Expert Participant Insights about MOOCs and Open Education (11:15-11:45)

Developer/Administrator Perspectives:
• Ben Meredith, Eastern Washington University
• Melinda Bandalaria (and colleagues), UPOU

Instructor Perspectives:
• Karen Head, Georgia Tech
• Paul Kim, Stanford University
• Curt Bonk, Indiana University

Instructor and Learner Perspectives:
• Tom Reeves, University of Georgia
Here a MOOC, There a MOOC—but Can They Live Up to Their Promise?

Karen J. Head, Ph.D.
Assistant Professor, School of Literature, Media, and Communication
Director, Georgia Tech’s Communication Center
Cost of Making our MOOC

• Total Grant Income: $50,000
• Additional Internal Funding: $10,000

• Production Costs: $32,000
• Miscellaneous Administrative Costs: $1000
• $27,000 divided between postdocs
• All other contributions: *pro bono*
First-Year Composition 2.0 will help you to develop a better process and gain confidence in written, visual, and oral communication and to create and critique college-level documents and presentations.
Georgia Institute of Technology
Composition 2.0

A Community of Learners

Guided Peer-Review
Course Statistics

- Enrolled: 21934
- Active: 14771
- Passed: 238
- Distinction: 70

Streaming Video Views: 95,631

Peer Assessment Submissions: 2,942
Peer Assessment Evaluations: 19,571
Pedagogical Control

Pedagogy

Platform

Platform

Pedagogy
“One doesn't discover new lands without consenting to lose sight of the shore for a very long time.”

--Andre Gide
Audience Poll #1:
Have you taught a MOOC before?

A. Yes  
B. No
MOOC Instructor Guide #1.
Plan and Prepare

Plan! Prepare! Practice!
October 12, 2012
Radical rethink: how to design university courses in the online age, Paul, Wappett, The Conversation, Australia

http://theconversation.edu.au/radical-rethink-how-to-design-university-courses-in-the-online-age-9737
MOOC Guide #2.
Market the Course
(especially to friends)
MOOC Guide #3.
Offer Multiple Types of Contact Info
MOOC Guide #4.
Get Help/Assistance
MOOC Guide #5.
Designate Feedback Providers and Tasks
MOOC Guide #6. Offer Ample Feedback in Week One
MOOC Guide #7.
Use Peer, Machine, Volunteer, and Self-Assessment
MOOC Guide #8.
Address Participants by Geographic Region
October 27, 2012
Chuck Severance (U Michigan/Coursera) in Barcelona, Seoul, Manila, Melbourne, etc.

http://www.youtube.com/watch?v=JzNHvmSv8TI
MOOC Guide #9.
Personalize Where Possible!
Certificate Fee (with sticker)

https://twitter.com/drchuck/status/262423228717355009/photo/1
MOOC Guide #10.
Use a Warm and Friendly Tone
MOOC Guide #11.
Be Willing to Change Midstream
MOOC Guide #12.

Form Groups and Social Supports
June 7, 2013

MOOC Students Who Got Offline Help Scored Higher, Study Finds,
Steve Kolowich, Chronicle of Higher Education


One of the first things researchers have learned about student success in massive open online courses is that in-person, one-on-one teaching still matters.

17,380 students. I haven't met f2f. I am shocked to see students from places where Internet is very limited. You will find students from even Zanzibar!!! Many teams are formed and they meet f2f in the region where they live.

http://venture-lab.org/education/
MOOC Guide #13.
Combine Sync and Async Instruction
MOOC Guide #14.
Arrive Early for Sync Session
MOOC Guide #15.
Allocate Ample Q&A Time During Sync Session
MOOC Guide #16.
Check Chat Window for Comments and Questions
MOOC Guide #17.
Reflect Near End of Each Sync Session (e.g., Top 3 Activity in Chat Window)
MOOC Guide #18.
Share Resources
MOOC Guide #19.

Offer Weekly Recaps and Updates
MOOC Guide #20.
Involve the Participants (e.g., use Polling Questions)

Poll #1: What is your biggest gain from this course?
A. Online teaching strategies
B. Online teaching models
C. Useful resources and tools
D. New friends and connections
E. Self-confidence

Poll #2: What time is it there?
A. Morning
B. Lunch time
C. Mid Afternoon
D. Evening
E. Late night or early morning
March 7, 2013
At South by Southwest Education Event, Tensions Divide Entrepreneurs and Educators, Jeffrey R. Young, Chronicle of HE,
Jean-Luc Picard said what?
That’s right, Engage!

Engage!
MAKE IT SO
Framework #1: R2D2
Framework #2: TEC-VARIETY
(motivation and retention online)

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products
Poll #2: Would you like to teach a MOOC now?

A. Yes...
B. No...

Gordon Lockhart, iBerry, http://iberry.com/
http://gbl55.wordpress.com/2011/03/08/cck11-man-this-mooc-is-something-else/
Any Questions?

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/
Email: curt@worldisopen.com
Stop and Share:
Three Words from this session!