

# 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



mooc

## 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

# 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**

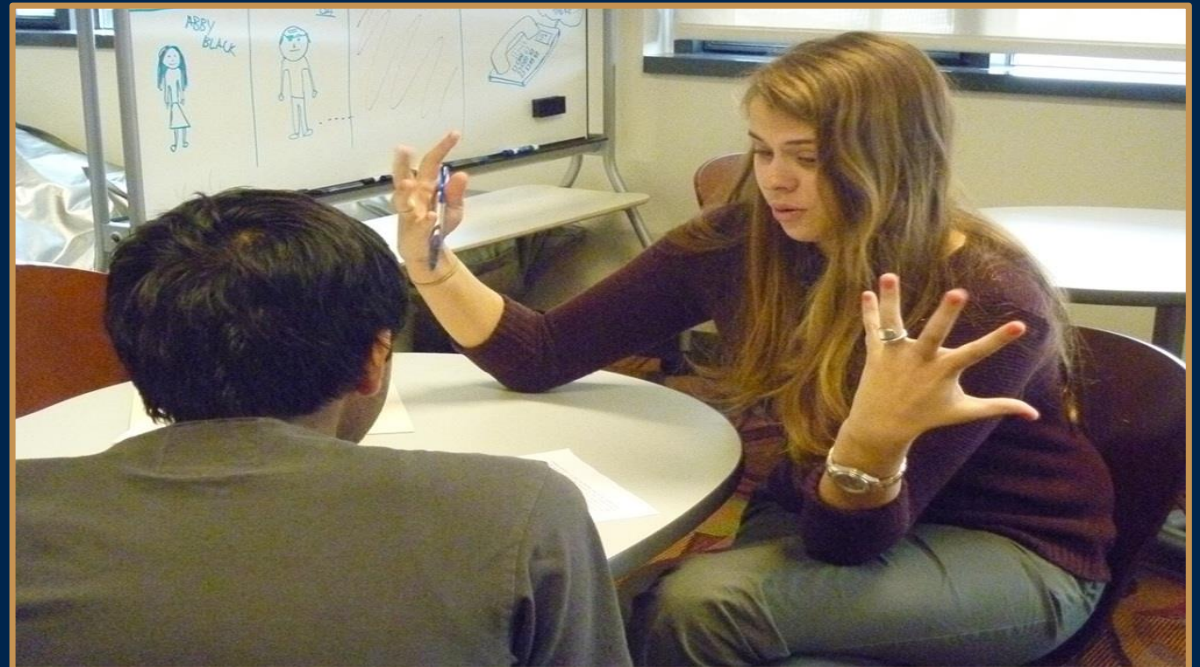
School of Literature, Media, and Communication  
Ivan Allen College of Liberal Arts



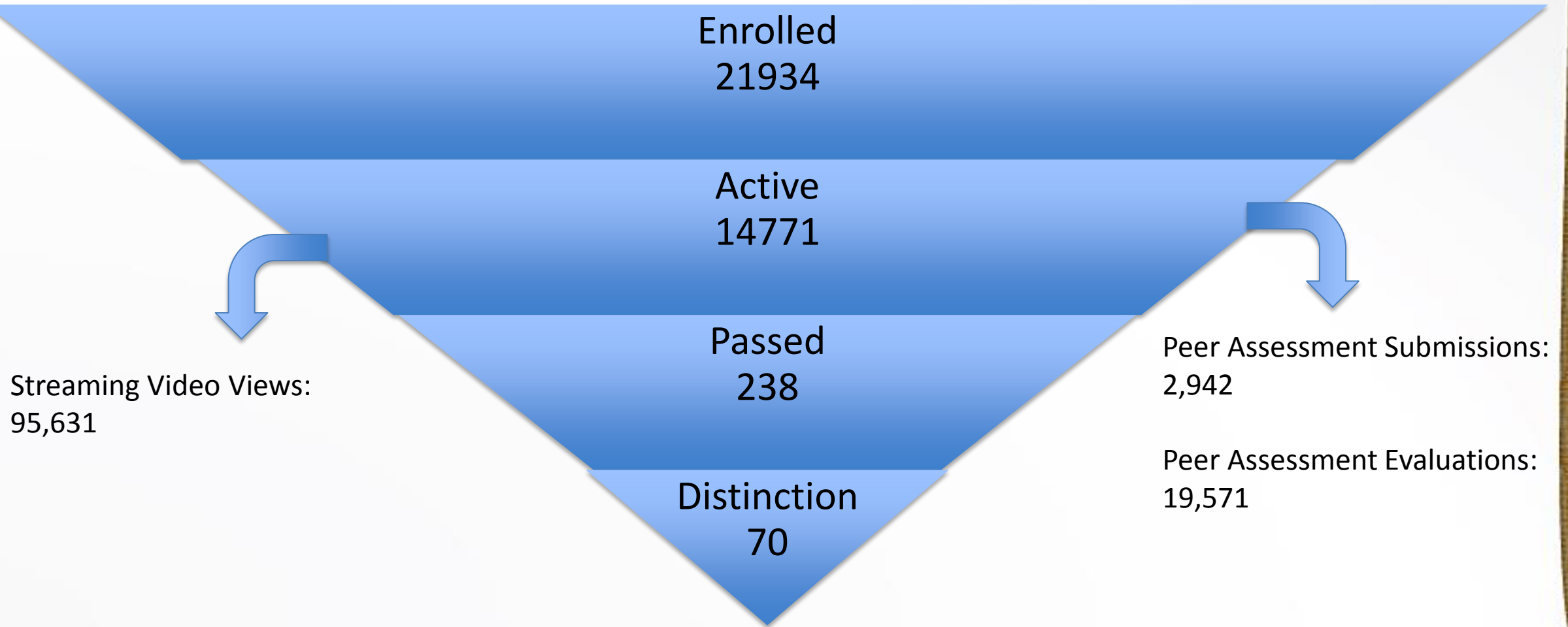


Guided  
Peer-Review

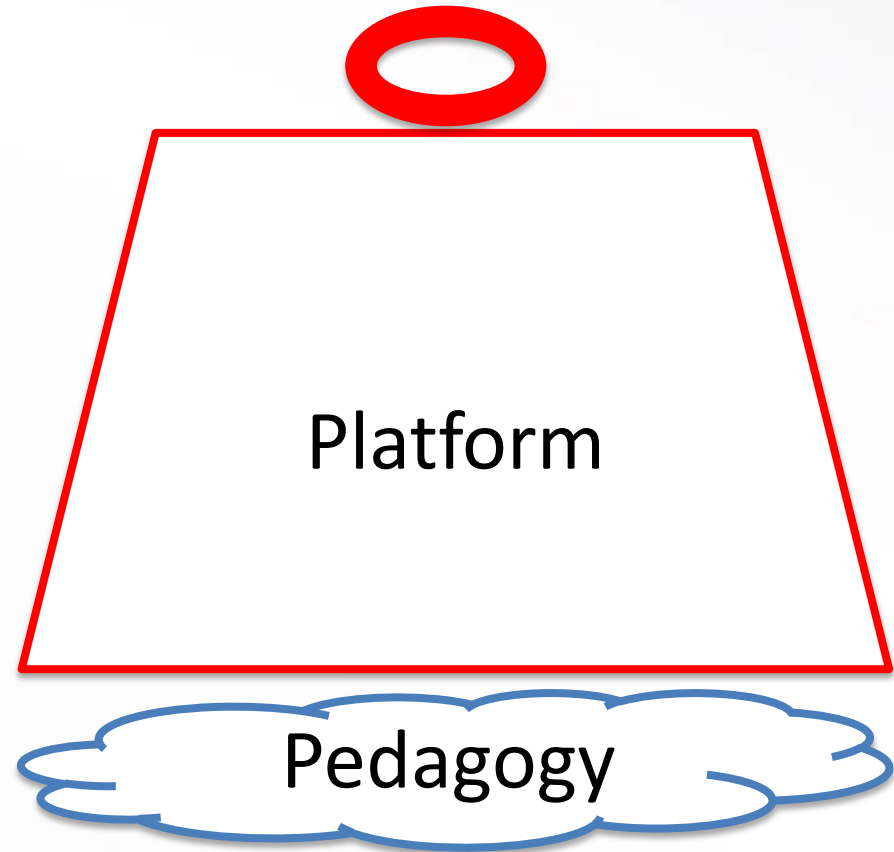
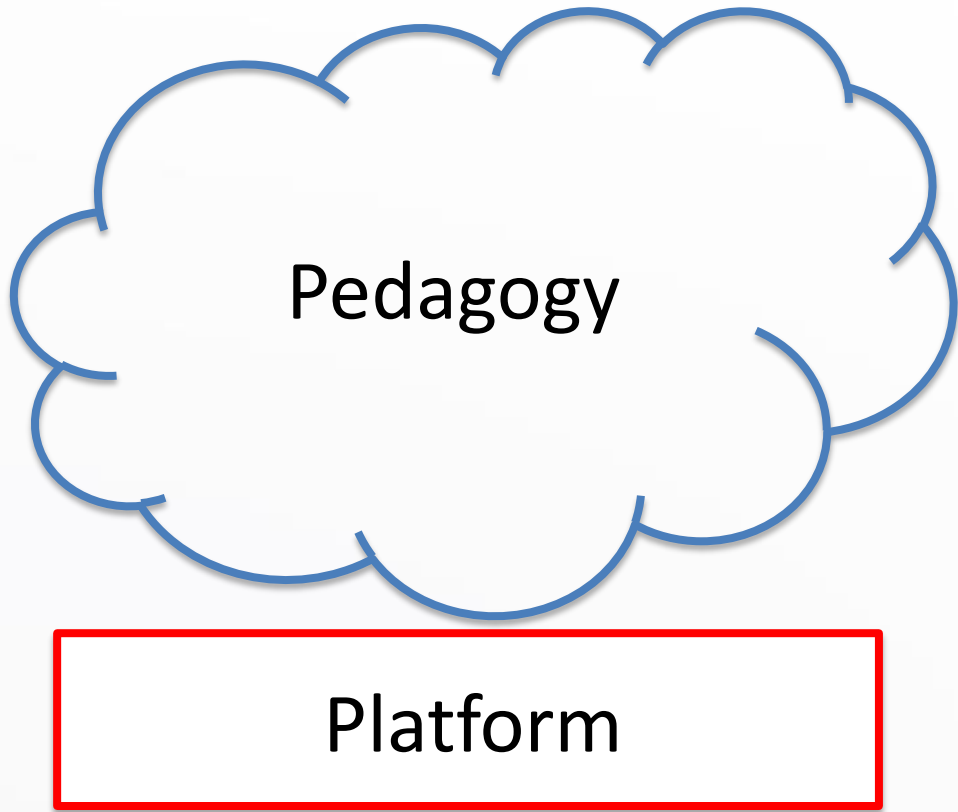
A Community  
of Learners



# Course Statistics



# 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](http://TrainingShare.com)**

**[cjbonk@Indiana.edu](mailto:cjbonk@Indiana.edu)**

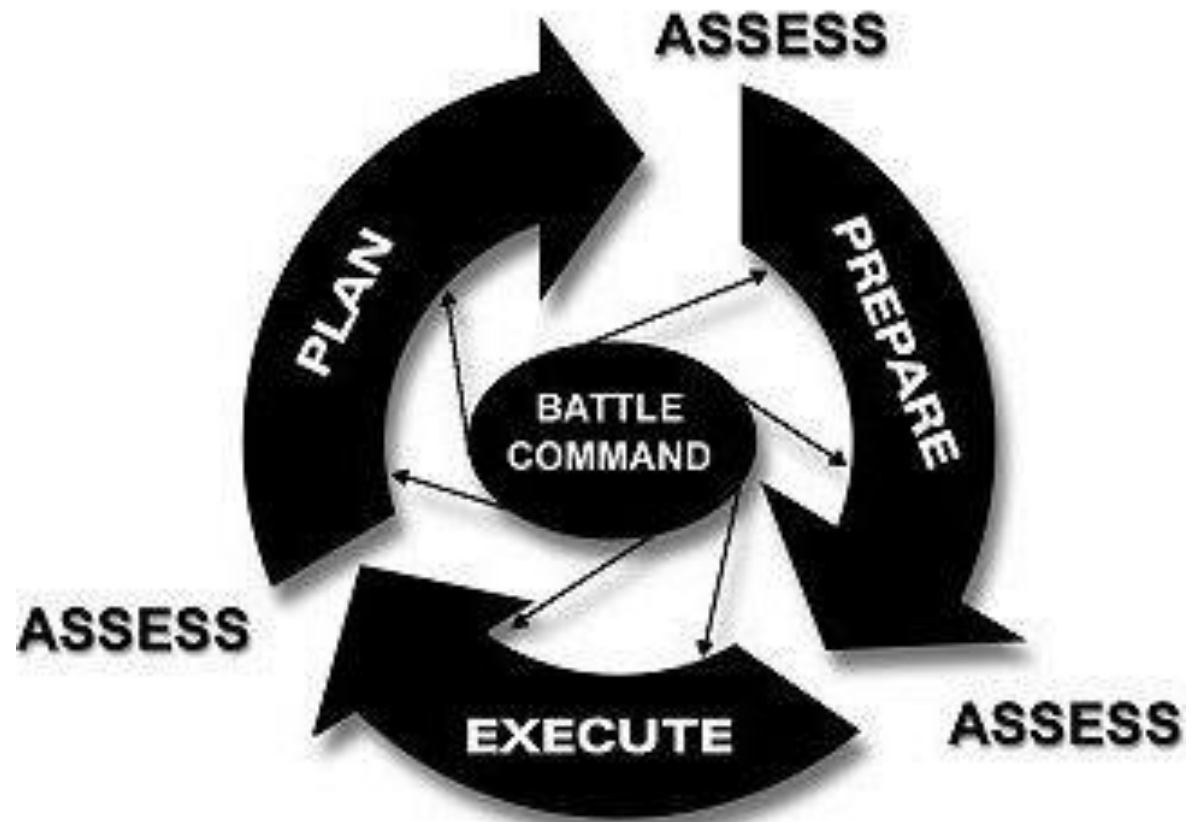






# MOOC Instructor Guide #1.

## Plan and Prepare



# October 12, 2012

## Radical rethink: how to design university courses in the online age, Paul, Wappett, The Conversation, Australia

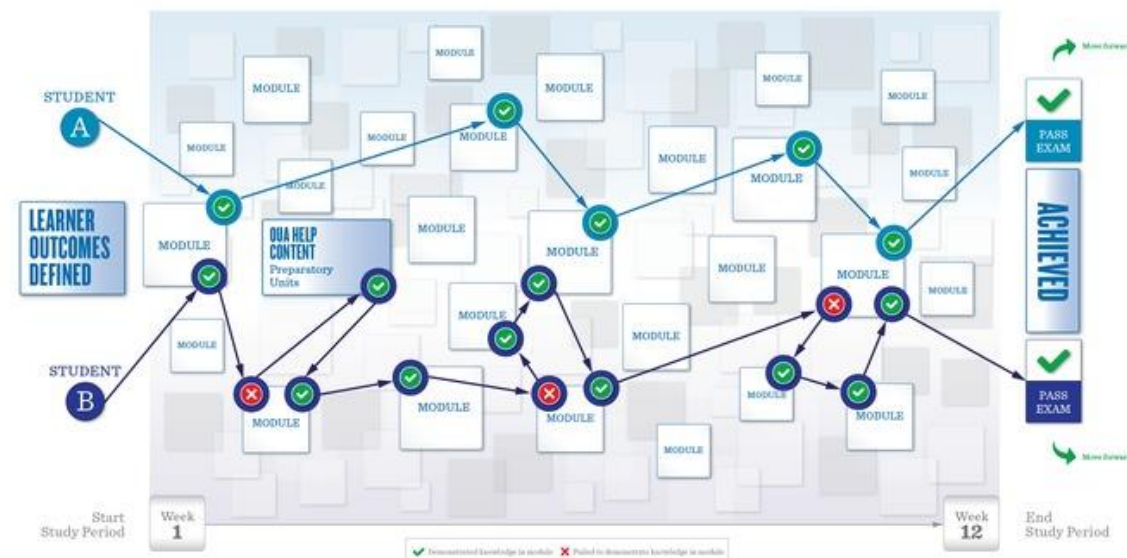
<http://theconversation.edu.au/radical-rethink-how-to-design-university-courses-in-the-online-age-9737>

### THE CONVERSATION

#### TRADITIONAL STUDY MODEL – LINEAR



#### ONLINE STUDY MODEL – DYNAMIC









**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>

YouTube  
Barcelona IHTS Coursera Office Hours (2012-10-27)  
Chuck Severance + Subscribe

0:12 / 1:18

Like Add to Share

This video player shows a close-up of Chuck Severance speaking. The video title is "Barcelona IHTS Coursera Office Hours (2012-10-27)". The player includes a search bar, a subscribe button, and a progress bar at the bottom.

YouTube  
Barcelona IHTS Coursera Office Hours (2012-10-27)  
Chuck Severance + Subscribe

0:23 / 1:18

This video player shows two people, a man and a woman, in front of a sign that reads "HOTEL CATALONIA". The video title is "Barcelona IHTS Coursera Office Hours (2012-10-27)". The player includes a search bar, a subscribe button, and a progress bar at the bottom.

YouTube  
Coursera IHTS Office Hours Gangnam Style - Seoul, Korea, October 22, 2012  
Chuck Severance + Subscribe 123 videos

Julie

2:13 / 4:27

Upgrade to the latest Flash Player for improved playback performance. Upgrade now or more info.

Like Add to Share

650 views

Published on Oct 22, 2012 by Chuck Severance  
This is a video of my Seoul Korea Office hours from my Internet History...  
30 likes, 0 dislikes

This video player shows a woman named Julie sitting at a desk. The video title is "Coursera IHTS Office Hours Gangnam Style - Seoul, Korea, October 22, 2012". The player includes a search bar, a subscribe button, a video count, a progress bar, and a Flash Player upgrade notice.

# MOOC Guide #9.

## Personalize Where Possible!





# Certificate Fee (with sticker)

<https://twitter.com/drchuck/status/262423228717355009/photo/1>





# **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**

[http://chronicle.com/blogs/wiredcampus/mooc-students-who-got-offline-help-scored-higher-study-finds/44111?cid=at&utm\\_source=at&utm\\_medium=en](http://chronicle.com/blogs/wiredcampus/mooc-students-who-got-offline-help-scored-higher-study-finds/44111?cid=at&utm_source=at&utm_medium=en)



**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/>

The image shows two screenshots of the Stanford University course page for "Designing a New Learning Environment" by Professor Paul Kim. The left screenshot shows the course navigation and a dropdown menu for selecting a technology area. The right screenshot shows the course content, including a video player for "Week 3: Needs Analysis" and a list of student teams.

**STANFORD UNIVERSITY**

## Designing a New Learning Environment

Professor Paul Kim, Stanford University

Home Lectures Assignments Community

--Select One--

- Mobile
- Web-Based
- Virtual Reality/Gaming
- Adaptive Technologies
- Social Media/Tools for Education
- Interactive Technology
- Learning Management Systems
- Distance Learning Platforms
- Other
- More than 1 of these technologies
- Undecided

--Select One--

Name has words

Description has words

**STANFORD UNIVERSITY**

## Designing a New Learning Environment

Professor Paul Kim, Stanford University

Home Lectures Assignments Community

LECTURES

- Week 1: Learning Technology Design and Sustainability
- Week 2: Two Guest Speakers on Technology in Education
- Week 3: Needs Analysis**

COURSE INFORMATION

- Syllabus

### Week 3: Needs Analysis

Video Transcript

Week 3: Needs Analysis

**Teams**

By Team rank By Last activity

**Cal Poly Team**

- ★ formed by [Sema Alptekin](#)
- ★ 6 members
- ★ Proposed project or topic area: Online Education/MOOC.
- ★ Technology we are interested in: More than 1 of these technologies.
- ☑ We are going to design online course material to empower women to pursue STEM education

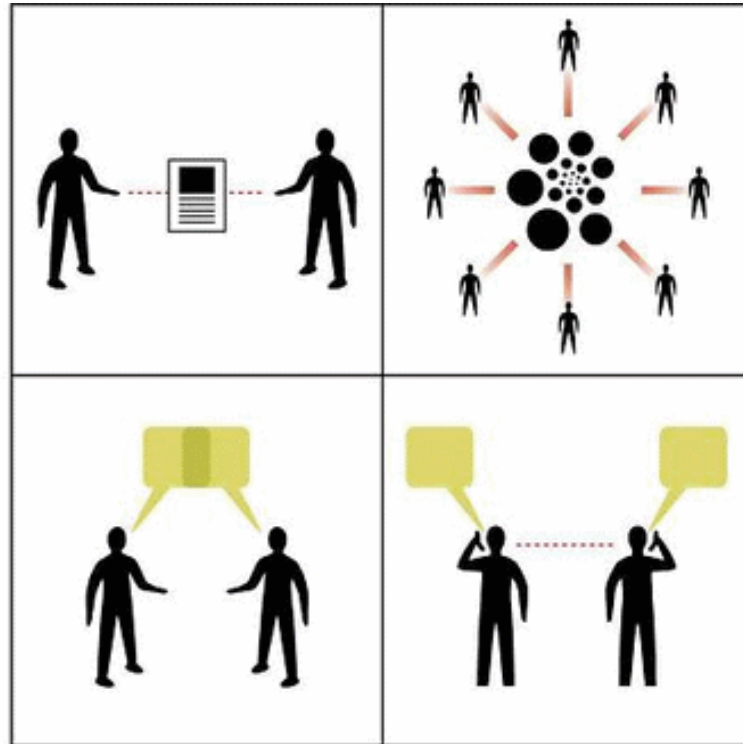
**Education a Right; not a privilege**

- ★ formed by [Sumera Rahil](#)

# MOOC Guide #13.

## Combine Sync and Async Instruction

Different Time  
(asynchronous)



Same Time  
(synchronous)

Same Place  
(in person)

Different Place  
(online)

Guest Speaker Chris Dede, Wirth Professor in Learning Technologies, Harvard University [Video](#) [Transcript](#)



STANFORD UNIVERSITY

Designing a New Learning Environment

Professor Paul Kim, Stanford University

[Home](#) [Lectures](#) [Assignments](#) [Community](#)

LECTURES

Week 1: Learning Technology Design and Sustainability

Week 2: Two Guest Speakers on Technology in Education

Week 3: Needs Analysis

Week 4: (2 Videos) Technology, Content, Pedagogy, & Value, AND Learning Technology Design Principles Part I

Week 5: (2 Videos) Learning Technology Design Principles II AND Learning Technology Design Principles III

Mid-Week Message to DNLEers

COURSE INFORMATION

Syllabus

Week 2: Two Guest Speakers on Technology in Education

Guest Speaker University of Wolverhampton Professor John Traxler [Video](#) [Transcript](#)



Key Concepts



**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**

Let's  
Recap



# 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



### Poll #2:

What time is it there?

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



**March 7, 2013**

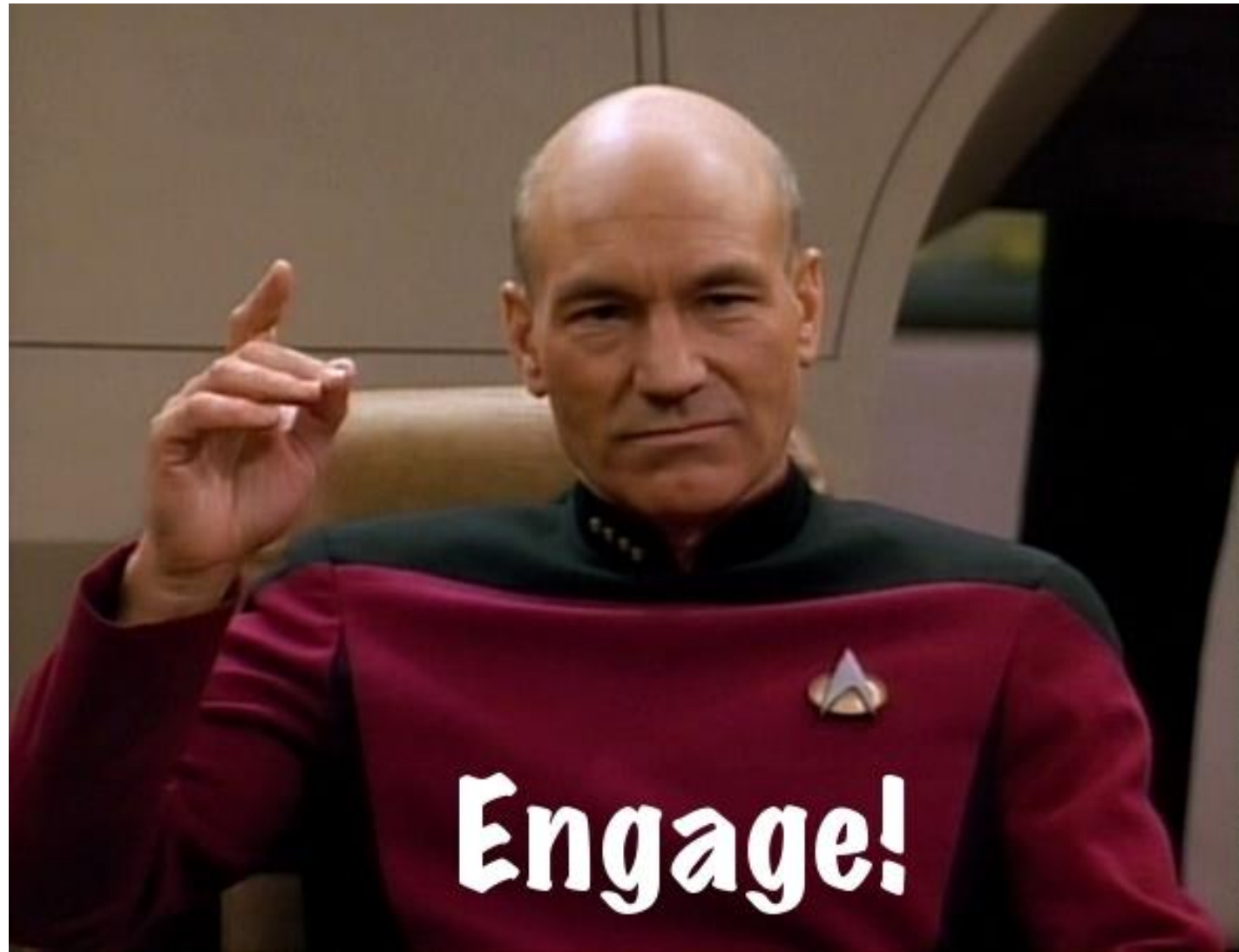
**At South by Southwest Education Event, Tensions  
Divide Entrepreneurs and Educators, Jeffrey R.  
Young, Chronicle of HE,**

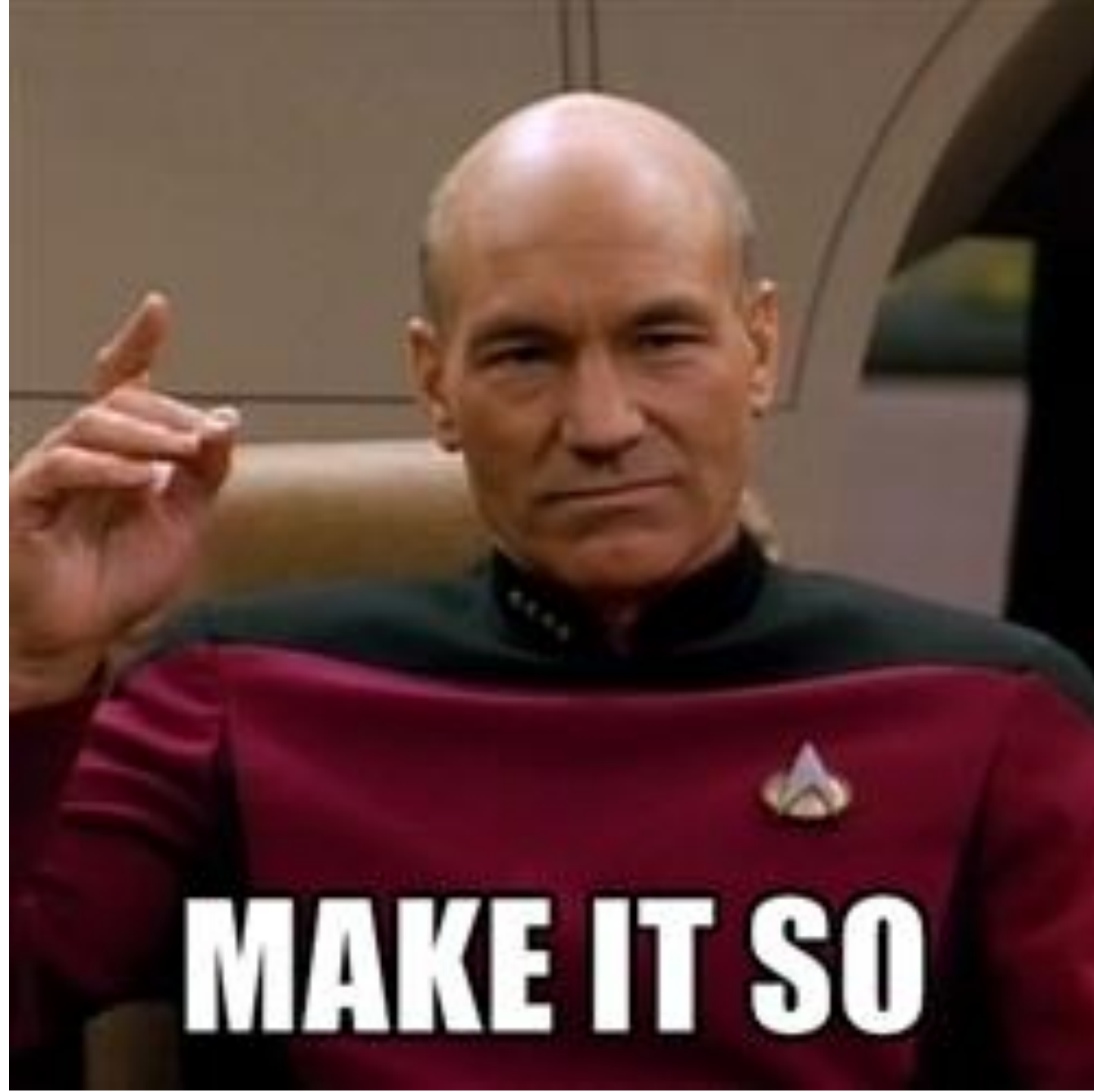
<http://chronicle.com/blogs/wiredcampus/at-south-by-southwest-education-event-tensions-divide-entrepreneurs-and-educators/42777>





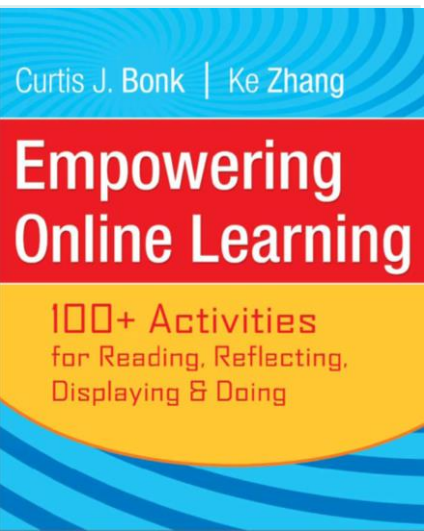
**Jean-Luc Picard said what?  
That's right, Engage!**





**MAKE IT SO**

# Framework #1: R2D2



# Framework #2: TEC-VARIETY

(motivation and retention online)

**T**one/Climate

**E**ncouragement, Feedback

**C**uriosity

**V**ariety

**A**utonomy

**R**elevance

**I**nteractive

**E**ngagement

**T**ension

**Y**ields Products

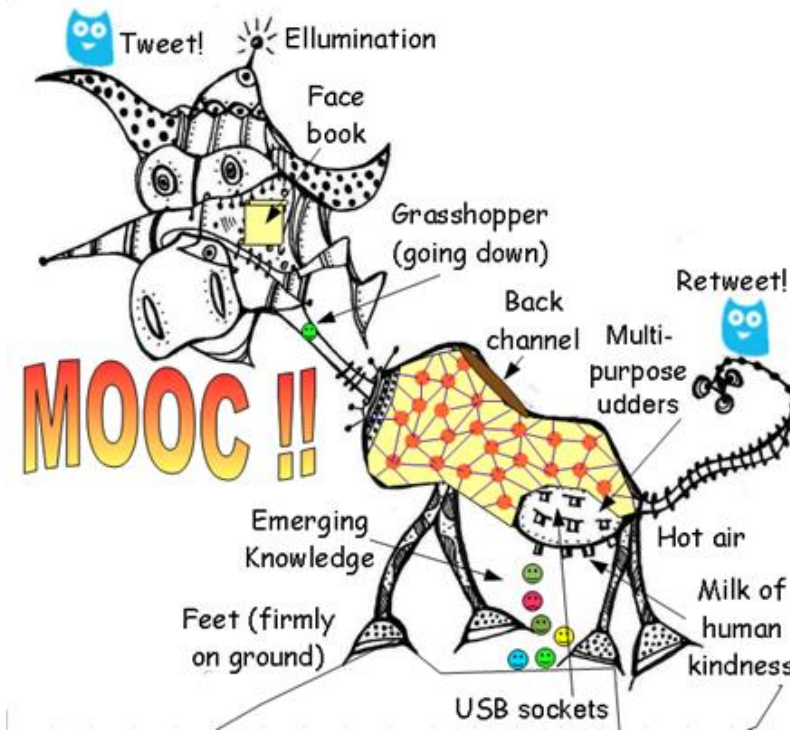




# Poll #2: Would you like to teach a MOOC now?

**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](http://TrainingShare.com)**

**Papers: [PublicationShare.com](http://PublicationShare.com)**

**Book: <http://worldisopen.com/>**

**Email: [curt@worldisopen.com](mailto:curt@worldisopen.com)**



**Stop and Share:**  
**Three Words from this session!**

