

The Emergence and Status of MOOCs and MOOC Instructor Motivation and PD

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Tuesday October 29, 2019

Talk Outline

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



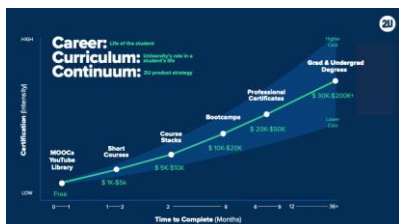
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March 13, 2019

The Career Curriculum Continuum

Andrew Hermalyn, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/views/2019/03/13/how-universities-can-stay-center-learners-lives-opinion>



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March 13, 2019

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- In fact, every year since 1840, there has been a three-month increase in life expectancy. **Today the average life expectancy in the United States is 79, and millennials have a 50 percent chance of living to 100 years.** In past centuries, people would study, get a job and retire at age 65. But times have changed, and it's now estimated that the average person will have 12 to 14 careers in a lifetime.

March 13, 2019

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<https://www.insidehighered.com/digital-learning/views/2019/03/13/how-universities-can-stay-center-learners-lives-opinion>

- But access alone is not a substitute for more structured learning where students are motivated by having skin in the game, both mentally and financially. That's why there is value in universities offering short courses as an accessible entry point for learners along the continuum. These courses -- focusing on both practical skills and disruptive technologies -- provide learners across the globe the opportunity to gain industry-relevant skills that will help them take the next step in their careers. **There are many providers offering various types of short courses; in 2018 alone, students from over 150 countries took more than 30,000 short courses across our portfolio, and we hear about these benefits directly from them.**

September 10, 2019

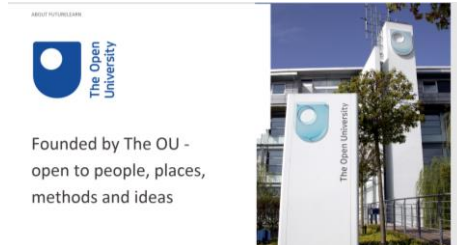
The Future of Learning, Transforming Access

Simon Nelson, CEO, FutureLearn, PCF9 Conference, Edinburgh, Scotland



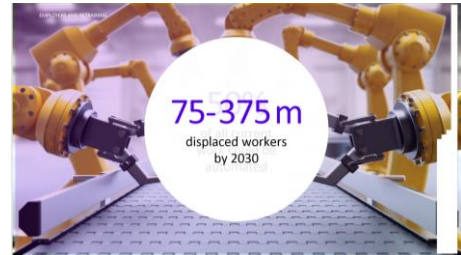
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The Future of Learning,
Transforming Access

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 And the threat of AI and automation is very real. A 2017 report by McKinsey found that half of all current work activities could be automated, using technology that already exists. and that by 2030 anywhere from 75 million to 375 million workers worldwide will be displaced from their old jobs and require retraining.



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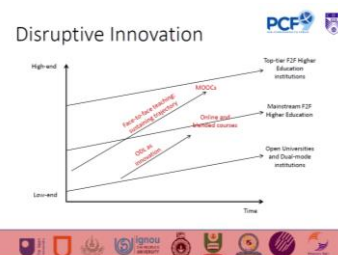
September 10, 2019
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September 9, 2019

Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland



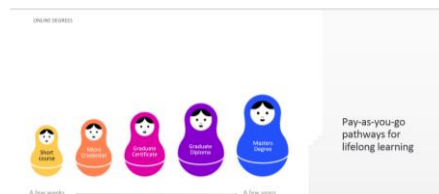
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GLOBAL SKILLS CHALLENGE

Jobs landscape: 2022

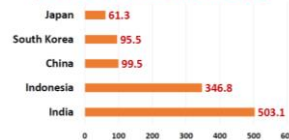


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Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

Cost of Tertiary Education

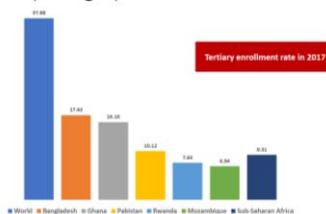
Cost as % of income in 2015



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Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

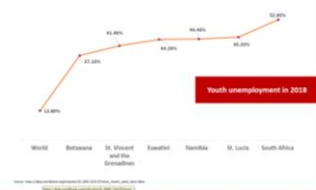
2. Opening Up Education



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Youth Unemployment



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3. Employability



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

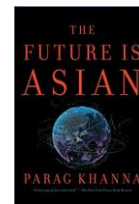
Can books start campus conversations?

By Joshua Kim

February 27, 2019



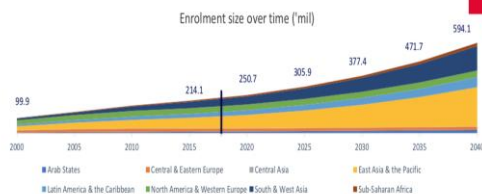
THE FUTURE IS ASIAN
Published in February of 2019.
What is your university's Asian strategy?
If your school is like most schools, the Asian strategy is likely one of the following:
• Recruit more tuition-paying Asian students.
• Open satellite campuses in Asian cities.
• Hire more institutional strategy for Asia.
Having more informed faculty like book, *The Future Is Asian*, I'm convinced that the three strategies



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>



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>

- I've been looking at a 2018 report prepared by Angel Calderon of Australia's RMIT University. The report is called [Massification of Higher Education Revisited](#).
- Some key findings:
 - Global postsecondary enrollments are projected to increase from 214.1 million in 2015 to 594.1 million in 2040.
 - The number of students enrolled in higher education institutions in East Asia & the Pacific is projected to increase from 69.4 million in 2015 to 257.6 million in 2040.
 - In South & West Asia, similar projections are an increase of 42.4 million students in 2015 to 160.4 million in 2040.
 - Latin America & the Caribbean will see higher education enrollment going from 25.3 million in 2015 to an expected 65.6 million in 2040.
 - The Arab States are projected to see an increase of postsecondary enrollments from 10.7 million in 2015 to 22.3 million in 2040.
 - Sub-Saharan Africa will see university enrollments grow from 7.4 million in 2015 to 21.7 million in 2040.
 - During this same period, the number of students studying in the U.S. and Western Europe will grow only from 37.5 million (2015) to a projected 43.7 million in 2040.

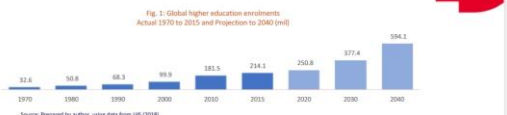
June 2018 Massification of Higher Education Revisited

Angel J. Calderon, Analytics & Insights, Melbourne, Australia

https://www.academia.edu/36975860/Massification_of_higher_education_revisited

Global overview

From 32.6 m students in 1970 to 594.1 m by 2040



June 2018 Massification of Higher Education Revisited

Angel J. Calderon, Analytics & Insights, Melbourne, Australia

https://www.academia.edu/36975860/Massification_of_higher_education_revisited

Regional shifts

East Asia & the Pacific overtook North America & Western Europe in 2003

Up to 2002 there were more students enrolled in higher education from North America & Europe than any other world region. In 2003, East Asia & the Pacific overtook North America & Western Europe both in highest volume and global share of enrollments. In 2014 South & West Asia overtook North America & Europe as the world's top third region. These shifts in enrollments are comparable with the United Nations' world population estimates as discussed in Section 2.



30+ Ways Learning is Changing: The Three Mega Trends: Engagement, Access, and Customization



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
Critical University 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.

© 2019 Inside Higher Ed

June 3, 2019 MOOC-Based Alternative Credentials: What's the Value for the Learner?

Fionna Hollands and Aasiya Kazi, EDUCAUSE Review

<https://er.educause.edu/articles/2019/6/mooc-based-alternative-credentials-whats-the-value-for-the-learner>

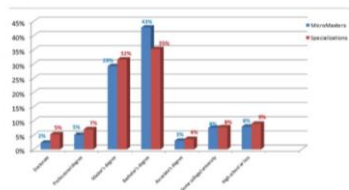


Figure 3. Highest level of education completed by learners.

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Fionna Hollands and Aasiya Kazi, EDUCAUSE Review

<https://er.educause.edu/articles/2019/6/mooc-based-alternative-credentials-whats-the-value-for-the-learner>

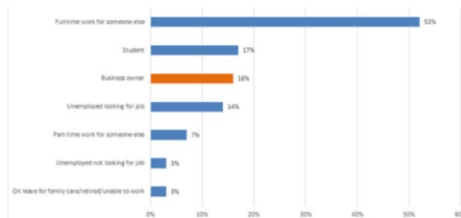


Figure 4. Employment status of learners across all 10 programs.

June 3, 2019 MOOC-Based Alternative Credentials: What's the Value for the Learner?

Fionna Hollands and Aasiya Kazi, EDUCAUSE Review

<https://er.educause.edu/articles/2019/6/mooc-based-alternative-credentials-whats-the-value-for-the-learner>

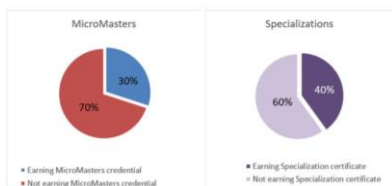


Figure 5. Percentage of learners planning to earn the certificate or credential.

June 3, 2019 MOOC-Based Alternative Credentials: What's the Value for the Learner?

Fionna Hollands and Aasiya Kazi, EDUCAUSE Review

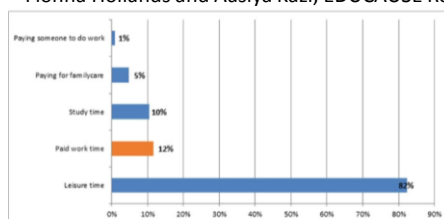


Figure 7. What learners are giving up in order to work on courses.

June 3, 2019

MOOC-Based Alternative Credentials: What's the Value for the Learner?

Fionna Hollands and Aasiya Kazi, EDUCAUSE Review
<https://er.educause.edu/articles/2019/6/mooc-based-alternative-credentials-what-s-the-value-for-the-learner>

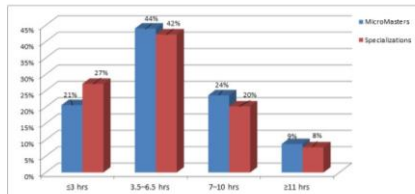


Figure 8. Number of hours per week learners expected to spend on their courses.

	Before	After	Change
Improve my performance in current job	44%	42%*	45%
Help me start my own business	27%	25%	28%
Learn something new	26%	26%	26%

Benefits Expected	% of All Learners	% of Specialization Learners	% of Microlearners
Improve my performance in my current job	44%	42%*	45%
Help me start my own business	27%	25%	28%
Learn something new	26%	26%	26%
Network	23%	19%	25%
Improve application for a different job	23%	19%	25%
Improve my English	21%	19%	22%
Supplement a formal degree program	16%	13%	18%
Improve application to a formal degree program	12%	12%	12%
Help me get a job promotion	11%	13%	12%
Help me get a pay raise	9%	9%	9%
Improve my application to a first job	9%	7%	11%

*Bolded percentages indicate statistically significant differences between responses given by learners in Specializations and MicroMasters.

September 2018

Innovation in Online Learning Benefits and Costs of Alternative Credentials

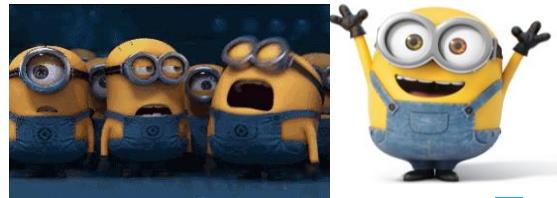
90:03: <https://tc.yjsa.com/V/Video?v=210875&mode=1007877&a=500504439&autoplay=1>



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!



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

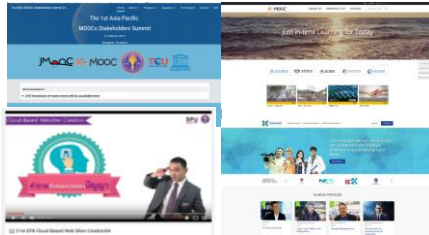
October, 2018

Sarah Fister Gale, CLO

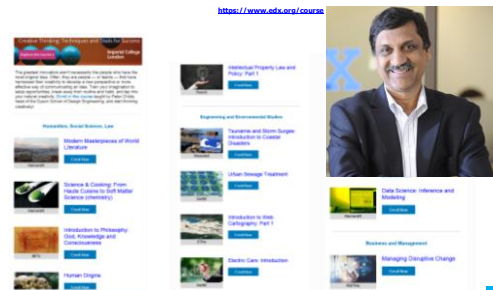
<https://magazine.clomedia.com/issue/october-2018/teaching-the-world/>
<https://magazine.clomedia.com/issue/october-2018/>



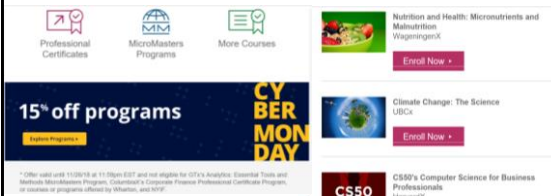
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Weirdness #2: Your Friends are doing MOOCs**June 15, 2017****Massive List of MOOC Providers Around The World, Class Central JMOOC, K-MOOC, and T-MOOC?**<https://www.class-central.com/report/mooc-provider-list/>

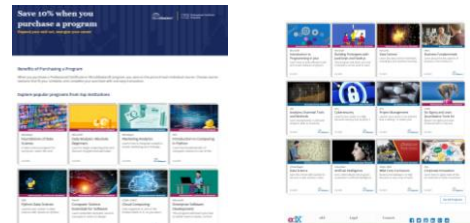
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Weirdness #3: Summer MOOC Discounts**Email inbox: June 10, 2018**

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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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May 23, 2019**edX Programs**https://www.edx.org/benefits-of-bundling?utm_source=sailthru&utm_medium=email&utm_campaign=newsletter_featured_programs_20190523**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/news/2018/09/26/moocs-in-wedding-announcements>

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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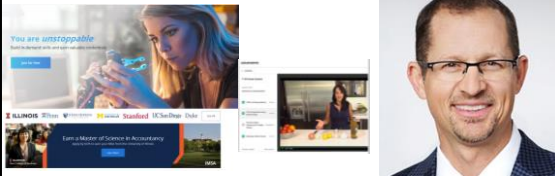
Weirdness #6...The MOOC Wave**May 21, 2018****The Second wave of MOOC Hype Is Here, and It's Online Degrees****Dhawal Shah, Class Central**<https://www.edsurge.com/news/2018-05-21-the-second-wave-of-mooc-hype-is-here-and-it-s-online-degrees>

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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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March 20, 2019 How MOOCs Make Money (interview with Dhawal Shah)

Dian Schaffhauser, Campus Technology

<https://campustechnology.com/articles/2019/03/20/how-moocs-make-money>

How MOOCs Make Money

Dhawal Shah, founder of Class Central, has been tracking the motivations of the MOOC business since before it was a business. Here, he provides perspective on the revenue side of open and online courses.

By Dian Schaffhauser 03/20/19



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.class-central.com/pricing-charts/mooc-based-degrees>

MOOC-based Degrees Pricing Chart	CLASS CENTRAL	EDX	FutureLearn
Master's Degree in Accounting	\$22,366	\$9,920	\$18,156
Master's Degree in Cybersecurity	\$9,920	\$9,900	\$18,156
Master's Degree in Data Science	\$15,000	\$21,000	\$18,156
Master's Degree in IT Management	\$21,000	\$21,000	\$18,156
Master's Degree in Leadership	\$18,156	\$10,000	\$18,156
Master's Degree in Marketing	\$22,366	\$9,920	\$18,156
Master's Degree in Technology	\$9,900	\$9,900	\$18,156
Master's Degree in Business Administration	\$18,156	\$10,000	\$18,156
Master's Degree in Finance	\$18,156	\$10,000	\$18,156
Master's Degree in Health	\$18,156	\$10,000	\$18,156
Master's Degree in Law	\$18,156	\$10,000	\$18,156
Master's Degree in Science	\$18,156	\$10,000	\$18,156
Master's Degree in Social Sciences	\$18,156	\$10,000	\$18,156
Master's Degree in Arts	\$18,156	\$10,000	\$18,156
Master's Degree in Humanities	\$18,156	\$10,000	\$18,156
Master's Degree in Education	\$18,156	\$10,000	\$18,156
Master's Degree in Engineering	\$18,156	\$10,000	\$18,156
Master's Degree in Medicine	\$18,156	\$10,000	\$18,156
Master's Degree in Agriculture	\$18,156	\$10,000	\$18,156
Master's Degree in Environmental Science	\$18,156	\$10,000	\$18,156
Master's Degree in Public Health	\$18,156	\$10,000	\$18,156
Master's Degree in Global Studies	\$18,156	\$10,000	\$18,156
Master's Degree in International Studies	\$18,156	\$10,000	\$18,156
Master's Degree in History	\$18,156	\$10,000	\$18,156
Master's Degree in Languages	\$18,156	\$10,000	\$18,156
Master's Degree in Literature	\$18,156	\$10,000	\$18,156
Master's Degree in Music	\$18,156	\$10,000	\$18,156
Master's Degree in Visual Arts	\$18,156	\$10,000	\$18,156
Master's Degree in Writing	\$18,156	\$10,000	\$18,156

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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

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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Weirdness #10...Stackable Degrees January 20, 2019 Stackability is a Learning Strategy

Matthew Rascoff and James DeVaney, Inside Higher Ed

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



Guest Post: Stackability is a Learning Strategy

By Matthew Rascoff and James DeVaney

Stackability is a learning strategy that involves breaking down a degree into smaller, more manageable units that can be earned incrementally.

Higher education is a good starting point to explore the MOOC model and its role in the future of higher education. It's a good starting point to explore the MOOC model and its role in the future of higher education.

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December 7, 2018 Reinventing the College Degree: A Future with Modular Credentials IBL News

<https://iblnews.org/2018/12/07/reinventing-the-college-degree-a-future-with-modular-credentials/>



Reinventing the College Degree: A
Future with Modular Credentials



Higher education is being reinvented as the traditional college and university model is being replaced by a modular, competency-based system. This new model is designed to be more flexible, more affordable, and more relevant to the needs of the workforce. It is a future with modular credentials.

January 20, 2016 Coursera Specializations

https://www.coursera.org/browse/tutor_medium-email/tutor_source-marketing/tutor_campaign=su04041-16uW61-NoU89Qw8tanques-cen

COURSERA
Achieve Your 2016 Goals with Your 1st New Specialization

What do you want to learn?



Coursera Removes Free Track From
Some MOOCs
January 25, 2016



October 30, 2017 MOOCs ramp up new fields Report: 59% of employed data scientists learned skills on their own or via a MOOC Alison DeNisco Rayome

<https://www.techrepublic.com/article/report-59-of-employed-data-scientists-learned-skills-on-their-own-or-via-a-mooc/>

Report: 59% of employed data scientists learned skills on their own or via a MOOC

Data scientists are in high demand with short supply, but they may not need a degree in computer science to get a job, according to a new report from EdSurge.

By Alison DeNisco Rayome, October 30, 2017



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>

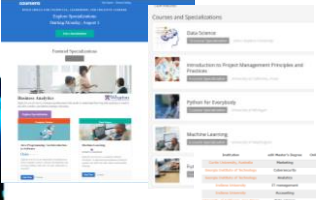


October 12, 2018 Microcredentials and Nanodegrees Learning is More on Modular edX Expands MicroMasters Programs With Data Science ("nanodegrees") Digital Leadership and More, Sri Ravipati, Campus Technology

<https://www.campuscti.com/news/2018/10/12/edx-expands-micromasters-programs-with-data-science-digital-leadership-and-more-2018>

edX Expands MicroMasters Programs With Data Science, Digital Leadership and More

By Sri Ravipati, October 12, 2018



January 9, 2018 MicroMaster's Degrees Learning is More on Modular MIT launches MITx MicroMasters in Principles of Manufacturing, MIT Open Learning

<http://news.mit.edu/2018/mit-launches-new-mitx-micromasters-program-principles-manufacturing-0109>



Udacity Unveils Nanodegree Program for Self-Driving Car Engineers

By Christopher Hooten, 01/09/18



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



February 27, 2019 MOOCs and the Master's Degree

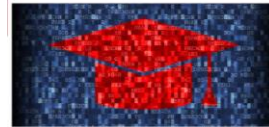
Dian Schaffhauser, Campus Technology
<https://campustechnology.com/articles/2019/02/27/moocs-and-the-masters-degree.aspx>

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



March 2019 MOOC Course Report: March 2019

<https://www.classcentral.com/mooc-course-report/march-2019>

MOOC Course Report: March 2019			
Course Name	Start Date	Rating	Enrollment
Top 50 MOOCs of All Time	2019 Mar 2019	4.5	100,000
University of California, San Diego	2019 Mar 2019	4.5	100,000
University of California, San Diego	2019 Mar 2019	4.5	100,000
University of California, San Diego	2019 Mar 2019	4.5	100,000
University of California, San Diego	2019 Mar 2019	4.5	100,000
University of California, San Diego	2019 Mar 2019	4.5	100,000
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University of California, San Diego	2019 Mar 2019	4.5	100,000
University of California, San Diego	2019 Mar 2019	4.5	100,000
University of California, San Diego	2019 Mar 2019	4.5	100,000

March 2019 MOOC Course Report: April 2019

<https://www.classcentral.com/mooc-course-report/april-2019>

MOOC Course Report: April 2019			
Course Name	Start Date	Rating	Enrollment
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University of California, San Diego	2019 Apr 2019	4.5	100,000
University of California, San Diego	2019 Apr 2019	4.5	100,000
University of California, San Diego	2019 Apr 2019	4.5	100,000
University of California, San Diego	2019 Apr 2019	4.5	100,000
University of California, San Diego	2019 Apr 2019	4.5	100,000
University of California, San Diego	2019 Apr 2019	4.5	100,000

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-Number/244959?cid=cp216>



Cumulative Growth in Number of MOOCs, 2011-18

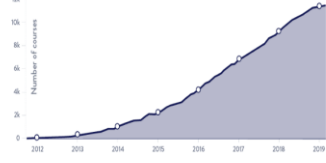


MOOCs Trends

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

CLASS CENTRAL

Growth of MOOCs



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

Top five MOOC providers



61

MOOCs Stats

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

CLASS CENTRAL

101M
Students900+
Universities11.4k
Courses

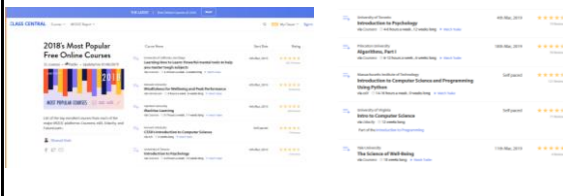
By the Numbers: MOOCs in 2018

62

MOOCs Stats

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

Dhawal Shah, Class Central--January 6, 2019

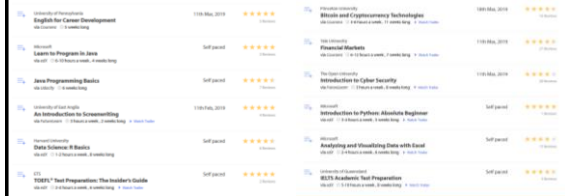
<https://www.class-central.com/list/2018-s-most-popular-free-online-courses-wdtww>

63

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-mooc-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 Well-Being	Yale U.
3	Learning How to Learn	UPC, Stanford
4	Neural Networks and Deep Learning	DeepLearning.AI
5	Programming for Everybody (Starting with Python)	U. of Michigan
6	Algorithms, Part I	Princeton U.
7	Business and Organizational Technologies	Princeton U.
8	Quantum Fundamentals	Princeton U.
9	Sequence Models	DeepLearning.AI
10	Learning Deep Neural Networks	DeepLearning.AI

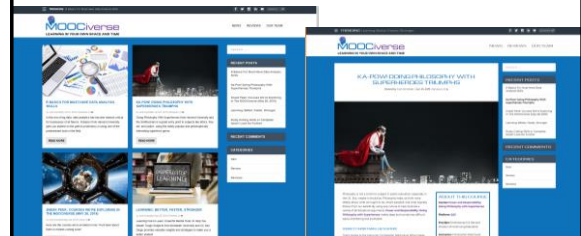
edX Top 10 Most Popular Courses (all time)

Rank	Course Title	Partner College or Organization
1	Introduction to Computer Science and Programming Using Python	MIT
2	Introduction to Linear Algebra	MIT
3	CS50's Introduction to Computer Science	Harvard U.
4	Building and Visualizing Data with Excel	MIT
5	ELSA Academic, Test Preparation	U. of Queensland
6	English Grammar and Style	U. of Queensland
7	The Science of Engineering	UPC Berkeley
8	TOEFL 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	MIT

Source: edX

June 25, 2019 Moociverse: Learning in your own space and time

Shawn Achor, Harvard Business Review

Posted by [Jodi Wynblatt](https://moociverse.com/)<https://moociverse.com/>

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

73

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

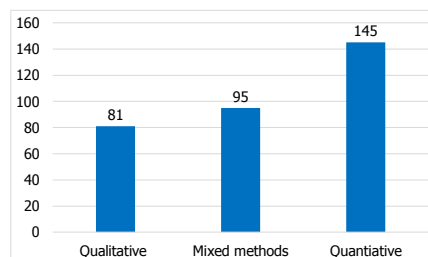


Figure 2. Research methods used in empirical MOOCs studies from 2013-2018 (N=321 studies)

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>



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



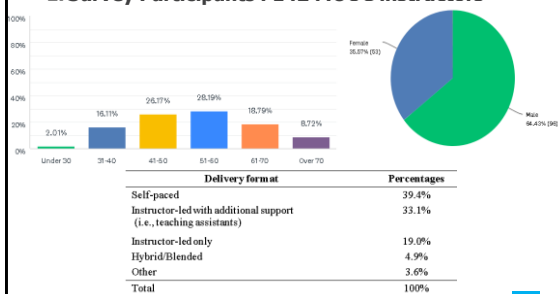
Methodology

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



81

Methodology

2. Interview Participants : 6 MOOC instructors

Table 2. Interviewees' demographic information

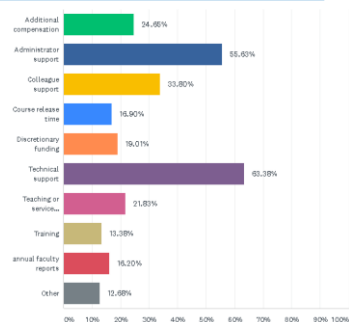
Countries	Gender	Subject areas	MOOC teaching experience	Delivery Format
U.S.	Male	Weather	> 5	Instructor-led only
U.S.	Female	Graduate studies	> 5	Self-paced
UK	Male	Ancient history	> 5	Instructor with teaching assistant
UK	Female	Palliative care	> 5	Instructor with teaching assistant
Canada	Male	Religion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

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Research Findings



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
		Commitment to open education	101
	Desire to provide service to the community and public (21.77%)	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
		Course release	4
	Financial reasons and research purposes (3.92%)	Means to conduct research	20
		Department or institutional branding/advertising purposes	58
		Departmental or institutional pressure	13
		Train teaching assistants	8

86

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."

87

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."

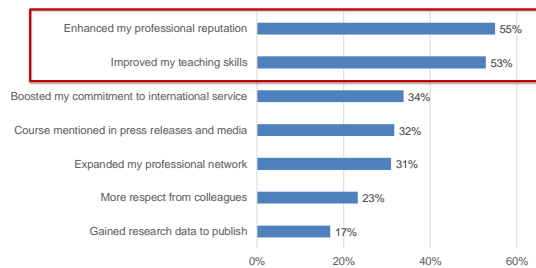
88

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**."

89

3. Expected benefits of teaching MOOCs



90

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."

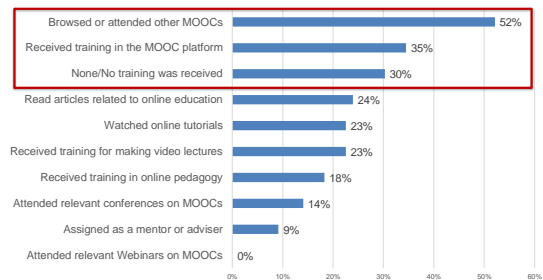
92

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."

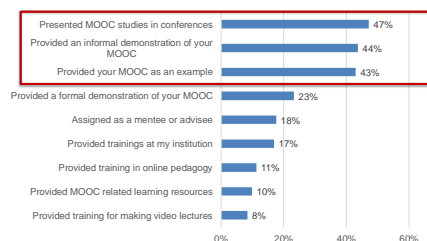
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4. How did participants learn about creating MOOCs



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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."

98

Discussion



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

100

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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Possible Future Trends...?

1. Stackable Degrees (i.e., microcredentials lead to degree programs)
2. Unique Partnerships for MOOC programs
3. AI Grading and Feedback Mechanisms
4. Adaptive Technologies...Adaptive Learning
5. Increased Access in the Global South

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September 9, 2019

Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

**March 26, 2017**

The Global South
Antonia Perez Bravo

<https://medium.com/@antonlaperezbravo/the-global-south-6d066634e037>

The Global South



Antonia Perez Bravo | Follow
 Mar 26, 2017 · 3 min read



MOOCs AND OPEN EDUCATION IN THE GLOBAL SOUTH
 Challenges, Successes, and Opportunities



EDITED BY
 KE ZHANG, CURTIS J. BONE,
 THOMAS C. BEVEL,
 AND THOMAS H. REYNOLDS

**June 8, 2019**

**The second half of humanity is joining the internet:
 They will change it, and it will change them**
The Economist

<https://www.economist.com/leaders/2019/06/08/the-second-half-of-humanity-is-joining-the-internet>

The second half of humanity is joining the internet

They will change it, and it will change them

**March 6, 2014**

Moocs: students in the global south are way of a 'sage on the stage'
Charlotte Gunawardena, The Guardian

<https://www.theguardian.com/education/2014/mar/19/cost-barrier-students-global-south>

**April 2, 2019**

In India, MOOCs Are Now Part of the Education System

Manoal Cortes Mendez, Class Central

<https://www.classcentral.com/report/swayam-for-credit/>

**April 2, 2019**

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In India, MOOCs Are Now Part of the Education System

Manoal Cortes Mendez



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April 2, 2019

In India, MOOCs Are Now Part of the Education System

Manoal Cortes Mendez, Class Central

<https://www.classcentral.com/report/awayam-for-credit/>

Significance

As an emerging superpower that accounts for almost one fifth of the world's population, India has an MOOCs needs a strong message integrating online and traditional education can help developing nations overcome challenges such as:

- **Exponential Growth:** Thanks to MOOCs, India hopes to raise national enrolments to higher education to 50% by 2020.
- **Flexibility:** By integrating MOOCs, schools can expand their course catalog without having to rely on local instructors.
- **Geographical Barriers:** Through satellite internet, MOOCs allows schools to extend their reach beyond their local area and into rural India.

And some developing nations have already taken heed of this message. In late 2018, India and Afghanistan signed a cooperation agreement to let Afghanistan institutions and students respectively offer and take courses on MOOCs.

But beyond the developing world, integrating online and traditional education may also help developed nations seize opportunities, including:

- **Lowering Costs:** By making reusable, shareable, and scalable online courses part of the education system, MOOCs can make a dent in the cost of higher education.
- **Increasing Flexibility:** By allowing learners to study when and where it's more convenient to them, MOOCs are more likely to attract working professionals.
- **Facilitating Credit Mobility:** By encouraging institutions to contribute to a collective pool of credit-eligible courses, MOOCs can help streamline credit transfer.

And these opportunities resonate with the goals of leading actors in the MOOC world. In a global thread through Education Area Report, with 100+ world's leading challenges, institutions to "scale 20% of the world's learning by students in another institution."

September 9, 2019

Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

1. Equity and Inclusion



- Poor girls in Pakistan, Nigeria, India, Mozambique, Cameroon, and Sierra Leone spend 1-2 years in school compared to 9-12 years of school for wealthy urban boys
- Girls from rural households spend an average of five years or less in school in 15 out of 21 Commonwealth countries



September 9, 2019

Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland



Inclusion

- 186 million disabled children have not completed primary school
- 90% disabled children are out of school in developing countries
- Access to tertiary education for people with disabilities is 3%



February 26, 2019

Much Ado About MOOCs: Where Are We in the Evolution of Online Courses?

Sydney Johnson, EdSurge

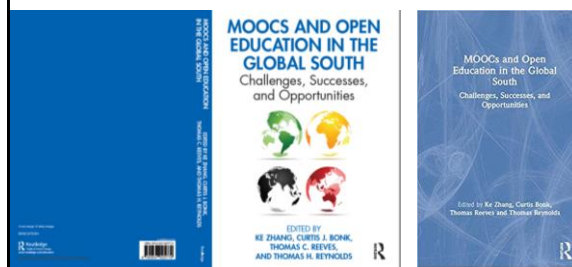
<https://www.edsurge.com/news/2019-02-26-much-ado-about-moocs-where-are-we-in-the-evolution-of-online-courses/>

Much Ado About MOOCs: Where Are We in the Evolution of Online Courses?



MOOCs and Open Education in the Global South: Challenges, Successes, and Opportunities 1st Edition

https://www.amazon.com/MOOCs-Open-Education-Global-South/dp/0367025779/dp/0367025779/ref=mt_paperback?encoding=UTF8&me=&qid=1579630210



30+ Ways Learning is Changing: Recapping the Three Mega Trends: Engagement, Access, and Customization



Any Questions?

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Slides at TrainingShare.com: <http://www.trainingshare.com>

(go to "Archived Talks")