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

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

• 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.

September 10, 2019
The Future of Learning, Transforming Access
Simon Nelson, CEO, FutureLearn, PCF9 Conference, Edinburgh, Scotland

• 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.
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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 9, 2019
Asha Kanwar, President and CEO, Commonwealth of Learning (COL), PCF9 Conference, Edinburgh, Scotland

September 10, 2019
The Future of Learning, Transforming Access
Simon Nelson, CEO, FutureLearn, PCF9 Conference, Edinburgh, Scotland

MOOCs were only one part of a wider market shift... but have been the catalyst for major innovation in HE.
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.

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 38.6 million in 2040.
- The projection sees 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 3, 2019
MOOC-Based Alternative Credentials: What’s the Value for the Learner?
Fionna Hollands and Aasiya Kazi, EDUCAUSE Review

September 2018
Innovation in Online Learning Benefits and Costs of Alternative Credentials
Fionna Hollands and Aasiya Kazi, EDUCAUSE Review
90:03: https://tc.yuja.com/V/Video?v=210875&node=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?

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
JMOC, K-MOOC, and T-MOOC?
https://www.class-central.com/report/mooc-providers-list

Weirdness #3: Summer MOOC Discounts
Email inbox: June 10, 2018
edX (Summer discounts)
https://www.edx.org/course

Weirdness #4: Cyber Monday Discounts
Email inbox: November 26, 2018
edX (Summer discounts)
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

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

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

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

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

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

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

March 2019
MOOC Course Report: March 2019
Class Central

March 2019
MOOC Course Report: April 2019
Class Central

MOOC Trends and Recent Data
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/244090?cid=cp216
MOOCs Trends


MOOCs Stats


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

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

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

June 25, 2019
Moociverse: Learning in your own space and time
Shawn Achor, Harvard Business Review
Posted by Jodi Wynblatt
https://moociverse.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, variety 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, 44(3), 570-587.

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


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

<table>
<thead>
<tr>
<th>MOOC research focuses and methods</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>
</tr>
<tr>
<td>Design-focused</td>
<td>19</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Context and impact</td>
<td>9</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Instructor-focused</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

June 19, 2018  
How Blockbuster MOOCs Could Shape the Future of Teaching

Jeffrey R. Young, EdSurge  
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 development 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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-paced</td>
<td>35.4%</td>
</tr>
<tr>
<td>Instructor-led with additional support (i.e., teaching assistant)</td>
<td>33.1%</td>
</tr>
<tr>
<td>Instructor-led only</td>
<td>18.0%</td>
</tr>
<tr>
<td>Hybrid</td>
<td>4.9%</td>
</tr>
<tr>
<td>Other</td>
<td>5.4%</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>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
<td>Male</td>
<td>Weather</td>
<td>&gt; 5</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 with teaching assistant</td>
</tr>
<tr>
<td>China (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

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional compensation</td>
<td>26.8%</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>33.8%</td>
</tr>
<tr>
<td>Collaborations</td>
<td>15.0%</td>
</tr>
<tr>
<td>Course content</td>
<td>39.8%</td>
</tr>
<tr>
<td>Didactic innovation</td>
<td>58.0%</td>
</tr>
<tr>
<td>Technical training</td>
<td>39.9%</td>
</tr>
<tr>
<td>Teaching skills</td>
<td>35.3%</td>
</tr>
<tr>
<td>Texting</td>
<td>11.0%</td>
</tr>
<tr>
<td>audio/video</td>
<td>15.0%</td>
</tr>
<tr>
<td>Other</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
</table>
2. Motivation for teaching MOOCs

- Curiosity
- Received course release
- Make new friends and colleagues
- Financial incentives
- Departmental or institutional pressure
- Looking at the success of other MOOC instructors
- Means to conduct research
- Departmental or institutional branding/advertising purposes
- Perform a service to help humanity
- Interest in the format
- Wanted to share knowledge I'm passionate about
- Learn new teaching methods and pedagogy
- Opportunity to reach out to more people
- Personal challenge
- Department or institutional branding/advertising purposes
- Perform a service to help humanity
- Expand my professional network
- Career development
- Personal challenge
- Commitment to open education
- Personal branding and reputation
- Career development
- Personal branding and reputation
- Means to conduct research
- Make new friends and colleagues
- Received course release
- Curiosity

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 [1] 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.”

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.”

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.”

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%

- 0% 20% 40% 60%
"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."

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."

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."

Quote from an interviewee:

4. How did participants learn about creating MOOCs

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended relevant Webinars on MOOCs</td>
<td>30%</td>
</tr>
<tr>
<td>Assigned as a mentor or adviser</td>
<td>23%</td>
</tr>
<tr>
<td>Read articles related to online education</td>
<td>22%</td>
</tr>
<tr>
<td>Provided training in online pedagogy</td>
<td>14%</td>
</tr>
<tr>
<td>Provided a formal demonstration of your MOOC</td>
<td>10%</td>
</tr>
<tr>
<td>Provided MOOC-related learning resources</td>
<td>4%</td>
</tr>
<tr>
<td>Provided training for making video lectures</td>
<td>1%</td>
</tr>
<tr>
<td>Provided MOOC studies in conferences</td>
<td>0%</td>
</tr>
<tr>
<td>Received training for making video lectures</td>
<td>0%</td>
</tr>
<tr>
<td>Provided MOOC as an example</td>
<td>0%</td>
</tr>
<tr>
<td>None/No training was received</td>
<td>0%</td>
</tr>
</tbody>
</table>

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."

5. The ways of helping or training other MOOC Instructors

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided MOOC studies in conferences</td>
<td>47%</td>
</tr>
<tr>
<td>Provided an informal demonstration of your MOOC</td>
<td>44%</td>
</tr>
<tr>
<td>Provided MOOC as an example</td>
<td>43%</td>
</tr>
<tr>
<td>Provided a formal demonstration of your MOOC</td>
<td>20%</td>
</tr>
<tr>
<td>Assigned as a mentor or adviser</td>
<td>19%</td>
</tr>
<tr>
<td>Provided training at my institution</td>
<td>7%</td>
</tr>
<tr>
<td>Provided training in online pedagogy</td>
<td>11%</td>
</tr>
<tr>
<td>Provided MOOC-related learning resources</td>
<td>10%</td>
</tr>
<tr>
<td>Provided training for making video lectures</td>
<td>6%</td>
</tr>
</tbody>
</table>

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>
</thead>
<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>Personal growth and development</td>
<td>Institutional goals</td>
</tr>
</tbody>
</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!

Possibilities for 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
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/

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 3-5 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
30+ Ways Learning is Changing: 
Recapping the Three Mega Trends: 
Engagement, Access, and Customization

Any Questions?
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Meina Zhu | meinazhu@wayne.edu
Min Young Doo | scion2006@gmail.com
Ying Ting | yingtang@hku.hk

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