

MOOC and Open Education Around the World: Recent News and Research Clues

Curt Bonk, Indiana University,
cjbonk@indiana.edu



May 11, 2016 We're All Failures The Chronicle of Higher Education

<http://www.chronicle.com/article/We-re-All-Failures/233607>

We're All Failures



May 10, 2016

Image: The Tramp (1915)

Audience Poll #1: Has open education transformed your life?



Charles Wedemeyer Quote #1:

"It should be immaterial whether one has learned at the front door or the back door of the Palace of Learning. What one has learned—not where, or how, in what sequence, at what institution, or in what period of time—is the only criterion of supreme importance."
(Charles Wedemeyer, 1981, p. 216)



Charles Vest (April 4, 2001)

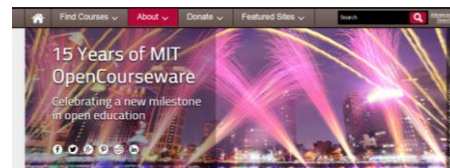
<http://web.mit.edu/newsoffice/2001/ocw.html>

"This is about something bigger than MIT. I hope other universities will see us as educational leaders in this arena, and we very much hope that OpenCourseWare will draw other universities to do the same. We would be delighted if -- over time -- we have a world wide web of knowledge that raises the quality of learning -- and ultimately, the quality of life -- around the globe."



February 24, 2016 MIT OpenCourseWare

<http://ocw.mit.edu/about/15-years/>



About OpenCourseWare

MIT OpenCourseWare is a free and open publication of material from thousands of MIT courses, covering the entire MIT curriculum and used by millions of learners and educators around the world.

[READ MORE](#)

Frank Basile, an aircraft technician, took an MITx course on circuits and electronics to increase his knowledge.

Joe Alfonso, a financial adviser from Oregon, is taking the online finance course as a "refresher."

http://chronicle.com/article/Mapping-a-MOOC-Reveals-Global/234795?cid=at&utm_source=at&utm_medium=en&utm_campaign=en&utm_term=.ed3e61d42d6ac7d42b961880ae&utm_content=CampaignId=2208&lsqaid=7501&lsqat=1&lsqtrackId=ed3e61d42d6ac7d42b961880ae&utm_term=.ed3e61d42d6ac7d42b961880ae



Audience Poll #2:

Who in here has taken a MOOC?



November 2, 2012
The Year of the MOOC,
New York Times, Laura Pappano,



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).

June 19, 2013
2013 is “The Year of the Anti-MOOC”
George Siemens, UW-Madison Summit
<http://globalhighered.wordpress.com/european-moocs-in-global-context/>



MOOCs Disruptive?

November 14, 2014 (2:25)

Why online ed disrupts the traditional model,

Fareed Zakaria GPS, CNN, On GPS, Stuart Butler & Anant Agarwal explain why students are drawn to online higher education: tuition debt & exciting new technologies
<http://www.cnn.com/video/data/2.0/video/bestoftv/2014/11/15/exp-gps-moocs-sot.cnn.html>



How Disruptive? 40,000+ people in a MOOC on Mythology...

Softcover (\$30): http://www.parlorpress.com/invasion_of_the_moocs
Free (PDF): http://www.parlorpress.com/pdf/invasion_of_the_moocs.pdf



"I don't like the sound of 'disruptive'... can we get some mildly troubling technology?"

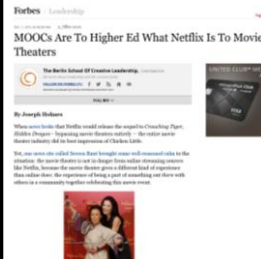
harmlessdawn.com

Products & Industries Rocked by Disruptive Technologies

Innovation	Disrupted Market
Automobiles	Rail roads
CDs, DVDs	Tapes
Downloadable Digital Media	CDs, DVDs
Digital Photography	Film Photography
Mini Computers	Mainframe Computers
Personal Computers	Mini Computers
Flat Panel TVs	CRT TVs
Robotic Factories	Assembly Line factories
Jet Planes	Propeller Planes

December 7, 2015 MOOCs Are To Higher Ed What Netflix Is To Movie Theaters Forbes, Joseph Holmes

<http://www.forbes.com/sites/josephholmes/2015/12/07/moocs-are-to-higher-ed-what-netflix-is-to-movie-theaters/#783d6a25d7>
<http://www.gathereducation.com/blog/2015/12/07/moocs-are-to-higher-ed-what-netflix-is-to-movie-theaters/#783d6a25d7>



August 30, 2015

Massive online courses grow; what's in it for the universities?, Kirk Pinho, Crain's Detroit Business

<http://www.craindetroit.com/article/2015/08/30/NEWS/36838999/massive-online-courses-grow-what-in-it-for-the-universities>

- More than 3.25 million people took massive open online courses through the University of Michigan during the last three years — a figure equivalent to 76 percent of the metro Detroit population of 4.29 million.

August 30, 2015

Massive online courses grow; what's in it for the universities?, Kirk Pinho, Crain's Detroit Business

<http://www.craindetroit.com/article/2015/08/30/NEWS/36838999/massive-online-courses-grow-what-in-it-for-the-universities>

- And all told, there have been between 16 million and 18 million people enrolled in MOOCs, about 2,500 of which had started or were scheduled to start as of July 2015, according to EdSurge Inc., an independent Burlingame, Calif.-based education technology information provider.

A typical MOOC enrollment level is around 25,000 students, according to research by Katy Jordan, a Ph.D. candidate focusing on technology-enhanced learning at The Open University in the United Kingdom.

<http://www.onlinecoursestart.com/state-of-the-mooc-2016-a-year-of-massive-landscape-change-for-massive-open-online-courses>,
<http://chriselda.com/blogs/wiredcampus/moocs-are-still-riking-at-least-in-numbers/57522>

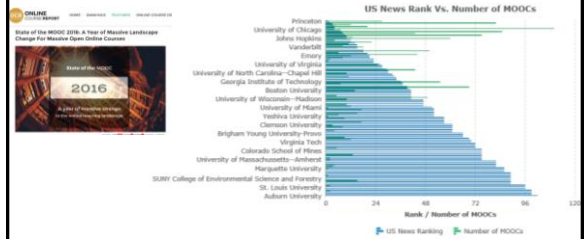
Growth of MOOCs

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



2016
State of the MOOC 2016:
A Year of Massive Landscape Change For Massive
Open Online Courses, Online Course Report

[Downloaded from ascelibrary.org by University of California, San Diego on 06/09/14. Copyright ASCE. For personal use; all rights reserved.](#)



January 5, 2016

Use Of MOOCs And Online Education Is Exploding: Here's Why

Josh Bersin, Forbes

<http://www.forbes.com/sites/joshbersin/2016/01/05/use-of-moocs-and-online-education-is-exploding-heres-why/#290acdda7f05>

PHS 2014-000076 0.347 mm

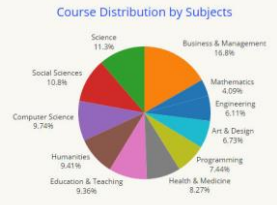
Use Of MOOCs And Online Education Is Exploding: Here's Why



The folks at [Class Central](#) just released their data on the growth of online courses (MOOCs) in 2015 and the data is [amazing](#).

More than 35 million people have enrolled in online courses in the last four years, and 2015 enrollments doubled from 2014. (That's equal to one out of five working professionals in the U.S.)

Today there are more than 4,200 MOOC courses available (many more if you include the corporate training programs from companies like Udemy, Big Think, Pluralsight, Lynda, Novelful, and Skillsoft). These academic-authored programs cover many topics, and are expanding into general business

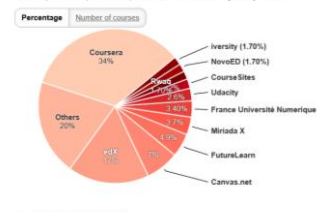


October 19, 2015
MOOCs Are Still Rising, at Least in Numbers
 Ellen Wexler, Chronicle of Higher Education

<http://chronicle.com/blogs/wiredcampus/moocs-are-still-rising-at-least-in-numbers/5752>

Course Distribution by Provider

Coursera, with over 1,000 courses, offers more courses than any other provider



January 14, 2016

Why You Should Care That MOOCs Had a Great 2015

Bravetta Hassell, Chief Learning Officer

data collected by Class Central:

- 35 million: total number of students who signed up for at least one course.
- 1,800: number of new courses announced.
- 75 percent: the amount of courses available in English (was 80 percent in 2014).
- 2,200: courses offered for the first time.
- **Reportlinker estimates the MOOC market to grow by nearly \$7 billion by 2020.**

January 14, 2016

Why You Should Care That MOOCs Had a Great 2015

Bravetta Hassell, Chief Learning Officer

- Self-paced courses are getting a boost...**More than 800 self-paced courses exist in the MOOC market, and that number is only getting larger.**
- MOOC providers are realizing their value. No longer are MOOC providers offering free certificates. **At Coursera, the average course is \$56; at edX, it's \$53.** Further, Coursera is putting up a payroll for graded assignments for some courses.

MOOC'ing Issue

Are we starting our research from the point of view of "here are some serious problems (students are unengaged, disenfranchised people lack access to educational opportunities)"

Or:

Are we simply going to focus on making MOOCs more effective, efficient, etc., without sufficient attention to the needs that they should be fulfilling?

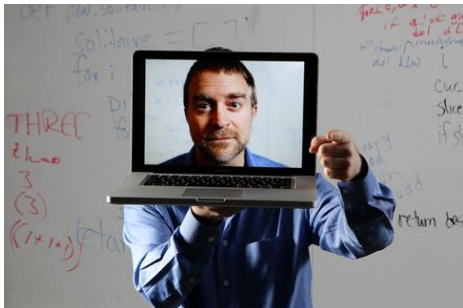


Question:

"What are the problems that MOOCs and OER are supposed to address?" or "Are MOOCs and OER "solutions" in search of problems?"
(Note: Best Answers get a MOOCs book.)



30+ Sample MOOC Research Topics



Activity:

During this talk, jot down a research idea on a card. We will share it at the end.
(Note: Best idea gets a MOOCs book.)



May 19, 2016

Current Issues on MOOC Research

Trang Phan, University of Houston, tphanuh16@gmail.com

29

- ❖ The influence of MOOCs on the future of higher education (Billington & Fronmuller, 2013)
- ❖ The effects of MOOCs on learning and teaching (Martin, 2012)
- ❖ The educational problems MOOCs might solve (Rivard, 2013)
- ❖ The blending of face-to-face classes with online MOOC classes (Bruff, Fisher, McEwen, & Smith, 2013).

October 25, 2014

Research Topic #1.

Faculty Awareness of the Open World

Opening the Curriculum: Open Educational Resources in U.S. Higher Education, 2014
I. Elaine Allen and Jeff Seaman

<http://www.onlinelearningurvey.com/reports/openingthecurriculum2014.pdf>

Opening the Curriculum:
Open Educational Resources in U.S. Higher Education, 2014

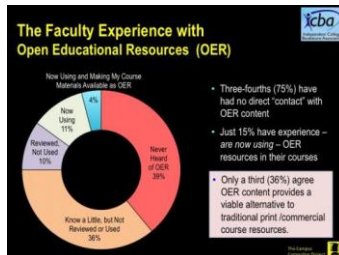
oer
RESEARCH HUB

OER Evidence Report
2013-2014

Building Understanding
of Open Education

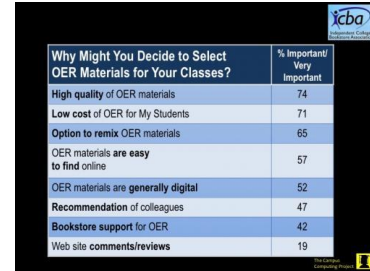
February 2016 Faculty Awareness of the Open World

Going Digital: Faculty Perspectives on Digital and OER Course Materials
Kenneth Green, The Campus Computing Project
<http://www.campuscomputing.net/goingdigital2016>



February 2016 Going Digital: Faculty Perspectives on Digital and OER Course Materials

Kenneth Green, The Campus Computing Project
<http://www.campuscomputing.net/goingdigital2016>



Research Topic #2. Actual Use of Open Access Resources and Materials Nature, Openwords, etc.

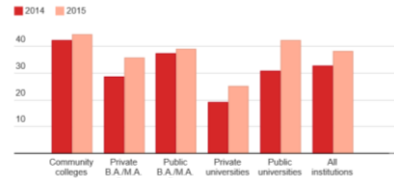
<http://www.openwords.com/>
<https://www.facebook.com/Openwords>

In a Move Toward Open Access, 'Nature' Allows Widespread Article Sharing
By Heidi Ravin



October 29, 2015 Campus Tech Leaders Report More Support for Free Educational Materials, Ellen Wexler, Chronicle of Higher Education

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.

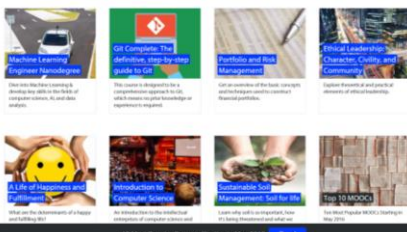


May 19, 2016 Research Topic #3. MOOC Access and Use (e.g., MOOC listings and ratings schemes)

MOOC lists: Class Central, the MOOC list

<https://www.mooc-list.com/>
<https://www.class-central.com/>

CLASS CENTRAL



April 23, 2015 Research Topic #4. Cost-Benefit Analysis

Offloading Semesters or Years to MOOCs

The Catch in Arizona State's Low-Cost Freshman Year Online:
No Aid, Chronicle of Higher Education, Thomas Fisher
<http://chronicle.com/article/The-Catch-in-Arizona-State-s/229617/>



Anant Agarwal, the head of edX, which teamed up with Arizona State U. in the new project: "Our mission is to provide education to people who need it the most."

Building Talent Pipeline Master's Degree Is New Frontier of Study Online, August 17, 2013, The New York Times By Tamar Lewin

<http://chronicle.com/article/MOOCs-May-Not-Be-So-Disruptive/140955/>
<http://extensionengine.com/putting-moocs-to-work-ecap-infographic/#.VFA6a2hwtjs>

MIT's Degree Is New Frontier of Study Online



Dr. Clark, the dean of the College of Computing at the Georgia Institute of Technology, is planning to offer a master's degree in computer science through massive open-online courses, or MOOCs.

1 BUILDING TALENT PIPELINES.



2014 companies are joining Coursera and edX to identify the best and brightest students, recruit them and offer them a quality education. The website also offers a list of companies that are currently using MOOCs to train their employees.

7 WAYS THAT CORPORATIONS ARE USING MOOCS

October 7, 2015

Research Topic #5.

Alternative Delivery Systems

MIT Unveils 'MicroMaster's,' Allowing Students to Get Half Their Degree From MOOCs, Andy Thomason, Chronicle of Higher Education

http://chronicle.com/blogs/ticker/mit-unveils-micromasters-allowing-students-to-get-half-their-degree-from-moocs/105615?cid=pm&utm_source=pm&utm_medium=en&utm_campaign=5df23ad260141d79b6b6b8d3f282aa4a&utm_campaignid=154

THE CHRONICLE OF HIGHER EDUCATION

Home News Global Opinion & Ideas Facts & Figures Blogs Advice



The Ticker

breaking news from all corners of academe.

TRENDING For Profit Colleges Students Legal Leadership The Profession

October 7, 2015 by Andy Thomason

Comments (5)

MIT Unveils 'MicroMaster's,' Allowing Students to Get Half Their Degree From MOOCs

The Massachusetts Institute of Technology will begin allowing students to earn

June 12, 2014

Research Topic #6. Economic Value of MOOCs (Assessment Issues)

Will a degree made up of Moocs ever be worth the paper it's written on?

The University of the People can now hand out degrees to its online students – but will employers take them seriously? Louise Tickle The Guardian

<http://www.theguardian.com/higher-education-network/blog/2014/jun/12/moocs-value-of-alternative-traditional-degree>



Moocs can offer a lot, but they don't offer the feedback of a traditional degree.

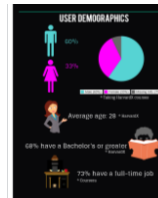
April 17, 2014

Research Topic #7.

Impact of MOOCs Across Age, Gender, and Course Type

Infographic: Global MOOC statistics

eCampus News, Meris Stansbury
<http://www.ecampusnews.com/research/infographic-moocs-global-436/>
Infographic: <https://magic.piktochart.com/output/1747660-moocs>



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

February 20, 2014

What about Education Level? Harvard and MIT Release Visualization Tools for Trove of MOOC Data

Lawrence Biemiller, Chronicle of Higher Education

http://chronicle.com/blogs/ticker/harvard-and-mit-release-visualization-tools-for-trove-of-mooc-data/20013?cid=pm&utm_source=pm&utm_medium=en

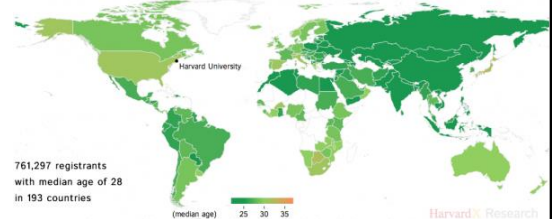


What About Age?

Data Visualization Tools (Harvard and MIT MOOCs)

Lawrence Biemiller, February 20, 2014, Chronicle of HE

http://chronicle.com/blogs/ticker/harvard-and-mit-release-visualization-tools-for-trove-of-mooc-data/20013?cid=pm&utm_source=pm&utm_medium=en



761,297 registrants
with median age of 28
in 193 countries

Harvard Research

February 20, 2014
Research Topic #8.
Utility of Data Visualization Tools
Harvard and MIT Release Visualization Tools for Trove of MOOC Data
Lawrence Biemiller, Chronicle of Higher Education

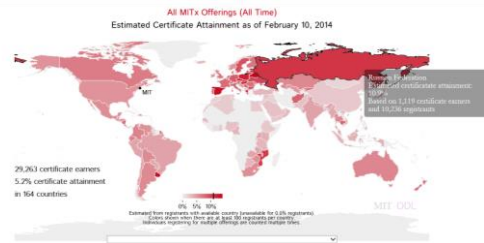
<http://chronicle.com/article/Harvard-and-MIT-Release-Visualization-Tools-for-Trove-of-MOOC-Data/233111>

World Map of Enrollment



Certificate Earners
Data Visualization Tools
(Harvard and MIT MOOCs)
Lawrence Biemiller, February 20, 2014, Chronicle of HE

<http://chronicle.com/article/Harvard-and-MIT-Release-Visualization-Tools-for-Trove-of-MOOC-Data/233111>



October 6, 2014
Research Topic #9.
High School Student College Prep and Advanced Placement Courses
edX turns attention to high school MOOCs, eSchool News

<http://www.eschoolnews.com/2014/10/06/high-school-moocs-839/print/>

edX turns attention to high school MOOCs

Posted By eSchool News Staff On October 6, 2014 @ 5:00 am In Curriculum, News, Top News | No Comments

Courses will help prepare students for postsecondary success, edX reps said

edX

HOW IT WORKS FIND COURSES SCHOOLS & PARTNERS REGISTER LOGIN

Search the entire edX course catalog

High School Initiative

Whether you want to complete a course for the sheer joy of learning something new. And sometimes you take a course to prepare yourself for future education.

Colleges and universities that many students could benefit from taking a few extra courses to help close the

October 6, 2014
High School Initiative

<https://www.edx.org/high-school-initiative>

<http://www.eschoolnews.com/2014/10/06/high-school-moocs-839/print/>

edX

HOW IT WORKS FIND COURSES SCHOOLS & PARTNERS REGISTER LOGIN

Search the entire edX course catalog

High School Initiative

Whether you want to complete a course for the sheer joy of learning something new. And sometimes you take a course to prepare yourself for future education.

Colleges and universities that many students could benefit from taking a few extra courses to help close the

January 11, 2016
7th grade scholarships for MOOC completion

U.S. News and World Report, eSchool News

<http://www.eschoolnews.com/2016/01/11/7th-grade-scholarships-for-mooc-completion/>

7th grade scholarships for MOOC completion

Posted By eSchool News Staff On January 11, 2016 @ 10:00 am In Curriculum, News, Top News | No Comments



Qualified 7th grade students can earn special consideration for Cooke Scholarships by completing an edX MOOC.



Calling 7th Graders: successfully complete an edX course and get a leg up in the Young Scholars Program.

Research Topic #10. Acceptability of MOOCs as Corporate Training
G2g (Googler to Googler) Training
Seven Ways to Corporate MOOC, Udemy blog, December 23, 2013, Shannon Hughes

<https://www.udemy.com/organizations/blog/2013/12/23/seven-ways-to-corporate-mooc/>

Classes range from management and public speaking, to parenting and mountain climbing.

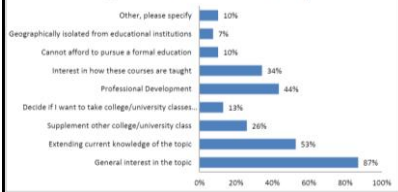


February 5, 2013

Bioelectricity: A Quantitative Approach, Duke University's First MOOC

http://dukespace.lib.duke.edu/dspace/bitstream/handle/10161/6216/Duke_Bioelectricity_MOOC_Fall2012.pdf

Figure 5. Student motivations for enrolling



Quantitative Approach

Roger Cooke Book

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

Quantitative Approach: A Quantitative Approach to the Study of the Human Mind

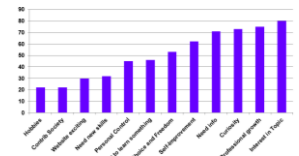
April, 2015

Learners Goals, Motivations, Achievements, Challenges, etc.

Bank, C. J., Lee, M. M., Kou, X., Xu, S. & Sheu, F.-R. (2015). Understanding the Self-Directed Online Learning Preferences, Goals, Achievements, and Challenges of MIT OpenCourseWare Subscribers. *Educational Technology and Society*, 18(2), 349-368. Available: http://www.letsinfo.org/journals/18_2/26.pdf; Issue TOC: <http://www.letsinfo.org/issues.php?id=67>

Blackboard Data

Figure 4. Main reasons to informally explore the Web to learn



June 13, 2014

Research Topic #13. Learner Engagement with Content

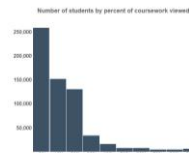
8 Things You Should Know About MOOCs
Chronicle of Higher Education, Jonah Newman and Soo Oh
<http://chronicle.com/article/MOOCs-EdX/146901/>

THE CHRONICLE OF HIGHER EDUCATION

5. Nearly half of registrants never engage with any of the content

Courses are broken into anywhere from 11 to 48 chapters, but few students look at them all. Only 3 percent of participants look at every chapter, and fewer than one in 10 view even half of the material.

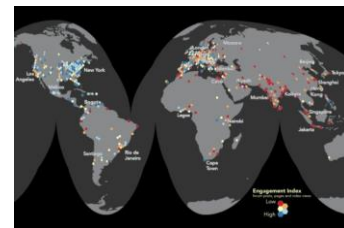
In fact, of those who viewed any course material, half looked at 11 percent of the course chapters or less.



January 11, 2016

Mapping a MOOC Reveals Global Patterns in Student Engagement

Chronicle of Higher Education, Anthony C. Robinson
<http://chronicle.com/article/Mapping-a-MOOC-Reveals-Global-Patterns-in-Student-Engagement/220884>



April 21, 2014

Research Topic #14. Benefits of MOOCs for Disadvantaged and Underprivileged

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/story/20140421-mooc-revolution-is-not-being-mooc-ized-students-are-educated-employed-and-male/>



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.

OER and MOOCs in Africa: The AVU Experience

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

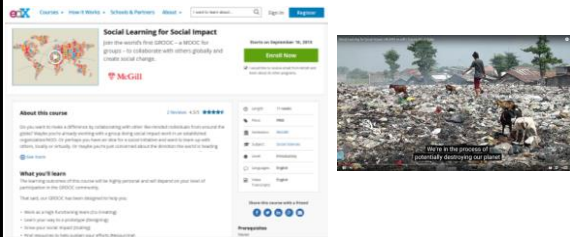
It is estimated that only 6% of Africans can access post-secondary education. The development goal is set at 12% even though North America and Europe are somewhere around 45%. The gap is huge. This is not to say that African nations are not investing in post-secondary education. For example, Nigeria has been steadily building universities during the past couple of decades.



September 15, 2015 Research Topic #15. 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=36&v=WNq-SLFAMdI>



September 15, 2015

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=36&v=WNq-SLFAMdI>



October 7, 2014 ALISON: Global Health Initiatives Online Mooc courses deliver Ebola health advice, BBC News, Sean Coughlan

<http://www.bbc.com/news/education-29521360>
<http://www.advancelarning.com/why-wait-for-others-to-fight-ebola>



Disinfecting a room in Monrovia, Liberia: Online courses are providing health advice to fight Ebola.

Activity #2: Half-Way Pt.

Which of the research ideas mentioned so far match what you have written down?



May 31, 2014 Research Topic #16. 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.joongang.co.kr/view?nid=1309032&cid=1309032&cid=1309032&cid=1309032>



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)

2016

State of the MOOC 2016:
A Year of Massive Landscape Change For Massive Open Online Courses, Online Course Report



Research Topic #17. Functioning of Translation Teams Learning from Localized OER and OCW (e.g., Opensource Opencourseware Prototype System (OOPS), Lucifer Chu, Janitor of OOPS)

The Biggest OCW Localization Volunteer
Group in the World



OOPS OOPS
OpenSource OpenCourseware Prototype System
開放式課程計劃
www.oops.tw
www.oops.org



June 26, 2015

Research Topic #18. Cultural Differences MOOC Madness in China!

In China, Where Everything is a MOOC,
Education Week, Justin Reich, HarvardX Research Fellow
http://blogs.edweek.org/edweek/edtechresearcher/2015/05/in_china_where_everything_is_a_mooc.html?z=284759497

The most memorable line from my recent visit to China was this: "We have 12 million K-12 teachers in China who need to receive this particular in-service training, so we started with a group of about 200,000."



January 27, 2014 Research Topic #19. Various Geo-Political Issues Coursera Support Center, Why is my country blocked? <http://support.coursera.com/en/faq/why-is-my-country-blocked/> Online education platform Coursera blocks students in Syria and Iran, Wamba, Nina Curley

May 27, 2015 Research Topic #20. 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>

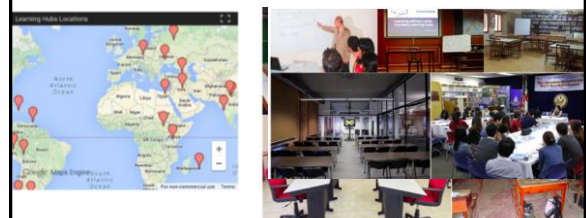
Rajeev Bajpai, an airline pilot based in Mumbai, took an online computer-science course to gain programming skills.

October 6, 2015 Research Topic #21. MOOCs as a Learning Supplement Using MOOCs to Fill In Your Weak Spots, Hanna Peacock, Inside Higher Ed <http://blogs.insidehighered.com/inside-highered/2015/09/22/using-moocs-to-fill-in-your-weak-spots/>



April 30, 2014 Research Topic #22. Impact of Blending FTE Sessions with Online MOOCs

New Learning Hubs Locations Hosted by The New York Public Library and Seven Other Int'l Partners, Coursera Learning Hubs
<https://www.coursera.org/about/programs/learningHubs>
<http://blog.coursera.org/post/84322385012/new-learning-hubs-locations-hosted-by-the-new-york>



Research Topic #23. Learning for Enjoyment vs. Credentials



March 3, 2016

'Trump U.' Draws Unflattering Spotlight to the Candidate as Fraud Cases Move Forward

Chronicle of Higher Education, Corrine Ruff
http://chronicle.com/article/Trump-U-Draws/235573?cid=trend_right_a

'Trump U.' Draws Unflattering Spotlight to the Candidate as Fraud Cases Move Forward

By Corinne Ruff | March 3, 2016



In 2016, the real estate mogul said Trump should have avoided the name of "Trump University" when purchasing the real estate company. He said the name was "too close" to the name of the real estate company he founded, Trump University, and the New York attorney general.



Learning for Enjoyment Versus Credentials and Badges

"Just play around with ideas for alternatives to printed texts and don't be afraid to create your own, even if they're amateurish...I think we need to de-emphasise formal assessment and accreditation and encourage our playful side to see what is possible. **Too much informal learning wants to get itself 'badged' or validated too quickly and this means its losing its genuine amateur status."**

UB Magazine THU, OCT 1 - 2 PM EST - REGISTER - [FREE ENTRY](#)

From UB Magazine
Digital badges hit the big time

More colleges and universities now offer digital badges as a form of micro-credential or "subdegree" to students who pass individual courses or certifications, and want to show potential employers what they've learned. The programs target professionals needing a skills boost and hobbyists. [Read more](#)



August 5, 2015

Research Topic #24. Acceptability of Nanodegrees and Microcredentials How Nanodegrees Are Disrupting Higher Education

John Waters, Campus Technology

<http://campustechnology.com/articles/2015/08/05/how-nanodegrees-are-disrupting-higher-education.aspx>

How Nanodegrees Are Disrupting Higher Education

New "bite-sized" online completion programs are changing the educational pathways to success in certain industries.

By John A. Waters 08/05/15



Unleashed, fast and supported by industry leaders to enhance your career

Google AUTODESK intuit

at&t cloudera

Xcelite cadence NVIDIA

FSMANACADEMY

September 14, 2015 Philanthropy University

https://mooced.com/philanthropy-initiative?referral_token=NOVED-CC



Register Now - First Courses Start September 28



January 5, 2016

Use Of MOOCs And Online Education Is Exploding: Here's Why

Josh Bersin, Forbes

<http://www.forbes.com/sites/joshbersin/2016/01/05/use-of-moocs-and-online-education-is-exploding-heres-why/#290acdd6709>

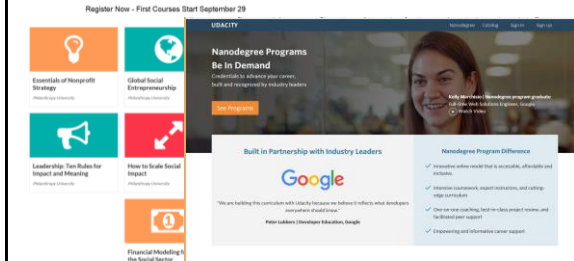
Most of the MOOC providers now offer such credentials (there are over 100) and they include tools like Nanodegrees (Udacity), Credentials of Readiness (Harvard), XSeries (EdX), and many more. It's not yet clear how well these credentials will be recognized by employers, but that's where this market is going.

Most of these companies focus on technical education – software skills, IT systems, and other technical topics.



January 13, 2016 Degree gets you a tech job — or your money back, Marco della Cava, USA Today

<http://www.usatoday.com/story/tech/news/2016/01/13/degree-gets-you-tech-job-your-money-back/78703230/>



January 20, 2016 Coursera Specializations

https://www.coursera.org/browse/tutor_medium=email/kate_source=marketingutm_campaign=40AAR6_65W55-NoU89Qw&language=en



October 7, 2015 MIT Master's Program to Use MOOCs as 'Admissions Test'

Jeffrey R. Young, Chronicle of Higher Education
<http://chronicle.com/article/MIT-Master-s-Program-to-Use/233685>



September 16, 2013 Research Topic #25. Issues of Quality

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.

Challenges and Issues

- Discern the quality of information
- Evaluate the quality
- Informal learning not taken seriously by their superiors
- Certificates and badges may reduce sense of fun and learning enjoyment



Research Topic #26. Impact of Mobile MOOCs (e.g., mobile courses on smartphone)



August 31, 2015**MOOC Watch?**samsung unveils Gear S2 smartwatch,
USA Today, Brett Molina<http://www.usatoday.com/tech/>**April 1, 2015****Research Topic #27.****Flipped the Classroom with MOOCs**

For a Better Flip, Try MOOCs, David Rath, Campus Technology

<http://campustechnology.com/articles/2015/04/01/for-a-better-flip-try-moocs.aspx>**For a Better Flip, Try MOOC**

Innovative faculty are running MOOCs and flipped format on-campus courses on the same schedule and having the two groups interact online — with interesting results.

By David Rath | 04/01/15

**Why MOOC OERs are "ultimate necessities" in higher education**By Meris Stansbury, Managing Editor, @OER_Meris
Read more by Meris Stansbury
March 2nd, 2015

Researcher discusses 3 strategies to open up MOOC content.

Are MOOCs truly the open education innovation they were designed to be? That's the question one researcher says those in academia should be asking. Through MOOCs are based on utility (suggesting an evolution of the Open Learning

**September 22, 2015****Research Topic #28.****MOOC Benefits and Impact****Who's Benefiting from MOOCs, and Why**Chen Zhenghao, Brandon Alcorn, Gayle Christensen, Nicholas Eriksson,
Daphne Koller, Ezekiel J. Emanuel, Harvard Business Review<https://hbr.org/2015/09/whos-benefiting-from-moocs-and-why>**The Career Benefits of MOOCs**

As reported by those who stated career benefits as their primary reason for completing a MOOC.



SOURCE: COURSEERA SURVEY DATA

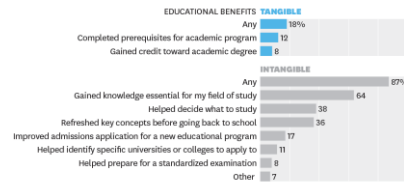
© HBR.ORG

September 22, 2015**Who's Benefiting from MOOCs, and Why**

Chen Zhenghao, Brandon Alcorn, Gayle Christensen, Nicholas Eriksson, Daphne Koller, Ezekiel J. Emanuel, Harvard Business Review

<https://hbr.org/2015/09/whos-benefiting-from-moocs-and-why>**The Educational Benefits of MOOCs**

As reported by those who stated educational benefits as their primary reason for completing a MOOC.



SOURCE: COURSEERA SURVEY DATA

© HBR.ORG

April 20, 2015**Research Topic #29. 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>

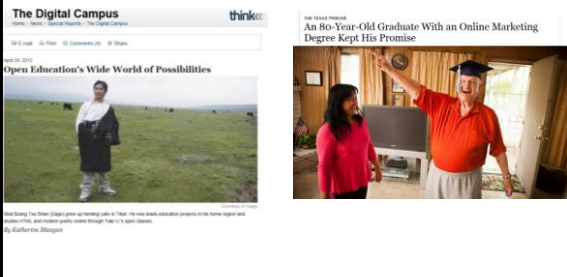
If the MOOC movement has faded, nobody told Jima Ngei. Mr. Ngei, who lives in Port Harcourt, Nigeria, has completed and passed 250.

**Jima Ngei: "I had this unrelenting fear that this miracle of free access might evaporate soon."****May 19, 2016****From MOOC to bootcamp to MIT****MIT News**<http://news.mit.edu/2016/mooc-bootcamp-mit-0519>**From MOOC to bootcamp to MIT**

Two students with entrepreneurial spirit found their way into the Class of 2020 through MIT.

Office of Digital Learning
May 19, 2016

Various Case Studies: Life Impact from OER and MOOCs



MIT Data:

Prepares to Reenter University (41-50 year old male, Middle East)

Most interesting experience of my own was my use of MIT OCW to refresh on Calculus. I purchased the textbook and followed one of several calculus options on the site. **This was quite successful in re-introducing Calculus, as a prep to re-entering college 28 years after graduation - this time to study for a Master's.**



MIT Data: Retiree Develops New Hobby (70+ year old female, North America)

I'm an avid photographer and have developed skills for developing my own website for display of my photography and books I have written that include my photographs...I've had multiple careers, from science, to public administration, and information technology. The development of my art is a new and exciting experience.



Life Changing Example

My life has changed in a big way. **I used these new skills to create a small business that supplements my income. I couldn't use this income solely to support myself, but it does pay some bills.**



Joining a Learning Community

"My key moment came when I discovered a community of like-minded scholars from around the world. I no longer felt isolated or disconnected. This has become my most valuable support network and I am grateful."



July 2015

Research Topic #30. 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

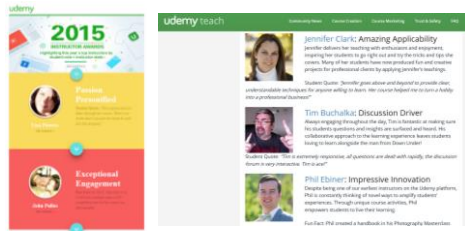


(objectivist)	1	2	3	4	5	(constructivist)
(teacher-centered)	1	2	3	4	5	(student-centered)
(convergent)	1	2	3	4	5	(divergent)
(less structure)	1	2	3	4	5	(more structure)
(concrete)	1	2	3	4	5	(abstract)
(infrequent, unclear)	1	2	3	4	5	(frequent, constructive)
(unsupported)	1	2	3	4	5	(integral)
(unsupported)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

Udacity =
Coursera =
EdX =

December 30, 2015 Research Topic #31. Research on Changes in Teaching Practices Udemy Awards, 2015 Instructor Awards!

<https://www.udacity.com/congratulations-to-some-exceptional-instructors-of-2015/>



August 20, 2015 Research on Unique Pedagogy Syracuse professor offers free 'Star Trek' class to the public, USA Today, Amari D. Pollard, LeMayne College

<http://college.usatoday.com/2015/08/20/syracuse-professor-offers-free-star-trek-class-to-the-public/>



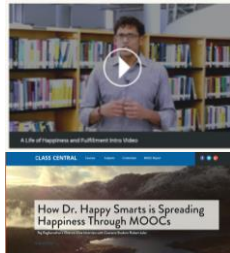
December 30, 2015 Less Experimentation, More Iteration: A Review of MOOC Stats and Trends in 2015 Class Central Blog, Dhawal Shah

<https://www.class-central.com/report/mooc-stats-and-trends-2015/>
<https://www.class-central.com/report/>
<https://www.youtube.com/watch?v=LD9sNEVNZ8>

Top Courses

2,200 courses were offered for the first time in 2015. Based on a Bayesian average of more than 7,000 reviews written by Class Central, here are the top-rated courses. (Look what subject came in first!) we were able to rank the courses.

1. A Life of Happiness and Fulfillment (Stanford University & Coursera)
2. Introduction to Programming with MATLAB (Stanford University & Coursera)
3. The Great Plains Series: Understanding Prehistoric (Khan Academy)
4. Marketing in a Digital World (UIC & Coursera)
5. Fractals and Scaling (Santa Fe Institute & Coursera)
6. What is a Mind? (University of Cape Town & FutureLearn)
7. Algorithms for DNA Sequencing (Johns Hopkins University & Coursera)
8. Microbiology for Biologists and Public Performance (Stanford University & FutureLearn)
9. Programming for Everybody: Getting Started with Python (University of Michigan & Coursera)
10. CS101: An Introduction to Big Data with Apache Spark (UC Berkeley & edX)



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



Audience Poll #4: Would you like to research MOOCs now? What was your idea?

A. Yes...

B. No...



We are entering a jumping off point...

(South University of Science and Technology of
China, Wednesday June 10, 2015)



Things are heating up!

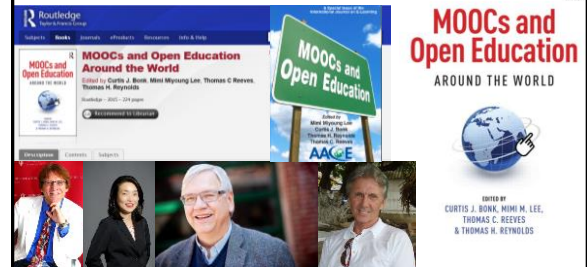
<http://routledge-ny.com/books/details/9781138807419/>



MOOCs and Open Education Around the World
By Bonk, Lee, Reeves, & Reynolds

MOOCs and Open Education Around the World

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



Want something FREE? Introducing the "TEC-VARIETY" book...(Framework #1)

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



在线学习动机与激励: TEC-VARIETY 模型

——激励和留住在线学习者的 100 个活动

作者: Curtis J Bonk & Elaine Khoo IU

December 13, 2013

Former MIT president Charles M. Vest dies at 72
As the Institute's leader from 1990 to 2004, he
sparked a period of dynamism.

Steve Bradt, MIT News Office

<http://web.mit.edu/newsoffice/2013/former-mit-president-charles-m-vest-dies-at-72-1213.html>



Charles Wedemeyer Quote #2:

"If America is on the threshold of becoming a Learning Society, non-traditional learning may be its most genuine ingredient."

(Charles Wedemeyer, 1981, p. 219)



Any Comments or Questions?

Slides at: TrainingShare.com

Papers: PublicationShare.com

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

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

