of Manitoba / **Siemens & Downes**
in 2008 on **'Connectivism and Connective Knowledge'**
with 25 (paying) students plus **2.300 participants** (free)

Therefore now: cMOOCs and xMOOCs, plus ...

Booming with large variety:
consortia versus companies
different categories / types.

See next slide ...





IT BEGAN IN CANADA...

"IT'S DISRUPTING EVERYTHING!"

"IT'S A TSUNAMI OF POORLY UNDERSTOOD PEDAGOGY!"

DAY OF THE MOOC

STARRING: George SIEMENS – David WILEY – Dave CORMIER – Stephen DOWNES
Connectivists unleashing a force they cannot control!



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	<i>Offering</i>	<i>Feedback</i>	<i>Certificate</i>	<i>Pacing</i>	<i>Didactics</i>
<u>EdX</u> (Consort.)	Courses	Instructor/ automated	Achievement	Paced	Instructor led
<u>Udacity</u> (Company)	Courses	Instructor/ automated	Achievement/ Participation	Paced	Instructor led
<u>Coursera</u> (Company/ Consort.)	Courses	Instructor/ Automated/ Peer	Achievement/ Participation	Paced	Instructor led
Ted Ed	Lectures	-	-	Self-directed	Instructor led
Khan Academy	Lectures	-	Badges	Self-directed	Instructor led
cMOOC	Courses	Peer	None/Achievement/ Badges	Paced	Connec- tivism
MMOOC (MIT)	Courses	Peer/Instructor	Badges/Recognition	Paced	Connec- tivism
Saylor.org	Programs	-	-	Self-directed/ Paced	May vary p. course
OERu	Programs	-	Diploma	Self-directed	May vary p. course

Something New in Shock-thriller Education

EdUCCA presents An Infinite Scale Production

MOOC HYSTERIA X

<http://cogdogblog.com/2012/07/17/mooc-hysteria/>

starring

Stanford University
University of Virginia

<Insert your institution here>

Produced by Daphne Koller
Directed by Sebastian Thrun



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Struggle for the OE/OER World

OpenED12 Conference, Oct. 16-18, Vancouver

no keynote dedicated to **MOOCs**

in spare attention: **negative**, jokingly or even downgrading

Indeed MOOCs are not as open as ...
should be in OE: no adaptation or arrangement
would be desirable: no open licensing (CC)
could be in learning: pretty basic model





https://indogbtg.com/2012/11/06/mini-
mooc-4



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Uncertainty in conventional HE

Council for Higher Education Accreditation (US)

“The most conspicuous, challenging and controversial subject of these discussions is MOOCs. (...) Whether ultimately apart from or connected to the environment of currently accepted teaching and learning, judgment about quality will be essential.” [Nov. '12]

European University Association

“There was a general consensus that the MOOCs should be closely monitored, but also that beyond the present excitement, it would be important to analyse innovative learning provision trends, and also consider implications for institutional recognition practice and definition of degrees.” [Feb. '13]



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Historical perspective (1)

Reaching out to many ...

Classical / Established

In Open Universities missions

Efficiency with large numbers

Driven by EU Open Universities

Reputation in quality education

=> Mega-universities

(Turkey, China, India, S.Africa, ...)

‘All-inclusive’ model

Learner-centred

Innovative / Emerging

Universities service to society?

Marketing for big target groups

Initiated by US elite Universities

Reputation in excellent research

=> Mega course-offerings

(US dominant, English language, ...)

‘Unbundling’ model

Teacher-centred



Historical perspective (2)

Reaching out to many ...

Classical / Established

Focus on formal learners

Origin before the Internet (*print*)

Basis in 'classical' openness

Perspective on full programs

Some parts **for FREE**, but:

Quest for Business Model

Innovative / Emerging

Focus on informal learners

Origin in the Internet (*online*)

Basis in digital openness

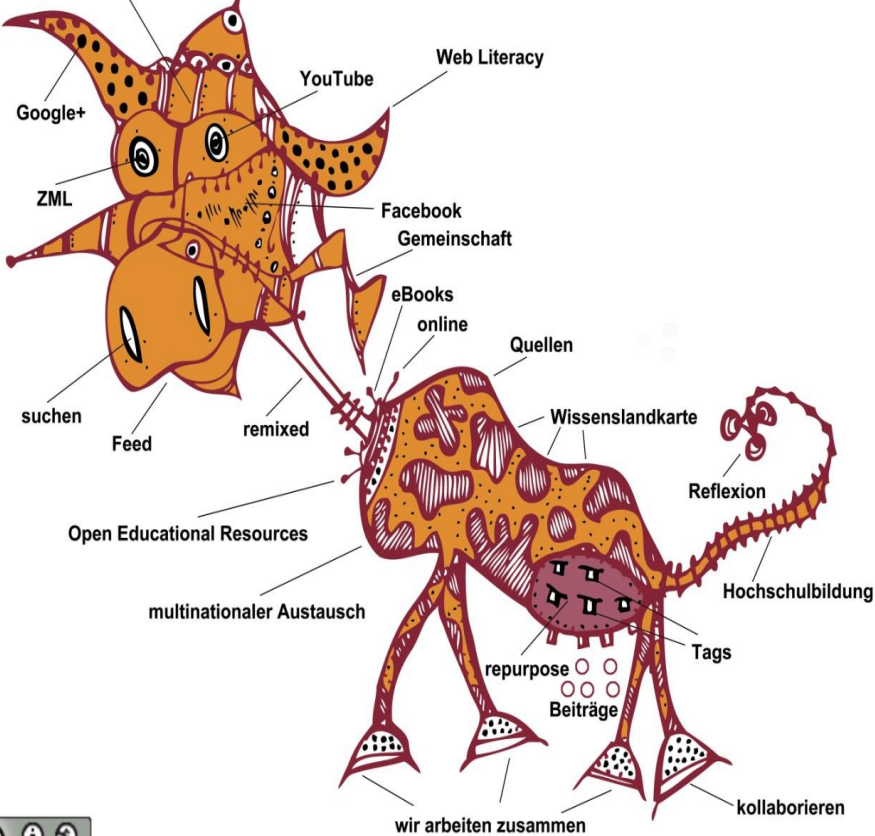
Focus on single courses

MOOCs **for FREE**, but:

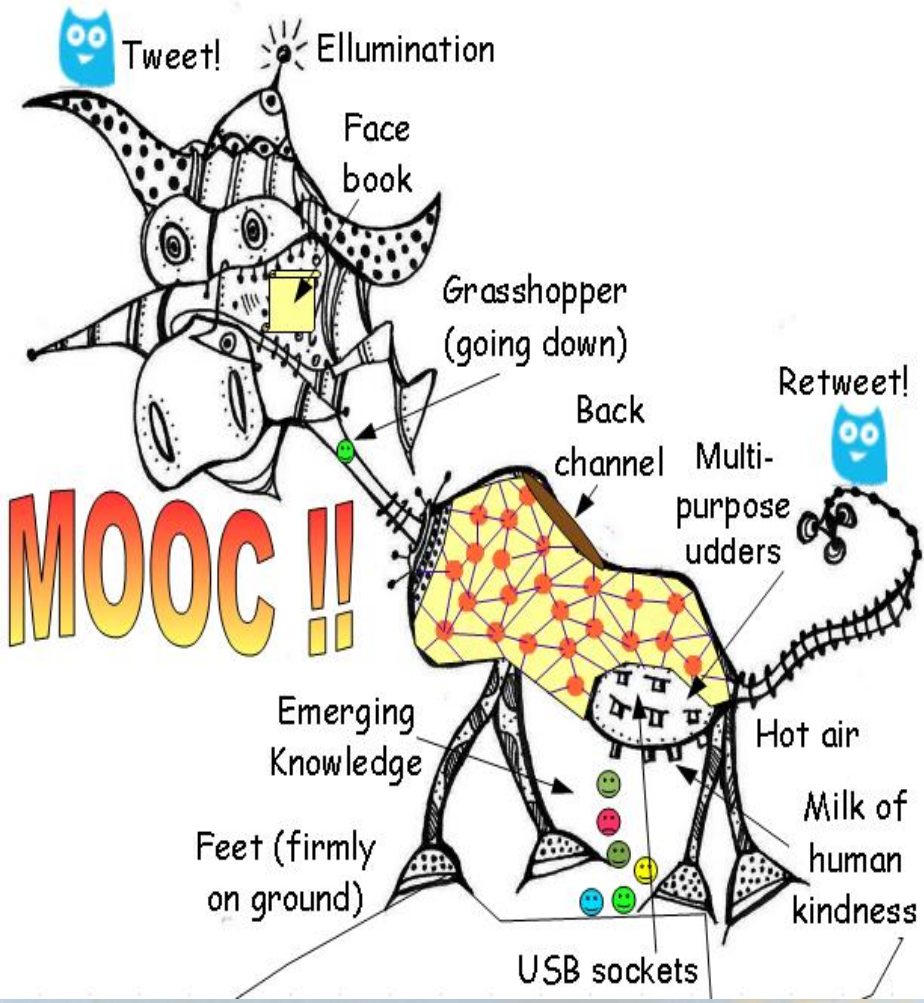
Quest for Business Model

selbstorganisiertes
Wissensmanagement

ExpertInnen



ZML-Innovative Learning Scenarios, FH JOANNEUM



Negative on MOOCs

Basic model (copy of teacher-centred classroom model)

Not 'Open' as OER (4 R's: reuse, revise, remix, redistribute)

Very **low study success** rate (but: informal learning mode)

Fraud opportunities **certification / credentialing** ('degree mills')

Problematic Quality Assurance and Accreditation

Commercialization of education

Not always fair or too early!



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Positive on MOOCs

Vast opportunities for *informal learning*

Study *orientation and admission* support

Remediation and *bridging* between educational programs

Applying course *blending with face-to-face* components

Restricted *inclusion* in *full* educational *programs*

'Employability' learning and *personal* development
(*Lifelong Learning*)

Not in mainstream (formal) education?!



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http://www.evolution.com/distance_learning/beyond-the-mooc-type-answers-to-the-five-biggest-mooc-questions-part-1



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Are MOOCs ‘disruptive’?

Disruptive innovation is ...

“A process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves ‘up market’, eventually displacing established competitors.”

Clayton M. Christensen (Harvard Business School)

***And the answer is ... a plausible YES!
(according to many analysts)***

See e.g. Timo Kos (2013)

The possible business impact of MOOCs,
SURF Academy Seminar on MOOCs (NL)



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ARE MOOCs
THE ANSWER?



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What to do with the MOOCs?

- > Fundamental **struggle** (for the OE/OER World) <
- > Great **uncertainty** and **doubt** (in conventional HE) <
- > Historical **confrontation** (for the OUs) <

> **Negatives & Positives** <

> **MOOCs disruptive?** <

Anyway, **MOOCs** are ...
a significant **change agent**

Recommended: **Embrace, Employ, Explore ...**
an **Expedition**, not knowing its precise effects



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Concluding

Mainstream formal education will not be replaced by MOOCs but will certainly be **transformed** (part of modernization)

Informal learning and **lifelong learning** will be **affected** and boosted **spectacularly** by the MOOCs move

With the MOOCs, the **EU scope of 'Opening up Education'** should be **maintained**, yielding far-reaching extra added value (See e.g. Fred Mulder (2013), *Open(ing up) Education*, OE Week NL)

Why 'go US' or national (Futurelearn/UK), realizing the benefits of **'European style' MOOCs?** (EADTU to launch OU style MOOCs by April; LERU?, Coimbra?, etcetera)



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Thanks for your attention!

