

Personalizing the MOOC: Insights from Experts Around Planet Earth

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 KAEIM Conference, Seoul, Korea
 May 28, 2016



Part I. Current Trends and Recent Cycles



Audience Poll #1: Do you know what this year is?



January 15, 2016 Wikipedia is 15!

Scott McLemee, Inside Higher Ed

https://www.insidehighered.com/news/2016/01/15/ocw-wikipedia-15th-anniversary?utm_source=insidehighered&utm_campaign=sbs248989
 000202461158u0m_mofum=emalib0m_torm=9_310a04421_40a248989_97262461



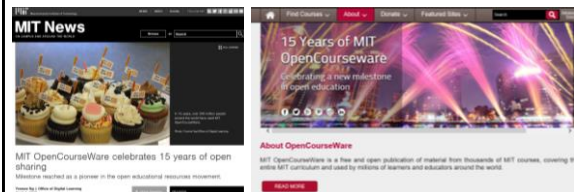
Wikipedia at 15

Celebrate or hate it as you will, writes Scott McLemee, Wikipedia has metamorphosed from its beginnings as a gangly cultural interloper into the de facto reference work of first resort.

January 15, 2016
 by Scott McLemee

Wikipedia came into the world 15 years ago today -- and, man, what an ugly baby. The first snapshot of it in the Internet Archive is from late March of 2001, when Wikipedia was already 10 weeks old. At that point, it claimed to have more than 3,000 pages, with an expressed hope of reaching

April 4, 2016 MIT OpenCourseWare is 15! <http://ocw.mit.edu/about/15-years/>



Milestones in Educational Technology (All 7 year cycles)

- 1987: Hypercard first shipped.
- 1994: Netscape goes public.
- 2001: MIT OCW & Wikipedia Launched.
- 2008: First MOOC Offered.
- 2015: The Age of Personalization.

Time to Scratch the 7 Year Itch?



Audience Poll #1: Who in here has used Opencourseware?



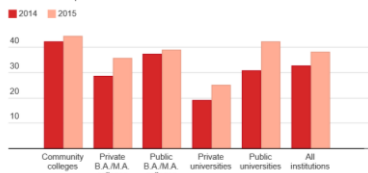
October 29, 2015

Campus Tech Leaders Report More Support for Free Educational Materials, Ellen Wexler, Chronicle of Higher Education

http://chronicle.com/blogs/wiredcampus/campus-tech-leaders-report-more-support-for-free-educational-materials/575517cid=atlutm_source=atlutm_medium=enkelq-e4e3f59a76642f6877b1e8a8a54c6e8elqCampaignId=1713&elqaid=6714&elqat=1&elqTrackId=e0e831d54b44442d93aff83de20111d6

Encouraging Faculty to Use Open-Source Content

Here's the percentage of survey respondents who report that their institutions encourage faculty members to use open education resources in their courses.



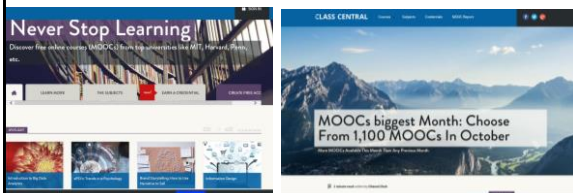
Audience Poll #2: Who in here has taken a MOOC?

Who in here has taken a MOOC?



Audience Poll #3: Who in here has taught a MOOC?

Who in here has taught a MOOC?



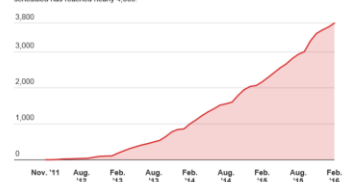
October 19, 2015

MOOCs Are Still Rising, at Least in Numbers, Ellen Wexler, Chronicle of Higher Education

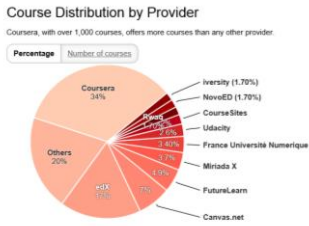
<http://chronicle.com/blogs/wiredcampus/moocs-are-still-rising-at-least-in-numbers/57527>

Growth of MOOCs

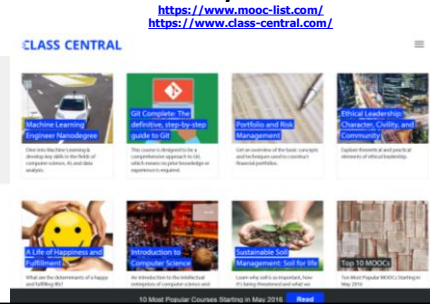
Since the first blockbuster MOOCs debuted, in 2011, the cumulative number of courses started or scheduled has reached nearly 4,000.



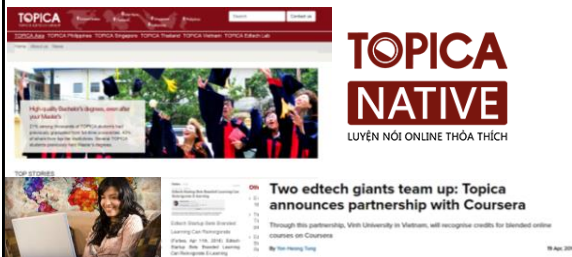
Source: Class Central [Get the data](#)



May 19, 2016
MOOC lists:
Class Central, the MOOC list



May 19, 2016
Topica Recognizes MOOCs
 (Topica EdTech Group...in Southeast Asia)
<https://topica.asia/>



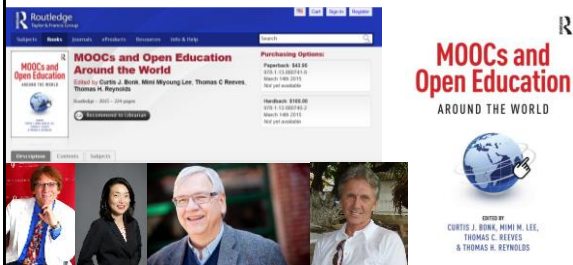
Things are heating up!

<http://routledge-ny.com/books/details/9781138807419/>



Part II. MOOCs and Open Education Around the World

<http://routledge-ny.com/books/details/9781138807419/>



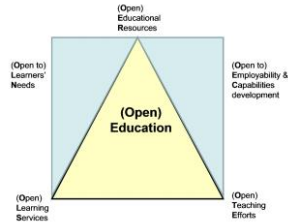
Foreword #1: The Role of MOOCs in the Future of Education?

George Siemens, Executive Director of the Learning Innovation and Networked Knowledge Research Lab, University of Texas Arlington



Foreword #2: Open(ing up) Education for All, Boosted by Moots?

Fred Mulder, UNESCO Chair in Open Educational Resources at the Open University of the Netherlands



Chapter 1: The MOOC Misstep and the Open Education Infrastructure

David Wiley, Co-founder and Chief Academic Officer, Lumen Learning

The Open Education Infrastructure

1. Open Credentials
2. Open Assessments
3. Open Educational Resources
4. Open Competencies



Chapter 2: The Single Canon: MOOCs and Academic Colonization

Karen Head, PhD
The Georgia Institute of Technology

"If MOOC proponents truly seek to offer the best educational opportunities to the world, they will have to open these platforms to a wide variety of institutions and instructors."



Chapter 3: MOOCs and Open Education in Japan:

A Case of the Open University of Japan
Kumiko Aoki, Ph.D., The Open University of Japan

"It is hoped that MOOCs will play a significant role for stakeholders in Japanese higher education in the near future."



Chapter 4: MOOCs, MERLOT, and Open Educational Services

Gerard L. Hanley, Ph.D.
MERLOT Executive Director
Assistant Vice Chancellor, Academic Technology Services
California State University, Office of the Chancellor

Figure 1. MOOCs as a Recent Evolution of OER



LO:
Learning
Objects



OCW:
Open
CourseWare



OT's:
Open
Textbooks



MOOC:
Massive Open
Online Course

Chapter 5: Enabling Open Education: A Feasibility Protocol for Australian Higher Education

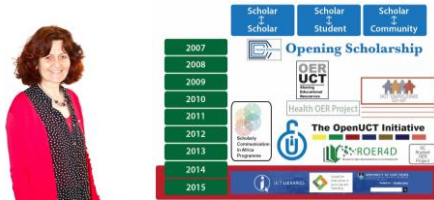
Dr Carina Bossu, University of Tasmania, Australia
Mr David Bull, University of Southern Queensland, Australia
Professor Mark Brown, Dublin City University, Ireland
Figure 5.1. Feasibility Protocol



Chapter 6: Open Education at the University of Cape Town

Laura Czerniewicz, Glenda Cox, Cheryl Hodgkinson-Williams, and Michelle Willmers

Figure 3: The openness journey at the University of Cape Town (UCT)



Chapter 8: MOOCs Downunder: Insights from the Open2Study Experience

Maggie Hartnett, Mark Brown, and Amy Wilson
Massey University, Dublin City University, and Massey University

Figure 3: Example of the Indigenous Studies subject



Chapter 10: MOOC Pedagogy AMP: A Tool for Characterizing the Pedagogical Approaches of MOOCs

Karen Swan, Scott Day, Leonard Bogle, and Traci van Prooyen
University of Illinois Springfield

Figure 3. Ratings Metaphors



(objectivist)	1	2	3	4	5	(constructivist)
(teacher-centered)	1	2	3	4	5	(student-centered)
(convergent)	1	2	3	4	5	(divergent)
(less structure)	1	2	3	4	5	(more structure)
(concrete)	1	2	3	4	5	(abstract)
(infrequent, unclear)	1	2	3	4	5	(frequent, constructive)
(unsupported)	1	2	3	4	5	(integral)
(unsupported)	1	2	3	4	5	(multifaceted)
(artificial)	1	2	3	4	5	(authentic)
(passive)	1	2	3	4	5	(generative)

Udacity =
Coursera =
EdX =

Chapter 13: Unbundling Higher Education and the Georgia Tech Online MS in Computer Science: A Chronicle

Richard DeMillo



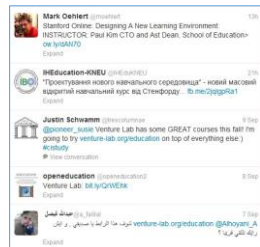
Master's Degree Is New Frontier of Study Online



Chapter 14: Creating a Temporary Spontaneous Mini-Ecosystem through a MOOC

Paul Kim and Charlie Chung, Stanford University

Figure 2. Twitter thread announcing the MOOC



Chapter 15: Learning about MOOCs by Talking to Students

Charles Severance, University of Michigan
Chuck Severance, U Michigan/Coursera) in Barcelona

<http://www.youtube.com/watch?v=JzNHvmSv8T1>

Chuck Severance, University of Michigan

<https://www.coursera.org/course/pythonlearn>



Chapter 16: Collaborative Design and Development of MOOCs for Teacher PD

Bernard Robin and Sara McNeil, Univ. of Houston



COE Faculty Develop Massive Open Online Courses on Technology Tools for Teachers

Sara McNeil and Bernard Robin, professors in the Learning, Design and Technology Program in the College of Education have received a grant from the UH Office of Education, Innovation and Technology to design, develop and deliver six MOOCs (Massive Open Online Courses) that explore innovative technology tools that K-12 teachers can use in their classrooms to support active student learning. Each MOOC will be five weeks long and will be delivered through Coursera. <http://coursera.org>

The University of Houston System recently launched its first three MOOCs on Coursera, offering unlimited participation and open access free of charge.

Usually MOOCs are created by teams of faculty, instructional designers and technologists, but the Learning, Design and Technology program's MOOCs are being designed and developed by a team of six College of Education graduate students who are working with Dr. Robin and Dr. McNeil to create the first two MOOCs. These MOOCs are going through final development in summer 2014 and are set to be delivered in Coursera in the fall of 2014.

One MOOC focuses on the educational use of digital storytelling and is currently accepting enrollment (<https://www.coursera.org/course/digitalstorytelling>) and the other MOOC deals with the use of emerging technologies for instructional purposes and will be available in the fall. Both

Chapter 18: Changing the Tune: MOOCs for Human Development? A Case Study

Balaji Venkatataraman and Asha Kanwar, COL



Chapter 19: Harnessing the Power of Open Learning to Share Global Prosperity and Eradicate Poverty

Sheila Jagannathan, World Bank, Washington DC

Figure 1: World Bank Group Twin Goals



Chapter 19: Harnessing the Power of Open Learning to Share Global Prosperity and Eradicate Poverty

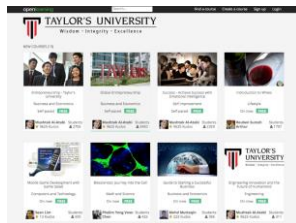
Sheila Jagannathan, World Bank, Washington DC
MOOCs on Climate Change (e.g., impacts of climate change on farmland) and Risk and Opportunity (reducing the risk of childhood mortality)



Chapter 20: The Glocalization of MOOCs in Southeast Asia

Zoraini Wati Abas, Ed.D.

Figure 2. Eight of thirteen MOOCs offered by Taylor's University



Chapter 22: OER and MOOCs in Africa: The AVU Experience

Griff Richards and Bakary Diallo,
African Virtual University, Nairobi, Kenya

It is estimated that only 6% of Africans can access post-secondary education. The development goal is set at 12% even though North America and Europe are somewhere around 45%.



Chapter 23: Open Learning in the Corporate Setting

Elliot Masie, The Learning CONSORTIUM @ The MASIE Center

"Open" is an interesting and disruptive word to use about a corporate setting. Yet, Open Learning is one of the most provocative and rapidly changing elements of how corporate learning is being harvested, delivered, and packaged.



Chapter 24: ALISON: A New World of Free Certified Learning

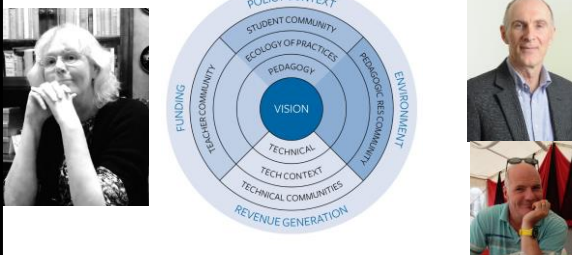
Mike Feerick, CEO & Founder, ALISON



Chapter 28: MOOCs 2030: A Future for Massive Online Learning

Rebecca Ferguson, Mike Sharples (The Open University, UK), Russell Beale (University of Birmingham)

Figure 1. The Beyond Prototypes Models of the TEL Complex



Part III. Ideas for Cultural Sensitivity



Chapter 2: USA/Georgia Tech: Karen Head

- Be careful with: hand gestures (e.g., finger pointing—use at least two fingers), body movements, English dominance, political issues.
- Jokes and humor can easily be misinterpreted.
- Be aware of shifting political climates impacting resource access such as YouTube in China.
- Many cultures do not have a linear approach (e.g., from A to B) to communication.
- Using visual rhetoric (e.g., visual images) to communicate can be a minefield of problems.

January 27, 2014 Various Geo-Political Issues

Coursera Support Center, Why is my country blocked?

<http://help.coursera.org/customer-support/why-is-my-country-blocked>

Online education platform Coursera blocks students in Syria and Iran, Wamba, Nina Curley





Chapter 3: Japan/The Open U

Kumiko Aiko

- Make subtitles available in multiple languages based on intended audiences.
- Avoid references to current events that may only be shared by a small subgroup.



Chapter 5: Australia

Carina Bossu

To ensure inclusiveness (including cultural, ethical, and religious), one should openly license all educational materials developed for MOOCs, so as to guarantee the permissions and freedoms required for translation, adaptation, re-use, redistribution, and repackaging.

September 16, 2013

Courses from Open Content

Rwandan Degree Program Aims for a 'University in a Box', Chronicle of Higher Education, Megan O'Neil
<http://chronicle.com/article/Rwandan-Degree-Program-Aims/141631/>



Students attend an orientation session at Kepler, a new hybrid program in Kigali, Rwanda, which will use MOOCs and classroom time to help students earn competency-based associate degrees.



Chap. 6: South Africa

Laura Czerniewicz

- The single most important requirement is that MOOCs and MOOC resources be made available under Creative Commons licenses or other open licenses which allow for re-use and adaptation. It is essential a broadcast model be employed.
- The agency for and ownership of local resources need to be in the hands of those who best understand local conditions, and therefore they need to be able to create and adapt as they see fit.

LICENSES



TERMS



Attribution

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No Derivative Works

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Share Alike

Others can distribute your work only under a license identical to the one you have chosen for your work



Non-Commercial

Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.



Chapter 8: New Zealand and Ireland

Mark Brown

- Create MOOCs on indigenous cultures and unique languages other than English (e.g., Irish).



May 31, 2014
Localization of Content
ocMOOCs and hMOOCs
Revolutionizing online education

Professor creates courses tailored to cultural differences,
 Korea JoongAng Daily, KIM BONG-MOON [bongmoon@joongang.co.kr]
<http://koreajoongangdaily.joins.com/news/article/article.aspx?aid=2989238&cid=koreajoongangdaily%7Cchannel%7Ccontent%7C>



Professor Auh Yoon-il of Kyung Hee Cyber University explains the upcoming Kyung Hee MOOC 2.0 in an interview with the Korea JoongAng Daily at Kyung Hee University on Wednesday. ("one culture" or ocMOOCs and hMOOCs)

Chapter 9: Scotland
U of Edinburgh
Amy Woodgate

- Intermittent Internet access on one's mobile phone will not help to stream HD videos.
- Simple course designs (e.g., talking heads with minimal hand gestures) helps to make content more available for international audiences. More engaging content is more difficult to convert.



Mobile MOOCs
 (e.g., mobile courses on smartphone)



Chapter 11:
India and Canada/COL
Sanjaya Mishra

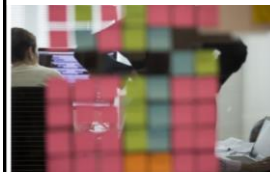
- Be culturally sensitive to music and pictures while designing content for global audience.
- Consider technology used to develop the content (does it assist reuse and remixing?).
- Instead of focusing too much on the cultural sensitivity of MOOCs and raising costs, try to allow for reuse and remixing of content. Use open source technologies and content.

Chapter 12:
Netherlands/Open U
Fred Mulder and Darco Jansen

To be mindful of:


- Different levels of digital literacy skills
- Local resources by locals
- Legal differences and barriers
- Gender, age, and disability issues
- Device-specific pedagogy and interface

May 27, 2015
MOOC Participant Study Strategies
The Invisible Learners Taking MOOCs,
George Veletsianos, Inside Higher Ed
<https://www.insidehighered.com/blogs/higher-ed-beta/invisible-learners-taking-moocs>




HIGHER ED BETA
 MOOCs and beyond
 The Invisible Learners Taking MOOCs
 May 27, 2015, by George Veletsianos

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



Chapter 14: USA/Stanford


Paul Kim and Charlie Chung



- Encourage students to download lecture videos and translate them to other languages and perhaps add captions and make available in their local cloud services.
- Encourage students to create low bandwidth versions of videos for those in low bandwidth areas.
- Encourage students to translate videos and add nuances and words understandable in local languages.
- Encourage students to meet locally in teams to share materials and take care of “sensitive matters.”

August 1, 2014 Can You Really Teach a MOOC in a Refugee Camp?

Steve Kolowich, Chronicle of Higher Education
<http://chronicle.com/blogs/wiredcampus/can-you-really-teach-a-mooc-in-a-refugee-camp/54191/>




Two men living in Dadaab, a refugee camp in Kenya, would watch lecture videos and take online quizzes at a nearby United Nations compound. (InZone)


April 20, 2015 Case Studies

250 MOOCs and Counting: One Man's Educational Journey, Chronicle of Higher Education

<http://chronicle.com/article/250-MOOCsCounting-One/229397/?cid=at>
 If the MOOC movement has faded, nobody told Jima Ngei. Mr. Ngei, who lives in Port Harcourt, Nigeria, has completed and passed 250.




Jima Ngei: “I had this unrelenting fear that this miracle of free access might evaporate soon.”




Chapter 15: USA/U Michigan

Chuck Severance




- Avoid troublesome metaphors and examples (e.g., the baseball World Series in the USA).
- Never show lecturer's face (use audio only)—allows for complete overdubbing in the native language and avoid hand gesture problems.
- Make slides as word free as possible—where possible use symbols
- “Limit” to audio and “No” video OR keep the video “simple”



Chapter 19: DC/World Bank Institute

Sheila Jagannathan

- “Widen” and “increase” representations from more diverse groups and stakeholders (gender, non western, public and private, grass roots, etc.).
- Make the contents more culturally sensitive/relevant.



Chapter 20 Indonesia and Malaysia

Zoraini Wati Abas

- Do not expect Asian audience to quickly voice their opinions
- Treat Asian audience as an equal
- Avoid issues related to religion and politics.
- Minimize distractions and negative feelings (e.g., do not show visuals or give examples of prohibited types of foods or animals)

March 4, 2016

MOOCs: vital tools in education of the future – or over-hyped online fad? (embedded video: 8:01)

Euro News, Sarah Chappell

<http://www.euronews.com/2014/03/04/moocs-vital-tools-that-are-shaping-the-future-of-education-or-over-hyped-online/>

SPECIAL REPORTS learning world

MOOCs: vital tools in education of the future – or over-hyped online fad?

By Sarah Chappell

00:00 01:10 02:20 03:30 04:40 05:50 07:00 08:10 09:20 10:30 11:40 12:50 14:00 15:10 16:20 17:30 18:40 19:50 21:00 22:10 23:20 24:30 25:40 26:50 28:00 29:10 30:20 31:30 32:40 33:50 35:00 36:10 37:20 38:30 39:40 40:50 42:00 43:10 44:20 45:30 46:40 47:50 49:00 50:10 51:20 52:30 53:40 54:50 56:00 57:10 58:20 59:30 60:40 61:50 63:00 64:10 65:20 66:30 67:40 68:50 70:00 71:10 72:20 73:30 74:40 75:50 77:00 78:10 79:20 80:30 81:40 82:50 84:00 85:10 86:20 87:30 88:40 89:50 91:00 92:10 93:20 94:30 95:40 96:50 98:00 99:10 100:20 101:30 102:40 103:50 105:00 106:10 107:20 108:30 109:40 110:50 112:00 113:10 114:20 115:30 116:40 117:50 119:00 120:10 121:20 122:30 123:40 124:50 126:00 127:10 128:20 129:30 130:40 131:50 133:00 134:10 135:20 136:30 137:40 138:50 140:00 141:10 142:20 143:30 144:40 145:50 147:00 148:10 149:20 150:30 151:40 152:50 154:00 155:10 156:20 157:30 158:40 159:50 161:00 162:10 163:20 164:30 165:40 166:50 168:00 169:10 170:20 171:30 172:40 173:50 175:00 176:10 177:20 178:30 179:40 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Chapter 21: U of Philippines Open U Melinda Bandalaria

- Strictly avoid references to religion.
- Use acceptable dress code.
- Even when English is the primary or secondary language of the country, consider making MOOC content available in the major dialects of the country.

April 21, 2014

Internet Café in Manila

The Revolution Is Not Being MOOC-ized, Students are educated, employed, and male.

Gayle Christensen and Brandon Alcorn, UPenn, New Scientist

<http://www.newscientist.com/article/dn26141-moocs-vital-tools-that-are-shaping-the-future-of-education-or-over-hyped-online/>



Filipino youths go online at an Internet café in Manila on Feb. 18, 2014. Two-thirds of Coursera participants come from the developed world, according to a new report.

Chapter 27: Canada

Helene Fournier and Rita Hop



- “Personalize” the learning experience to offset the massiveness.
- Need to think hard about how cultural differences might be expressed and accepted in the MOOC platform.
- The road ahead hinges on personalizing learning experiences; the connectivist approach (i.e., cMOOCs) is which participants are in the driver’s seat.

April 28, 2016

Communities Shindig, Video Chat Tool

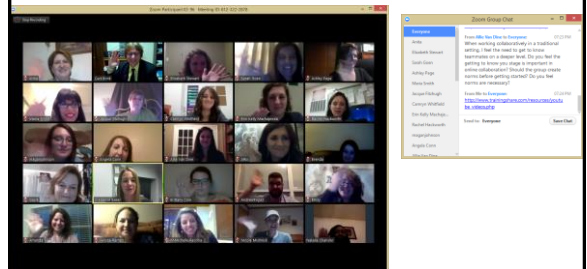
Future Trends Forum (with Bryan Alexander)


<https://bryanalexander.org/>



March 1, 2016


Zoom Tarleton State University, Texas Dr. Credence Baker





Chapter 28: UK/FutureLearn

Rebecca Ferguson and Mike Sharples




- **Access.** In many countries (e.g., in Africa, but also areas of Asia) mobile is the main means of access, so the courses need to be developed for a mobile-first experience, including pedagogy as well as interface.
- Provide transcripts of videos, preferably in multiple languages and multi-language subtitles.
- There are deep-seated cultural differences related to: the value of expert vs learner-originated knowledge; deference to experts; willingness to engage in discussion and critique.


January 20, 2016

Why the Future Is Bright for the World's Poorest Farmers, Gates Notes, the blog of Bill Gates

https://www.gatesnotes.com/Development/The-Future-of-Farming?WT.mc_id=61_20_2016_20_FutureofFarming_BG-LI_8W7auc-BGLI



Part IV. Personalization of MOOCs





Foreword: Canada/USA


George Siemens

- MOOCs are adopting CMUs OLI project (adaptive learning in stats) (e.g., Candace Thille at Stanford).
- Smart Sparrow (adaptive learning company connected to ASU) has started running personalization in MOOCs. One personalized/adaptive MOOC with Australian univ.
- Carolyn Rose at CMU recently ran a "Super Heroes" MOOC together with Smithsonian that used personalization approaches through "intelligent agents" to foster dialogue and collaboration.

March 9, 2016

iLearn@america MOOC: The Rise of Superheroes and their Impact on Pop Culture

<http://www.atamerica.org/id/evnts/2285/iLearnamerica-MOOC-The-Rise-of-Superheroes-and-their-Impact-on-Pop-Culture>



October 1, 2014

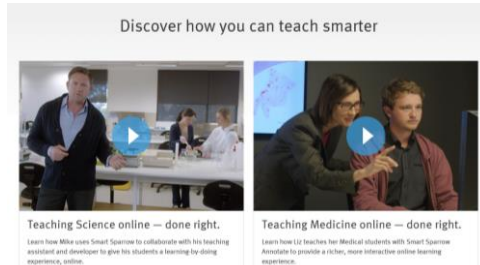
Acrobatiq

<http://acrobatiq.com/>



October 1, 2014 Smart Sparrow, Heat Maps on Misconceptions

<http://www.smartsparrow.com/>



Chapter 18: Canada/COL Balaji Venkataraman

- In the Mooc on mobiles for development the course team received requests from two groups of learners in Sierra Leone and Zambia for the course materials on DVD.
- AgMoocs initiative (<http://www.agmoocs.in/>) uses MookIT platform designed for access in low bandwidth conditions. It includes a functionality for a learner to hear the voice track on a basic mobile phone.

May 20, 2016 agMOOCs (India)

<http://www.agmoocs.in/>



May 20, 2016 agMOOCs (India)

<http://www.agmoocs.in/>
<https://www.facebook.com/ccapatanzania/posts/1540201329627397>



September 15, 2015 GROOCs are MOOCs for Social Impact

Social Learning for Social Impact, edX
Join the world's first GROOC – a MOOC for groups – to collaborate with others globally and create social change.

<https://www.edx.org/course/social-learning-social-impact-mcgill-grooc>
<https://www.youtube.com/watch?v=368vWNg-5LFAMd>



Chapter 18: Canada/COL Balaji Venkataraman

In the Pacific COL supported the U of South Pacific with a specially constructed MOOKIT platform. Social media was integrated with it. Any interested learner can add his or her SM profile to the profile in the course. This will enable a learner to follow the discussions on the course forum on real time using just the smart phone. This bandwidth is cheaper in most Pacific island countries than bandwidth availed for laptops. This facility greatly contributed to increased course participation often overwhelming the team of instructors.

May 19, 2016 Facebook Schools MOOCs on Engagement

Jason Schmitt, EdSurge
<https://www.edsurge.com/news/2016-05-19-facebook-schools-moocs-on-engagement>



Chapter 18: DOCC/USA Radhika Gajjala

Doing a "Collaborative" course requires that we engage the context - not just talk to it.... We start by dialogue and engagement with the students - the sensitivity would emerge through interaction and skype conversations and discussion and debate.



Chapter 18: DOCC/USA Liz Losh

The Selfie Course...

MOOCs often tend to misestimate the importance of situated experience in approaching learning as a meaning-making process.

Snapchat pedagogy, the ways that MOOCs overlook the importance of the mobile phone as a vehicle for connecting students -- who are individually situated in time, space, status, etc. -- in distributed learning networks.

September 2014 The Selfie Course

<http://www.selfieresearchers.com/the-selfie-course/>



Chapter 19: DC/World Bank Institute Sheila Jagannathan

- We try to do badging etc. to give motivation and personal incentives such as champion or expert.
- We try to customize the discussion forums with regional and very level forums, topics and moderators.
- Google hangouts are also used to customize and personalize at country or institutional levels.

Research Topic #23. Learning for Enjoyment vs. Credentials



Chapter 22: Canada/Africa Griff Richards

"I think a concept like personalization is laudable, but I'd like to see where it sits in the list of things to do to improve MOOCs. For example if we look down Hattie's list of useful interventions, would personalization give us the biggest learning bang for the buck of development? Or would we get there through some simpler intervention like simply making the courses more self-paced."

May 4, 2016

This Mongolian Teenager Aced a MOOC. Now He Wants to Widen Their Impact

The Chronicle of Higher Education, Jeffrey R. Young
<http://chronicle.com/article/This-Mongolian-Teenager-Aced-a/236362>

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TECHNOLOGY
This Mongolian Teenager Aced a MOOC.
Now He Wants to Widen Their Impact.

By Jeffrey R. Young | MAY 04, 2016



This is the latest episode of our new podcast series on the future of higher education. You can subscribe to iTunes to get prior and future episodes.



Chapter 25: USA/Illinois Vickie Cook

- Personal notes within the MOOC from either other students or the instructor that the MOOC takes on a personalized emphasis...communications that do not use my name, or are generic to be reused—feel quite cold and impersonal.
- Theory of "heutagogy" — basically learning that is self-determined and available in a mobile interface, I think it is important that personalization also create the desire to return to the MOOC for more.



Chapter 25: USA/Illinois Ray Schroeder

- Most obvious way to personalize is to include group projects, allowing students to self-select into interest areas to conduct collaborative projects that are relevant to the MOOC topic
- One of the easiest and most effective ways is to build self-reflection into each module of a MOOC.
- Motivated self-determined learners (such as many MOOCers are) do naturally adapt, build upon and scaffold MOOCs to meet their personal learning needs and desires.

Type of MOOC	cMOOC	xMOOC	pMOOC
Learner Role	Active	Passive	Active
Instructor Role	Co-learner	Sage on video stage	Guide on the side
Learning Theory	Connectivism	Behaviorism	Constructivism
Primary Pedagogy	Knowledge integration	Knowledge duplication	Knowledge production
Metaphor	"We link movies"	"We watch movies"	"We make movies"
Development Approach	Learning design	Instructional design	Educational design research
Primary Type of Assessment	Self Assessment	External and/or Peer Assessment	Self and/or Client Assessment
Funding Source	Seat of the pants funding	Large external funding	Moderate client provided funding

Figure 1. Differences among three types of MOOCs (Reeves & Hedberg, 2014).

Bonk, C. J., Lee, M. M., Reeves, T. C., & Reynolds, T. H. (in press). The emergence and design of massive open online courses (MOOCs). In R. A. Reiser, & J. V. Demsey (Eds.), *Trends and issues in instructional design and technology* (4th Ed.), (pp.7). Boston, MA: Pearson Education. Available: [http://www.publicationsshare.com/3](http://www.publicationshare.com/3)

Part V. Ten "10" MOOC Instructor Guidelines



MOOC Instructor Guide #1. Plan and Prepare for the Experience



MOOC Guide #2. Build in Feedback for Each Experience (etc., Peer, Machine, Volunteer, and Self-Assessment)



MOOC Guide #3. Create Interactivities (e.g., use Polling Questions)



MOOC Guide #4. Provide Variation and Choice



MOOC Guide #5. Combine Sync and Async Instruction (e.g., David Merrill and Charlie Reigeluth)



MOOC Guide #6. Design Responsive and Interactive Learning Communities



MOOC Guide #7.
Offer Weekly Recaps and Updates

Let's
Recap

MOOC Guide #8.
Personalize the Activity or Experience Where Possible!



MOOC Guide #9.
Engage in Resource Sharing



MOOC Guide #10.
Be Willing to Change Midstream.



Any Comments or Questions?

Slides at: TrainingShare.com

Papers: PublicationShare.com

Free Book: <http://tec-variety.com/>

MOOCsBook: <http://moocsbook.com/>

MOOCs and
Open Education
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