March 13, 2019
The Career Curriculum Continuum
Andrew Hermalyn, Inside Higher Ed

February 27, 2019
Why 'The Future Is Asian' Should Inform Your University's Strategy
Joshua Kim, Inside Higher Ed

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.

February 27, 2019
Thinking About 'Massification of Higher Education Revisited'
Joshua Kim, Inside Higher Ed

March 6, 2019
The Maturing MOOC
Ray Schroeder, Inside Higher Ed

The Maturing MOOC

Talk Outline

1. MOOC Weird Stuff
2. MOOC Trends
3. MOOC Research Study Motivation and Career and PD of MOOC instructors
Polls
Poll #1: Who in here has taken a MOOC?
Poll #2: Are you happy or frustrated when you take a MOOC?

Some Weird Things Going On...

 Weirdness #1...We’re Teaching the World
October, 2018
Sarah Fister Gale, CLO

 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?

 Weirdness #3: Summer MOOC Discounts
Email inbox: June 10, 2018

 Weirdness #4: Cyber Monday Discounts
Email inbox: November 26, 2018
edX (Summer discounts)
Weirdness #5...MOOCs in Wedding Announcements

September 26, 2018
The Future of Professional Credentialing ... in an Engagement Announcement
Joshua Kim, Inside Higher Ed

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 case 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 Nanova Business HKB COM program and plans to start in November. He is currently working as a technical program manager at Nocis.

They are planning on a summer wedding in 2020.

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

September 12, 2018
Coursera’s CEO on the Evolving Meaning of ‘MOOC’
Dian Schaffhauser, Campus Technology

Jeff Maggioncalda, Coursera CEO

October 12, 2018
Weirdness #7...Degrees Via the MOOC
EdX: From MicroMasters to Online Master’s Degrees
Lindsey McKenzie, Inside Higher Ed

Weirdness #8... MOOC-based Pricing Charts

December 30, 2018
MOOC-Based Degrees, Pricing Chart
IBL News

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
Weirdness #10... Stackable Degrees

January 20, 2019

Stackability is a Learning Strategy

Matthew Rascoff and James DeVaney, Inside Higher Ed

March 4, 2019
35+ Legit Master’s Degrees You Can Now Earn Completely Online
Laurie Pickard, Class Central

February 27, 2019
MOOCs and the Master’s Degree
Dian Schaffhauser, Campus Technology

MOOC Trends and Recent Data

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-Rank/244090?cid=cp216

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

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

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

June 19, 2018
How Blockbuster MOOCs Could Shape the Future of Teaching
Jeffrey R. Young, EdSurge

Khe Foon (Timothy) Hew (2018)
https://www.coursetalk.com/

Quotes: Veletsianos et al. (2015-2016)
“Dependence on Particular Research Methods May Restrict our Understanding of MOOCs.”

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, hum of examples).
5. Peer interaction.
6. Instructor availability.

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, 4(3), 570-587.
MOOCs Literature Review (2014-2016) (Meina, Sari, & Lee, 2018)

MOOC research focuses and methods

<table>
<thead>
<tr>
<th></th>
<th>Quantitative</th>
<th>Qualitative</th>
<th>Mixed methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-focused</td>
<td>39</td>
<td>9</td>
<td>26</td>
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<tr>
<td>Design-focused</td>
<td>19</td>
<td>12</td>
<td>17</td>
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<tr>
<td>Context and impact</td>
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<td>6</td>
<td>5</td>
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<tr>
<td>Instructor-focused</td>
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</table>

MOOC research focuses and methods

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

Research Project:

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

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?

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?
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

Methodology

1. Survey Participants: 142 MOOC instructors

<table>
<thead>
<tr>
<th>Delivery Format</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-paced</td>
<td>39.4%</td>
</tr>
<tr>
<td>Instructor-led with additional support (i.e., teaching assistant)</td>
<td>33.3%</td>
</tr>
<tr>
<td>Instructor-led only</td>
<td>19.0%</td>
</tr>
<tr>
<td>Hybrid</td>
<td>4.9%</td>
</tr>
<tr>
<td>Other</td>
<td>3.4%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Methodology

2. Interview Participants: 6 MOOC instructors

<table>
<thead>
<tr>
<th>Countries</th>
<th>Gender</th>
<th>Subject area</th>
<th>MOOC teaching experience</th>
<th>Delivery Format</th>
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<tbody>
<tr>
<td>U.S.</td>
<td>Male</td>
<td>Weather</td>
<td>&gt;3</td>
<td>Instructor-led only</td>
</tr>
<tr>
<td>U.S.</td>
<td>Female</td>
<td>Graduate studies</td>
<td>&gt;5</td>
<td>Self-paced</td>
</tr>
<tr>
<td>UK</td>
<td>Male</td>
<td>Ancient History</td>
<td>&gt;5</td>
<td>Instructor with teaching assistant</td>
</tr>
<tr>
<td>UK</td>
<td>Female</td>
<td>Palliative care</td>
<td>&gt;5</td>
<td>Instructor with teaching assistant</td>
</tr>
<tr>
<td>Canada</td>
<td>Male</td>
<td>Religion</td>
<td>One</td>
<td>Instructor-led only</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>Female</td>
<td>Graduate studies</td>
<td>One</td>
<td>Instructor-led only</td>
</tr>
</tbody>
</table>

Research Findings

1. Support for teaching MOOCs

- Additional compensation: 35.65%
- Technology support: 55.85%
- Collaborative learning: 16.79%
- Course delivery: 38.95%
- Student engagement: 20.58%
- Teaching & learning: 12.50%
- Professional development: 15.15%
- Synchronous: 15.48%
- Asynchronous: 16.48%
- Other: 15.48%
2. Motivation for teaching MOOCs

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.

“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.”

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.”

3. Expected benefits of teaching MOOCs

Enhanced my professional reputation 55%
Improved my teaching skills 52%
Boosted my commitment to international service 34%
Course mentioned in press releases and media 32%
Expanded my professional network 31%
More respect from colleagues 23%
Gained research data to publish 17%
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.”

“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.”

“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.”

4. How did participants learn about creating MOOCs

- Browsed or attended other MOOCs: 52%
- Received training in the MOOC platform: 35%
- None/no training was received: 30%
- Read articles related to online education: 24%
- Watched online tutorials: 22%
- Received training for making video lectures: 22%
- Received training in online pedagogy: 18%
- Attended relevant conferences on MOOCs: 14%
- Assigned as a mentor or advisee: 9%
- Attended relevant Webinars on MOOCs: 0%

5. The ways of helping or training other MOOC Instructors

- Provided training for making video lectures: 47%
- Provided MOOC related learning resources: 44%
- Provided a formal demonstration of your MOOC: 43%
- Provided an informal demonstration of your MOOC: 20%
- Assigned as a mentor or advisee: 18%
- Presented MOOC studies in conference: 11%
- Provided training at my institution: 11%
- Provided MOOC related learning resources: 10%
- Provided training for making video lectures: 8%

5. 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.”
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.”

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.”

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.

<table>
<thead>
<tr>
<th>Intrinsic motivation</th>
<th>Extrinsic motivation</th>
</tr>
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<tbody>
<tr>
<td>Interest in new learning technology</td>
<td>Financial incentives and course release</td>
</tr>
<tr>
<td>Service to the public and community</td>
<td>Research purposes</td>
</tr>
<tr>
<td>Desire to promote subject matter</td>
<td>Institutional goals</td>
</tr>
<tr>
<td>Personal growth and development</td>
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</table>

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!

Any Questions?

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Slides at TrainingShare.com: http://www.trainingshare.com (go to “Archived Talks”)