Taking Leadership in Mystery of MOOCs and the Mass Movement toward Open Education

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Reflect on and share the recent MOOC news...
(99 seconds)

Mystery of MOOCs: Part I. A Funny Thing Happened...

June 25, 2012
Massive Open Online Courses (MOOCS)
A Conversation With Bill Gates About the Future of Higher Education, Chronicle of HE, Jeffrey R. Young

August 8, 2012
Holy Apostles To Offer Massive Open Online Courses, Cromwell, CT
http://campustechnology.com/articles/2012/08/08/holy-apostles-to-offer-massive-open-online-courses.aspx

October 9, 2012
MOOCs and exercise bikes – more in common than you’d think, Robert Nelson and Phillip Dawson, The Conversation, Australia

Are you motivated or do you need a social setting and role models to keep you driven?
November 2, 2012
The Year of the MOOC,
New York Times, Laura Pappano,
http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-courses-are-multiplying-at-a-rapid-pace.html?pagewanted=all

Clockwise, from top left: an online course in circuits and electronics with an M.I.T. professor (edX); statistics, Stanford (Udacity); machine learning, Stanford (Coursera); organic chemistry, University of Illinois, Urbana (Coursera).

January 8, 2013
Changing Course: Ten Years of Tracking Online Education in the United States, Elaine Allen and Jeff Seaman, Sloan-C & Babson Survey Research Group

January 2013
Parthenon Perspectives:
Finding Value in an Evolving Education Landscape
(US) Parthenon Group

January 23, 2013
Academic Partnerships Launches MOOC2Degree Initiative
Free, Open Online Courses As A First Step Toward A Degree
http://www.mooc2degree.com/

Poll #1:
Have you participated in a MOOC before?
A. Yes
B. No

Mystery of MOOCs:
Part II. 20 MOOC Leadership Principles
MOOC Leadership Principle #1:  
Be First!  
June 21, 2011 and August 2, 2011  
Stanford U. Offers Free Online Course in Artificial Intelligence (over 160,000 enroll, 23,000 complete, and 238 perfect scores; http://www.ai-class.com/)  

MOOC Leadership Principle #2:  
Offer Something Novel or Distinct  
September 15, 2011, Stanford Engineering, Everywhere (SEE) http://see.stanford.edu/  
View lecture videos, access reading lists & course handouts, take quizzes and tests, and communicate with other students.  

MOOC Leadership Principle #3:  
Define Brand  
The Floating University  
http://www.floatinguniversity.com/  

MOOC Leadership Principle #4:  
Take Risks  
January 23, 2012, Udacity- Sebastian Thrun  
http://www.udacity.com/  

MOOC Leadership Principle #5:  
Rethink Open Courses, Assessment, Certification, Students, etc.  
February 15, 2012  
Guess what! You just got into MIT!  

February 16, 2012  
Online Badges and Certifications from OER  
https://sites.google.com/site/opencontinuinged/  
Badges and other alternative certifications  

Some sample badges:
MOOC Leadership Principle #6: Inspire Your Team
TED Talk: Salman Khan
Stanford Graduate School of Business, February 21, 2011
http://www.youtube.com/watch?v=W-vj6BhQa5w
Let’s use video to reinvent education, TED, March 2011
http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html

MOOC Leadership Principle #7: Form Symbiotic Partnerships
April 18 and Sept 19, 2012: Coursera
https://www.coursera.org/

August 10, 2012
Coursera Hits 1 Million Students, With Udacity Close Behind,
Jeffrey R. Young, Chronicle of Higher Ed
Coursera said that it had students registered in 196 countries. The highest proportions are in the United States (38 percent), Brazil (6 percent), India (5 percent), and China (4 percent). The breakdown is similar at Udacity, which says it has students in 203 countries, with the greatest numbers hailing from the United States (42 percent), India (7 percent), Britain (5 percent), and Germany (4 percent).

December 13, 2012
UK universities in online launch to challenge US,
US, BBC News, Sean Coughlan
http://www.bbc.co.uk/news/education-20697392
The Open University’s Martin Bean says UK universities cannot “stick their head in the sand”

MOOC Leadership Principle #8: Offer Incentives
May 20, 2012
Udemy: http://www.udemy.com/
MOOC Leadership Principle #9: Collect Testimonials
June 11, 2012
http://chronicle.com/article/4-Professors-Discuss-Teaching/132125/

Krissa Swain, of Knoxville, Tenn., is taking “Operations Management” online to help develop her management skills.

October 1, 2012: MOOC Students
4 Massive Open Online Courses and How They Work, Ben Gose, Chronicle of HE

Rajeev Bajpai, an airline pilot based in Mumbai, took an online computer-science course to gain programming skills.

MOOC Leadership Principle #10: Set Bold (i.e., Audacious) Goals
June 18, 2012
http://www.openculture.com/2012/06/udacity_to_launch_5_new_classes.html

MOOC Leadership Principle #11: Set Newsworthy Records
June 19, 2012
Piazza in Stanford Class of 400,000

MOOC Leadership Principle #12: Create New Programs
June 19, 2012
UW System to offer new ‘flexible degree’ program
MOOC Leadership Principle #13: Generate Media Attention  
June 25, 2012  
http://www.forbes.com/sites/georgeanders/2012/06/05/udacity-sebastian-thrun-disrupting-higher-education/

October 6, 2012  
Online Education Grows Up, And For Now, It’s Free, NPR Staff  
http://www.npr.org/2012/09/30/162053927/online-education-grows-up-and-for-now-its-free  
http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=162053927&m=162053877

MOOC Leadership Principle #14: Build on Strengths and Niche Areas  
July 2, 2012  
http://lifehacker.com/5922804/sign-up-for-googles-power-searching-online-course-to-boost-your-google+/  
July 23, 2012  
Coursera course on Internet History, Technology, and Security, Chuck Severance  
42,000+ sign up…  
https://www.coursera.org/#/course/insidetheinternet

Fall 2012 (Paul Kim: Oct 15, 2012)  
Stanford Venture Lab (MOOCs)  
http://venturelab.stanford.edu/  
http://venture-lab.org/education

MOOC Leadership Principle #15: Do Not Make Rash Decisions  
July 17, 2012  
http://chronicle.com/article/After-Leadership-Crisis-Fueled/132917/  
http://venturelab.stanford.edu/
MOOC Leadership Principle #16:  
Be Proactive in Addressing Concerns  
August 16 & September 6, 2012  

MOOC Leadership Principle #17:  
Give Something Away  
September 12, 2012  
http://www.youtube.com/watch?feature=player_embedded&v=GAY5ICoVnA8 

MOOC Leadership Principle #18:  
Look Way Ahead  
September 14, 2012  
The Next 30 Years, USA Today: No Grades?  
http://www.usatoday.com/video/news/1839139560001 

MOOC Leadership Principle #19:  
Expand Markets  
October 1, 2012 & January 22, 2013  
http://chronicle.com/article/Open-Courses-From-America-Find/134660/ 

MOOC Leadership Principle #20:  
Ask Questions  
Sept 3, Oct 1, & Dec 17, 2013  
Chronicle of Higher Education  
http://chronicle.com/article/Massive-Excitement-About/134678/ 

Poll #2: Are MOOCs creating a revolution in education today?  
A. Yes...  
B. No...
Mystery of MOOCs: Part III. 20 Types of MOOCs

MOOC Type #1. Alternative Admissions Systems or Hiring System MOOC

MOOC Type #2. Just-in-Time Skills and Competencies MOOC

MOOC Type #3. Theory- or Trend-Driven MOOC

MOOC Type #4. Professional Development (PD) (practical) MOOC

MOOC Type #5. Loss Leader (dip toe in water) MOOC
Poll #3: Which of these MOOCs seem viable to you?
A. Alternative Admission and Hiring
B. Just-in-Time Skills and Competencies
C. Theory or Trend
D. Professional Development
E. Loss Leader

MOOC Type #6. Bait and Switch MOOC

MOOC Type #7. Experimental MOOC

MOOC Type #8. Degree or Program Qualifier or System Bottleneck MOOC

MOOC Type #9. Personality MOOC

MOOC Type #10. Name Branding MOOC
MOOC Type #11.
Goodwill MOOC

MOOC Type #12.
Interdisciplinary MOOC

MOOC Type #13.
Recruiting MOOC
(Companies pay for names and contact info of high performers)

MOOC Type #14.
Marketing MOOC
(Content provided in the MOOC that fosters product discussion)

MOOC Type #15.
Conference MOOC
Stretch a conference

MOOC Type #16.
Rotating MOOC
MOOC Type #17.
Repeatable MOOC

MOOC Type #18.
Reusable MOOC

MOOC Type #19.
Oral History MOOC

MOOC Type #20.
Remedial Course MOOC

Mystery of MOOCs:
Part IV. A Dozen MOOC Business Plans and Models

MOOC Business Model #1.
Advertisers Underwrite Courses and Degrees
MOOC Business Model #2.
Small and Flexible Application or Enrollment Fee

MOOC Business Model #3.
Course Assessment Fee

MOOC Business Model #4.
Certificate Fee (with sticker)
https://twitter.com/drchuck/status/262423228717355009/photo/1

MOOC Business Model #5.
Enhanced Course Fee
(same rate as other online courses)

MOOC Business Model #6.
Option for University Credit (full price)

October 27, 2012
Chuck Severance in Barcelona
(football dinner & course stickers)
https://twitter.com/lluisvicent/status/262315328116228096/photo/1
https://twitter.com/drchuck/status/262423228717355009/photo/1

https://twitter.com/drchuck/status/262423228717355009/photo/1
October 29, 2012
Antioch U. Will Offer MOOC’s for Credit Through Coursera, Nick DeSantis, Chronicle of Higher Education
http://chronicle.com/blogs/ticker/antioch-u-will-offer-moocs-for-credit-through-coursera/51252

MOOC Business Model #7.
Company Sponsored

MOOC Business Model #8.
Percent of First Year Salary

MOOC Business Model #9.
Sell or Lease Courses
(e.g., to Community Colleges)

MOOC Business Model #10.
Share Revenues
(i.e., professors, university, companies)

MOOC Business Model #11.
Free Entryway Course
January 8, 2013
eCornell Offers a MOOC That Steers Students to a Paid Follow-Up, Katherine Mangan, Chronicle of Higher Education

MOOC Business Model #12. Charge Fee for Student Data
December 9, 2013
Providers of Free MOOCs Now Charge Employers for Access to Student Data

MOOC Instructor Guidelines + 2 Frameworks for Teaching Online

January 23, 2013
Academic Partnerships Launches MOOC2Degree Initiative, Press Release

The New York Times
Public Universities to Offer Free Online Classes for Credit

Reflect on the MOOC news now...what new news did you learn?

January 23, 2013
‘Bill of Rights’ Seeks to Protect Students’ Interests as Online Learning Rapidly Expands, Steve Kolowich, Chronicle of Higher Education
MOOC Instructor Guide #1. Plan and Prepare

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. Gather Geographic Data

October 22, 2012
Chuck Severance in Seoul
http://www.youtube.com/watch?v=nHaPvqU4MrM

MOOC Guide #9. Use a Warm and Friendly Tone

MOOC Guide #10. Form Groups and Social Supports

MOOC Guide #11. Combine Sync and Async Instruction
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 #12.
Arrive Early for Sync Session

MOOC Guide #13.
Allocate Ample Q&A Time During Sync Session

MOOC Guide #14.
Share Resources

MOOC Guide #15.
Personalize Where Possible!

October 27, 2012
Chuck Severance (U Michigan/ Coursera) in Barcelona
http://www.youtube.com/watch?v=JzNHvmsVsTI
MOOC Guide #16. 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

MOOC Guide #17. Check Chat Window for Comments and Questions

MOOC Guide #18. Reflect After Each Session (e.g., Top 3 Activity in Chat Window)

MOOC Guide #19. Offer Weekly Recaps and Updates

MOOC Guide #20. Be Willing to Change Midstream

Poll #4: Would you like to teach a MOOC?
A. Yes...  
B. No...
Mystery of MOOCs: VI. Adding Some TEC-VARI ETY (Motivation Online)

Framework #1: TEC-VARI ETY for Online Motivation and Retention
1. Tone/Climate: Psych Safety, Comfort, Belonging
2. Encouragement, Feedback: Responsive, Supports
3. Curiosity: Fun, Fantasy, Control
4. Variety: Novelty, Intrigue, Unknowns
5. Autonomy: Choice: Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactive: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Excitement
9. Tension: Challenge, Dissonance, Controversy
10. Yields Products: Goal Driven, Products, Success, Ownership

1. Tone/Climate: A. Video Course Intros
(examples from Northern Virginia Community College and Indiana University KD (online MBA) program)
Yun Yun Chow, Open U Malaysia, Making Art Lessons Come Alive with Web 2.0
http://www.youtube.com/watch?v=BO9mgD1Gxk

2. Encouragement, Feedback, etc.: A. Vocab Sushi ($25 for 3 months)
http://www.vocabsushi.com/

3. Curiosity, Fun: A. Online Database Activities (e.g., WolframAlpha)
http://www.wolframalpha.com/

3. Curiosity, Fun: B. Dead Sea Scrolls
http://www.deadseascrolls.org.il/explore-the-archive
http://www.deadseascrolls.org.il/home
4. Variety, Novelty, Fun, Fantasy:
A. Timers (Stopwatches, Countdown Timers, Stopwatch Bombs, etc.; http://www.online-stopwatch.com/countdown-timer/)

5. Autonomy, Choice:
A. Web Exploration Assignments
1. Complete Works of Charles Darwin Online: http://darwin-online.org.uk/
4. Einstein Archives Online: http://www.alberteinstein.info/
7. iBerry (Open Courseware Directory): http://iberry.com/

Poll #5:
Which of the first 5 motivational principles will you use the most?
A. Tone/Climate
B. Encouragement/Feedback
C. Curiosity/Fun
D. Variety/Novelty
E. Autonomy/Choice/Flexibility

6. Relevance, Meaningfulness:
A. Online Cases (e.g., Mark Braun, IU)

6. Relevance, Meaningfulness:
B. Multimedia Glossaries
http://r685glossary.shutterfly.com/

7. Interactive, Collaborative:
A. Collaborative Video Annotations and Discussions (Craig Howard, IU)
http://scholarworks.iu.edu/journals/video.php?jst=ijdl&vol=article=852-102
8. Engagement, Effort:
A. Virtual Timelines (HyperHistory)
http://simile.mit.edu/timeline/

http://www.guardian.co.uk/world/interactive/2011/mar/13/middle-east-protest-interactive-timeline

9. Tension, Challenge, etc.:
A. Photo Festivals and Competitions (e.g., COFA at UNSW, Scrapblog, flickr, etc.)
http://www.youtube.com/watch?v=im7GQM9fzhc

10. Yields Products, Goals:
A. Student YouTube Products
Qi Li: r685 Gangnam Style, December 2012
http://www.youtube.com/watch?v=7Q429lqxZaU&feature=youtu.be

10. Yields Products, Goals:
B. Dan Record: Wikibook Chapter: Designing Online Courses that Speak to Today’s Students
http://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies/Andragogy_and_Technology
http://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies

10. Yields Products, Goals:
C. I Done This, Milestone Planner, 43 Things
Poll #6:
Which of the last 5 motivational principles will you use the most?
A. Relevance/Meaningfulness
B. Engagement/Effort
C. Interactive/Collab/Community
D. Tension/Challenge/Dissonance
E. Yielding Products/Goals

Commitments:
Stop and Share:
Which principle(s) of TEC-VARIETY will you use?
- Tone/Climate
- Encouragement, Feedback
- Curiosity
- Variety
- Autonomy
- Relevance
- Interactive
- Engagement
- Tension
- Yields Products

Mystery of MOOCs:
VII. R2D2

1. Auditory or Verbal Learners
   - Auditory and verbal learners prefer words, spoken or written explanations.

The R2D2 Method
1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

Read 1a. Reading from Open Access Journals (e.g., PLOS)
Read 1b. Interactive Stories
(e.g., Meograph
http://www.meograph.com/)

2. Reflective and Observational Learners
- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives

Reflect 2a. Cultural Blogs (e.g., Dr. Kim Foreman, San Fran State University, Come and See Africa Blog;
http://comeandseeafrica.blogspot.com/)
4. Tactile/ Kinesthetic Learners

- Tactile/ kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.
Do 4c. Learning Planet: Interactive Glossary
Umida Khikmatillaeva, Dec. 2011, P540
http://learningplanet.shutterfly.com/

Poll #7: What phase of the R2D2 Method will you use most?
A. Read (Auditory and Verbal Learners)
B. Reflect (Reflective Learners)
C. Display (Visual Learners)
D. Do (Tactile, Kinesthetic, Exploratory Learners)

Remember The TEC-VARI ETTY Model?
Tone/Climate
Encouragement, Feedback
Curiosity
Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

Poll #8:
Do you feel “MOTIVATED” to try any of this out?
A. Yes, both
B. Yes, R2D2
C. Yes, TEC-VARI ETTY
D. Neither

Stop and Share:
Three Words from this session!

Any Questions?
Try the TEC-VARI ETTY Model!
Try the R2D2 Model!

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/
Email: curt@worldisopen.com