

MOOC Instructor Motivation and Career and Professional Development

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March 14, 2019

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March 13, 2019

The Career Curriculum Continuum Andrew Hermalyn, Inside Higher Ed



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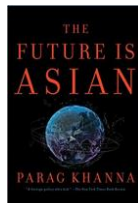
February 27, 2019

Why 'The Future Is Asian' Should Inform Your University's Strategy Joshua Kim, Inside Higher Ed

<https://www.insidehighered.com/blogs/technology-and-learning/why-future-asian-should-inform-your-university-strategy>
 Today, there are about 70 million East Asian and Pacific students enrolled in postsecondary education. By 2040, that number is projected to rise to 257 million.

Why 'The Future Is Asian' Should Inform Your University's Strategy

Can books start campus conversations?
 By Joshua Kim / February 27, 2019

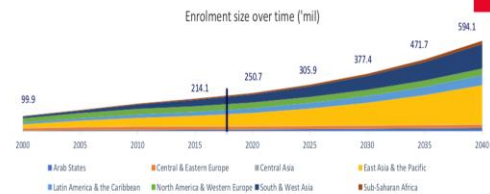


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February 27, 2019

Thinking About 'Massification of Higher Education Revisited' Joshua Kim, Inside Higher Ed

<https://www.insidehighered.com/blogs/technology-and-learning/thinking-about-massification-higher-education-revisited%E2%80%9999>



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March 6, 2019
The Maturing MOOC

Ray Schroeder, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/blogs/online-trending-now/maturing-mooc>

Inside Digital Learning / Opinion



ONLINE TRENDING NOW
 Unique insights and news review from Ray Schroeder, director of the National Council for Online Education

The Maturing MOOC

Online courses are changing – sometimes less open, sometimes less massive – but they're still relevant.

By Ray Schroeder / March 6, 2019

In the summer of 2011 we produced edUMOOC – a constructivist massive open online course about online learning with the help of a small group of talented and expert professionals at the University of Illinois Springfield as well as colleagues around the country who were then, and continue to be, among the leaders in our field of online learning. By the time it concluded in August, edUMOOC had reached 2,700 learners in 70 countries – making it among the largest such classes produced up to that time.

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Talk Outline

1. MOOC Weird Stuff
2. MOOC Trends
3. MOOC Research Study Motivation and Career and PD of MOOC instructors



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Polls

Poll #1: Who in here has taken a MOOC?

Poll #2: Are you happy or frustrated when you take a MOOC?



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Some Weird Things Going On...



I'M WEIRD!

But I know you love me!



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Weirdness #1...We're Teaching the World

October, 2018

Sarah Fister Gale, CLO

<https://magazine.clomedia.com/issue/october-2018/teaching-the-world/>
<https://magazine.clomedia.com/issue/october-2018/>



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Weirdness #2: Your Friends are doing MOOCs

June 15, 2017

Massive List of MOOC Providers Around The World, Class Central

JMOOC, K-MOOC, and T-MOOC?

<https://www.class-central.com/report/mooc-providers-list/>



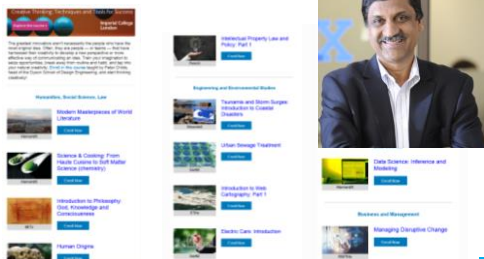
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Weirdness #3: Summer MOOC Discounts

Email inbox: June 10, 2018

<https://www.edx.org/course>



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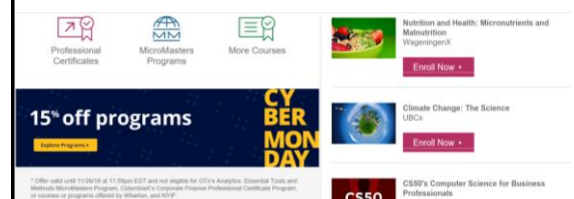
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Weirdness #4: Cyber Monday Discounts

Email inbox: November 26, 2018

edX (Summer discounts)

<https://www.edx.org/course>



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Weirdness #5...MOOCs in Wedding Announcements

September 26, 2018

The Future of Professional Credentialing ... in an Engagement Announcement

Joshua Kim, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/blogs/technology-and-learning/future-and-present-of-credentialing-engagement>

The future bride graduated from the *University of Vermont* with a bachelor's degree in anthropology and is currently pursuing a master's degree in public health. She is employed as a care navigator with Apple.

The future groom graduated from *Worcester Polytechnic Institute* with a bachelor's degree in mechanical engineering and is currently pursuing a master's degree in mechanical engineering. He has been accepted in the *Harvard Business HBX CORE* program and plans to start in November. He is currently working as a technical program manager at Apple.

They are planning on a summer wedding in 2020.

INSIDE
HIGHER ED

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Weirdness #6...The MOOC Wave

May 21, 2018

The Second wave of MOOC Hype Is Here, and It's Online Degrees

Dhawal Shah, Class Central

<https://www.edsurge.com/news/2018-05-21-the-second-wave-of-mooc-hype-is-here-and-it-s-online-degrees>



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September 12, 2018

Coursera's CEO on the Evolving Meaning of 'MOOC'

Dian Schaffhauser, Campus Technology

<https://campustechnology.com/articles/2018/09/12/courseras-ceo-on-the-evolving-meaning-of-mooc.aspx>



Jeff Maggioncalda, Coursera CEO

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October 12, 2018

Weirdness #7...Degrees Via the MOOC EdX: From MicroMasters to Online Master's Degrees

Lindsey McKenzie, Inside Higher Ed

<https://www.insidehighered.com/news/2018/10/12/edx-launches-nine-low-cost-online-degrees>

Institution	edX Master's Degree	Online Cost (USD)	Duration
Curtin University, Australia	Marketing	\$22,366	1.5-3 years
Georgia Institute of Technology	Cybersecurity	\$9,920	2-3 years
Georgia Institute of Technology	Analytics	\$9,900	1-3 years
Indiana University	IT management	\$21,000	1.25-3 years
Indiana University	Accounting	\$21,000	1.25-3 years
University of California, San Diego	Data science	\$15,000	1-3 years
University of Queensland, Australia	Leadership: service innovation	\$18,156	2 years
University of Texas at Austin	Computer science	\$10,000	1.5-3 years

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Weirdness #8... MOOC-based Pricing Charts

December 30, 2018

MOOC-Based Degrees, Pricing Chart IBL News

<https://www.classcentral.com/pricing-chart/mooc-based-degrees>

MOOC-based Degrees	CLASS CENTRAL	PROVIDER	UNIVERSITY	COST
Master's Degree in Accounting	\$14.4	Udacity	Georgia Tech	\$6,600
Master's Degree in Cybersecurity	\$10.4	edX	Georgia Tech	\$10k
Master's Degree in Management	\$10.4	Coursera	University of Illinois	\$22k
Master's Degree in Marketing	\$10.4	Coursera	University of Illinois	\$19.2k
Master's Degree in Public Health	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Statistics	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Data Science	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Computer Science	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Business Administration	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Information Technology	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Leadership	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Innovation and Entrepreneurship	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Cyber Security	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Development and Humanitarian Action	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Professional Practice	\$10.4	Coursera	University of Illinois	\$27.2k
Master's Degree in Information Technology (Masters)	\$10.4	Coursera	University of Illinois	\$27.2k

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Weirdness #9... Discounted MOOC-based MBAs

August 7, 2017

FutureLearn and Coventry University to Roll Out 50 Online Degrees (Last year Deakin University announced a similar partnership with FutureLearn)

Class Central, Dhawal Shah

<https://www.classcentral.com/report/futurelearn-coventry-university-roll-50-online-degrees/>

Degree	Provider	University	Cost
MS Computer Science	Udacity	Georgia Tech	\$6,600
MS Analytics	edX	Georgia Tech	\$10k
MBA	Coursera	University of Illinois	\$22k
MS CS Data Science	Coursera	University of Illinois	\$19.2k
MS Accounting	Coursera	University of Illinois	\$27.2k
Masters in Innovation and Entrepreneurship	Coursera	HEC Paris	€20k
Cyber Security (Masters)	FutureLearn	Deakin University	£24k
Development and Humanitarian Action (Masters)	FutureLearn	Deakin University	£24k
Professional Practice: Information Technology (Masters)	FutureLearn	Deakin University	£24k

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March 4, 2019 35+ Legit Master's Degrees You Can Now Earn Completely Online

Laurie Pickard, Class Central
<https://www.class-central.com/report/mooc-based-masters-degree/>

35+ Legit Master's Degrees You Can Now Earn
Completely Online

Laurie Pickard Mar 4th, 2019



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February 27, 2019 MOOCs and the Master's Degree

Dian Schaffhauser, Campus Technology
<https://campustechnology.com/articles/2019/02/27/moocs-and-the-masters-degrees.aspx>

Online Learning

MOOCs and the Master's Degree

The University System of Maryland is experimenting with the use of massive open online courses to accelerate the path to an advanced degree — and the work has shed light on surprising new benefits of the MOOC format.

By Dian Schaffhauser 02/27/19



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MOOC Trends and Recent Data



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MOOCs are not dead August 19, 2018

Cumulative Growth in Number of MOOCs, 2011-18

Almanac 2018, Chronicle of Higher Education

<https://www.chronicle.com/article/Top-5-MOOC-Providers-by-Number/244959?cid=esp.216>



Cumulative Growth in Number of MOOCs,
2011-18

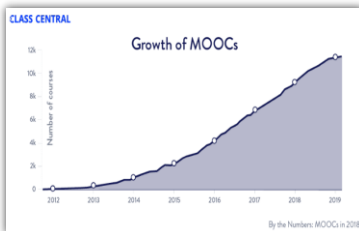


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MOOCs Trends

Year of MOOC-based Degrees: A Review of
MOOC Stats and Trends in 2018, Dhawal Shah, Class
Central--January 6, 2019



- Coursera – 37 million
- edX – 18 million
- XuetangX – 14 million
- Udacity – 10 million
- FutureLearn – 8.7 million

Top five MOOC providers

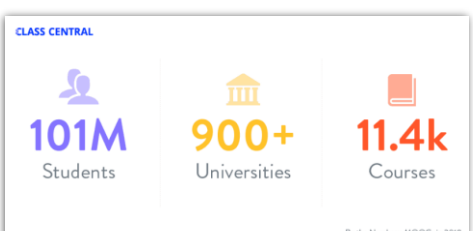


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MOOCs Stats

Year of MOOC-based Degrees: A Review of
MOOC Stats and Trends in 2018, Dhawal Shah, Class
Central--January 6, 2019



By the Numbers: MOOCs in 2018

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MOOCs Stats

2018's Most Popular Free Online Courses, : Coursera, edX, Udacity, and FutureLearn.

Dhawal Shah, Class Central--January 6, 2019
<https://www.class-central.com/list/2018-s-most-popular-free-online-courses-wdtww>

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MOOCs Stats

2018's Most Popular Free Online Courses: Coursera, edX, Udacity, and FutureLearn.

Dhawal Shah, Class Central--January 6, 2019
<https://www.class-central.com/list/2018-s-most-popular-free-online-courses-wdtww>

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June 19, 2018

How Blockbuster MOOCs Could Shape the Future of Teaching

Jeffrey R. Young, EdSurge
<https://www.edsurge.com/news/2018-06-19-how-blockbuster-moocs-could-shape-the-future-of-teaching>

Coursera Top 10 Most Popular Courses (over past 12 months)

Rank	Course Title	Partner College or Organization
1	Machine Learning	Stanford
2	The Science of Mind-reading	UC San Diego
3	Learning How to Learn	UC San Diego
4	Neural Networks and Deep Learning	DeepLearning.AI
5	Programming for Everybody (Starting With Python)	UC of Michigan
6	Algorithms Part I	Harvard U.
7	Blockchain and Cryptocurrency Technologies	Harvard U.
8	Convolutional Neural Networks	DeepLearning.AI
9	Response Models	DeepLearning.AI
10	Improving Deep Neural Networks	DeepLearning.AI

edX Top 10 Most Popular Courses (all time)

Rank	Course Title	Partner College or Organization
1	Introduction to Computer Science and Programming Using Python	MIT
2	Introduction to Linear	Linux Foundation
3	CS50: Introduction to Computer Science	Harvard U.
4	Analysing and Visualising Data with Excel	Microsoft
5	IELTS Academic Test Preparation	U. of Queensland
6	English Grammar and Style	U. of Queensland
7	The Science of Happiness	UC Berkeley
8	IELTS P Test Preparation: The Insider's Guide	Educational Testing Service
9	The Science of Everyday Thinking	U. of Queensland
10	Introduction to Python for Data Science	Microsoft

Source: edX

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MOOC Research

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Khe Foon (Timothy) Hew (2018)

Hew, K. F. (2018). Unpacking the Strategies of Ten Highly Rated MOOCs: Implications for Engaging Students in Large Online Courses. *Teachers College Record*, 120(1).
<https://www.coursetalk.com/>

Hew's (2018, p. 1) analyzed 4,565 coursetalk review comments of 10 highly rated MOOCs. He found "six key factors that can engage online [MOOC] participants and nine reasons for participant disaffection."

1. Problem-centric learning supported by clear explanations.
2. Active learning supported by timely feedback (e.g., assignments, projects, discussion).
3. Course resources that cater to participants' learning needs or preferences.
4. Instructor attributes (e.g., passion, enthusiasm, humor, examples).
5. Peer interaction.
6. Instructor availability.

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Quotes: Veletsianos et al. (2015-2016)

"To gain a deeper and more diverse understanding of the MOOC phenomenon, researchers need to use multiple research approaches (e.g., ethnography, phenomenology, discourse analysis) add content to them." (p. 583)

Veletsianos, Collier, & Schneider (2015, May). Digging deeper into learners' experiences in MOOCs: Participation in social networks outside of MOOCs, notetaking and contexts surrounding content consumption. *BJET*, 46(3), 570-587.

"Dependence on Particular Research Methods May Restrict our Understanding of MOOCs."

George Veletsianos & Peter Shepherdson's Study (2016). Systematic Analysis and Synthesis of the Empirical MOOC Literature Published in 2013-2015. *IRRODL*. <http://www.irrodl.org/index.php/irrodl/article/view/2448/3655>

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MOOCs Literature Review (2014-2016) (Meina, Sari, & Lee, 2018)

MOOC research focuses and methods

	Quantitative	Qualitative	Mixed methods
Student-focused	39	9	26
Design-focused	19	12	17
Context and impact	9	6	5
Instructor-focused	0	3	2

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Research Methods (Meina, Sari, & Lee, 2018)

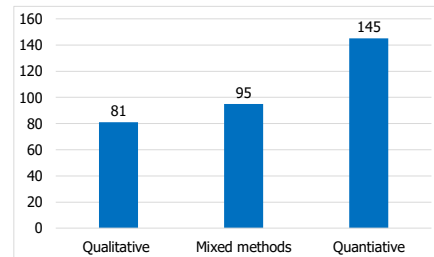


Figure 2. Research methods used in empirical MOOCs studies from 2013-2018 (N=321 studies)

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Research Project:

1. Problem statement
2. Research questions
3. Methodology
4. Research findings
5. Conclusions



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Problem Statement

- Key beneficiaries of MOOCs are online learners.
- Research on MOOCs has almost focused on learners including their experiences, motivations, interaction patterns, and learning outcomes.

What about MOOC instructors?

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June 19, 2018

How Blockbuster MOOCs Could Shape the Future of Teaching

Jeffrey R. Young, EdSurge

<https://www.edsurge.com/news/2018-06-19-how-blockbuster-moocs-could-shape-the-future-of-teaching>



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Research questions

The purpose of this study is to suggest ways to encourage instructors to teach MOOCs by investigating their motivations and frustrations when teaching MOOCs.

1. What motivates instructors to teach MOOCs?
2. What aspects of teaching MOOCs influence instructors' career development?
3. What areas do MOOC instructors want to improve for more effective teaching in terms of professional development?

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Methodology



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Methodology

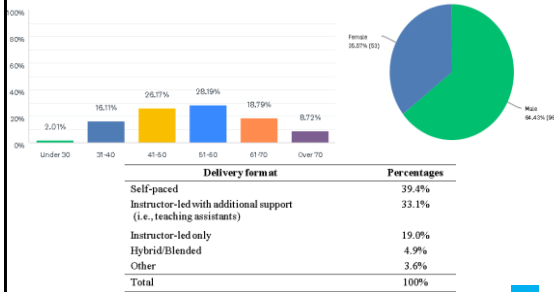
1. A Mixed-Method approach
 - Survey & in-depth interview
2. Survey: 20 questions in 3 sections.
 - (1) Demographic info and MOOCs teaching experiences
 - (2) Motivation for teaching MOOCs
 - (3) Career and professional level of MOOC instructors
3. Interview: 30 minutes
 - (1) MOOC teaching experiences
 - (2) Personal opinions about MOOC teaching in terms of motivation and career development

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Methodology

1. Survey Participants : 142 MOOC instructors



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Methodology

2. Interview Participants : 6 MOOC instructors

Countries	Gender	Subject areas	MOOC teaching experience	Delivery Format
U.S.	Male	Weather	> 5	Instructor-led only
U.S.	Female	Graduate studies	> 5	Self-paced
UK	Male	Ancient history	> 5	Instructor with teaching assistant
UK	Female	Palliative care	> 5	Instructor with teaching assistant
Canada	Male	Religion	One	Instructor with teaching assistant
Hong Kong	Female	Graduate studies	One	Instructor-led only

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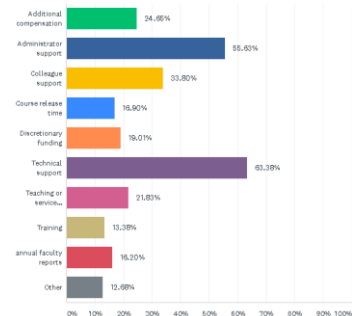
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Research Findings



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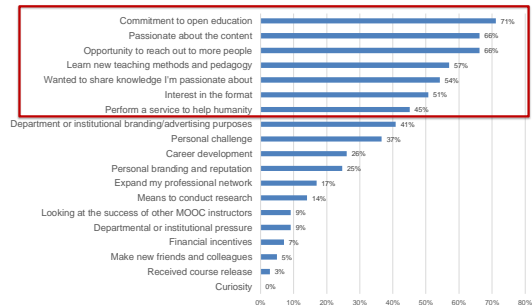
1. Support for teaching MOOCs



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2. Motivation for teaching MOOCs



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2. Motivation for teaching MOOCs

Types of motivation	Areas	Motivational factors	(N=142)
Intrinsic motivation (86.98%)	Interest in a new learning technology (20.40%)	Interest in the format	72
		Wanting to learn new teaching methods and pedagogy	81
		Test my ability to teach the masses	24
	Desire to provide service to the community and public (21.77%)	Commitment to open education	101
		Perform a service to help humanity	64
		Expand my professional network	24
		Passionate about the content	94
	Share professional expertise with others (30.53%)	Wanted to share knowledge I'm passionate about	77
		Opportunity to reach out to more people	94
		Personal challenge	52
Extrinsic motivation (13.02%)	Personal growth and development (14.28%)	Career development	37
		Personal branding and reputation	35
		Financial incentives	10
	Financial reasons and research purposes (3.92%)	Course release	4
		Means to conduct research	20
		Department or institutional branding/advertising purposes	58
	Institutional goals (9.1%)	Departmental or institutional pressure	13
		Train teaching assistants	8

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Quote from an interviewee:

"What happened is that on August 2017, there were suddenly a number of hurricanes approaching the United States. So, I helped them. In a period of two weeks [I] built a MOOC on hurricanes. Because of the timing, because there was so much hurricane news, this MOOC was reasonably popular. With about 5,000 viewers, so it was quite a good experience for me."

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Quote from an interviewee:

"I think most of the universities are interested in **getting more students**. I think, maybe in the future, some of those people (who took MOOCs offered by our institution) might apply for a Ph.D program here."

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Quote from an interviewee:

Similarly, another MOOC instructor in the UK added: "We hope that some of them will be so interested in our university that they will apply to us and come and study here. That's probably what we call it—**advertisement**. This raises the kind of university profile, and we hope, if these 1,000,000 people turn up here and take degrees, it pays off. It is helping the **reputation of [the] university**."

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3. Expected benefits of teaching MOOCs



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Quote from an interviewee:

"I think it [teaching MOOCs] helped me to learn how to teach at the level which was a lot lower than university students. What is different is that we pitched at a different level, so I wanted (in the pitch) the content to be **understandable for a 14-year-old** rather than to academic students. I think that maybe it is better about how we give information to the public about our research and our teaching, so I think my own language style was changed."

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Quote from an interviewee:

"Most of MOOC participants are public. I mean, so we also have people [who] didn't have [a degree]; only a few had been educated to a degree or master's degree or Ph D. So, we have to **make it understandable** and I think that it's a good thing to learn [as an instructor] because all of our research should be understandable, and teaching should be understandable. I think sometimes we can hide behind clever words rather than teaching these things [that] can be easily understood."

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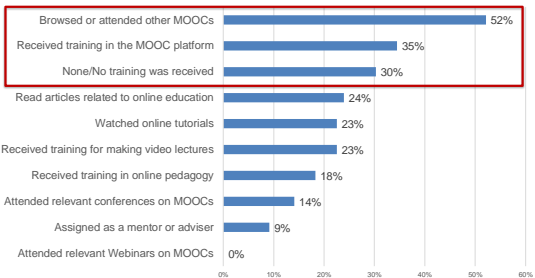
Quote from an interviewee:

"I was **identified as an innovator in technology**, so I do use various technologies in my teaching. I've been one of first persons to do [a MOOC] at the university, and I think that is **an advantage**. That [is a] characterization of me. So when I did go **for promotion** and I used MOOC parts of the show, I was, you know, using different ways of using teaching and technology. So I think it helped to enhance how I served on teaching and learning and research committee[s] about [the] digital forum—so because of some of the work I've done already."

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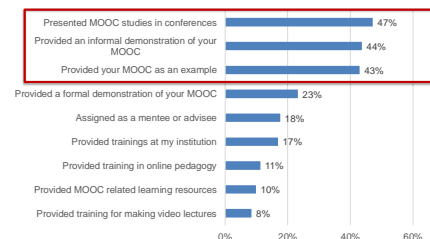
4. How did participants learn about creating MOOCs



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5. The ways of helping or training other MOOC Instructors



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Areas for improvement

"I think we could've done a **better job with the filming**. So just from a technical aspect, that's something that we could improve on. I would like to increase that **documentary feel** of the MOOC. I don't like the MOOCs that are just a lecture being filmed, which I find those less interesting."

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Areas for improvement

"I think some of the things about **interesting** activities [is] students **participate**. Otherwise, they feel really bored just watching videos and presentation[s]. They need **interaction**; they need to be **involved** and I think it's quite hard to keep people **engaged**, especially when they're working. We did some training on filming, so...a professional came in and told us how to be so on camera performance things like that which is quite helpful."

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Areas for improvement

"I could probably **improve the assessment**. I don't know how much students get out of it. The purpose of assessment in regular classes is two-fold, rank students and incentivize them to pay attention. I don't know whether we need [it in a MOOC]...It doesn't serve much of a purpose of MOOC compared to regular classes and which means that we used other ways—help them write papers or something could help them more is just that brings in technical challenges in terms of grading."

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Discussion



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Discussion

1. **Few MOOC instructors received training** prior to their first MOOC teaching experience.
2. Instructors' motivation to teach MOOCs were mostly explained by their **intrinsic motivation**.

Intrinsic motivation	<ul style="list-style-type: none"> • Interest in new learning technology • Service to the public and community • Desire to promote subject matter • Personal growth and development
Extrinsic motivation	<ul style="list-style-type: none"> • Financial incentives and course release • Research purposes • Institutional goals

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Discussion

3. A MOOC is perceived as an **effective way to network** with professionals who have the same academic interests.
4. **Promoting the institutions' interests** was also found to be motivation for MOOC instructors.
5. **Primary frustrations** of MOOC instructors include...
 - The low level of interaction with students
 - Lack of recognition for the time for developing and teaching MOOCs
6. MOOC instructors **wanted to learn more** about how to deliver MOOCs effectively!

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Any Questions?

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Slides at TrainingShare.com: <http://www.trainingshare.com>
 (go to "Archived Talks")

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