

# **MOOCs**

## **Massively Open Online Courses**

# Use of MOOCs

- To democratize knowledge and educate the public
- To introduce college-level courses to prospective students, including adult learners
- To advertise a major or program
- To build good PR and brand recognition
- To introduce international students to a first-rate education (2/3 of MOOC participants are intern'l students; course used in blended classroom)

# **MOOC2Degree\***

\*Taking a already existing beginning-level online course and turning it into a MOOC to attract students into your major or program

# 13,500 MOOCs

- Ever see what 13,500 MOOCs look like?
- <http://coursetalk.org/highschool>
- About 5,500 free
- About 8,000 charge—new trend
  - 2% or less is “free”

# USG & MOOCs

- Georgia Tech—15 courses
- Kennesaw State—1 course
- All USG institutions have access to sandboxes in Coursera to work on MOOCs (CSU, GA Southern, and Middle GA State have requested access)
- Little state-wide coordination of efforts
  - Invites duplication
  - Invites financial waste

# Reasons Against MOOCs

- Open-access, distance education does not work for under-prepared students
- Can't pay faculty if courses are free
- About 90+% of enrollees do not finish
- Innovation is expensive and university budgets are already stretched
- MOOC already declared dead—now morphing to something else

# Reasons for MOOCs

- Allow faculty to practice with innovative technology before using it in online classrooms
- Provide vocational education of “spot learning”
- Provide continuing education for those with college degrees
- Allow faculty to rethink curriculum into more modular units (songs vs. albums)
- Raise profile of the university, recruit students, and provide a needed service—quality is key

# Converting MOOCs to Tangibles

- Badges (downloadable icon attachable to website)
- Certificates (downloadable PDF)
- Premium Certificates—ID verified plus proctored exam (downloadable PDF)—small fee
- Credit—student applies to university, is accepted, already has premium certificate, and pays tuition when enrolling in other courses.
  - Brandeis, Notre Dame, UNC at Chapel Hill, and Emory now awarding credit for MOOCs

# Possible Platforms

- 2U -- <http://2u.com/>
- Annenberg Learner -- <http://www.learner.org/index.html>
- BYU Independent Study -- <http://is.byu.edu/site/courses/free.cfm>
- Canvas (Instructure) -- <http://www.instructure.com/>
- Carnegie-Mellon University, Open Learning Initiative -- <http://oli.web.cmu.edu/openlearning/>
- Connexions (Rice University) -- <http://cnx.org/content/>
- Coursera -- <https://www.coursera.org/>
- CourseSites (Blackboard) -- <https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/index.html>
- EdX -- <http://www.edxonline.org/>
- Free Think U -- <http://freethinku.com/index.php>
- LearningSpace (Open University) -- <http://openlearn.open.ac.uk/course/index.php>
- MIT OpenCourseWare -- <http://ocw.mit.edu/index.htm> **MOOC.org** -- [MOOC.org](http://MOOC.org)
- Notre Dame University OpenCourseWare -- <http://ocw.nd.edu/>
- NovoEd -- <http://novoed.com/>
- OpenCourseWare Consortium -- <http://ocwconsortium.org/>
- Open Culture -- <http://www.openculture.com/freeonlinecourses>
- Sofia (Foothill College) -- <http://sofia.fhda.edu/gallery/>
- StraighterLine.com and Saylor Foundation -- <http://www.straighterline.com/> and <http://www.saylor.org/>
- Tufts Open Courseware -- <http://ocw.tufts.edu/CourseList>
- Udacity -- <http://www.udacity.com/>
- University of the People -- <http://www.uopeople.org/>

# Possible MOOCs (Areas B,D, I)

- Biology : ITDS 2748 Environmental Debates (B)
- Chemistry: Safety in the Science Lab (B)
- Criminal Justice: Global CSI Techniques (B)
- Earth/Space Science: GEOL 1111K (D)
- Nursing: Global History of Nursing course (B)
- Computer Science: Enterprise Computing or Learning C (B)
- Health Science: possible ITDS course (B)
- Square One: Adult Re-Entry (I, general elec.)

# Questions

- Platform? (Can non-students get in D2L?)
- Badges, certificates, premium cert., or credit?
- Funds for building course template?
- Faculty pay (part of load or overload or PT)?
- Target audience? (Why are we creating MOOCs?)
- Marketing MOOCs?
- Free or fee? Textbooks or open sources?

# Questions/Warnings

- Need to be careful not to create redundancies. Don't need to create an ENGL 1101 MOOC since GA Tech has one.
- Need process for approval (both on campus and with USG)—which courses, if any, should CSU develop? Which are more likely to succeed and for which programs?
- Need strategy and quality control standards.

# Final Thoughts

- If you are interested in offering a MOOC or having MOOCs at CSU, you should enroll in some MOOCs. Need to experience them so you know what to expect and what to do.
- If we are going to launch this, who will be steering?
- How much money are we willing to lose?