Expert Participant Insights about MOOCs and Open Education (11:15-11:45)

Developer/Administrator Perspectives:

- **Ben Meredith, Eastern Washington University**
- **Melinda Bandalaria (and colleagues), UPOU**

Instructor Perspectives:

- **Karen Head, Georgia Tech**
- **Paul Kim, Stanford University**
- **Curt Bonk, Indiana University**

Instructor and Learner Perspectives:

- **Tom Reeves, University of Georgia**

coursera

Courses   Partners   About ▾ | Karen Head ▾

YOUR COURSES

First-Year Composition 2.0
Ended 16 days ago
You did not earn a statement of accomplishment. View grade.

Georgia Institute of Technology

May 27th (8 weeks long)

View class archive

View course info | Un-enroll

Here a MOOC, There a MOOC—
but Can They Live Up to Their Promise?

Karen J. Head, Ph.D.
Assistant Professor, School of Literature, Media, and Communication
Director, Georgia Tech's Communication Center

Georgia Tech | Communication Center

Cost of Making our MOOC

- Total Grant Income: $50,000
- Additional Internal Funding: $10,000

- Production Costs: $32,000
- Miscellaneous Administrative Costs: $1000
- $27,000 divided between postdocs
- All other contributions: *pro bono*

Georgia Institute of Technology

Composition 2.0

Meet Our Team

Georgia Institute of Technology

Composition 2.0

First-Year Composition 2.0 will help you to develop a better process and gain confidence in written, visual, and oral communication and to create and critique college-level documents and presentations.

Dr. Karen Head
Assistant Professor and
Director of the Communication Center

Writing and Communication Program
School of Literature, Media, and Communication
Ivan Allen College of Liberal Arts

GeorgiaInstitute **of Tech**nology®

Composition 2.0

A Community
of Learners

Guided
Peer-Review

Course Statistics

Enrolled
21934

Active
14771

Passed
238

Distinction
70

Streaming Video Views:
95,631

Peer Assessment Submissions:
2,942

Peer Assessment Evaluations:
19,571
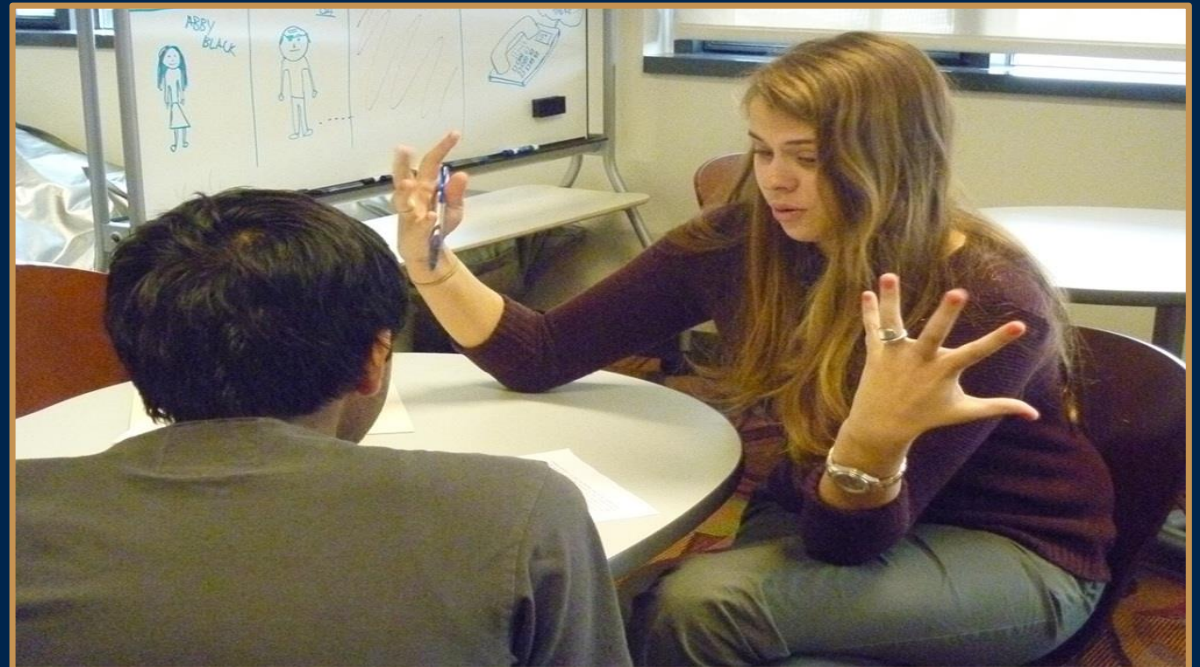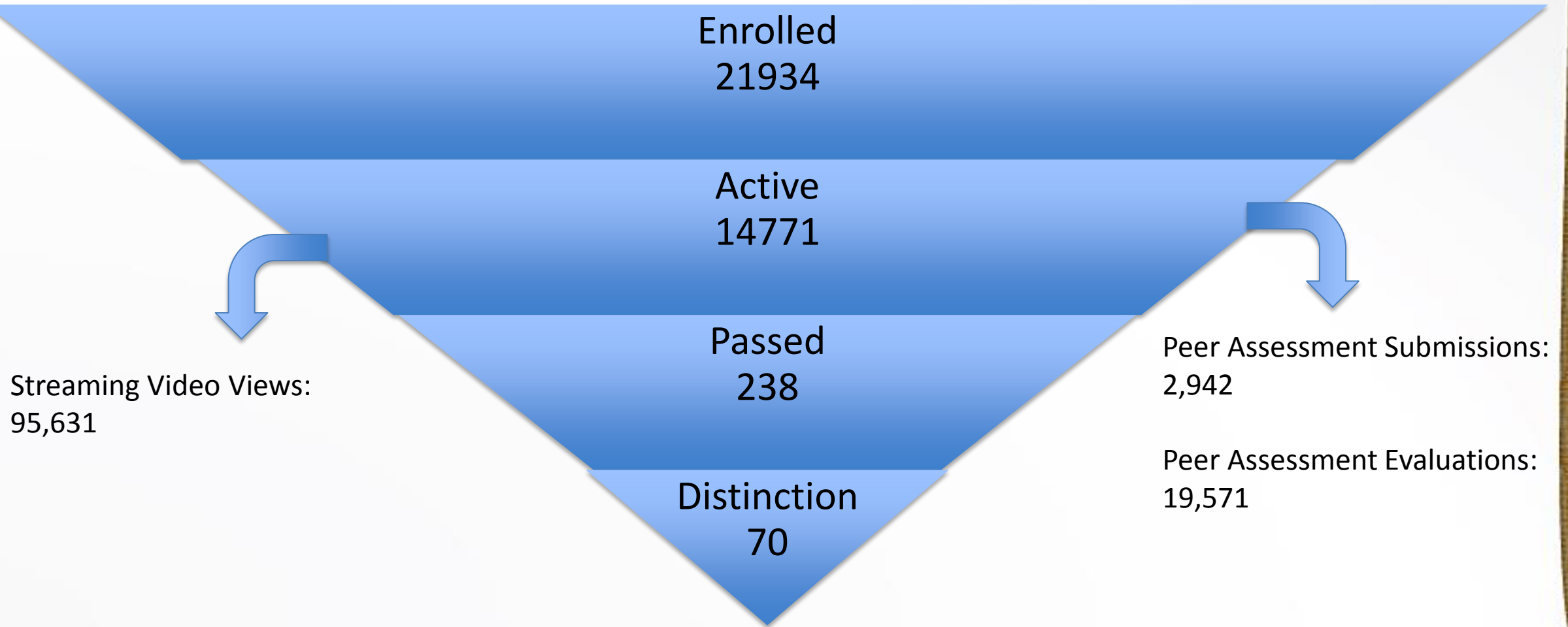
Pedagogical Control
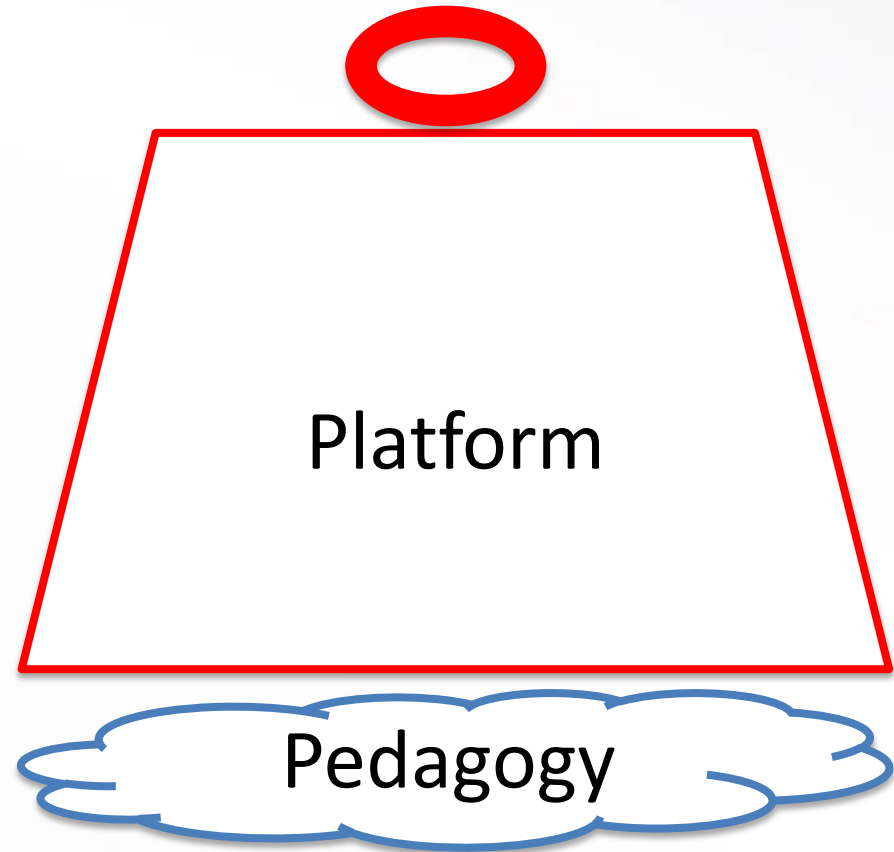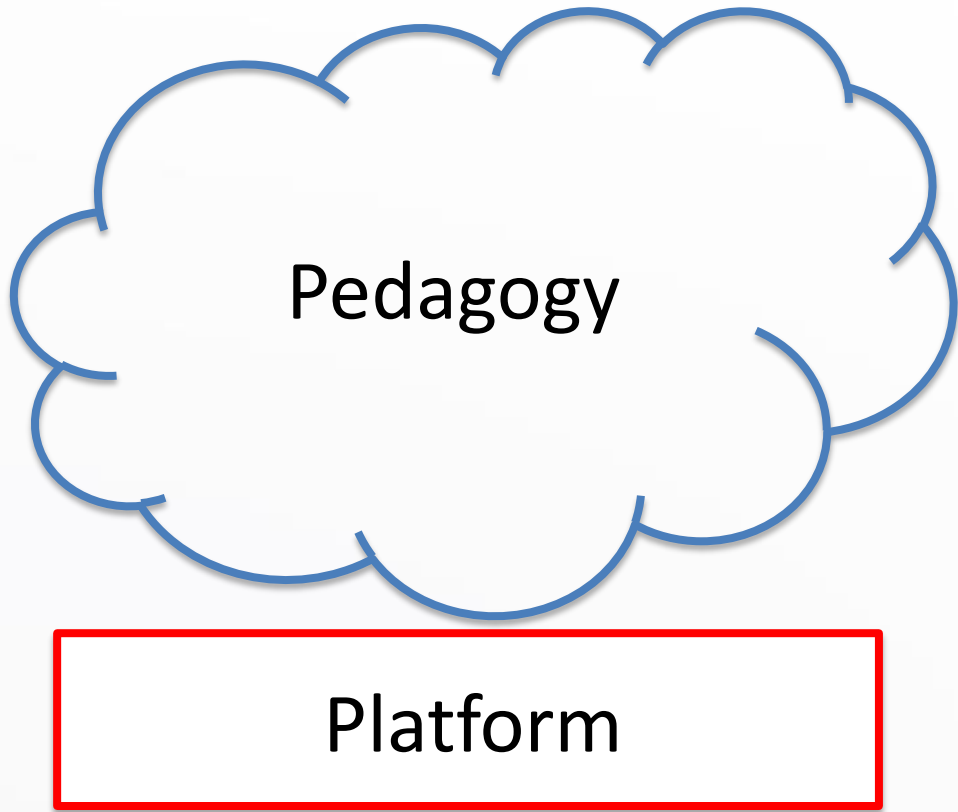
"One doesn't discover new lands without consenting to lose sight of the shore for a very long time."

--Andre Gide

20 Instructional Guidelines for MOOCs

Curt Bonk, Indiana University
Slides at: TrainingShare.com
cjbonk@Indiana.edu

Audience Poll #1:
Have you taught a MOOC before?

A. Yes

B. No

MOOC Instructor Guide #1.
Plan and Prepare
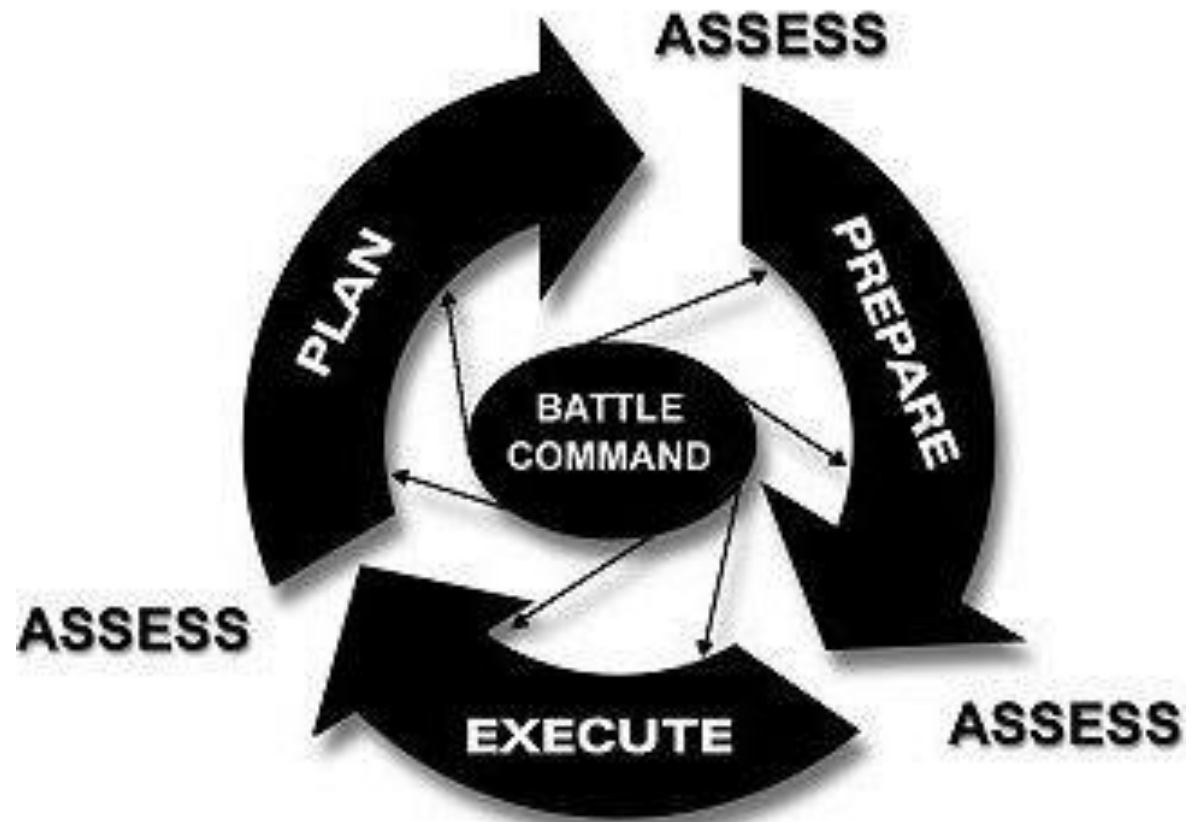
October 12, 2012
Radical rethink: how to design university courses in the online age, Paul, Wappett, The Conversation, Australia

MOOC Guide #2.
Market the Course
(especially to friends)
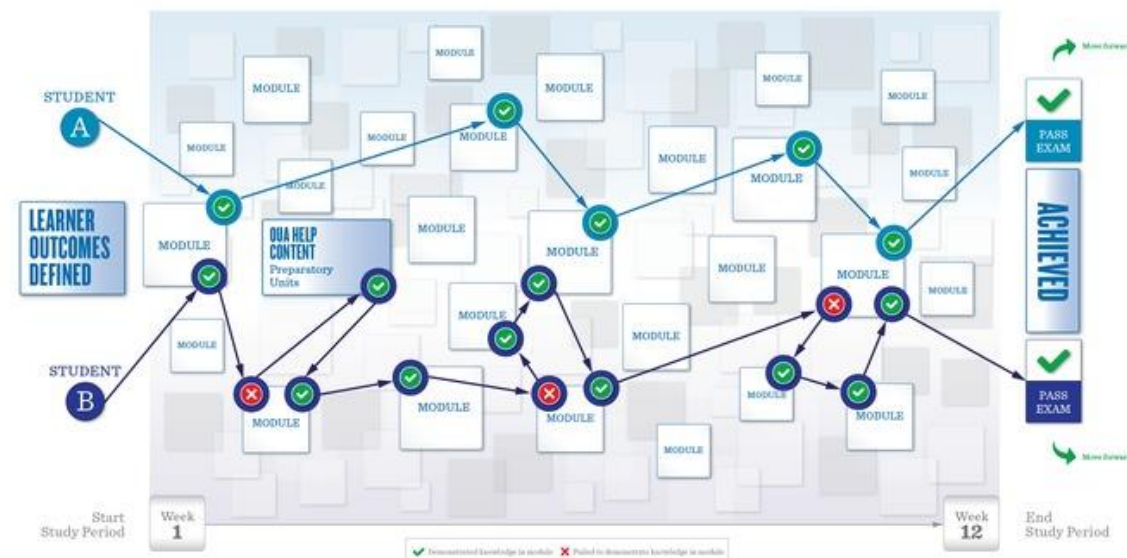
MOOC Guide #3.
Offer Multiple Types of Contact Info

MOOC Guide #4.
Get Help/Assistance

MOOC Guide #5.
Designate Feedback Providers and Tasks

MOOC Guide #6.
Offer Ample Feedback in Week One

MOOC Guide #7.
Use Peer, Machine, Volunteer, and Self-Assessment

MOOC Guide #8.
Address Participants by Geographic Region

October 27, 2012
Chuck Severance (U Michigan/Coursera) in Barcelona, Seoul, Manila, Melbourne, etc.
http://www.youtube.com/watch?v=JzNHvmSv8TI

MOOC Guide #9.
Personalize Where Possible!

Certificate Fee (with sticker)

MOOC Guide #10.
Use a Warm and Friendly Tone

MOOC Guide #11.
Be Willing to Change Midstream

MOOC Guide #12.
Form Groups and Social Supports

June 7, 2013

MOOC Students Who Got Offline Help Scored Higher, Study Finds,

Steve Kolowich, Chronicle of Higher Education

WIRED CAMPUS
The latest news on tech and education.

PREVIOUS
← As Course-Management Market Gets More Competitive, Instructure Raises $30-Million in Funds

NEXT
Universities and Libraries Envision a 'Federated System' for Public Access to Research →

MOOC Students Who Got Offline Help Scored Higher, Study Finds

June 7, 2013, 4:55 am

By Steve Kolowich

Comments (78)

One of the first things researchers have learned about student success in massive open online courses is that in-person, one-on-one teaching still matters.

Paul Kim, Stanford: Oct 28, 2012

17,380 students. I haven't met f2f. I am shocked to see students from places where Internet is very limited. You will find students from even Zanzibar!!! Many teams are formed and they meet f2f in the region where they live.

http://venture-lab.org/education/

MOOC Guide #13.
Combine Sync and Async Instruction

MOOC Guide #14.
Arrive Early for Sync Session

MOOC Guide #15.
Allocate Ample Q&A Time During Sync Session

Questions and Answers

MOOC Guide #16.
Check Chat Window for Comments and Questions

MOOC Guide #17.
Reflect Near End of Each Sync Session (e.g., Top 3 Activity in Chat Window)

MOOC Guide #18.
Share Resources

MOOC Guide #19.
Offer Weekly Recaps and Updates

MOOC Guide #20.
Involve the Participants
(e.g., use Polling Questions)

Poll #1:
What is your biggest gain from this course?

A. Online teaching strategies
B. Online teaching models
C. Useful resources and tools
D. New friends and connections
E. Self-confidence

a		4/73 (5%)
b		1/73 (1%)
c		22/73 (30%)
d		
e		1/73 (1%)
None		45/73 (61%)

Poll #2:
What time is it there?

A. Morning
B. Lunch time
C. Mid Afternoon
D. Evening
E. Late night or early morning

a		6/472 (1%)
b		28/472 (5%)
c		280/472 (59%)
d		28/472 (5%)
e		19/472 (4%)
Poll #2: What time is it there?		111/472 (23%)

March 7, 2013

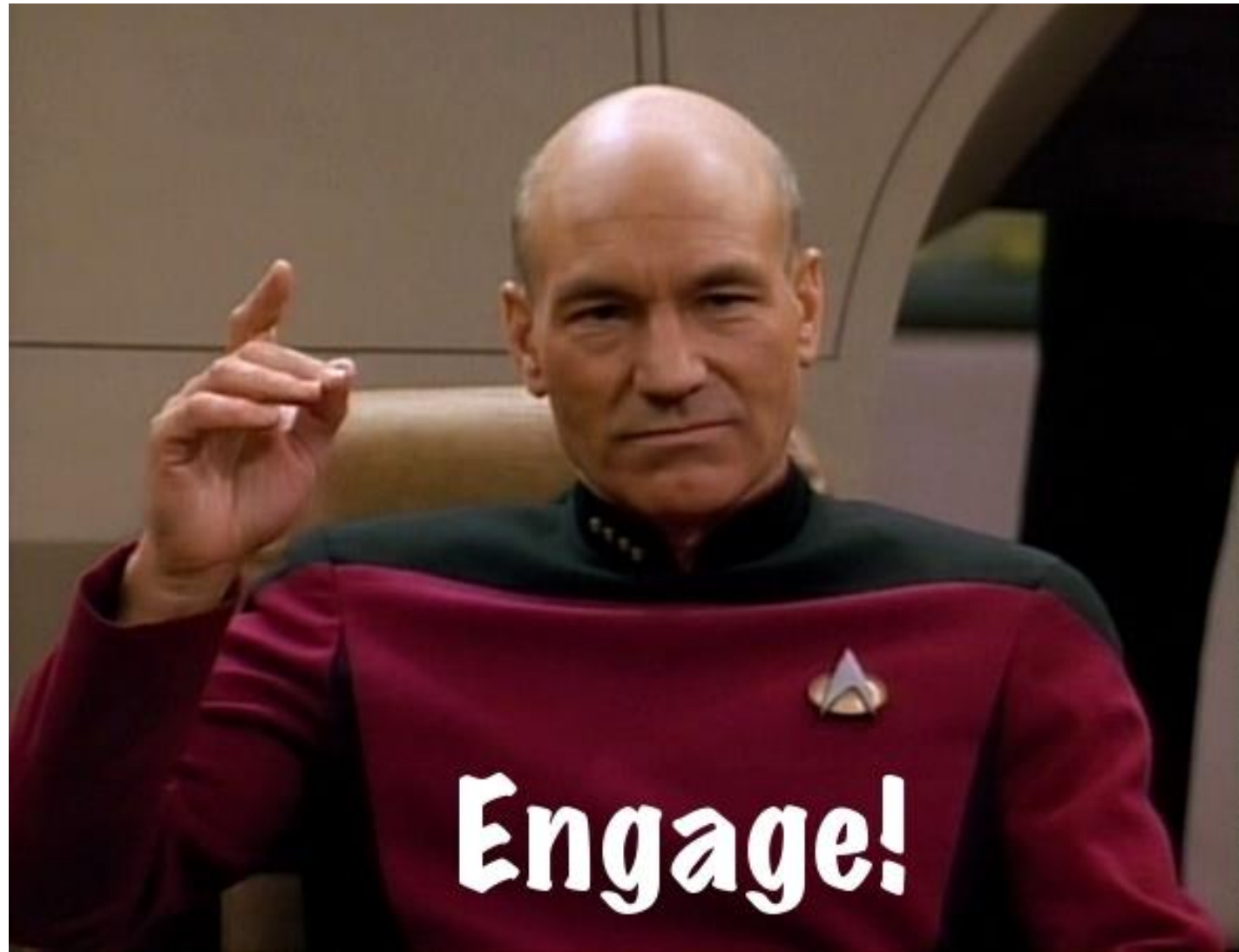## At South by Southwest Education Event, Tensions Divide Entrepreneurs and Educators, Jeffrey R. Young, Chronicle of HE,

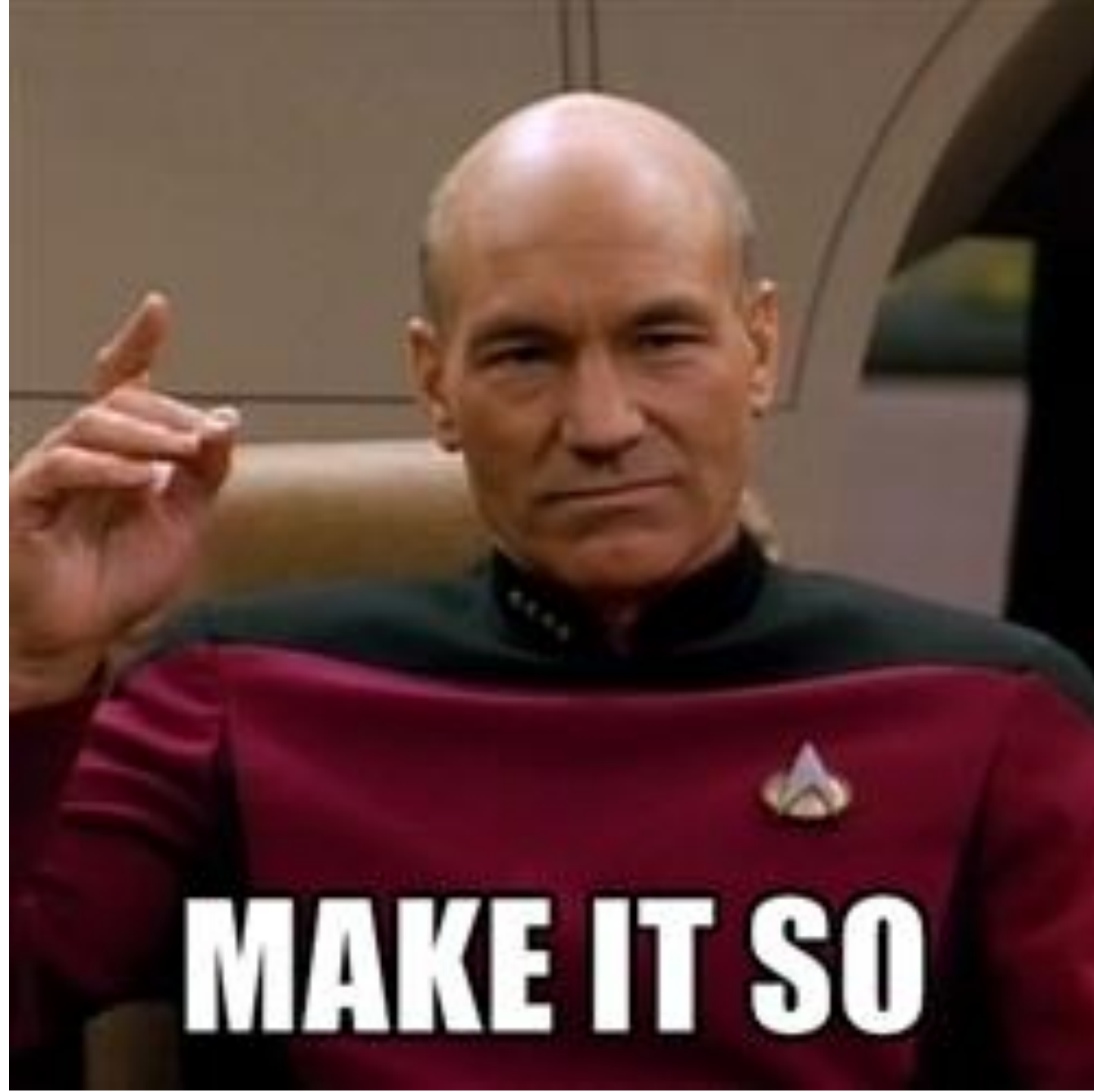http://chronicle.com/blogs/wiredcampus/at-south-by-southwest-education-event-tensions-divide-entrepreneurs-and-educators/42777
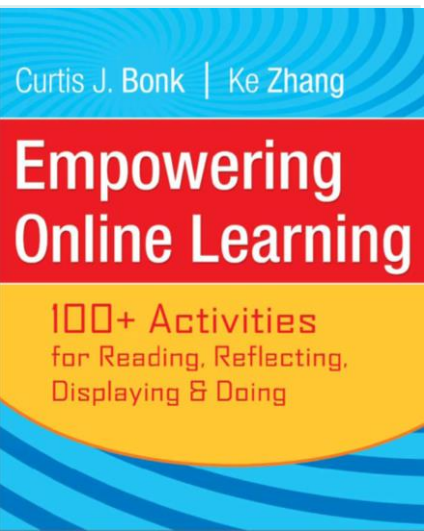
Jean-Luc Picard said what?
That's right, Engage!

MAKE IT SO

Framework #1: R2D2

Framework #2: TEC-VARIETY
(motivation and retention online)

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
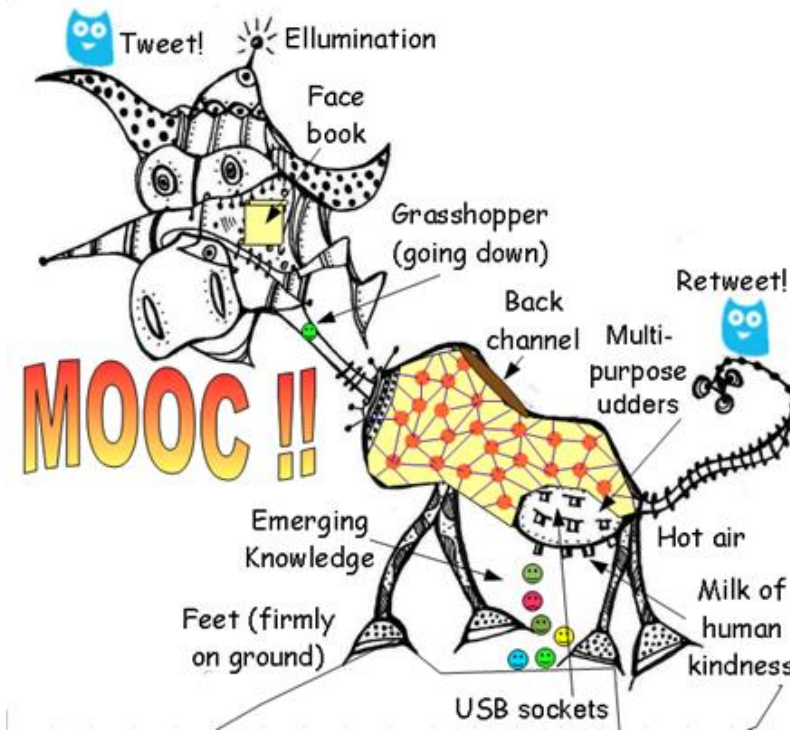**T**ension
Yields Products

Poll #2: Would you like to teach a MOOC now?
A. Yes…
B. No…

Gordon Lockhart, iBerry,
http://iberry.com/
http://gbl55.wordpress.com/2011/03/08/cck11-man-this-mooc-is-something-else/

Any Questions?

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/
Email: curt@worldisopen.com

Stop and Share:
Three Words from this session!